

Early Help

Multi-Agency Levels of Need Document

Sponsor: Caroline Budden, Assistant Director of Childrens and Safeguarding Service, Chair of Early Help Partnership Reference Group

Consulted: Early Help Partnership Reference Group

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1. Introduction

The purpose of these multi-agency levels of need guidance is to:

- To establish a common language of early help and the levels of need in Surrey.
- To develop a shared commitment to deliver and implement early help services
- To support professionals to identify an individual child's, young person's and family's level of need and to enable the most appropriate referrals to access provision.
- To support and guide professionals through the process of "step-up" to higher levels of intervention and "step-down" to targeted and early help with vulnerable children and their families.

This guidance is a key element of Surrey's Early Help framework and reflects a commitment from partner agencies to develop and implement a co-ordinated early help offer across services and agencies working with children and young people, to improve outcomes and reduce the need for formal referral to children's social care.

2. What is Early Help?

Surrey's Levels of Need for children and young people and families are underpinned by a shared definition of early help:

"Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Providing early help is more effective in promoting the welfare of children than reacting later."

Working Together (2013)

Early Help requires everyone to work together to put the child or young person at the centre of everything they do to meet their needs and improve outcomes.

All partner agencies need to ensure that early help services are effective in identifying and improving outcomes for children and young people, but particularly for hard to reach groups.

Early Help is part of a wider Safeguarding and Wellbeing system that ensures that children receive the right help at the right time. Children and their families can move through the levels of need, as their situations demand. This means that help should be available to a family as soon as needs are identified and may escalate to acute intervention, but can also mean that following a period of intensive involvement, may be "stepped-down" to early help services.

3. Early Help in Surrey

In Surrey our ambition for early help and preventative services is to ensure that:

Everyone works together to offer early help and timely intervention to support the resilience and well-being of children young people, families and communities promoting well-being and positive life opportunities.

Surrey Early Help Partnership Reference Group (June 2013)

Our ambition is underpinned by the following partnership principles:

- **Early help and timely intervention:** partnership resource is directed at preventing problems before they arise
- **Integrated working:** children and young people and families receive support for all of their needs through a single offer
- **Flexible pathway:** that recognises children and young people will move between different levels of need as their needs and circumstances change.
- **Participation and co-design** with children and young people and their families.
- **Early Help is everyone's responsibility:** it requires everyone to work together to put the child or young person at the centre of everything they do to meet their needs and improve outcomes.

4. Surrey's Levels of Need

This section outlines the model referred to as the Surrey's Levels of Need, which provides a framework to develop a common understanding amongst practitioners of children and young people's needs and their vulnerabilities.

The model recognises that children, young people and their families will have different levels of needs and that a family's needs may change over time.

The proposed multi-agency levels of need are set out as follows:

Universal (Level 1) Children and young people requiring Universal Services in the Community

1. Children and young people are achieving expected outcomes and have their needs met within universal service provision without any additional support.

Agencies provide universal prevention and address the entire population with the aim of reducing later incidences or problems.

Early Help (Level 2) Vulnerable children and young people requiring an Early Help offer

2a. Children and young people **at risk of** diverting from expected outcomes and likely to require additional support for a time limited time.

Agencies focus on groups which research has indicated are at higher than average risk of developing problems

2b. Children and young people **who are** starting to divert from expected outcomes and require additional support / time limited intervention.

Agencies provide preventative services that aim to respond quickly when problems arise in order to prevent them getting worse.

Targeted Early Help (Level 3) Vulnerable children and young people requiring timely intervention

3. Children and Young People who are not achieving the expected outcomes, and require more intensive but time limited support.

Agencies provide prevention and therapy/help when the problem becomes serious.

Specialist (Level 4) Vulnerable children and young people requiring specialist help

4. Children and Young People who require intensive help and support from a limited range of specialist services including Children's Social Care.

Agencies provide specialist services that are underpinned by wrap-around support services to help children 'step down'.

