

# Effective Support for Families in Merton

## Summary Document

This guidance documents aims to support practitioners through the process of working alongside families to consider needs and identify the most appropriate support, empowering families to make positive and sustainable change and reducing the risk of needs escalating

This is a summary of the full document Effective Support for Families in Merton, which should be read and understood by all those working with children and families in the borough

### Our Vision

#### RIGHT HELP

To work alongside all family members, helping them to think about their worries and come up with their own ideas and plans to make things better, building on their own family and community resources and strengths.

To develop and train the children's workforce so that everyone uses the same language, tools and approaches so that everyone knows what to expect

#### RIGHT TIME

To have clear information along with agreed systems and processes so that problems are picked up early and support is put in place to help things get better.

To work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs.

#### RIGHT PLACE

To support connections in the community, building relationships with local people so that everyone knows how and where to get advice and support when they need it and that people can access services and support in their local area

In Merton we want to make sure that all children can achieve well in the following areas of life:



Where children, young people and families may require support to achieve this, we will work together to consider individual needs and offer guidance and support through delivery of our Effective Support approach.

This approach provides those working with families with a shared approach to practice that is based on what we know makes a difference.

In order to do this, we have adopted an approach with the underlying principles being;

**SYSTEMIC** having an understanding that individuals are part of a wider context and considering this when working to identify goals and how to achieve them

**RELATIONSHIP BASED** to build open, honest and strong relationships, and to be able to develop a level of trust which will help them to be empowered to create real and sustainable change

Children and Young people can be at different levels of needs for education, health and care and can move between these levels as their needs change. The child's journey through all levels of need is one that all agency partners wish to ensure is as smooth and time limited as possible, supporting our 'right help, at the right time and in the right place' approach

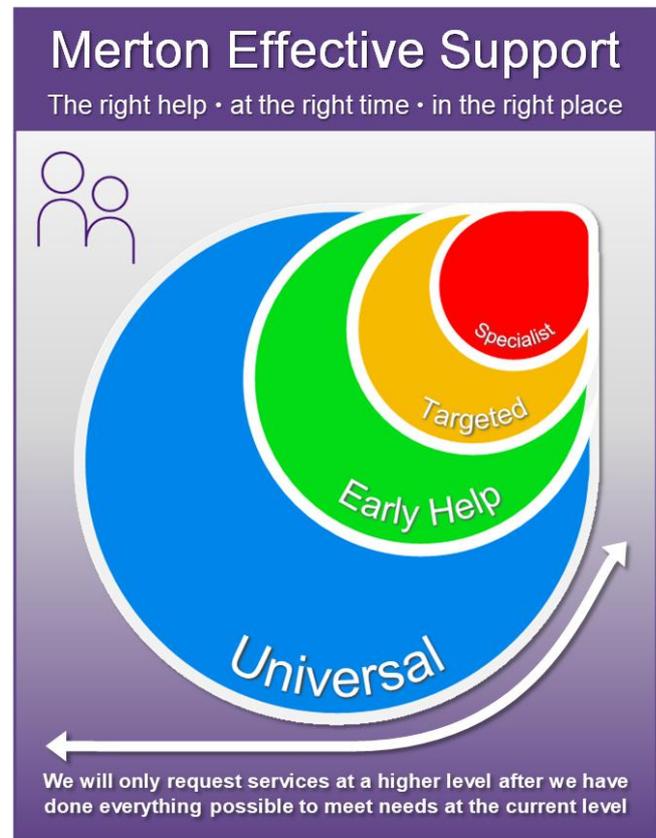
## Effective Support Model

The Effective Support model is a tool used to support the assessment of needs of children, young people and families.

Each section of the model represents the level of need for a child, young person or family.

**The Indicators of Need Guidance (Appendix 1)** further details the type of behaviour and circumstances that indicate a need at a particular level, these should be used to aid practitioner assessment.

It is important to note that these indicators provide a guide only and are not definitive. Individual needs must always be considered within a broader context



### Thrive framework and i-Thrive delivery

The Thrive model is a national framework that thinks about the mental health and wellbeing needs of children, young people and families through five different needs based groupings as shown in this image.

It places importance on the prevention and promotion of mental health and wellbeing across the whole population.

The framework supports children, young people and families to make decisions and informed choices about the support and care they can receive and the groupings help to organise the different options that are available depending on what people feel at that point in time.

We have aligned this model to our Effective Support Model;

- 1- Thriving / Getting Advice
- 2- Getting Help
- 3- Getting More Help
- 4- Getting Risk Support

# Universal

Children and young people who make good overall progress in most areas of development and are able to access the universal services that they are entitled to such as health, care and education. They may also voluntarily use leisure/play/community services/ facilities.

