



**MIDDLESBROUGH**

**CHILDREN, FAMILIES AND LEARNING DEPARTMENT**

**ACCESS TO SERVICES**

**PATHWAY – TERMS OF REFERENCE**

**January 2008**

middlesbrough  
partnership

  
**Middlesbrough**  
moving forward

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## **Background**

This guide is intended to define access criteria and establish service pathways so that all agencies, services and practitioners working with children and young people are able to understand which services are most appropriate to support identified levels of need.

The ideal service provision for children, young people and their families should be seamless, where children and young people receive support according to their particular needs and move from one level to another without difficulty, as their particular circumstances change. The service should be focused on the needs of the child and the family, with different services providing the correct level of identified support.

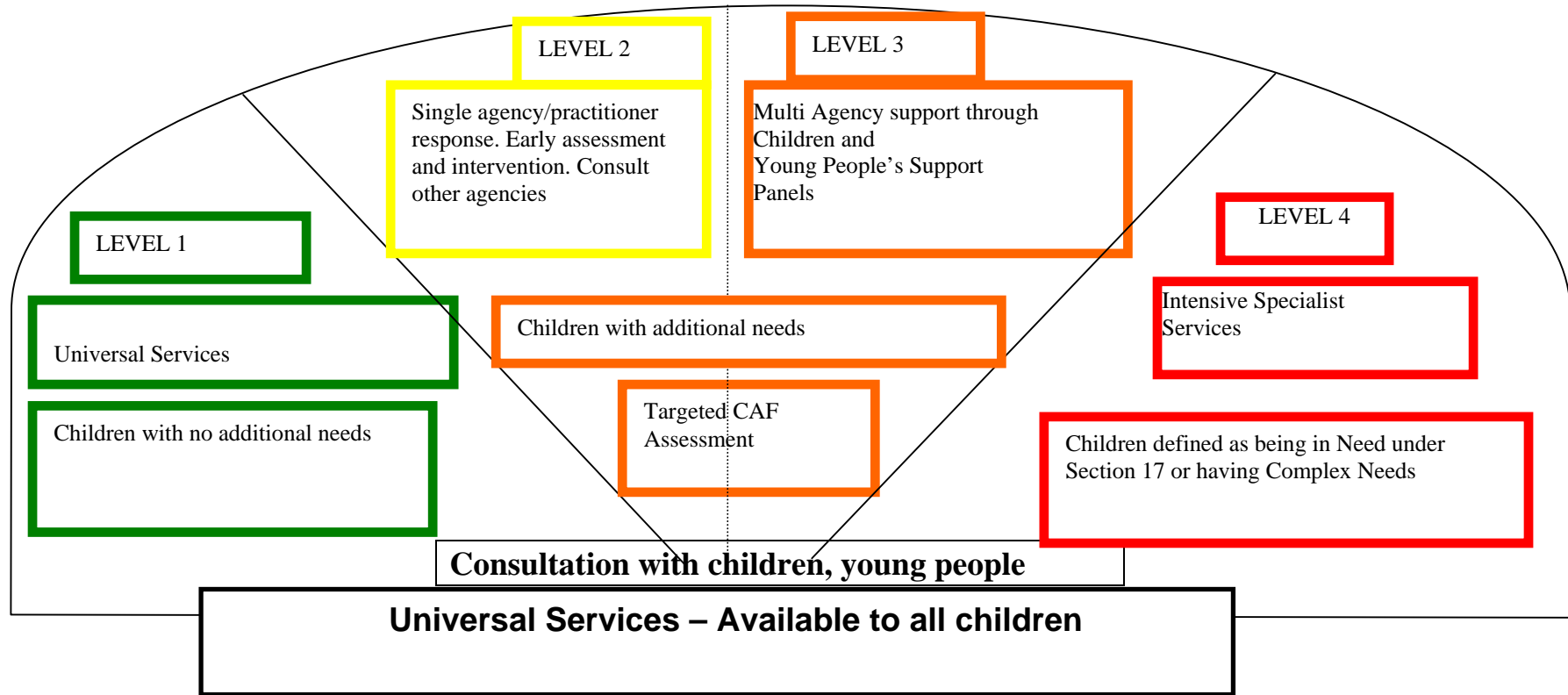
## **Service Delivery Model**

The model shows the services that parents, young people and their families can move through as the level of their need increases and diminishes. Details for each service delivery are described under the following headings:

- Criteria for service delivery
- Access Criteria
- Definition of need
- Identification of need
- Multi-agency working
- Agencies
- Information Points
- What to do if a practitioner has concerns
- What to do if the Parent/carer/child/young person has concerns
- What to do if identified needs not met/Concern persists

# WINDSCREEN MODEL

Fig 1. Windscreen Model of Service Delivery



<b>Service Level</b>	<b>Level One - Universal</b>	
<b>Access Criteria</b>	Parent/Carer/Child/Young Person is entitled to support from those services which are available to everyone, irrespective of their needs.	
<b>Definition of need</b>	Available to all children, young people and families. Appropriate advice is being followed.  See Checklist (Page 7) for examples of what constitutes a child or young person who is likely to have good life changes and whose development is making good progress. NB This is not a definitive list, but illustrative to help practitioners have a shared understanding of the whole needs of a child/young person.	
<b>Multi-agency working</b>	Single agency working from a variety of agencies. This may include accessing opportunities that will enhance development, rather than simply prevent a risk to it, or operating at a very preventative level.	
<b>How to contact service</b>	Get in touch with relevant agency/service. Some agencies may contact parent/carer/child/young person themselves.	
<b>Agencies</b>	<ul style="list-style-type: none"> <li>• Out of School Care</li> <li>• Connexions</li> <li>• Childminders</li> <li>• Schools</li> <li>• Local Authority</li> <li>• Sure Start</li> <li>• Childcare Plus (Information Service)</li> <li>• Extended Schools</li> <li>• Libraries and Leisure</li> <li>• Street Wardens</li> <li>• Youth Service</li> <li>• Healthy School Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Health Services</li> <li>• Health Visitors</li> <li>• Nursery Nurses</li> <li>• Midwives</li> <li>• Hospital</li> <li>• School Nurses/School Nurse Assistants</li> <li>• Voluntary Sector</li> <li>• Private Day Care</li> <li>• Cleveland Fire Service</li> <li>• Housing services</li> </ul>