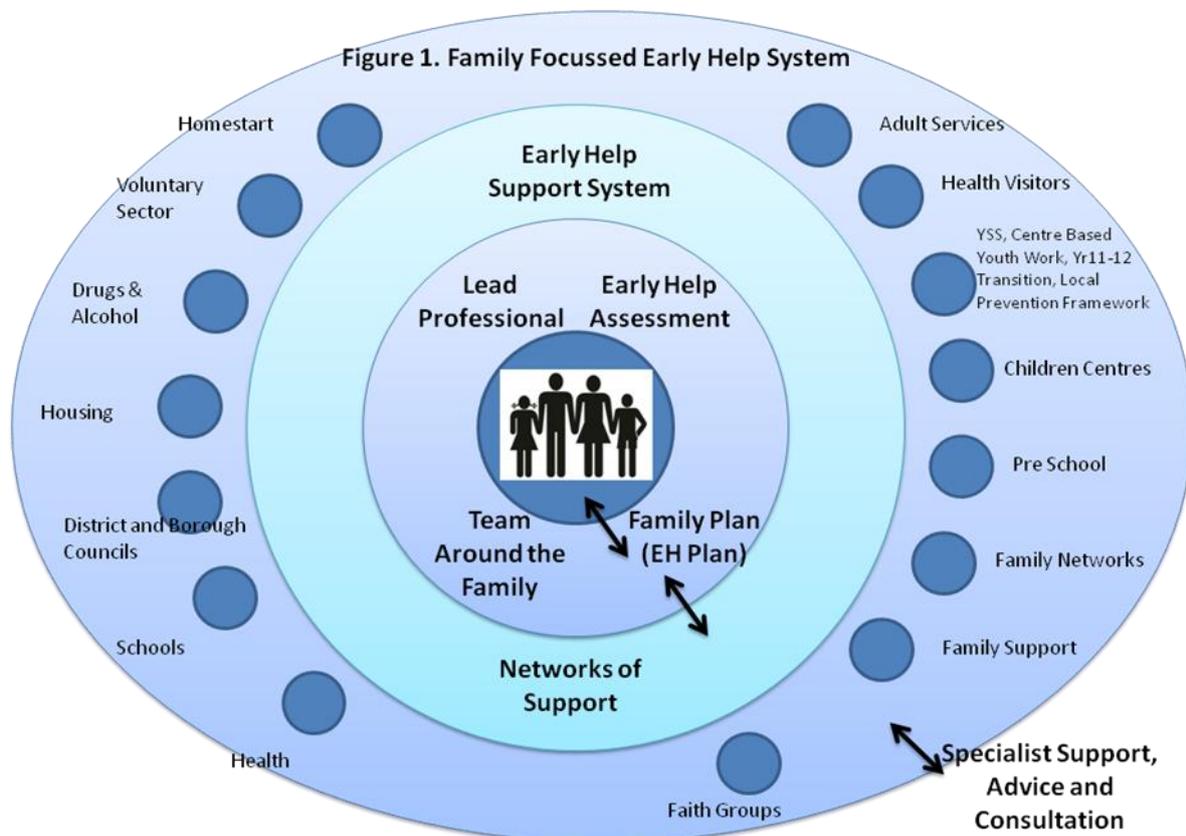
5. A Flexible Approach to Early Help

The majority of children and young people in Surrey need little support beyond universal services to reach their potential. However, there are some children, young people and their families who require additional help and support provided at an early stage and before problems or difficulties escalate.

Children and young people also move between different levels of need as their own needs and circumstances change. A “flexible pathway” is therefore required to respond to these changing needs. To help develop a flexible pathway, the Early Help Partnership Reference Group has agreed to distinguish between early help and timely intervention:

- **Early help:** services that focus on groups which research has indicated are at a higher than average risk of developing problems e.g. offering additional support to teenage mothers
- **Timely intervention:** services that focus on individual children, young people and families aiming to respond quickly when problems arise in order to prevent them escalating.