Proportionately, most children and young people in Merton have needs at this level.

All families should be encouraged to access all services they are entitled to, including education, health and social and play opportunities.

All families and those working alongside them are able to access information on the range of services and provision available in the borough by accessing our local service directories at [www.merton.gov.uk/FSD](http://www.merton.gov.uk/FSD)

The screenshot shows the 'Local directories' page on the Merton website. The header includes the Merton logo and navigation links for 'My shortlist 0' and 'My account'. Below the header is a search bar with fields for 'Keyword(s)' and 'Place name or postcode'. A featured banner for 'Free childcare for 2-year-olds' is displayed. To the right, a 'What's On?' calendar for June 2018 is shown, with the 13th highlighted. Below the banner and calendar are four service category tiles: 'Family Services Directory', 'YOUNG MERTON', 'Special Educational Needs Local Offer', and 'Adult Support Services Directory'.

The screenshot shows the 'Local Offer' page on the Merton website, specifically for children and young people with special educational needs and disabilities. The header includes the Merton logo and navigation links for 'My shortlist 0' and 'My account'. Below the header is a search bar with fields for 'Keyword(s)', 'Place name or postcode', and a dropdown menu for 'Special Educational Needs Local Offer'. A 'View all services in the Local Offer' button is present. The main content area is divided into several sections: 'Popular' (Developing the Local Offer, Personal Budgets (SEN and disabilities), Your Local Offer, Local SEN and disability advice and support services), 'Education and Childcare', 'Health', 'Social Care', 'Preparing for adulthood', 'Activities and leisure', and 'Employment and training'. At the bottom, there are sections for 'News' (Developing the Local Offer), 'Related websites' (SEND code of practice: 0 to 25 years, Croydon's Local Offer, Sutton's Local Offer), and 'Useful documents' (Local Offer Feedback and Local Engagement Report 2016, Local Offer Leaflet).

## Early Help

Children / young people and families who require some extra support. A particular issue or need may require access to a service or provision over and above that that is available universally. Services should share information and work together as appropriate.

**When families need a little extra help to access support over and above the universal services available to them, it's really important to start with a discussion. When a need is identified, the first response should be to talk to relevant family members to gather their views and to support them to think about what they could do to make things better.**

### EARLY HELP ASSESSMENT

**The Early Help Assessment (Appendix 2)**, can be used to aid discussion and allow you and the family to think about what support might be needed and to plan for next steps.

### TEAM AROUND THE FAMILY

In some instances, it may be helpful to convene a Team Around the Family to bring together professionals working with the family. **Team Around the Family Template (Appendix 3)**

Again the **Family Service Directories** can be used to help to identify appropriate services and provision to meet specific needs

### FAMILY INFORMATION AND SUPPORT HUBS

Some families may just need a little extra support to identify the appropriate services and support available to them.

**Family Information and Support Hubs** provide an access point for parents/carers to gain information, advice and guidance on a range of subjects helping them to think about what support they need and empowering them to access the information or help that they need.

Sessions are 45 minutes long and offered both face to face and virtually, bookable via Eventbrite either by parents/carers or by a practitioner on their behalf

[Family Information & Support Hub | Eventbrite](#)



**EARLY HELP SUPPORT COODINATORS** If you are working with a family and are unsure of the best way to support, or would like guidance to think about what may be available you might wish to speak to an **Early Help Support Coordinator**.

Early Help Support Coordinators offer support and guidance to professionals across the children's workforce, helping them to safely and effectively assess family's needs and ensure families are able to access the right support at the right time. With an array of knowledge of services and support available across Merton. They are on hand to offer advice and guidance to professionals who are working with families who require support

The Early Help Support Coordinators can offer support to;

- assess child and family needs utilising Effective Support Model
- guide the undertaking of an early help assessment
- convene a 'Team Around the Family'(this will include the offer of attending first meeting)
- develop family plans/identify appropriate interventions
- identify relevant support services / provide information on criteria and referral routes

To contact please email [fsd@merton.gov.uk](mailto:fsd@merton.gov.uk)

## Targeted

Vulnerable Children and young people whose needs are more complex. This refers to the range, depth or significance of the needs. A number of indicators would need to be present to indicate need at this level. Where multiple services work together, there should be clear systems for information sharing.

**When a family's needs are more complex, practitioners should first consider the information outlined in Level 1 and 2 as these steps may be adequate to meet family needs, however it is possible that a more coordinated and targeted response to the identified need will be required.**

**EARLY HELP ASSESSMENT** In order to further understand the needs and the impact that these are having on the child, young person and family, we recommend that an **Early Help Assessment (Appendix 2)** is completed with the family.

