

Guide to Indicators of Need

There are many ways in which additional need can be defined and, within a multi-agency environment, it is likely that this will continue. Practitioners from a variety of organisational backgrounds will be working together but will retain their particular professional identity and a particular definition of need. The Children Act 2004 sets out the governments aim for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

For many children and young people these aims are achieved through care in the family and access to universal services such as schools and general health care. We are concerned here with those children and young people who, to a lesser or greater degree, need additional support to achieve these aims. The Indicators of Need Guide describes levels of concern for children, young people and their families. It is set out in a way that reflects the structure of the CAF, as well as age bands.

It should be used to inform good practice but not as a definitive statement of and indicator for concern. There may well be circumstances that are not covered in this section or particular issues that lead to a professional judgement which leads to a different conclusion. A range of agencies offer support to children, young people and their carers who have complex and acute levels of need. It is important to identify the most appropriate service to meet those needs. All organisations need to have in place suitable supervisory or advisory arrangements for staff involved in the process of identifying children and young people with additional needs.

The use of this guide and these processes will have two main benefits:

- Consistent application of definitions
- Promotion and maintenance of good practice

Managers and supervisors will themselves need to have a good understanding of the processes and these need to be established as one of the core competencies during recruitment and selection.

How to use this Guide to Indicators of Need

- Use it as a guide, not a prescription. It should prompt you to think more clearly and interpret the situation
- Try to see the whole situation and weigh up the all of the issues
- Take advice when you are not sure
- Share it with families as a way of expressing ideas and concerns

Developmental Needs 0 to 4 Years

	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Health	<ul style="list-style-type: none"> Physically healthy Appropriate height and weight Adequate and nutritious diet Meeting developmental milestones <ul style="list-style-type: none"> - Developmental checks and immunisations up to date - Good emotional development - Motor skills within normal range Regular dental and optical care Registered with GP and accessing appropriate health services 	<ul style="list-style-type: none"> Weight not increasing at rate expected or obesity Slow in reaching developmental milestones and /or not attending routine appointments Persistent minor health problems or accidents- perhaps resulting in poor attendance at school or nursery Inadequate diet e.g. no breakfast or unbalanced Dental care not sufficient Vulnerability to emotional problems e.g. acrimonious divorce of parents; child unduly anxious, angry or defiant Early sexual activity or awareness Frequent accidents or A and E attendances Mild disability 	<ul style="list-style-type: none"> Non-organic failure to thrive Concerns about developmental progress e.g. overweight/ underweight/ enuresis Child has chronic health problems or terminal illness Learning significantly affected by health problems Limited restricted diet Dental decay and not accessing treatment Significant emotional/ behavioural challenges Child has moderate disability Multiple A&E attendance causing concern Consistently miss medical appointments and/or treatment Concerns about inappropriate sexualised behaviour 	<ul style="list-style-type: none"> Who have a medical diagnosis of non organic faltering growth Developmental milestones not met and/or missing essential health appointments Refusing medical care – endangering life/development Lack of food may be linked with neglect Severe emotional /behavioural challenges Sexual exploitation Sexual abuse Non accidental injury Profound/severe and/or multiple disabilities.

Developmental Needs 0 to 4 Years

Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
<p>Education /Learning</p> <ul style="list-style-type: none"> • Receives appropriate stimulation and developmental opportunities • Acquires a range of skills/interests • Experiences of success/achievement appropriate • Access to books, toys, as appropriate • Enjoys and participates in learning activities • Sound home/school/early years provision link • Cognitive and language development are normal 	<ul style="list-style-type: none"> • Poor punctuality and frequent absences from school/nursery • Not always engaged in play/learning e.g. poor concentration, low motivation • Not thought to be reaching his/her potential Home/school link not well established • Often appears to be tired • Not developing appropriate communication skills in accordance with age/ability 	<ul style="list-style-type: none"> • Has obvious Special Education Needs • Special Educational Needs/Disability • Child under-stimulated with restricted developmental opportunities • Not achieving as anticipated • Poor school/nursery attendance and punctuality • Lack of, or acrimonious home/early years/school link contact 	<ul style="list-style-type: none"> • Not accessing education provision • Few if any achievements • Progress well below peers • Puts peers at risk through behaviour