Early help and timely support services are part of a wider safeguarding and wellbeing system. The figure below illustrates Surrey’s preferred operating model in which families receive co-ordinated support through a team around the family approach, encompassing an early help assessment and plan, co-ordinated by a lead professional. In this system there are a multitude of formal and informal providers and vehicles for provision (schools, family support programmes, children centres, health visitors, church and faith groups, youth support and centre based youth work, local communities and family networks).



Children and Young People are at the centre recognising that they will move between the different levels as their needs and circumstances change.

The model provides a framework to develop a common understanding amongst practitioners of children and young people' needs and their vulnerabilities, shared assessment procedures and a platform for inter-agency and multi-agency working.

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6. Assessment Framework

In Surrey, the Common Assessment Framework (CAF) has been the agreed way of assessing the additional needs of children and young people. The CAF still has partial acceptance amongst partner agencies, and work has progressed to build momentum, triggering opportunities to take it to the next stage. During March 2013, successful consultation and engagement work was undertaken with practitioners, young people and parents to look at how to strengthen and review the CAF. Surrey CAF Team delivered seven workshops to 138 people, 35 practitioners completed online survey and feedback from 179 parents who completed questions on experience of CAF and Team Around the Child (TAC).

Building on the feedback from the CAF Consultation and work of the wider Early Help agenda we will transition from the CAF to an Early Help Assessment.

The Early Help Assessment builds on the principles of the CAF. It is consent based assessment and builds on the strengths and needs of children, young people and families. It supports the sharing of information between agencies and improves joint working and communication. It can be used effectively to holistically assess the whole family and agree a family action plan with the Lead Professional.

In March 2014, the 'eHelp' will be launched as the electronic multi-agency tool to record, share and store work undertaken within 'Early Help'. It is a safe and secure web based case management system, and is being developed and configured with a range of committed partner agencies. It supports the recommendations from the Munro review and data needed for future Ofsted Inspections. The system can be made available to any number of users in any number of agencies. It provides an opportunity to reduce duplication of records in SCC and partners and can provide an improved management control and oversight of early help services. The 'eHelp' supports a whole family approach. It has the ability to search for child/adult record, record the whole family assessment, set up and record Team Around the Family activity, and record the Lead Professional.

This section will be updated with guidance on using eHelp in line with its launch

7. Multi-agency Levels of Need Guidance

The following pages provide definitions and indicators grouped around the three domains of the assessment triangle to assist practitioners in identifying levels of need.

Level 1: Universal

Children and young people requiring Universal Services in the Community

Children and young people are achieving expected outcomes and have their needs met within universal service provision without any additional support. Agencies provide preventative services that aim to respond quickly when problems arise in order to prevent them getting worse.

Child's Development Needs	Parents and Carers
<p>HEALTH</p> <ul style="list-style-type: none"> • Good physical health • Adequate diet/hygiene/clothing • Developmental checks/immunisations up to date • Accesses health services • Developmental milestones met including • Speech and Language is age appropriate • Appropriate height & weight • Healthy lifestyle • Sexual activity appropriate for age • Good state of mental health • No substance misuse (including alcohol) <p>EDUCATION & LEARNING</p> <ul style="list-style-type: none"> • Good attendance at school/college/training • No barriers to learning • Achieving key stages 	<p>BASIC CARE, SAFETY AND PROTECTION</p> <ul style="list-style-type: none"> • Carers able to provide for child's needs and protect from danger and harm. <p>EMOTIONAL WARMTH AND STABILITY</p> <ul style="list-style-type: none"> • Carers able to provide warmth, praise and encouragement <p>GUIDANCE, BOUNDARIES AND STIMULATION</p> <ul style="list-style-type: none"> • Carers provide appropriate guidance and boundaries to help child develop appropriate values • Supports development through interaction and play
<p>EMOTIONAL & BEHAVIOURAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Growing level of competencies in practical and emotional skills • Good quality early attachments <p>IDENTITY</p> <ul style="list-style-type: none"> • Positive sense of self & abilities • Demonstrates feelings of belonging & acceptance • An ability to express needs <p>FAMILY & SOCIAL RELATIONSHIPS</p> <ul style="list-style-type: none"> • Stable & affectionate relationships with care givers • Good relationships with siblings • Positive relationships with peers <p>SOCIAL PRESENTATION</p> <ul style="list-style-type: none"> • Appropriate dress for different settings 	<p>Family and Environmental Factors</p> <p>FAMILY HISTORY AND FUNCTIONING</p> <ul style="list-style-type: none"> • Supportive family relationships, including when parents are separated <p>HOUSING, EMPLOYMENT AND FINANCE</p> <ul style="list-style-type: none"> • Housing has basic amenities and appropriate facilities • Appropriate levels of cleanliness/ hygiene are maintained • Not living in poverty <p>FAMILY'S SOCIAL INTEGRATION</p> <ul style="list-style-type: none"> • Good enough social and friendship networks exist <p>COMMUNITY RESOURCES</p> <ul style="list-style-type: none"> • Good enough universal services in neighbourhood