<b>Information Point</b>	Childcare Plus Children's Centres <a href="http://www.mgrid.co.uk">www.mgrid.co.uk</a> <b>Middlesbrough.gov.uk (council web site)</b> <a href="#">Middlesbrough Voluntary Development Agency.</a> Directory of voluntary sector services Connexions One Stop Shop.
<b>Practitioner has concerns</b>	<ul style="list-style-type: none"> <li>• Talk to the family, child, young person about the concerns</li> <li>• Make an assessment of the child/family using the Common Assessment Framework Pre-Assessment Checklist or own <a href="#">agency assessment guidelines</a></li> <li>• Check if own service can meet identified needs OR can access support from other services/agencies</li> </ul>
<b>Parent/carer/child/young person has concerns</b>	Talk to agency/service.
<b>Needs not met/Concern Persists</b>	<ul style="list-style-type: none"> <li>• Put 'in house' support in place (Level Two) OR</li> <li>• Can another service meet these needs? Is there a clear pathway to access this service? (Level Two)</li> <li>• Would completion of common assessment (CAF) be useful?</li> <li>• Is multi-agency support needed that cannot be accessed by service? (Level Three)</li> <li>• Are concerns significant to contact (Level 4) services?</li> </ul>




**This checklist is intended to be used for guidance only. It is not a definitive list. The resilience of the child, young person and their family to cope with issues and events taking place in their lives should always be taken into account. Decisions should not be based on the evidence of one factor only, but should be balanced against the wider view of the child, young person or family situation**

<b>Checklist – Level One</b> <span style="color: green;">■</span>	
<b>1. Development Needs of Baby, Child or Young Person</b>	
<b>Health e.g.</b>	<b>Identity</b>
Physically well Adequate diet/hygiene/clothing Developmental checks/immunisations up to date Regular dental and optical care Health appointments are kept Developmental milestones met Speech and language development met	Positive sense of self and abilities Demonstrates feelings of belonging and acceptance A sense of self An ability to express needs
<b>Education and Learning e.g.</b>	<b>Family and Social Relationships e.g.</b>
Skills/interest Success and achievement Cognitive Development Access to toys/play	Stable and affectionate relationships with care givers Good relationships with siblings Positive relationship with peers
<b>Emotional and Behavioural Development e.g.</b>	<b>Social Presentation e.g.</b>
Feelings and actions demonstrate appropriate responses Good quality early attachments Able to adapt to change Able to demonstrate empathy	Appropriate dress for different settings Good level of personal hygiene
<b>Participation</b>	<b>Self-care Skills e.g.</b>
Children and young people can participate in their own decision making Children can make a positive contribution	Growing level of competencies in practical and emotional skills, such as feeding, dressing and independent living skills
<b>2. Parents and Carers</b>	<b>1. Family and Environmental Factors</b>
<b>Basic Care</b>	<b>Family History and Functioning</b>
Provide for child's physical needs e.g. food, drink, appropriate clean clothing, medical and dental care Adequate personal hygiene	Good relationship within family, including when parents are separated Few significant changes in family composition
<b>Ensuring Safety</b>	<b>Wider Family</b>
Protecting from danger or significant harm, in the home and elsewhere	Sense of larger familiar network and good friendships outside of the family unit
<b>Emotional Warmth</b>	<b>Housing</b>
Warmth, regard, praise and encouragement are shown as well as sensitivity to the needs of the child	Accommodation has basic amenities and appropriate facilities Stability remains in spite of changes to home environment Children, young people remain in a stable environment

<b>Stimulation</b>	<b>Employment</b>
Cognitive development facilitated through interaction and play Enable child to experience success Social opportunities are promoted	Parents able to manage the working or unemployment arrangements and do not perceive them as unduly stressful
<b>Guidance and Boundaries</b>	<b>Income/Benefits</b>
Provide guidance so that child can develop an appropriate internal mode of values and experience Provision for safety and supervision throughout a child/young person's life	Management of finances with resources used appropriately to meet individual needs
<b>Stability</b>	<b>Family's Social Integration</b>
Ensure that secure attachments are not consistently disrupted Provide consistency of emotional warmth Stability remains in spite of changes to home environment Children, young people remain in stable/secure environment	Family has the opportunity to contribute to their community Good social and friendship networks exist and do not have a negative impact on the family
	<b>Community Resources</b> Good universal services in neighbourhood

<b>Service Level</b> <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 10px; height: 10px; vertical-align: middle;"></span>	<b>Level Two – Children who MAY have poor life chances</b>
<b>Access Criteria</b>	<p>Children and young people whose needs require extra support from early intervention, targeted service.</p> <p>Children/young people need low level preventative support to help them meet the Every Child Matters agenda.</p> <p>Some children/young people parents/carers have a difficulty and require advice and guidance with direct intervention across a range of criteria, co-ordinated by a single service, agency or Key Worker. Agency/service/Key Worker is aware of other services who can meet identified needs and knows how to contact them.</p> <p>They will require support beyond that provided by their families and universal services. This may be due to:</p> <ul style="list-style-type: none"> <li>• a physical or intellectual impairment or delay in their anticipated health and development</li> <li>• particular adverse family circumstances</li> <li>• factors in their environment which hinder their development</li> </ul> <p>The help of Family Services is not essential to the monitoring or maintenance of the child.</p>
<b>Definition of need</b>	Single agency/practitioner response required with early assessment and intervention co-ordinated by a single agency, service or lead practitioner.
<b>Identification of need</b>	<p>Any practitioner working with a child/family/young person who may identify in the presentation or behaviour of a child/young person that they have additional needs, which may result in poor life chances unless additional support is provided.</p> <p>Based initially on the assessment processes and tools used by the practitioner's agency, either formal or informal. The Common Assessment Form should be used at this stage to identify if there are additional needs and actions required to meet those needs.</p> <p>See Checklist (Page 12) for details of evidence which would indicate the child/young person has additional needs. These are not definitive lists and are intended as a guide only. Needs should be assessed according to the impact on that individual child, rather than adhering rigidly to the 'indicators of need' for each level.</p>
<b>Multi-agency working</b>	Single service/agency working with a variety of services with one taking responsibility as lead practitioner.
<b>How to contact service</b>	<ul style="list-style-type: none"> <li>• Parent/carer/practitioner can get in touch with relevant agency/service</li> <li>• Service may already be working with family</li> </ul>

