WSSCB Continuum of Need

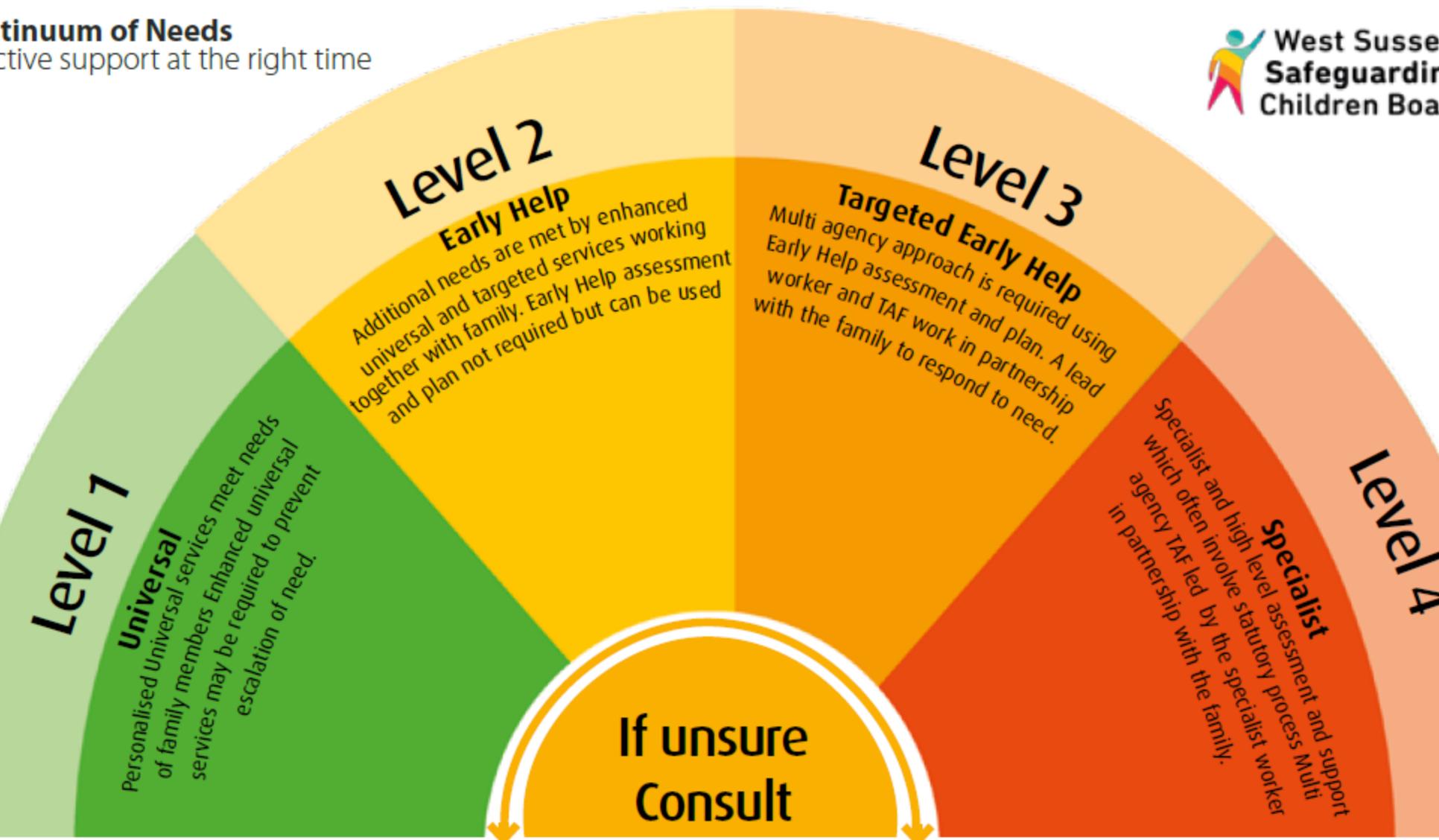## Briefing slides for teams

2017

What is the Continuum of Need?

- The Continuum of Need is a tool to help you in your work with children and young people.

- It is made up of three parts:

  - **The Continuum of Need windscreen:** showing the levels of need and their relationship to each other

  - **The Continuum of Need indicators:** helping you in thinking through where a child might sit on the continuum and supporting your conversations with other professionals

  - **Guidance:** including what to do when escalating / stepping up and stepping down the level of concern about a child

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Level 2
Early Help
Additional needs are met by enhanced universal and targeted services working together with family. Early Help assessment and plan not required but can be used

Level 3
Targeted Early Help
Multi agency approach is required using Early Help assessment and plan. A lead worker and TAF work in partnership with the family to respond to need.