- Good level of personal hygiene
- SELF-CARE SKILLS**
- Age appropriate independent living skills.

Assessment Process

Children, young people, parents and carers can access these services directly by self referral or open access.

Services

Family information Service | GP | Midwifery | Health Visiting Service (0-19 service) | Children's Centres, Family Centres & Early Years | Voluntary, Faith & Community Sector | Education | School Nursing | Integrated Youth Support Services | Housing | Police

For a comprehensive list of available services visit the [Family Information Service \(FIS\) webpages](#).

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Level 2: Early Help

Vulnerable children and young people requiring an Early Help offer

Children and young people **at risk of** diverting from expected outcomes and likely to require additional support for a time limited period. Agencies focus on groups which research has indicated are at higher than average risk of developing problems

Children and young people **who are** starting to divert from expected outcomes and require additional support / time limited intervention. Agencies provide preventative services that aim to respond quickly when problems arise in order to prevent them getting worse.

Child's Development Needs	Parents and Carers
<p>HEALTH</p> <ul style="list-style-type: none"> • Slow in reaching, or not meeting developmental milestones • Missing immunisations or checks • Minor concerns ref: diet, hygiene, clothing, alcohol consumption (but not immediately hazardous) • Disability requiring support services • Starting to have sex (under 16) • Previous Pregnancy • Teenage Pregnancy <p>EDUCATION & LEARNING</p> <ul style="list-style-type: none"> • Occasional truanting or non-attendance, poor punctuality • At risk of fixed term exclusion or a previous fixed term exclusion • Education and learning needs being met by school • Few opportunities for play/socialisation • Not in education, employment or training • Identified language and communication difficulties • Not reaching educational potential. • Parental learning disability impacting on parent's ability to meet needs of child. <p>EMOTIONAL & BEHAVIOURAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Low level mental health or emotional issues requiring intervention • Substance misuse that is not immediately hazardous including alcohol • Involved in behaviour seen as anti-social 	<p>BASIC CARE, SAFETY AND PROTECTION</p> <ul style="list-style-type: none"> • Parental engagement with services is generally good • Parent requires additional advice on parenting issues • Professionals are beginning to have some concerns around child's physical needs being met • Professionals are beginning to have some concerns about substance misuse (including alcohol) by adults within the home • Some exposure to dangerous situations in home/community • Teenage parent(s) <p>EMOTIONAL WARMTH AND STABILITY</p> <ul style="list-style-type: none"> • Inconsistent parenting, but development not significantly impaired • Post natal depression • Perceived to be a problem by parent • Low parental aspirations <p>GUIDANCE, BOUNDARIES AND STIMULATION</p> <ul style="list-style-type: none"> • May have different carers • Inconsistent boundaries offered • Can behave in an anti-social way • Parent has limited access to new experiences / opportunities • Low parental engagement with child
Family and Environmental Factors	

- Attachment issues and/or emotional development delay
e.g. adopted child
- Displaying negative behaviour in school

IDENTITY

- Some insecurities around identity
- May experience bullying or cyber bullying

FAMILY & SOCIAL RELATIONSHIPS

- Some support from family and friends
- Has some difficulties sustaining relationships
- Undertaking occasional caring responsibilities
- Child of a teenage parent
- Child adopted from care

SOCIAL PRESENTATION

- Can be over-friendly or withdrawn with strangers
- Personal hygiene starting to be a problem

SELF-CARE SKILLS

- Not always adequate self-care — poor hygiene
- Slow to develop age appropriate self-care skills
- Overprotected/unable to develop independence

PREPARATION FOR ADULTHOOD

- Is unclear about or has not received advice and information about future opportunities.