The Early Help Assessment aids discussion with families and allows for a more detailed review of the families' strengths and challenges, thinking about what needs to happen to make things better. The form contains prompts throughout to ensure that family members are able to contribute fully, sharing their views and wishes.

The assessment encourages contribution from all professionals working with the family and the plan allows for actions to be agreed and reviewed.

### **TEAM AROUND THE FAMILY**

A **Team Around the Family (TAF)** network should be convened in order to gather and share information across the range of professionals working with the family. The TAF Network should work alongside the family to develop and implement a family plan with clearly defined goals. These should be reviewed regularly and progress against them recorded.

### **CAMHS**

Where a child or young person is experiencing mental health difficulties or there are concerns regarding their emotional wellbeing, in the first instance consultation should take place via the **Child and Adolescent Mental Health Service (CAMHS) consultation line**. The consultation line can be reached via the **CAMHS Single Point of Access** on **0800 2922505**. Via this consultation line, the needs of the child or young person will be considered and advice given as to whether CAMHS involvement alone will be sufficient, or whether support may also be required from Children's Social Care

### **FAMILY WELLBEING SERVICE**

The **Family Wellbeing Service** works to a whole family approach. Referrals to this one-to-one family support can be made where there are multiple / complex needs at level 3, that require a coordinated multi agency response to whole family needs and where there is evidence that needs cannot be met within existing accessible resource.

To make a referral please visit [Family support and parenting | Merton Council](#)

### **CONSULTATION**

If you are unsure about what support is available to families presenting with needs at Level 3 or above, you can contact the Children and Family Hub and speak to a duty Social Worker, who can advise you of possible next steps. This can be done by calling 0208 545 4226/4227

Children and young people whose needs are complex and enduring and cross many domains. More than one service is normally involved, with a co-ordinated multi-agency approach and a Lead Professional. Usually a statutory / specialist intervention will be required.

**Children's Social Care has a responsibility to Children in Need in Merton under section 17 of the Children Act 1989. That is, children whose development would be significantly impaired if services are not provided. This includes children who have an enduring and profound disability, which limits their ability to carry out the tasks of daily living.**

**Enquiries can also be conducted under Section 47 of the Children Act. That is, where there are concerns that a child or young person is suffering or is likely to suffer significant harm. Enquiries under Section 47 can be made without consent as the concept of significant harm justifies compulsory intervention in family life in the best interests of children and young people.**

### **Children's Social Care REQUEST FOR SERVICE**

- **The Multi Agency Safeguarding Hub (MASH)** is where information can be sought and shared with partner agencies, in particular our colleagues in Education, Health, Police and Early Years and co-located in the MASH to aid the assessment of need and support decision making regarding the safeguarding of children and young people.
- **Children's Social Care** Children's Social Care has a responsibility to Children in Need in Merton under section 17 of the Children Act 1989. That is, children whose development would be significantly impaired if services are not provided. This includes children who have an enduring and profound disability, which limits their ability to carry out the tasks of daily living.

Referrals of this nature should be made by completing a form via [this page](#) or emailing it to [candfhub@merton.gov.uk](mailto:candfhub@merton.gov.uk), you can also call on 0208 545 4226/4227 to discuss possible referrals or to notify social care of an urgent situation.

Consent should always be sought wherever possible, unless doing so would place a child, young person or vulnerable adult at risk of harm. However, professionals should never delay sending a Safeguarding Referral if they believe that a child or young person is suffering or likely to suffer significant harm due to not being able to obtain consent.

When submitting a request, please ensure to add as much relevant information as possible, focussing on

- what has been seen/ heard to cause concern
- what is the impact on the child / young person
- what are the family's views
- what support has been offered and what was the impact of this
- what needs to happen to alleviate concerns

### **EDUCATION HEALTH AND CARE PLAN**

Some children and young people who have special educational needs may need extra support which cannot be provided from the resources available at their early years setting, school or college.

To make sure that the right extra support is provided for these children and young people, an Education, Health and Care (EHC) Needs Assessments takes place. This process brings together education, health and social care professionals as required who then work together to assess all the needs of the child or young person. This means that these professionals have a co-ordinated approach to understanding the child or young person's needs and then making provision to meet these needs.

At the end of the assessment, an EHC Plan (EHCP) is written. This will detail what is required to meet the needs of the child or young person and to achieve the best outcomes for them.

Further information can be found here [Education, Health and Care Needs Assessments and Plans | Merton directories](#)

# Appendix 1 – Indicators of Need

**Level 1 - UNIVERSAL:** Children and young people who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities, housing or voluntary sector services.