Level 1
Universal
Personalised Universal services meet needs of family members Enhanced universal services may be required to prevent escalation of need.

Level 4
Specialist
Specialist and high level assessment and support which often involve statutory process Multi agency TAF led by the specialist worker in partnership with the family.

If unsure Consult

For advice and support about Early Help contact your local Family support network team

Worried about a child and not sure who should help contact MASH

young people and their families can require support from services that respond to different levels of need across the continuum from Universal to Specialist support. The ... s of family life can mean that some children and families will move between different levels of support. Local Safeguarding Children Board are committed to ensuring th... s supported by effective partnership working informed by good assessments and managed with care providing simple communication and clear accountability.

Why use the Continuum of Need?

- It provides a framework which all agencies will share

- Having it in front of you when you talk to other practitioners can support your conversations and help build a common language

- You can use it to inform your analysis

- It can help you highlight where additional services are required

The Continuum of Need does not hold all the answers

- It cannot replace your professional judgement

- There will always be grey areas and differences of opinion. The Continuum of Need can help you work through them

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3 steps in using the Continuum of Need

1. Consider what you know about the child's needs

2. Identify what level of need you think the child is at

3. Consider whether you can meet the child's needs yourself or whether you need to invite other agencies to work with you, and….

3a. …communicate your concerns to them

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Step 1. Consider what you know about the child's needs
using the Signs of Safety approach

Use the information you know about the child to consider:

	What are we worried about?	**What is working well?**	**What needs to happen?**
INFORMATION GATHERING	**Harm** Is there evidence that the child has already been harmed?	*Safety* *Proven & tested over time to keep child safe*	**Family Goals** • *What the child and family want to achieve or to be different*
	Complicating Factors •*Behaviours (parent or child) that you are aware of that may make things worse or pose a risk to the child?* •*What's making this harder to deal with?*	**Strengths** Assets and resources of the child and their family	**Next steps** • *What will help towards arriving at the goal* • *FF*
ANALYSIS AND PROFESSIONAL JUDGEMENT	**DANGER/WORRY STATEMENT** *Based on what's already happening, what are you worried will happen to the child if nothing changes*	**SCALE** *On a scale of 0-10, how worried are you now?*	**SAFETY/FUTURE GOALS** *What would you need to see to not have any more worries?*
PLANNING	**FAMILY INVOLVED MULTI-AGENCY PLAN**		

Step 2. Use the indicators to help you identify the level of need you think the child is at

- The Continuum of Need isn't a tick list

- You need to use your professional judgement as the level of risk associated with a need will vary from child to child

- Needs are not static, children may move up and down the Continuum, and there may be different levels of need across a family

- Seek advice if you are not sure

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Universal Level 1	Early Help Level 2	Targeted Help Level 3	Specialist Help Safeguarding Level 4
...y life can meet children's needs with ...ort from universal provision. May need ...ional support from universal settings to ...ent escalation.	Child / young person has additional needs that can be met by support from one or two agencies working with the family. Early Help Plans used to co-ordinate support.	Children in families with increasing levels of multiple and complex problems. Families require a co-ordinated, whole family approach led by a Lead worker or key worker enabling the family to meet the children's needs. Early Help Plans should be used.	Accumulation of unmet and complex n... evidence that a child is at risk of harm. Assessment by a specialist agency e.g. C... Social Care is required. Multi-agency su... partnership with the family network is ... to build a safety plan that protects the ... and meets complex needs.

Emotional Warmth

Universal Level 1	Early Help Level 2	Targeted Help Level 3	Specialist Help Safeguarding Level 4
...e child is shown warm regard praise and ...couragement. ...ere may be low level post natal depression ...e child has secure attachment and a ...ationship which provides consistency of ...rmth over time. ...ere may be low level post natal depression.	• Inconsistent parenting but development not significantly impaired. • Post-natal depression affecting parenting ability. • Child / young person perceived to be a problem by parents or carers / experiencing criticism and a lack of warmth.	• Child / young person has multiple carers but no significant relationship to any of them / receives inconsistent care. • Child / young person receives little stimulation / negligible interaction. • Child/ young person is scapegoated. • Child / young person is rarely comforted when distressed / lack of empathy. • Child / young person is under significant pressure to achieve/aspire experiencing high criticism.	• Parents / carers inconsistent, highly c... or apathetic towards child / young pe... • Parents / carers are negative and abu... towards the child / young person. • Child / young person is rejected or abandoned. • Carer's persistent hostility to the chil... person leads to their isolation.