Developmental Needs 0 to 4 Years



	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Emotional & Behavioural Development	<ul style="list-style-type: none"> • Positive attachment to significant adult • Demonstrates appropriate responses in feelings and actions • Able to adapt to change 	<ul style="list-style-type: none"> • Some difficulties with family relationships • Some difficulties with peer group relationships • Some evidence of inappropriate responses and actions • Child can find managing change difficult 	<ul style="list-style-type: none"> • Poor peer relationships • Cannot maintain peer relationships e.g. is aggressive, bully, bullied etc • Child finds it difficult to cope with anger and frustration • Disruptive/challenging behaviour at school, home or in neighbourhood • Child withdrawn/unwilling to engage • Unable to express emotion e.g. crying • Suffered moderate neglect/chaotic parenting 	<ul style="list-style-type: none"> • Child has suffered or may have suffered physical, sexual or emotional abuse or neglect/has been subject to LAC proceedings • Puts self or others in danger e.g. missing • Unable to connect cause and effect of own actions • Unable to display empathy • Unable to determine boundaries, roles and responsibilities appropriately

Developmental Needs 0 to 4 Years



	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Identity	<ul style="list-style-type: none"> • Positive sense of self • Demonstrates feelings of belonging and acceptance • Generally positive and wants to master things 	<ul style="list-style-type: none"> • Some insecurities around identity expressed e.g. low self esteem • Low in confidence • Child subject to discrimination e.g. racial, sexual or due to disabilities 	<ul style="list-style-type: none"> • Child experiences persistent discrimination e.g. on the basis of ethnicity sexual orientation or disability or appearance • Demonstrates significantly low self-esteem in a range of situations • Lacking in confidence • Signs of deteriorating emotional well-being 	<ul style="list-style-type: none"> • Child has internalised discrimination and behaviour reflects poor self-image • Child is socially isolated and lacks appropriate role models • Child's self image distorted and may demonstrate fear of persecution by others • May be victim of crime

Developmental Needs 0 to 4 Years



	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Family and Social Relationships	<ul style="list-style-type: none"> Stable and affectionate relationships with care givers Good relationship with siblings Positive relationships with peers Able to socialise appropriately 	<ul style="list-style-type: none"> Some inconsistencies in relationships with family and friends Child has lack of positive role models Unresolved issues arising from parents divorce, step parenting or death of carer Child has some difficulties sustaining relationships Living with carers under stress Living with isolated, unsupported carer (s) Living with parents who are involved in substance misuse Families with high number of children or more than 2 under 5 years of age Child whose parents are involved in domestic abuse 	<ul style="list-style-type: none"> Relationships with carers characterised by inconsistencies Peers also involved in challenging behaviour Involved in conflicts with peers/siblings May have previously had periods accommodated by LA Relationships with family all experienced as critical and/or negative – ‘low warmth, high criticism’ Other relationships characterised by rejection Family breakdown threatened Family no longer want to care for child 	<ul style="list-style-type: none"> Family have abandoned child Looked after child Subject to proceedings initiated by local authority in respect of safeguarding Child has suffered or may have suffered physical, sexual or emotional abuse or neglect Child presents as severely neglected. Complete rejection by a parent and/or step parent Child privately fostered Persistent concerns about carers substance misuse placing child at risk of significant harm Carers unable to address their children’s needs whether physical, intellectual, emotional or social reasons

Developmental Needs 0 to 4 Years

	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
<p>Social Presentation</p>	<ul style="list-style-type: none"> • Appropriate dress for different settings • Good level of hygiene • Confident in social situations, but sufficiently discriminating between 'safe' and 'unsafe' contacts 	<ul style="list-style-type: none"> • Inappropriate clothing. e.g. too tight shoes • Child may not always be clean <ul style="list-style-type: none"> – may suffer from teasing at school or early years setting about being 'smelly' • Child can be either over friendly, withdrawn or isolated 	<ul style="list-style-type: none"> • Child may be provocative in behaviour/appearance • Clothing is regularly unwashed and frequently ill fitting • Child's poor hygiene leads to alienation from peers • May not discriminate effectively with strangers • Presentation significantly impacts on all relationships • Rejection or taunting by peers • Alienates self from others 	<ul style="list-style-type: none"> • care – poor hygiene, dirty clothes, ill fitting shoes, lack of appropriate hair and skin care • Child unable to discriminate and likely to put self at risk