## Health

- Physically well
- Nutritious diet
- Adequate hygiene & dress
- Developmental & health checks/ immunisations up to date
- Developmental milestones & motor skills appropriate
- Sexual activity age-appropriate
- Good mental health

## Emotional Development

- Good quality early attachments
- Able to adapt to change
- Able to understand others' feelings

## Behavioural Development

- Takes responsibility for behaviour
- Responds appropriately to boundaries and constructive guidance

## Identity and Self-Esteem

- Can discriminate between safe and unsafe contacts

## Family and Social Relationships

- Stable and affectionate relationships with family
- Is able to make and maintain friendships

## Learning

- Access to books and toys
- Enjoys and participates in learning activities
- Has experiences of success and achievement
- Sound links between home and school
- Planning for career and adult life

## Basic care, ensuring safety and protection

- Provide for child's physical needs, e.g. food, drink, appropriate clothing, medical and dental care
- Protection from danger or significant harm

## Emotional warmth and stability

- Shows warm regard, praise and encouragement
- Ensures stable relationships

## Guidance, boundaries and stimulation

- Ensure the child can develop a sense of right and wrong
- Child/young person accesses leisure facilities as appropriate to age and interests

## Family functioning and well-being

- Good relationships within family, including when parents are separated

## Housing, work and income

- Accommodation has basic amenities and appropriate facilities, and can meet family needs
- Managing budget to meet individual needs

## Social and community including education

- They have friendships and are able to access local services and amenities
- Family feels part of the community

**Level 2 – Early Help NEEDS:** Children and young people whose needs require some extra support. A single universal or targeted service or two services are likely to be involved; these services should work together. A Team Around the Family meeting to share information and agree an Early Help Plan to support the child and family is helpful. No need for targeted or specialist services.

### Health

- Inadequate, limited or restricted diet; e.g. no breakfast, no lunch money; being under or overweight
- Missing immunisations/checks
- Child is delayed in reaching developmental milestones
- Minor concerns re: diet, hygiene, clothing
- Dental problems untreated / decay
- Missing routine and non-routine health appointments
- Concerns about developmental progress:
- e.g. bedwetting/soiling; speech impediment
- Child's response to life events as parental separation, for example child seems unduly anxious, angry or defiant for their age or introverted
- Experimenting with tobacco, alcohol or illegal drugs
- Frequent presentation to health professionals in relation to accidents at home
- Standard risk of child sexual exploitation identified using the Child Sexual Exploitation (CSE) risk and vulnerabilities assessment

### Emotional Development

- Some difficulties with family relationships
- Some difficulties with peer group relationships and with adults, e.g. 'clingy', anxious or withdrawn
- Some evidence of inappropriate responses and actions.
- Limited engagement in play with others / Has few or no friends.
- Emerging contextual safeguarding issues such as regularly coming home late/absent from school/missing episodes/glamorises violence.

### Behavioural Development

- Not always able to understand how own actions impact on others
- Finds accepting responsibility for own actions difficult
- Responds inappropriately to boundaries / constructive guidance
- Finds positive interaction difficult with peers in unstructured contexts

### Identity and Self-Esteem

- Some insecurities around identity expressed e.g. low self-esteem, sexuality, gender identity
- Experience in bullying
- May be perpetrating bullying behaviour
- Lack of confidence is incapacitating
- Child/young person provocative in behaviour/ appearance e.g. in appropriately dressed for school
- Child subject to persistent discrimination, e.g. racial, sexual or due to disabilities
- Victim of crime or bullying

### Family and Social Relationships

- Lack of positive role models
- Child has some difficulties sustaining relationships
- Low levels of parental conflict / infrequent incidents of domestic dispute
- Unresolved issues arising from parents' separation, step-parenting or bereavement
- Occasional low level domestic abuse
- Children affected by parental imprisonment

### Self-care skills and independence

- Disability limits amount of self-care possible
- Periods of inadequate self-care, e.g. poor hygiene
- Child is continually delayed to develop age appropriate self-care skills.

### Learning

- Have some identified specific learning needs with targeted support and / or Special Education Needs and disabilities - Education, Health and Care Plan
- Language and communication difficulties
- Regular underachievement or not reaching education potential
- Poor punctuality / pattern of regular school absences
- Not always engaged in play / learning, e.g. poor concentration

**Level 2 – Early Help NEEDS:** Children and young people whose needs require some extra support. A single universal or targeted service or two services are likely to be involved; these services should work together. A Team Around the Family meeting to share information and agree an Early Help Plan to support the child and family is helpful. No need for targeted or specialist services.