FAMILY HISTORY AND FUNCTIONING

- Parents have relationship difficulties which may affect the child
 - Experienced loss of significant other
 - May look after younger siblings and older relatives
- Low level mental health or emotional issues
- Parent has health difficulties
 - Some support from family and friends

HOUSING, EMPLOYMENT AND FINANCE

- Families affected by low income or unemployment
- Parents have limited formal education
- Inadequate/poor housing
- Family seeking asylum or refugees
- Families affected by low income
- Families affected by unemployment
- Families affected by change in benefits
- Family is affected by debt
- Families living arrangements have been affected by changes to benefits
- Parents have limited literacy skills or formal education

FAMILY'S SOCIAL INTEGRATION

- Family may be new to area
 - Some social exclusion problems
 - Victimisation by others
- Problems with neighbours

COMMUNITY RESOURCES

- Adequate universal resources but family may have access issues
- Childcare – Children not taking up free early years entitlement

Assessment Process

E Help Assessment

Services

| HV and School Nursing (0-19 service) | GP | Midwifery | Sure Start Children’s Centres | Free Education Entitlement for Two year olds (FEET) | Early Years Voluntary Faith & community services | Early Support Programme | Early Intervention for Family Services | Education | Primary Mental Health CAMHS | Educational psychology | Educational welfare | Specialist play services | Centre Based Youth Work (CBYW) | Local Prevention Framework | Year 11-12 Transition Service | Short Break Services | Community Learning Disability Services |

For a comprehensive list of available services visit the [Family Information Service \(FIS\) webpages](#).

Level 3: Timely Intervention

Vulnerable children and young people requiring timely intervention

Children and Young People who are not achieving the expected outcomes, and require more intensive but time limited support. Agencies provide prevention and therapy/help when the problem becomes serious.

Child's Development Needs	Parents and Carers
<p>HEALTH</p> <ul style="list-style-type: none"> • Some concerns around mental health • Has some chronic/recurring health problems • Persistently missing routine and non-routine health appointments • Concerns re: diet, hygiene, clothing • Conception to child under 16 • Sex with multiple partners • Administration of substances in a hazardous manner (sharing equipment etc) • Substance misuse impacts negatively on their risk taking behaviour (e.g. unprotected sex) • Disability requiring significant support services <p>EDUCATION & LEARNING</p> <ul style="list-style-type: none"> • Short term exclusion or persistent truanting, poor school attendance • At risk of permanent exclusion or previous permanent exclusion • Identified learning needs and may have statement of special educational needs / education health plan (EHCP) • Not achieving key stage benchmarks • Limited access to books, toys • Persistent NEET • Lack of stimulation, socialising and boundaries. Language/Communications difficulties. <p>EMOTIONAL & BEHAVIOURAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Difficulty coping with anger, frustration and upset • Physical and emotional development raising significant concerns • Significant attachment difficulties e.g. child adopted from care 	<p>BASIC CARE, SAFETY AND PROTECTION</p> <ul style="list-style-type: none"> • Parent is struggling to provide adequate care • Parental learning disability, parental substance misuse (including alcohol) or mental health impacting on parent's ability to meet the needs of the child • Previously subject to child protection plan • Teenage parent(s) • Either or both previously looked after <p>EMOTIONAL WARMTH AND STABILITY</p> <ul style="list-style-type: none"> • Child often scapegoated • Child is rarely comforted when distressed • Receives inconsistent care • Has no other positive relationships <p>GUIDANCE, BOUNDARIES AND STIMULATION</p> <ul style="list-style-type: none"> • Few age appropriate toys in the house • Parent rarely referees disputes between siblings • Inconsistent parenting impairing emotional or behavioural development
	<p>Family and Environmental Factors</p> <p>FAMILY HISTORY AND FUNCTIONING</p> <ul style="list-style-type: none"> • Evidence of domestic violence • Acrimonious divorce/separation • Family members have physical and mental health difficulties • Parental involvement in crime • Evidence of problematic substance misuse (including alcohol) <p>HOUSING, EMPLOYMENT AND FINANCE</p> <ul style="list-style-type: none"> • Overcrowding, temporary accommodation,