Guidance, Boundaries and Stimulation

Universal Level 1	Early Help Level 2	Targeted Help Level 3	Specialist Help Safeguarding Level 4
...e child is shown warm regard, praise and ...couragement. ...e child has secure relationship which ...ovides consistency of care over time. ...ild engages in age appropriate use of ...ernet including social media. ...idance Boundaries and Stimulation.	• May have a number of different carers. Parent/carer offers inconsistent boundaries e.g. not providing good guidance about inappropriate relationships formed, such as via the internet. • Can behave in an anti-social way. • Child / young person spends a lot of time alone. • Inconsistent responses to child by parent. • Parents struggle to have their own emotional needs met. • Lack of stimulation impacting on development. • Unsupervised access to the internet with child at risk of involvement in negative internet use.	• Parents struggle to set boundaries / act as good role models. • Child or young person's behaviour out of control. • Child or young person is regularly beyond control of parent or carer. • Parenting impairing emotional or appropriate behavioural development of child / young person. • Child engaged in negative and harmful behaviour associated with internet and social media. • Parents look to child/young person to meet their emotional needs.	• There are no effective boundaries set ... parents. • Regularly demonstrates anti-social be... in the community. • Child / young person is beyond paren... control. • Subject to a parenting order which m... be related to their child's criminal / an... behaviour or persistent absence from... • Child actively concealing internet and media activities and concerned abou... groomed. • Child/young person feels persistently... responsible for meeting the needs of... parent.

Step 3. Consider if anyone else needs to be involved in meeting the child's needs

- Can you meet the needs of the child within your own agency or setting?

- If not – who are the best people to engage in your work with the child, and why?

- What will another agency be able add to the support for the child that your agency cannot deliver?

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Step 3a. When you're communicating with other agencies about the needs of a child…

Use the Indicators and Signs of Safety approach to help explain your concerns

	What are we worried about?	What is working well?	What needs to happen?
INFORMATION GATHERING	**Harm** Is there evidence that the child has already been harmed?	*Safety* Proven & tested over time to keep child safe	**Family Goals** • *What the child and family want to achieve or to be different*
	Complicating Factors •*Behaviours (parent or child) that you are aware of that may make things worse or pose a risk to the child?* •*What's making this harder to deal with?*	**Strengths** Assets and resources of the child and their family	**Next steps** • *What will help towards arriving at the goal*
ANALYSIS AND PROFESSIONAL JUDGEMENT	**DANGER/WORRY STATEMENT** *Based on what's already happening, what are you worried will happen to the child if nothing changes*	**SCALE** *On a scale of 0-10, how worried are you now?*	**SAFETY/FUTURE GOALS** *What would you need to see to not have any more worries?*
PLANNING	**FAMILY INVOLVED MULTI-AGENCY PLAN**		

For example, let them know:

- What you're worried about: what you think will happen if nothing changes; the impact on the child

- What's working well: resources, strengths and abilities

- What's prompting you to ask for help and support now: have things changed? Have they got worse? What was working well before?

- What's already been done to address the needs or worries?

- What outcomes do you hope to achieve for the family? How do you think another agency can help bring this about?

- Whether you have consent to share

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Consent to share

In most instances it is best practice to seek consent from the child or family before asking for another agency's involvement

- Building trust: Families are more likely to trust you if they know that you will work transparently with them

- Increasing the effectiveness of support: Families are more likely to engage with an agency if they are expecting to be contacted by them and understand why

- Swift support: In most instances consent is required to start work. If the service you are referring to has to gather it, this will delay the support to the child. This is frequently the case with referrals to MASH

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Consent to share

Seeking consent is not required, if to do so would place the child, or another person, at increased risk of harm, or prejudice the prevention, detection or prosecution of a serious crime

If it has not been possible or appropriate to seek / gain consent make sure you inform the agency you are referring to of this and let them know the reason why

Information and resources

You can access the Continuum of Need at

www.westsussexscb.org.uk/west-sussex-continuum-of-need-threshold-guidance/

For further information, guidance and links to support you in your work to safeguard children go to www.westsussexscb.org.uk/professionals

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