<b>Agencies</b>	<ul style="list-style-type: none"> <li>• Addictive Behaviour Service</li> <li>• Bridgeway</li> <li>• Cleveland Mediation Service</li> <li>• Connexions</li> <li>• Directions</li> <li>• Forget Me Not</li> <li>• Fulcrum</li> <li>• Health Service: <ul style="list-style-type: none"> <li>➤ Health Visitors</li> <li>➤ Children, Adolescent and Mental Health Service</li> <li>➤ Nursery Nurses</li> <li>➤ School Nurses/School Nurse Assistants</li> <li>➤ Midwifery</li> </ul> </li> <li>• Local Authority: <ul style="list-style-type: none"> <li>➤ Childcare Plus (Information Service)</li> <li>➤ Educational Psychology Service</li> <li>➤ Families First</li> <li>➤ Travellers Support</li> <li>➤ Street Wardens</li> <li>➤ Sure Start</li> <li>➤ Education Welfare Officers</li> </ul> </li> <li>• DISC</li> <li>• MESMAC</li> <li>• MIN</li> <li>• My Sister's Place</li> <li>• North Tees Women's Aid</li> <li>• Positive Activities for Young People</li> <li>• Probation Service</li> <li>• SECOS, Barnardos</li> <li>• Social Housing</li> <li>• Schools: <ul style="list-style-type: none"> <li>➤ Learning Mentors</li> <li>➤ Education Support Workers</li> <li>➤ Parent Support Advisers</li> </ul> </li> <li>• Teenage Pregnancy Support Service</li> <li>• Youth Inclusion Improvement Project</li> <li>• Youth Service</li> <li>• Youth Offending Service</li> </ul>
<b>Information Point</b>	<p>Children's Service Directory (mgrid.org.uk)  Voluntary Sector Directory  CAF/Locality Team  Voluntary Sector database via Library Service website  Children's Centres  Extended School Services  Schools  Access Team, Families Service  Connexions One Stop Shop</p>

<b>Practitioner has concerns</b>	<p>The practitioner needs to decide whether the child/young person's identified needs can be met by:</p> <ul style="list-style-type: none"> <li>• the practitioner's own service </li> <li>• another single agency </li> <li>• multi-agency working </li> </ul>
<b>Parent/carer/child/young person has concerns</b>	<p>Parent/carer/child/young person should talk to agency/service about their concerns. There may be a need for a CAF assessment to be completed</p>
<b>Needs not met/Concern Persists</b>	<p>If assessment indicates that assessed needs are not being met by individual services, coordinated by the practitioner alone, parent and practitioner should agree to take Common Assessment to Children and Young People's Support Panel (CYPSP). Parent should give permission (on CAF form) for information to be shared with CYSP</p>

**This checklist is intended to be used for guidance only. It is not a definitive list. The resilience of the child, young person and their family to cope with issues and events taking place in their lives should always be taken into account. Decisions should not be based on the evidence of one factor only, but should be balanced against the wider view of the child's, young person's or family's situation**

**Checklist – Level Two**

**1. Development Needs of Baby, Child or Young Person**

<b>Health e.g.</b>	<b>Identity e.g.</b>
<ul style="list-style-type: none"> <li>• Defaulting on immunisations/checks</li> <li>• Is susceptible to minor health problems</li> <li>• Slow in reaching developmental milestones</li> <li>• Minor concerns regarding diet/hygiene/clothing</li> <li>• Starting to default on health appointments</li> <li>• Frequent attendance at Accident and Emergency</li> </ul>	<ul style="list-style-type: none"> <li>• Some insecurities around identity expressed e.g. low self esteem for learning</li> <li>• May experience bullying around differences</li> <li>• Confusion around sexuality</li> </ul>
<b>Education and Learning e.g.</b>	<b>Family and Social Relationship e.g.</b>
<ul style="list-style-type: none"> <li>• Have some identified learning needs</li> <li>• Poor punctuality</li> <li>• Pattern of regular school absences</li> <li>• Not always engaged in learning, e.g. poor concentration, low motivation and interest</li> <li>• Not thought to be reaching his/her emotional potential</li> <li>• Reduced access to books/toys</li> <li>• Vocationally confused</li> </ul>	<ul style="list-style-type: none"> <li>• Limited support from family and friends</li> <li>• Has difficulty in sustaining relationships</li> </ul>
	<b>Social Presentation e.g.</b>
	<ul style="list-style-type: none"> <li>• Can be over friendly or withdrawn with strangers</li> <li>• Can be challenging in appearance and behaviour</li> <li>• Personal hygiene starting to be a problem</li> </ul>
<b>Emotional and Behavioural Development e.g.</b>	<b>Self-Care Skills e.g.</b>
<ul style="list-style-type: none"> <li>• Some difficulties with peer and adult relationships</li> <li>• Some evidence of inappropriate responses and actions</li> <li>• Can find managing change difficult</li> <li>• Starting to show difficulties expressing empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Not always adequate self-care e.g. poor hygiene</li> <li>• Slow to develop age-appropriate self-care skills</li> </ul>
<b>2. Parents and Carers:</b>	<b>3. Family and Environmental Factors</b>
<b>Basic Care</b>	<b>Family History and Functioning</b>
<ul style="list-style-type: none"> <li>• Parental engagement with services is poor</li> <li>• Parent requires advice on parenting issues</li> <li>• Professionals are beginning to have some concerns around child's physical needs being met</li> </ul>	<ul style="list-style-type: none"> <li>• Parents have some conflicts or difficulties that can involve the children</li> <li>• Has experienced loss of significant adult, e.g. through bereavement or separation</li> <li>• May be needed to look after younger siblings</li> <li>• Parent has physical/mental health difficulties</li> </ul>