- Early onset of sexual activity (13 –14)
- Hazardous substance misuse (including alcohol)
- Inappropriate sexual behaviour
- Offending or regular anti-social behaviour
- Children with disabilities exhibiting challenging behaviour

IDENTITY

- Subject to discrimination
- Significantly low self-esteem
- Extremist views

FAMILY & SOCIAL RELATIONSHIPS

- Peers also involved in challenging behaviour
- Regularly needed to care for another family member
- Involved in conflicts with peers/siblings
- Adoptive family under severe stress

SOCIAL PRESENTATION

- Clothing regularly unwashed
- Hygiene problems
- Is provocative in behaviour/appearance

SELF-CARE SKILLS

- Poor self-care for age—hygiene
- Precociously able to care for self

PREPARATION FOR ADULTHOOD

- Does not have a person centred transition plan and has difficulty developing independence skills

- homelessness, unemployment
- Poorly maintained bed/bedding
- Serious debts/poverty impacting on ability to care for child

FAMILY’S SOCIAL INTEGRATION

- Family socially excluded
- Escalating victimisation

COMMUNITY RESOURCES

- Parents socially excluded with access problems to local facilities and targeted services

Assessment Process

Statutory Assessments
 E Help Assessment
 Referral to Services

Services

| Early Years Support Programme | Other statutory service e.g. SEN / CPLO services | | Specialist health or disability services | Police | Integrated Youth Support Services | Targeted drug and alcohol | Community CAMHS| Sure Start Children Centres | Family support services | Voluntary Faith & community services | HV and School Nursing (0-19 service) | Youth Support Service | Short Break Services | Community Learning Disability Services |

For a comprehensive list of available services visit the [Family Information Service \(FIS\) webpages](#).

Level 4: Specialist

Vulnerable children and young people requiring specialist help

Children and Young People who require intensive help and support from a limited range of specialist services including Children's Social Care. Agencies provide specialist services that are underpinned by wrap-around support services to help children 'step down'.

Child's Development Needs	Parents and Carers
<p>HEALTH</p> <ul style="list-style-type: none"> • Has severe/chronic health problems • Persistent substance misuse • Non-organic failure to thrive • Fabricated illness • Early teenage pregnancy • Serious mental health issues • Seriously obese • Dental decay and no access to treatment • Sexual exploitation/abuse • Sexual activity under the age of 13 • Disability requiring highest level of support <p>EDUCATION & LEARNING</p> <ul style="list-style-type: none"> • No education provision • Permanently excluded from school • History of previous exclusions • Significant developmental delay due to neglect/poor parenting <p>EMOTIONAL & BEHAVIOURAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Regularly involved in anti-social/criminal activities • Puts self or others in danger • Endangers own life through self harm/substance misuse including alcohol/eating disorder/ suicide attempts • In sexually exploitive relationship • Frequently goes missing from home for long periods • Child who abuses other humans/ animals • Severe attachment problems and/or severe emotional development delay • Children with disabilities exhibiting challenging behaviour with risk to child / family safety. <p>IDENTITY</p> <ul style="list-style-type: none"> • Experiences persistent discrimination • Is socially isolated and lacks appropriate role models • Alienates self from others 	<p>BASIC CARE, SAFETY AND PROTECTION</p> <ul style="list-style-type: none"> • Parents unable to provide "good enough" parenting that is adequate and safe • Parents' mental health problems or substance misuse significantly affect care of child • Parents unable to care for previous children • There is instability and violence in the home continually • Parents are involved in crime • Parents unable to keep child safe • Victim of crime <p>EMOTIONAL WARMTH AND STABILITY</p> <ul style="list-style-type: none"> • Parents inconsistent, highly critical or apathetic towards child • Child is rejected or abandoned <p>GUIDANCE, BOUNDARIES AND STIMULATION</p> <ul style="list-style-type: none"> • No effective boundaries set by parents • Regularly behaves in an anti-social way in the neighbourhood • Child beyond parental control • Subject to a parenting order which may be related to their child/young person's criminal behaviour, antisocial behaviour or persistent absence from school
	<p>Family and Environmental Factors</p> <p>FAMILY HISTORY AND FUNCTIONING</p> <ul style="list-style-type: none"> • Significant parent discord and persistent domestic violence • Child looked after by a non-relative within scope of private fostering arrangement • Destructive relationships with extended family • Parents are deceased and there are