Developmental Needs 0 to 4 Years



	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Self-care Skills	<ul style="list-style-type: none"> Growing level of competencies in practical and emotional skills, such as feeding, dressing and social skills 	<ul style="list-style-type: none"> Disability limits amount of self-care possible Not always adequate self-care e.g. poor hygiene Child slow to develop ageappropriate self-care skills 	<ul style="list-style-type: none"> Disability prevents self-care in a significant range of tasks Child takes little or no responsibility for self-care tasks in comparison to peer group 	<ul style="list-style-type: none"> Severe disability – child relies totally on other people to meet care needs Acute mental or physical health needs or behavioural difficulties including impacting on ability to care for self Child engaged in activities which impact on self care

Developmental Needs 5 to 13 Years

	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Health	<ul style="list-style-type: none"> • Appropriate height and weight • Physically healthy • Developmental checks and immunisations up to date • Adequate and nutritious diet • Regular dental and optical care • Good state of mental/emotional health and well-being • Sexual activity appropriate for age • Healthy lifestyle • Immunisations up to date • Motor skills within normal range 	<ul style="list-style-type: none"> • Weight not increasing at rate expected • Slow development milestones and/or not attending routine appointments • Persistent minor health problems – perhaps resulting in less than 80% school attendance • Limited diet e.g. no breakfast or limited money or school lunch • Dental care not in receipt of care • Vulnerability to emotional problems e.g. acrimonious split of parents, unduly anxious, angry or defiant • Early sexual activity/awareness • Experimenting with tobacco/alcohol at young age • Contenance problems • Frequent accidents or A and E attendance 	<ul style="list-style-type: none"> • Weight becoming a cause for concern – underweight or developing obesity • Child has chronic health problems • Health problems not treated or badly managed • Concerns about developmental progress • Learning significantly affected by health problems • Limited/restricted diet – no breakfast, no lunch money • Dental decay and not accessing treatment • Smokes, substance misuse • ‘Unsafe’ sexual activity/precocious/explicit behaviour • Child has severe disability • Mental health issues emerging – conduct disorder, ADHD autism, anxiety, eating disorders • Self harming 	<ul style="list-style-type: none"> • Who have a medical diagnosis of non organic faltering growth • Seriously obese • Refusing medical care endangering live/development • Lack of food may be linked with neglect • Persistent substance misuse • Dangerous sexual activity and/or early teenage pregnancy • Acute mental health problems – threat of suicide, psychotic episode, severe depression • Sexual exploitation • Sexual abuse • Non accidental injury

Developmental Needs 5 to 13 Years



	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Education	<ul style="list-style-type: none"> • Acquiring a range of skills/interests • Experiences of success/achievement • Cognitive and language development normal • Access to books, toys and play space as appropriate • Enjoys and participates in educational activities and school life • Sound home/school link 	<ul style="list-style-type: none"> • On 'School Action' or 'School Action Plus' of the Code of Practice • Poor punctuality • Occasional unauthorised school absences • Not always engaged in learning e.g. poor concentration, low motivation, overtired • Not thought to be reaching his/her educational potential • Home/school link not well established 	<ul style="list-style-type: none"> • Has Statement of Special Educational Needs • Not achieving as anticipated • Poor school attendance and punctuality • Some fixed-term exclusions • Poor home/school link • Not educated at school (or at home by parents) • None, or acrimonious, home/school link contact 	<ul style="list-style-type: none"> • Severe disability • Puts peers at risk through behaviour • Second permanent exclusion from school or imminent second exclusion • No school placement • Few if any achievements