<b>Ensuring Safety</b>	<b>Wider Family</b>
<ul style="list-style-type: none"> <li>• Some exposure to dangerous situations in the home or community</li> <li>• Parental stresses, including substance use, mental health difficulties and domestic violence starting to affect ability to ensure child's safety</li> </ul>	<ul style="list-style-type: none"> <li>• Some support from friends and family</li> </ul>
	<b>Housing</b>
	<ul style="list-style-type: none"> <li>• Inadequate/poor housing</li> <li>• Family seeking asylum or refugee</li> <li>• Detrimental community environment</li> <li>• Frequent house moves</li> <li>• Home conditions are of concern, inadequate cleanliness/sleeping arrangements</li> </ul>
<b>Emotional Warmth</b>	<b>Employment</b>
<ul style="list-style-type: none"> <li>• Inconsistent responses to child by parent(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Periods of unemployment of the wage earning parent(s)</li> <li>• Parents have limited formal education</li> <li>• Parents starting to feel stressed around unemployment or work situation</li> </ul>
<b>Stimulation</b>	<b>Income</b>
<ul style="list-style-type: none"> <li>• Spends considerable time alone e.g. watching television</li> <li>• Child is not often exposed to new experiences/social opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty managing on low income</li> <li>• Poor financial management impacts on child/young person's needs</li> </ul>
<b>Stability</b>	<b>Family's Social Integration</b>
<ul style="list-style-type: none"> <li>• Key relationships with family members not always kept up</li> <li>• May have different carers</li> <li>• Starting to demonstrate difficulties with attachment</li> </ul>	<ul style="list-style-type: none"> <li>• Family may be new to the area with poor support and networks</li> <li>• Some social exclusion experienced</li> </ul>
	<b>Community Resources</b>
	<ul style="list-style-type: none"> <li>• Adequate universal resources but family may have access issues</li> </ul>

<b>Service Level</b>	<b>Level 3 – Children who WILL have poor life chances and who have multiple needs</b>
<b>Access Criteria</b>	Need for preventative action has been identified and agreed with child/young person/parent/carer who have multiple needs
<b>Definition of need</b>	<p>Child/young person has multiple needs requiring a range of different services to be coordinated to ensure their needs are met. If the support is not provided, these children/young people will have poor life chances.</p> <p>Antisocial Behaviour has been identified, multi-agency support required.</p>
<b>Identification of need</b>	<p>Child/young person needs preventative support to help them meet the Every Child Matters agenda.</p> <p>A Common Assessment form has been completed and parent/young person has given permission for information to be shared at panel meeting.</p> <p>See Checklist (Page 8) for details of evidence which would indicate that child/young person has multiple/complex needs. These are not definitive lists and are intended as a guide only. Needs should be assessed according to the impact on that individual child, rather than adhering rigidly to the 'indicators of need' for each level.</p>
<b>Multi-agency working</b>	Integrated multi-agency working will be required to address multiple needs, through Children and Young People's Support Panels
<b>How to contact services</b>	If assessment indicates the need for multi-agency integrated response and action plan or there is a need for a lead practitioner to be nominated: contact CAF/Locality Team for date of multi-agency Children and Young People's Support Panels

Agencies		
	<ul style="list-style-type: none"> <li>Ω Bridgeway</li> <li>Ω Cleveland Mediation Service</li> <li>Ω Connexions</li> <li>Ω Cleveland Unit</li> <li>Ω Connexions</li> <li>Ω Contact-a-Family</li> <li>Ω Directions</li> <li>Ω Forget Me Not</li> <li>Ω Health Service: <ul style="list-style-type: none"> <li>➤ Health Visitors</li> <li>➤ Community Adolescent Mental Health Service</li> <li>➤ School Nurses</li> <li>➤ Community Children’s Nursing Teams</li> <li>➤ Specialist Nurses: James Cook University Hospital, Newcastle Hospitals, Tees, Esk and Wear Valley</li> <li>➤ Learning Disability Team</li> <li>➤ Physiotherapists</li> <li>➤ Occupational Therapists</li> <li>➤ Speech and Language Therapists</li> <li>➤ Wheelchair Services (GH)</li> </ul> </li> <li>Ω Schools: <ul style="list-style-type: none"> <li>➤ Learning Mentors</li> <li>➤ Education Support Workers</li> </ul> </li> <li>Ω Teenage Pregnancy Support Service</li> <li>Ω Youth Inclusion Project</li> <li>Ω Youth Service</li> <li>Ω Youth Offending Service</li> <li>Ω Directions</li> <li>Ω Safe in Tees Valley</li> <li>Ω Erimus</li> <li>Ω Affinity Sutton</li> </ul>	<ul style="list-style-type: none"> <li>Ω Middlesbrough Council <ul style="list-style-type: none"> <li>➤ Childcare Plus (Information Service)</li> <li>➤ Families Service</li> <li>➤ Educational Psychology Service</li> <li>➤ Education Welfare Officers</li> <li>➤ Families First</li> <li>➤ Travellers Support</li> <li>➤ Street Wardens</li> <li>➤ Sure Start</li> <li>➤ Parent Support Advisers</li> <li>➤ Neighbourhood Managers</li> <li>➤ Police</li> </ul> </li> <li>• DISC/Addictive Behaviour Services</li> <li>Ω MESMAC</li> <li>Ω Middlesbrough Independence Network</li> <li>Ω My Sister’s Place</li> <li>Ω North Tees Women’s Aid</li> <li>Ω Teesside Special Friends</li> <li>Ω Home start</li> <li>Ω Positive Activities for Young People</li> <li>Ω Parents in Partnership (Education)</li> <li>Ω Probation Service</li> <li>Ω SECOS, Barnardos</li> <li>Ω Social Housing</li> <li>Ω Young People’s Groups</li> <li>Ω The Junction</li> <li>Ω Whiz Kids</li> <li>Ω Muscular Dystrophy Campaign</li> <li>Ω Zoe’s Place</li> <li>Ω Butterwick Hospice</li> </ul>