<ul style="list-style-type: none"> • Distorted self image <p>FAMILY & SOCIAL RELATIONSHIPS</p> <ul style="list-style-type: none"> • Looked after child • Care leaver • Family breakdown related in some way to child's behavioural difficulties • Subject to physical, emotional or sexual abuse/neglect • Female genital mutilation • Is main carer for a family member • Adoption breakdown • Forced marriage of a minor <p>SOCIAL PRESENTATION</p> <ul style="list-style-type: none"> • Poor and inappropriate self-presentation <p>SELF-CARE SKILLS</p> <ul style="list-style-type: none"> • Neglects to use self-care skills due to alternative priorities, e.g. substance misuse • Unaccompanied asylum seeker <p>PREPARATION FOR ADULTHOOD</p> <ul style="list-style-type: none"> • Poor independence skills causing a risk to safety. 	<p>no family/friends options</p> <ul style="list-style-type: none"> • Parents are in prison and there are no family/friends options <p>HOUSING, EMPLOYMENT AND FINANCE</p> <ul style="list-style-type: none"> • Physical accommodation places child in danger • No fixed abode or homeless • Chronic unemployment due to significant lack of basic skills or long standing issues such as substance misuse/offending, etc. • Extreme poverty/debt impacting on ability to care for child <p>FAMILY'S SOCIAL INTEGRATION</p> <ul style="list-style-type: none"> • Family chronically socially excluded <p>COMMUNITY RESOURCES</p> <ul style="list-style-type: none"> • Poor quality services with long-term difficulties with accessing target populations • Restricting and refusing intervention from services
Assessment Process	
Statutory Assessment	
Services	
Children's Services – Social care, Fostering, Adoption Teams Family Group Conferencing Service Police Other statutory service e.g. SEN services Education & Child Psychology Specialist health or disability services Integrated Youth Support Services Targeted drug and alcohol CAMHS Family support services Voluntary Faith & community Services Services at universal level	

For a comprehensive list of available services visit the [Family Information Service \(FIS\) webpages](#).

8. Examples of Levels of Need:

1. Neglect:

Children who would typically benefit from an Early Help Level 2 offer would be those children who:

- are receiving inadequate parenting that is having an effect upon their development and preventing them reaching their full potential. This would include poor implementation of boundaries, poor stimulation, low level concerns in respect of support to their education and health, low level concerns for hygiene and diet; or
- are in households where there is occasional substance misuse and parents have demonstrated insight into the potential impact this may have upon the children and/or are engaging with the appropriate services; or
- are in households where one parent has mental health problems, or learning difficulties and this is impacting upon their ability to reach their full potential; but there are resilience factors in the home through support from another parent, extended family.

Children who would typically benefit from Timely Intervention Level 3 offer would be those who:

- receiving neglectful parenting, that is having a significant impact upon their health and development. A high number of the following factors would need to be present: frequent periods of ill-health; inadequate hygiene within the home; poor nutrition impacting upon ability to thrive; high levels of school absence, and evidence of poor supervision at home; or
- where there are concerns about ongoing parental substance misuse, that is likely to have a detrimental impact upon a child's health and development with statutory intervention; or
- are concerns for the well-being of a newborn child, as a result of substance misuse, parental mental health problems, domestic abuse, very young parents with minimal extended family support.