Developmental Needs 5 to 13 Years



	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Emotional & Behavioural Development	<ul style="list-style-type: none"> • Demonstrates appropriate responses in feelings and actions • Appropriate good quality attachments • Able to adapt to change • Able to demonstrate empathy 	<ul style="list-style-type: none"> • Some difficulties with family relationships • Some difficulties with peer group relationships • Some evidence of inappropriate responses and actions • Child can find managing change difficult • Not always able to understand how own actions impact on others 	<ul style="list-style-type: none"> • Poor peer relationships Starting to commit offences • Child finds it difficult to cope with anger and frustration • Disruptive/challenging behaviour at school or in neighbourhood • Child withdrawn/unwilling to engage or isolated • Lack of ability to understand how actions impact on others • Child has started involvement in anti social or criminal activities 	<ul style="list-style-type: none"> • Cannot maintain peer relationships e.g. is aggressive, bully, bullied etc • Puts self or others in danger e.g. going missing • Unable to connect cause and effect of own actions • Prosecution of offences – resulting in court orders, custodial sentences, ASBOs etc • Regularly involved in anti-social/criminal activities • Unable to display empathy • Persistent concerns about child at risk of child sexual exploitation placing him/her at risk of significant harm

Developmental Needs 5 to 13 Years



	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Identity	<ul style="list-style-type: none"> • Positive sense of self and abilities • Demonstrates sense of belonging and acceptance by others 	<ul style="list-style-type: none"> • Some insecurities around identity expressed e.g. low self-esteem for learning, low aspirations for the future • Limited confidence Child subject to discrimination e.g. racial, sexual or due to disabilities or appearance 	<ul style="list-style-type: none"> • Child experiences persistent discrimination e.g. on the basis of ethnicity sexual orientation or disability • Demonstrates significantly low self-esteem in a range of situations • Low self-confidence • May be a victim of crime • Signs of deteriorating mental health 	<ul style="list-style-type: none"> • Child has internalised discrimination and behaviour reflects poor self image • Child is socially isolated and lacks appropriate role models • No confidence • Child's self image distorted and may demonstrate fear of persecution by others • Mental health problems becoming evident

Developmental Needs 5 to 13 Years



	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Family and Social Relationships	<ul style="list-style-type: none"> Affectionate relationships with caregivers Good relationships with siblings Positive relationships with peers 	<ul style="list-style-type: none"> Some inconsistencies in relationships with family and friends Child lacks positive role models Unresolved issues arising from complex situations i.e. parents, divorce, step parenting, or death of carer Child has some difficulties sustaining relationships Living with isolated, unsupported carers Involved in contact/residence disputes 	<ul style="list-style-type: none"> Relationships with family all experienced as critical and/or negative – 'low warmth, high criticism Relationships with carers characterised by inconsistencies Misses school or leisure activities Peers also involved in challenging behaviour Involved in conflicts with peers/siblings May have previously had periods accommodated by LA 	<ul style="list-style-type: none"> Complete rejection by a parent and/or step parent Other relationships characterised by rejection Family breakdown threatened Family no longer want to care for child Family have abandoned child Carers unable to address their children's needs whether physical, intellectual, emotional or social reasons

Developmental Needs 5 to 13 Years



	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Self-care Skills	<ul style="list-style-type: none"> Growing level of age appropriate competences in practical and emotional skills, such as feeding, dressing and developing independence 	<ul style="list-style-type: none"> Disability limits amount of selfcare possible Not always adequate self-care e.g. poor hygiene Child slow to develop ageappropriate self-care skills 	<ul style="list-style-type: none"> Disability prevents self-care in a significant range of tasks Child takes little or no responsibility for self- care tasks in comparison to peer group 	<ul style="list-style-type: none"> Severe disability – child relies totally on other people to meet care needs Child engaged in activities which impact on self-care e.g. substance misuse Offending/substance misuse/sexual activity prevent self-care and impact on vulnerability to exploitation