<b>Information Point</b>	Common Assessment Framework Locality Team Children's Directory Connexions One Stop Shop <a href="http://www.mgrid.org.uk">www.mgrid.org.uk</a> Safe in Tees Valley Youth Offending Service Platform
<b>Practitioner has concerns</b>	If a child's additional needs mean that the child/young person is identified as a Child in Need (S17) or at immediate risk of significant harm a referral should be made to the relevant specialist service e.g. Family Services, Child & Adolescent Mental Health Service, Health, Youth Offending Services (Level Four).
<b>Parent/carer/child/young person has concerns</b>	Contact practitioners or the CAF/Locality Team.

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<b>Checklist – Level Three</b> ■	
<b>1. Development Needs of Baby, Child or Young Person</b>	
<b>Health e.g.</b>	<b>Identify e.g.</b>
<ul style="list-style-type: none"> <li>Concerns regarding diet, hygiene, clothing</li> <li>Has some chronic health problems</li> <li>Missing routine and non-routine health appointments</li> <li>Overweight/Underweight</li> <li>Smokes, substance misuse</li> <li>Developmental milestones are unlikely to be met</li> <li>Some concerns around mental health</li> <li>Healthcare needs/disabilities prevent inclusion into normal childhood activities</li> </ul>	<ul style="list-style-type: none"> <li>Is subject to discrimination, e.g. racial, sexual or due to disabilities</li> <li>Demonstrates significantly low self-esteem in a range of situations</li> <li>Voluntary organisation delivering provision on behalf of South Tees Youth Offending Service</li> </ul>
	<ul style="list-style-type: none"> <li>Has lack of positive role model</li> <li>Misses school or leisure activities</li> <li>Peers also involved in challenging behaviour</li> <li>Involved in conflicts with peers/siblings</li> <li>Regularly needed to care for another family member</li> <li>Is cared for by a sibling</li> </ul>
<b>Education and Learning e.g.</b>	<b>Social Presentation</b>
<ul style="list-style-type: none"> <li>Identified learning needs and may have a Statement of Special Needs</li> <li>Not achieving key stage benchmarks</li> <li>Poor school attendance and punctuality</li> <li>Some fixed term exclusions</li> <li>No interest/skills displayed</li> <li>Lack of basic literacy skills</li> <li>Self exclusions from school/college/training</li> <li>Absconders from school/college/training</li> <li>School refuser</li> <li>Persistent Lateness</li> <li>Extra support required by schools to meet behavioural/healthcare needs of the child</li> </ul>	<ul style="list-style-type: none"> <li>Is challenging in behaviour/appearance</li> <li>Clothing is regularly unwashed</li> <li>Hygiene problems</li> </ul>
	<ul style="list-style-type: none"> <li>Poor self-care for age, including hygiene</li> <li>Able to care for self inappropriate to age</li> </ul>
<b>Emotional and Behavioural Development e.g.</b>	
<ul style="list-style-type: none"> <li>Finds it difficult to cope with anger, frustration and upset</li> <li>Disruptive/challenging behaviour at school or in neighbourhood and at home</li> </ul>	


<ul style="list-style-type: none"> <li>• Cannot manage change</li> <li>• Unable to demonstrate empathy</li> <li>• Puts self or others in danger</li> <li>• Suffers from periods of depression, self harming</li> <li>• Ongoing disrupted sleep pattern which impacts on child and family</li> </ul>	
<b>2. Parents and Carers</b>	<b>3. Family and Environmental Factors</b>
<b>Basic Care</b>	<b>Family History and Functioning</b>
<ul style="list-style-type: none"> <li>• Difficult to engage parents with services</li> <li>• Parent is struggling to provide adequate care</li> <li>• Professionals have concerns</li> <li>• Poor parenting history</li> <li>• Parents with learning difficulties</li> <li>• Parents have substance use or mental health issues</li> <li>• Parents/carers are required to meet dressing and hygiene needs of the child beyond that expected of the child's age</li> </ul>	<ul style="list-style-type: none"> <li>• Incidents of domestic violence between parents</li> <li>• Acrimonious divorce/separation</li> <li>• Family have serious physical and mental health difficulties</li> <li>• Parental alcohol/drug use</li> <li>• Enforced separation from parent</li> <li>• Transient parent</li> </ul>
<b>Staying Safe</b>	<b>Wider Family</b>
<ul style="list-style-type: none"> <li>• Perceived to be a problem by parents</li> <li>• Experiencing unsafe situations</li> <li>• Parents involved in crime</li> <li>• The child unable to maintain own safety and requiring constant/regular supervision beyond that required of a child with a similar age</li> </ul>	<ul style="list-style-type: none"> <li>• Family has detrimental relationship with extended family or little communication</li> <li>• Family is socially isolated</li> </ul>
<b>Emotional Warmth</b>	<b>Employment</b>
<ul style="list-style-type: none"> <li>• Receives erratic or inconsistent care</li> <li>• Has episodes of poor quality of care</li> <li>• Parental instability affects capacity to nurture</li> <li>• Has no other positive relationships</li> <li>• High level of care needs are exhausting for the child's parents/carers</li> <li>• Parents are unable to offer normal time/support to siblings due to demand of a child with a disability or a health care need</li> </ul>	<ul style="list-style-type: none"> <li>• Parents experience stress due to unemployment or 'overworking'</li> <li>• Parents find it difficult to obtain employment and lack basic skills</li> <li>• Chronic unemployment that has severely affected parents' own identities</li> <li>• Family unable to gain employment due to significant lack of basic skills or long-term difficulties e.g. substance use</li> </ul>
<b>Stimulation</b>	<b>Income</b>
<ul style="list-style-type: none"> <li>• Not receiving positive stimulation with lack of new experiences or activities</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme poverty/debt impacting on ability to care for child and meet their basic needs</li> </ul>