Children who would typically require Specialist Intervention at level 4 would be those who:

- are suffering severe neglect of a child that, will if continued, lead to significant harm: failure to attend essential health appointments for a long-term medical condition; severely unhygienic home conditions; parenting resulting in a failure to thrive, and failure to adequately supervise, with the result that a child is placed at risk of significant harm; or
- in situations of neglect that will result in significant harm, as a result of the chaotic, prolonged and/or excessive substance misuse, by parent(s), or care-giver(s); or
- in situations of neglect that will result in significant harm, as a result of severe acute or long-term parental mental health.

2. Domestic Abuse:

Children who would typically benefit from an Early Help Level 2 offer would be those children who:

- Children whose parents are undergoing a separation that is causing emotional distress, is preventing them having unhindered contact with one parent and having an impact upon their ability to reach their full potential
- Children where there has been an incident, or incidents of domestic abuse; however there are sufficient protective factors in place to reduce the likelihood of ongoing domestic abuse and its' impact upon the children
- Children living in households where there has been incidents/incident of parental conflict which consists only of low level verbal arguments/altercations and where there are no other risk indicators of Domestic Abuse.

Children who would typically benefit from Timely Intervention Level 3 offer would be those who:

- Situations of serious, or ongoing domestic abuse, which will have a detrimental effect upon the child's physical and emotional well-being
- Children whose parents are undergoing an acrimonious separation and this is having a severely detrimental effect upon their emotional well-being. Examples of this would be parents making frequent allegations against one another often involving the children, or children who are overly exposed to parental dysfunction
- Children who are living in households where police have attended an incident of Domestic Abuse and have assessed the DASH risk (Police Domestic Abuse Risk Assessment Tool) as medium.
- Households where parents have history of Domestic Abuse and have ceased to engage with appropriate DA services and safeguards. This will include reconciliation of parents where DA has been a significant feature in the household.

Children who would typically require Specialist Intervention at level 4 would be those who:

- Very serious, or chronic cases of domestic abuse, which are likely to cause significant harm to the child(ren).
- Children who are living in households where police have attended an incident of Domestic Abuse and have assessed the DASH risk (Police Domestic Abuse Risk Assessment Tool) as high.
- A child who has been placed at physical risk of harm during the Domestic Abuse incident. Taking into consideration the age and developmental stage of the child which would increase their levels of vulnerability.
- Children living in households where there is a high level of power and control and where significant injury has been caused to parent.

3. Substance Misuse:

Children who would typically benefit from an Early Help Level 2 offer would be those children who:

- Children who are in households where there is occasional substance misuse and parents have demonstrated insight into the potential impact this may have upon the children and/or are engaging with the appropriate services.
- Children living in household where there are appropriate protective factors in place i.e non-drug using parent and positive support from extended family/professional network.

Children who would typically benefit from Timely Intervention Level 3 offer would be those who:

- Children living in households where there are concerns about ongoing parental substance misuse that is likely to have a detrimental impact upon a child's health and development with statutory intervention taking into consideration the age and developmental stage of the children which will impact on their level of vulnerability.
- There are concerns for the well-being of a newborn child, as a result of substance misuse.
- Children living in households where there are concerns around parental substance misuse alongside other risk factors such as parental mental health, Domestic Abuse etc.
- Children being exposed to parental substance misuse.
- Parents who are not engaging with appropriate services and lack insight into the impact of their drug taking behaviours on their children.

Children who would typically require Specialist Intervention at level 4 would be those who:

- Neglect that will result in significant harm, as a result of the chaotic, prolonged and/or excessive substance misuse, by parent(s), or care-giver(s)
- Pre-birth assessments where there is clear evidence of significant harm due to substance misuse, parental mental health, Domestic Abuse and/or a history of previous children being subject to a CP Plan, or removed from parental care
- A child who has been placed at physical risk of harm due to a significant incident of parental drug misuse. Taking into consideration the age and developmental stage of the child which would increase their levels of vulnerability.