Developmental Needs 14 to 18 Years

	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Health	<ul style="list-style-type: none"> • Appropriate height and weight • Physically healthy • Medical checks up to date • Adequate and nutritious diet • Regular dental and optical care • Good state of mental health • Sexual activity appropriate for age • Healthy lifestyle • Experimenting with tobacco/alcohol and other substances 	<ul style="list-style-type: none"> • Excessive or low weight gain – not proportional to height growth • Not attending routine appointments • Persistent minor health problems -perhaps resulting in less than 80% school attendance • Limited diet e.g. no breakfast and limited money for school lunch • Dental care not sufficient – non attendance for checks/treatment • Vulnerability to emotional difficulties e.g. acrimonious divorce of parents; unduly anxious, angry or defiant • Early sexual activity • Experimenting with illegal drugs 	<ul style="list-style-type: none"> • Child/young person has severe disability • Chronic health problems • Missing routine health appointments • Concerns about developmental progress e.g. overweight, enuresis • Learning significantly affected by health problems • Very Limited/restricted diet – no breakfast, no lunch money • Dental decay and no access to treatment • 'Unsafe' regular sexual activity • Mental health issues emerging or identified i.e. conduct disorder, ADHD, autism, anxiety, eating disorders • Frequent concerns about child at risk of child sexual exploitation • Heavy and problematic substance misuse • Self-harming 	<ul style="list-style-type: none"> • Severe disability • Refusing medical care, endangering life/development • Lack of food may be linked with neglect • Dangerous sexual activity and/or early teenage pregnancy • Acute mental health problems – threat of suicide, psychotic episode, severe depression • Persistent and high risk substance misuse • Experiencing Sexual exploitation • Victim of Sexual abuse • Evidence of non accidental injury

Developmental Needs 14 to 18 Years



	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Education	<ul style="list-style-type: none"> Acquired a range of skills/interests Experiences of success/achievement No concerns around cognitive development Access to books, games, activities as appropriate Enjoys and participates in educational activities and school life Good home/school link Planned progression and aspirations beyond statutory education 	<ul style="list-style-type: none"> On 'School Action' or 'School ActionPlus' of the Code of Practice Poor punctuality Occasional unauthorised school absences Not always engaged in learning e.g. poor concentration, low motivation, overtiredness Not reaching his/her educational potential despite planned & regular interventions by the school and limited involvement in out of school activities. No evidence of home/school links Limited evidence of progression planning, eg not engaged with Connexions and/or other guidance providers. At risk of making illinformed/inappropriate decisions about progression 	<ul style="list-style-type: none"> Has statement of Special Educational Needs Attainment levels well below expected levels. Very poor school attendance and punctuality Some fixed-term exclusions Poor home/school link Not educated at school (or home by parents) Limited participation in education, employment or training post-16 No, or acrimonious, home/school link 	<ul style="list-style-type: none"> Puts self or others at risk through behaviour Second permanent exclusion from school or imminent second exclusion No school placements Few if any achievements Not in education, employment training post 16

Developmental Needs 14 to 18 Years

	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Emotional & Behavioural Development	<ul style="list-style-type: none"> • Demonstrates appropriate responses in feelings and actions • Good quality attachments/relationships • Able to adapt to change • Able to demonstrate empathy 	<ul style="list-style-type: none"> • Some difficulties with family relationships • Some difficulties with peer group relationships • Some evidence of inappropriate responses and actions • Child/young person can find managing change difficult • Not always able to understand how own actions impact on others 	<ul style="list-style-type: none"> • Poor peer relationships (bully or bullied). • Starting to offend and reoffend • Child/young person finds it difficult to cope with anger and frustration • Disruptive/challenging behaviour at school or in neighbourhood; evidence of fixed term exclusions. • Child/young person withdrawn/unwilling to engage (either withdrawn or acting out behaviour) • Lack of ability to understand how actions impact on others 	<ul style="list-style-type: none"> • Cannot maintain peer relationships e.g. is aggressive, bully, bullied etc • Puts self or others in danger e.g. going missing • Unable to connect cause and effect of own actions • Prosecution of offences – resulting in court orders, custodial sentences, ASBOs etc • Regularly involved in antisocial/criminal activities • Unable to display empathy • Behaviour is sufficiently extreme to place them at risk of removal from home eg, periods of absence from home and whereabouts unknown.