<ul style="list-style-type: none"> <li>• No constructive leisure time or guided play</li> <li>• Difficulties in accessing leisure opportunities due to child's healthcare needs/disabilities</li> </ul>	
<b>Guidance and Boundaries</b>	<b>Family's Social Integration</b>
<ul style="list-style-type: none"> <li>• Erratic or inadequate guidance provided</li> <li>• Parent does not offer a good model e.g. by behaving in an antisocial way</li> <li>• No effective boundaries set by parents</li> <li>• Regularly behaves in an antisocial way in the neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>• Parents socially excluded</li> <li>• Lack of a support network</li> </ul>
<b>Stability</b>	<b>Community Resources</b>
<ul style="list-style-type: none"> <li>• Has multiple carers</li> <li>• Has been 'looked after' by the Local Authority</li> </ul>	<ul style="list-style-type: none"> <li>• Poor quality universal resources and access problems to these and targeted services</li> </ul>


<b>Service Level</b>	<b>Level Four – Intensive – Family Services</b> <b>Children in Need as identified under Section 17 Children Act 1989/Child Protection</b>
<b>Access Criteria</b>	<p>Children/young people are not appropriately linked to services and have complex needs. Services working with children/young people are unable to progress.</p> <p>There are identifiable factors which indicate there has been considerable deterioration. Referral should be made to specialist services and multi-agency work will also take place.</p>
<b>Definition of need</b>	<p>Children in Need (S17) those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be seriously impaired without the provision of services plus those who are disabled.</p> <p>Children who are identified as either suffering or at risk of suffering significant harm as a result of abuse and neglect. (S47).</p> <p>Child/parent/carer has difficulty and requires direct intervention and whom without intervention will be at risk of harm/abuse within their home environment.</p> <p>There is a serious family dysfunction, a child is beyond control, no person has or is able to exercise parental responsibility or the child has been abandoned or rejected.</p> <p>Children who are abandoned as defined by section 20(b) of the Children Act 1989 or are experiencing significant harm and there is no alternative place of safety for them</p>
<b>Identification of need</b>	<p>Child's additional needs mean that the child/young person is defined as a Child in Need (S17) or is at immediate risk of significant harm.</p> <p>See Checklist (Page 23) for details of evidence which would indicate that child/young person has complex and enduring needs which cross many domains. These are not definitive lists and are intended as a guide only. Needs should be assessed according to the impact on that individual child, rather than adhering rigidly to the 'indicators of need' for each level.</p>
<b>How to contact service</b>	<p>Safeguarding Services Enquiry and assessment Team for Children in Need of Protection.</p> <p>Family Services Locality Teams for Children in Need (S17)</p>

<b>Agencies</b>	Children, Families and Learning.
<b>Information Point</b>	Children, Families and Learning.
<b>Practitioner has concerns</b>	Referrals accepted at Children and Young People's Support Panel. Contact relevant Safeguarding Services Locality Team's Duty Point.
<b>Parent/carer/child/young person has concerns</b>	Contact Safeguarding Services. Contact voluntary sector organisation, e.g. NSPCC, Barnardo's
<b>Needs not met/Concern Persists</b>	Level Four Services liaise with appropriate Services relevant to children's needs. Refer to CAF Locality Team for panel date.

<b>Service Level</b> ■	<b>Level Four – Intensive – Possible Custodial Care</b>
<b>Access Criteria</b>	Police reprimand. Young person receives Police Final Warning. Offence has been committed.
<b>Definition of need</b>	Focusing on those most at risk of more serious criminality.  See Checklist (Page 23) for details of evidence which would indicate that child/young person has complex and enduring needs which cross many domains. These are not definitive lists and are intended as a guide only. Needs should be assessed according to the impact on that individual child, rather than adhering rigidly to the 'indicators of need' for each level.
<b>How to contact service</b>	Safe in Tees Valley. YIP, depending on location.
<b>Agencies</b>	Youth Offending Service (YOS) Fairbridge
<b>Information Point</b>	Youth Offending Service
<b>Practitioner has concerns</b>	Antisocial behaviour identified. Can recommend Warning Letter/acceptable Behaviour Contract
<b>Parent/carer/child/young person has concerns</b>	Contact YOS.
<b>Needs not met/Concern Persists</b>	Antisocial Behaviour Order.
<b>Parent/carer/child/young person has concerns</b>	Contact Police when child/young person goes missing from home and returns home.
<b>Needs not met/Concern Persists</b>	Contact Family Services.