Developmental Needs 14 to 18 Years



Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
<ul style="list-style-type: none"> • Positive sense of self • Demonstrates sense of belonging and acceptance 	<ul style="list-style-type: none"> • Some insecurities expressed around identity e.g. low self esteem for learning, low aspirations for the future • Limited self confidence • Child subject to discrimination e.g. racial, sexual orientation or due to disabilities, appearance or gender 	<ul style="list-style-type: none"> • Child/young person experiences persistent discrimination e.g. on the basis of ethnicity, gender, sexual orientation or disability • Demonstrates significantly low self-esteem in a range of situations • Poor self-confidence • May be a victim of crime • Signs of deteriorating mental health 	<ul style="list-style-type: none"> • Child/young person has internalised discrimination and behaviour reflects poor selfimage • Child/young person is socially isolated and lacks appropriate role models • No self-confidence • Child/young person's self image distorted and may demonstrate fear of persecution by others • Mental health problems becoming apparent

Developmental Needs 14 to 18 Years

	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Family and Social Relationships	<ul style="list-style-type: none"> Stable and affectionate relationships Good relationship with siblings Positive relationships with peers 	<ul style="list-style-type: none"> Misses school or leisure activities Some inconsistencies in relationships with family and friends Child/young person has lack of positive role models Unresolved issues arising from complex situations i.e. parents divorce, step parenting or death of carer Child/young person has some difficulties sustaining relationships Child/young person is Young Carer 	<ul style="list-style-type: none"> Relationships with family all experienced as critical and/or negative – ‘low warmth, high criticism’ Relationships with family characterised by inconsistencies Peers also involved in challenging behaviour Involved in conflicts with peers/siblings May have previously had periods when accommodated by Local Authority Increasingly withdrawn Regularly missing from home 	<ul style="list-style-type: none"> Complete rejection by a parent and/or step parent Other relationships characterised by rejection Family breakdown threatened Family no longer want to care for child Family have abandoned young person Unaccompanied asylum seeker Adoption or foster care placement breakdown.

Developmental Needs 14 to 18 Years



	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Social Presentation	<ul style="list-style-type: none"> • Appropriate dress for different settings • Good level of personal hygiene • Confident in social situations, but sufficiently discriminating between 'safe' and 'unsafe' contacts 	<ul style="list-style-type: none"> • Inappropriate clothing. Impacting on progress/relationships in school • Clothing not age appropriate • Child/young person may not always be clean – may suffer from teasing at school about being 'smelly' • Child/young person can be either over friendly, withdrawn or isolated 	<ul style="list-style-type: none"> • Child/young person may be aggressive in behaviour/appearance • Clothing is regularly unwashed and frequently ill fitting • Child/young person's poor hygiene leads to alienation from peers • Presentation significantly impacts on all relationships 	<ul style="list-style-type: none"> • Child/young person's appearance reflects poor care – poor hygiene, dirty clothes, ill fitting shoes, lack of appropriate hair and skin care • Rejection or taunting by peers • Alienates self from school • Child/young person unable to discriminate and likely to put self at risk

Developmental Needs 14 to 18 Years

	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Self – care Skills	<ul style="list-style-type: none"> • Competencies in practical, emotional and independent living skills 	<ul style="list-style-type: none"> • Disability limits amount of self-care possible • Not always adequate self-care e.g. poor hygiene • Child/young person slow to develop age-appropriate self-care skills 	<ul style="list-style-type: none"> • Disability prevents self-care in a significant range of tasks • Child/young person takes little or no responsibility for self-care tasks in comparison to peer group • Constantly presents with no funds for transport/food etc. 	<ul style="list-style-type: none"> • Severe disability – child/young person relies totally on other people to meet care needs • Child/young person engaged in activities which impact on self care e.g. substance misuse • Offending/substance misuse/sexual activity prevent self-care and impact on vulnerability to exploitation or evidence of exploitation.

Family and environmental factors



	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Family History and Functioning	<ul style="list-style-type: none"> • Good relationships within family, including when parents are separated • Few significant changes in composition 	<ul style="list-style-type: none"> • Parents have some conflicts or difficulties that can involve the child/young person • A child or young person has suffered loss of significant adult through bereavement including children • Privately fostered • Adopted • Living with kinship carers • Child/young person is taking on a caring role in relation to their parent/carer • Parents isolated • Parent/Carers experiencing mental health difficulties • Parents have some substance misuse issues • Lack of understanding of child's racial/cultural needs • Parent/carer has mild learning disability 	<ul style="list-style-type: none"> • Parents experience multiple problems • Incidents of domestic violence between parents • Acrimonious divorce/separation • Limited extended family support • Parents/carers struggling to manage children's behaviour • Carers have chronic ill health or terminal illness • Parent has moderate learning disability • Parent/carer has persistent mental health difficulties • Parent/Carer has persistent substance misuse issues • Family experiencing a crisis likely to result in a breakdown of care arrangements 	<ul style="list-style-type: none"> • Significant parental discord and persistent domestic violence • Family characterised by conflict and serious, chronic relationship difficulties • History of rejection • Parent has significant learning disability • Parents has significant physical disability • Parent has severe mental health issues • Parent/carers with chaotic or persistent substance misuse

Family and environmental factors

	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Wider Family	<ul style="list-style-type: none"> Sense of larger family network and good friendships outside of the family unit 	<ul style="list-style-type: none"> Limited support from friends and family 	<ul style="list-style-type: none"> Family has poor relationship with extended family or little communication Family is socially isolated 	<ul style="list-style-type: none"> No effective support from extended family Destructive/unhelpful involvement from extended family – critical rather than supportive
Housing	<ul style="list-style-type: none"> Good housing which meets the needs of the family 	<ul style="list-style-type: none"> Adequate/poor housing Some problems over basic facilities e.g. family in high rise 	<ul style="list-style-type: none"> Poor state of repair, temporary or overcrowded Rent arrears put family at risk of eviction Prosecution/eviction proceedings Living in interim accommodation Experiencing frequent moves Unsafe home conditions e.g. lack of fences around gardens for young children 	<ul style="list-style-type: none"> Homeless – or imminent Housing dangerous or seriously threatening health Physical accommodation places child/young person in danger

Family and environmental factors



	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Employment	<ul style="list-style-type: none"> Parents able to manage their working or unemployment arrangements and do not perceive them as unduly stressful 	<ul style="list-style-type: none"> Periods of unemployment of the wage earning parent Stress from 'overworking' beginning to make an impact Financial problems developing 	<ul style="list-style-type: none"> Stress from unemployment or 'overworking' having impact on other aspects of family life e.g. marital relationships Parents find it difficult to obtain employment due to poor basic skills 	<ul style="list-style-type: none"> Chronic unemployment that has severely affected parents' own identities Family unable to gain employment due to significant lack of basic skills or long term difficulties e.g. substance misuse No expectations that young person will work
Income	<ul style="list-style-type: none"> Reasonable income over time, with resources used appropriately to meet individual needs 	<ul style="list-style-type: none"> Low income Debt problems increasing 	<ul style="list-style-type: none"> Low income plus adverse additional factors e.g. up to borrowing limit of Social Care Fund 	<ul style="list-style-type: none"> External financial difficulties impacting on ability to have basic needs met
Family's Social Integration	<ul style="list-style-type: none"> Family feels integrated into the community Good social and friendship network exists 	<ul style="list-style-type: none"> Limited contact with community members Family may be new to the area Some conflict within the community 	<ul style="list-style-type: none"> Generally isolated Parents socially excluded Acrimonious relationships within community 	<ul style="list-style-type: none"> Family chronically socially excluded High levels of conflict, volatility within neighbourhood Community are hostile to family

Family and environmental factors

	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Community Resources	<ul style="list-style-type: none"> Community are generally supportive of families with children/young people Good universal services in neighbourhood 	<ul style="list-style-type: none"> Adequate universal resources but family may have access issues Community characterised by negativity towards children/young people Poor tolerance 	<ul style="list-style-type: none"> Poor quality universal resources and targeted services No community support/tolerance for families 	<ul style="list-style-type: none"> Poor access to services locally Community hostile and critical – may want family moved out