<b>Service Level</b> 	<b>Level Four – Intensive Missing From Home</b>
<b>Access Criteria</b>	Child/young person goes missing from home, is reported to the Police, returns home.
<b>Definition of need</b>	Children and young people who need support with family and personal issues that have caused them to leave home. See Checklist (Page 23) for details of evidence which would indicate that child/young person has complex and enduring needs which cross many domains. These are not definitive lists and are intended as a guide only. Needs should be assessed according to the impact on that individual child, rather than adhering rigidly to the ‘indicators of need’ for each level.
<b>Identification of Need</b>	Child/young person goes missing from the family home for a period of time.
<b>How to contact service</b>	<p>Parent/carer contacts Cleveland Police Service to inform them that young person is missing from home.</p> <p>Parent/carer contacts Cleveland Police Service again when young person returns home.</p> <p>Cleveland Police Service obtains permission to pass on child/young person’s details to Barnardo’s. Police complete Pre Assessment Checklist and pass details to Barnardo’s.</p> <p>Barnardo’s contact young person and their family and ask them if they would like support and help via CAF.</p> <p>CAF assessment (with consent) brought to Children and Young People’s Support Panels for targeted support</p> <p>OR</p> <p>Parent can contact Barnardo’s direct.</p>
<b>Agencies</b>	<p>Police</p> <p>Barnardo’s, SECOS</p> <p>CAF Locality Team</p>
<b>Information Point</b>	Police/Barnardo’s

<b>Service Level</b> <span style="color: red;">■</span>	<b>Level Four – Intensive – Specialist Services Children with Disabilities or Complex Health Needs</b>
<b>Access Criteria</b>	The child has disabilities or complex healthcare needs at such a level that they require regular multi-agency support and review within all settings of their life  OR  The child's mental health is causing concerns for the child's life.
<b>Definition of need</b>	The child requires proactive multi-agency care plans in order for the child to be safe and reach their potential. The parent/carer require proactive additional support to maintain family life and to prevent them reaching breaking point. Siblings may also require support to help them meet their potential. Emergency provision needs to be in place to support the family in a crisis relating to the child's healthcare needs or the wider family.
<b>Identification of need</b>	To be discussed within Children with Disability Service and Healthcare.
<b>How to contact service</b>	Common Assessment Framework assessment to be completed and used in combination with specialist reports. Key Worker identified.
<b>Agencies</b>	Children with Disability Service, Continuing Care Team. Specialist Healthcare Services. CAMHS.
<b>Information Point</b>	Individual practitioners working with the child. Ideally a Key Worker System would be introduced.
<b>Practitioner has concerns</b>	A professionals meeting may be called, to discuss identified needs. There is no auditable pathway for this group of children.
<b>Parent/carer/child/young person has concerns</b>	Discuss with known professional. Seek advice through Contact - a Family.
<b>Needs not met/Concern Persists</b>	Contact Primary Care Trust, Children with Disabilities Service or Acute Trust Complaints Service Patient Advice and Liaison Service.

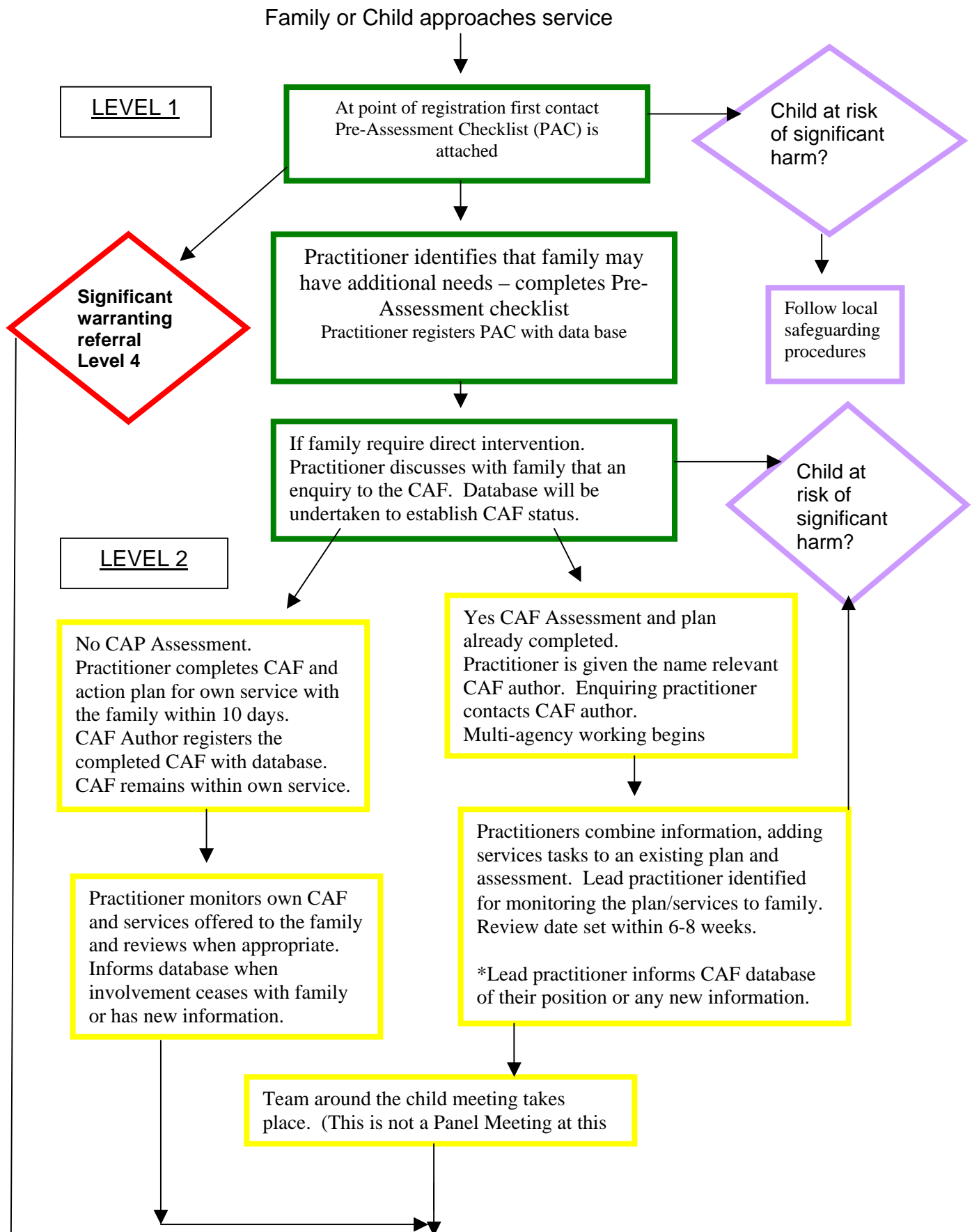
<b>Service Level</b> 	<b>Level Four – Intensive – Specialist Services</b> <b>Children with problematic/recreational Alcohol and/or Drug Use</b>
<b>Access Criteria</b>	DISC services are available to children and young people under the age of 18 years, resident in Middlesbrough, who use alcohol and or drugs either recreationally or problematically. With the exception of young people leaving care for whom the Service will be available until the age of 21 years, or up to the age of 25 for young people leaving care with special needs.  This includes young people who although not dependent are experiencing problems with their substance use and young people for whom substance use has not yet, and may never, become problematic.
<b>Definition of need</b>	Young people who are addicted and/or dependent on drug and/or alcohol. Those young people whose use of drugs and/or alcohol causes them to experience ill health, mental or physical harm, injuries, violence, offending or disruption to social functioning and educational attainment. Those young people whose use of drugs and/or alcohol is at a severity which compounds existing problems ill health, mental or physical harm, injuries, violence, offending or severe disruption to social functioning and educational attainment.
<b>Identification of need</b>	Via the Middlesbrough Early Identification and Assessment Framework for Alcohol and Drug Use (MEIAF.)
<b>How to contact service</b>	Platform 12-14 Albert Road, Middlesbrough Tel: 01642 24624. Fax: 01642 244763 Referrals: To be faxed on the Middlesbrough Multi-Agency Referral form. Telephone referrals can also be made supported by a multi-agency referral form (mgrid.org.uk, type multi-agency referral in search box)
<b>Information Point</b>	Platform mgrid.org.uk (copy of multi-agency referral form):
<b>Practitioner has concerns</b>	Contact platform for advice and support and to make a referral, faxed on the Middlesbrough Multi-Agency Referral form. (mgrid.org.uk, type in multi-agency referral in search box) Telephone referrals can also be made supported by a multi-agency referral form.
<b>Parent/carer/child/young person has concerns</b>	Contact platform for advice and support and to make a referral:

**This checklist is intended to be used for guidance only. It is not a definitive list. The resilience of the child, young person and their family to cope with issues and events taking place in their lives should always be taken into account. Decisions should not be based on the evidence of one factor only, but should be balanced against the wider view of the child, young person or family situation**

<b>Checklist – Level Four</b> ■	
<b>1. Development Needs of Baby, Child or Young Person</b>	
<b>Health e.g.</b>	<b>Identity</b>
<ul style="list-style-type: none"> <li>• Has severe/chronic health problems</li> <li>• Substance misuse</li> <li>• Development milestones unlikely to be met</li> <li>• Early teenage pregnancy</li> <li>• Serious mental health issues</li> </ul>	<ul style="list-style-type: none"> <li>• Experiences of discrimination</li> <li>• Is socially isolated and lacks appropriate role models</li> </ul>
<b>Education and Learning e.g.</b>	<b>Family and Social Relationships e.g.</b>
<ul style="list-style-type: none"> <li>• Out of education</li> <li>• Permanently excluded from school</li> <li>• Failure of parents to engage with identified issues</li> <li>• Parent keeps child at home</li> <li>• Has Acceptable Behaviour Contract</li> </ul>	<ul style="list-style-type: none"> <li>• Periods of being accommodated by the Local Authority</li> <li>• Young person's behaviour is causing family dysfunction relating to family breakdown</li> <li>• Subject to physical, emotional or sexual abuse or neglect</li> <li>• Suddenly becomes main carer for family member</li> </ul>
<b>Emotional and Behavioural Difficulties e.g.</b>	<b>Self-Care Skills</b>
<ul style="list-style-type: none"> <li>• Regularly involved in antisocial/criminal activities</li> <li>• Puts self or other in danger e.g. missing</li> <li>• Suffers from periods of depression, self-harming or suicide attempts</li> </ul>	<ul style="list-style-type: none"> <li>• Neglects to use self-care skills. Independent self-care skills higher than what would be expected of a child their age</li> </ul>
<b>2. Parents and Carers</b>	<b>3. Family and Environmental Factors</b>
<b>Basic Care</b>	<b>Family History and Functioning</b>
<ul style="list-style-type: none"> <li>• Parents unable to provide parenting that is adequate and safe</li> <li>• Parents' mental health problems or substance use significantly affect care of child</li> <li>• Parents unable to care for previous children</li> </ul>	<ul style="list-style-type: none"> <li>• Significant discord and persistent domestic violence</li> <li>• Poor relationship between siblings</li> <li>• Substance misuse or inappropriate alcohol use impacting on the functioning of the family</li> </ul>
	<b>Wider Family</b>
	<ul style="list-style-type: none"> <li>• Destructive involvement from extended family</li> </ul>

<b>Ensuring Safety</b>	<b>Housing</b>
<ul style="list-style-type: none"> <li>• There is instability and violence in the home continually</li> <li>• Parents involving child/young person in crime</li> <li>• Parents unable to keep child safe inside and outside of the home</li> <li>• Child/young person is a victim of crime</li> </ul>	<ul style="list-style-type: none"> <li>• Physical accommodation places the child in danger or at risk of neglect</li> <li>• Extremely poor home conditions</li> </ul>
	<b>Family's Social Integration</b>
	<ul style="list-style-type: none"> <li>• Family is either excluded from community or chooses to be excluded</li> </ul>
<b>Emotional Warmth</b>	<b>Stability</b>
<ul style="list-style-type: none"> <li>• Parents emotionally abusing child</li> <li>• Lack of secure and affectionate relationship</li> </ul>	Beyond parental control
<b>Guidance and Boundaries</b>	<b>Employment</b>
<ul style="list-style-type: none"> <li>• Children and Young People in transition to adult services</li> <li>• Regularly behaves in an antisocial way in the neighbourhood</li> </ul>	Family chronically socially excluded

'COMMON ASSESSMENT FRAMEWORK PROCESS AT A GLANCE'



**LEVEL 3**