Parenting capacity



	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Basic Care	<ul style="list-style-type: none"> Provide for child/young person's physical needs e.g. food, drink, appropriate clothing, medical and dental care 	<ul style="list-style-type: none"> Basic care is not provided consistently Food, warmth and other basics not always available Parent struggling without support and/or adequate resources Young inexperienced parent(s) 	<ul style="list-style-type: none"> Basic care is frequently inconsistent Food, warmth and other basics not often available Large family with poor coping skills Very young inexperienced parent(s) Parent's mental health problems or substance misuse significantly affect care of child/young person Parents have struggled to care for previous child/young persons 	<ul style="list-style-type: none"> Basic care is rarely consistent Parents have seriously abused/neglected the child/young person Food, warmth and other basics frequently not available Supervision is haphazard Previous child/young persons have been removed from parent's home Parent's own needs mean they cannot keep child/young person safe

Parenting capacity

	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Ensuring Safety	<ul style="list-style-type: none"> Protection from danger or significant harm in the home or elsewhere 	<ul style="list-style-type: none"> Haphazard supervision, unaware of child/young person's whereabouts Haphazard use of safety equipment e.g. fireguards Insufficient awareness of dangers to the child/young person Inappropriate child-care arrangements and/or too many different carers Inappropriate frequent visits to doctor/casualty 	<ul style="list-style-type: none"> Instability and domestic violence in the home Absence of appropriate supervision Inappropriate care arrangements such as succession of carers 	<ul style="list-style-type: none"> Level of supervision is inadequate given child/young person's age Parent unable to restrict access to home by dangerous adults Chronic and serious domestic violence involving the child/young person
Income	<ul style="list-style-type: none"> Shows warm regard, praise and encouragement 	<ul style="list-style-type: none"> Inconsistent responses to child/young person by parent(s) Child/young person not able to develop other positive relationships Parents struggling to have their own emotional needs met 	<ul style="list-style-type: none"> Child/young person receives erratic or inconsistent care Parental instability affects capacity to nurture Parents own emotional needs starting to compromise those of the child/young person Some relationship difficulties 	<ul style="list-style-type: none"> Low emotional warmth, high criticism Parents inconsistent, highly critical or apathetic towards child/young person Parents own emotional experiences impacting on their ability to meet the child/young person's needs Relationships characterised by rejection

Parenting capacity



	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Stimulation	<ul style="list-style-type: none"> Facilities cognitive development through interaction and play Enables child/young person to experience success Parent supports child/young person to access leisure facilities as appropriate to age and interests 	<ul style="list-style-type: none"> Child/young person spends considerable time alone Child/Young person is not often exposed to new experiences Limited access to leisure facilities 	<ul style="list-style-type: none"> Child/Young person receiving little positive stimulation, with lack of new experiences or activities Restricted access, if any, to leisure facilities Child/Young person under undue parental pressure to achieve/aspire 	<ul style="list-style-type: none"> No constructive leisure time activities No access to leisure facilities No relevant stimulation or inappropriate for age
Stability	<ul style="list-style-type: none"> Child/Young person has secure relationships Provides consistency of emotional warmth over time 	<ul style="list-style-type: none"> Child/Young person's key relationships with family members not always maintained Complex family dynamics result in ongoing level of instability Poor home routines 	<ul style="list-style-type: none"> Child/Young person has multiple carers, but no significant relationships to any of them Concerns about ability to form early attachments with child 	<ul style="list-style-type: none"> Child/Young person beyond parental control Family life may be chaotic Child/Young person has no-one to care for him/her Multiple carers, with no consistency

Parenting capacity

	Universal (Tier One)	Vulnerable (Tier Two)	Complex (Tier Three)	Acute (Tier Four)
Guidance and Boundaries	<ul style="list-style-type: none"> Provides guidance so that child/Young person can develop appropriately 	<ul style="list-style-type: none"> Child/Young person behaves in an anti-social way in the neighbourhood e.g. petty crime Parent/carer offers inconsistent boundaries 	<ul style="list-style-type: none"> Erratic or inadequate guidance provided Parents struggle/refuses to set effective boundaries Parent does not offer a good role model e.g. by behaving in an anti-social way Child/Young person regularly behaves in an anti-social way in the neighbourhood 	<ul style="list-style-type: none"> No effective boundaries Child/Young person out of control in the community