- Additional needs from Emotional Well Being and Mental Health Services
- Basic care, ensuring safety and protection**
- Basic care is not provided consistently
- Parent/carer requires advice on parenting issues
- Some concerns around child's physical needs being met
- Young, inexperienced parents
- Teenage pregnancy
- Inappropriate childcare arrangements and/or too many carers
- Some exposure to dangerous situations in the home or community
- Unnecessary or frequent visits to GP or unplanned care settings e.g. Emergency Department
- Parent/carer stresses starting to affect ability to ensure child's safety
- Emotional warmth and stability**
- Inconsistent responses to child/young person by parent/carer
- Parents struggling to have their own emotional needs met
- Child/young person not able to develop other positive relationships
- Starting to show difficulties with attachments
- Family functioning and well-being**
- A child/young person is taking on a caring role in relation to their parent/carer, or is looking after younger siblings
- No effective support from extended family
- Adopted
- Guidance, boundaries and stimulation**
- Parent/carer offers inconsistent boundaries
- Lack of routine in the home
- Child/young person spends considerable time alone, e.g. watching television

- No access to books / toys
- Some fixed term exclusions
- One-off / occasional short period missing from home
- Child/young person is not often exposed to new experiences; has limited access to leisure activities
- Child/young person can behave in an anti-social way in the neighbourhood, e.g. petty crime
- Housing, work and income**
- Family seeking asylum or refugees
- Periods of unemployment of parent/carer
- Parents/carers have limited formal education
- Low income
- Financial/debt problems
- Poor state of repair, temporary or overcrowded, or unsafe housing
- Intentionally homeless
- Serious debts/poverty impact on ability to have basic needs met
- Rent arrears put family at risk of eviction or proceedings initiated
- Not in Education, Employment or Training post-16
- Social and community including education**
- Some social exclusion or conflict experiences; low tolerance
- Community characterised by negativity towards children/young people
- Difficulty accessing community facilities

**Level 3 -TARGETED:** Vulnerable Children. Children and young people whose needs are more complex. This refers to the range, depth or significance of the needs. A number of these indicators would need to be present to indicate need at Level 3. More than one service is involved, using a Team Around the Family approach, Early Help Plan or Targeted Early Help Assessment and a Lead Professional to co-ordinate multi-agency support.

### Health

- Child has some chronic/recurring health problems; not treated, or badly managed
- Child is not taken to appointments for serious medical / health conditions
- Developmental milestones are not being met due to parental care
- Regular substance misuse
- Lack of food
- 'Unsafe' sexual activity
- Self-harming behaviours
- Child has significant disability
- Mental health issues emerging e.g. conduct disorder; ADHD; anxiety; depression; eating disorder; self-harming
- Standard risk Child Sexual Exploitation with multiple vulnerabilities or medium risk of child sexual exploitation identified using the CSE risk and vulnerabilities assessment

### Emotional Development

- Sexualised behaviour
- Child appears regularly anxious, angry or phobic and demonstrates a mental health condition
- Young carer affecting development of self

### Behavioural Development

- Persistent disruptive/challenging behaviour at school, home or in the neighbourhood
- Starting to commit offences/re-offend
- Additional needs met by Emotional Wellbeing and Mental Health Services
- Prosecution of offences resulting in court orders, custodial sentences or Anti-Social Behaviour Orders or Youth Offending early intervention
- Repeated short incidents of missing from home (less than 3 incidents in 90 days)

### Identity and Self-Esteem

- Presentation (including hygiene) significantly impacts on all relationships
- Child/young person experiences persistent discrimination; internalised and reflected in poor self-image
- Alienates self from others

### Family functioning and well-being

- Family have serious physical and mental health difficulties impacting on their child
- Community are hostile to family.
- Emerging involvement in gang or other activities which risks future exploitation
- Young person displays regular physical violence towards parents.

### Family and Social Relationships

- Relationships with carers characterised by unpredictability
- Misses school consistently
- Previously had periods of Local Authority accommodation
- Young person is main carer for family member

### Self-care skills and independence

- Disability prevents self-care in a significant range of tasks
- Child lacks a sense of safety and often puts him/herself in danger

### Learning

- Consistently poor nursery/school attendance and punctuality
- Young child with few, if any, achievements
- Not in education (under 16)

### Basic care, ensuring safety and protection

- Parent/carer is failing to provide adequate care
- Parents have found it difficult to care for previous child/young person
- Domestic abuse, coercion or control in the home
- Parent's mental health problems or substance misuse significantly affect care of child/young person
- Non-compliance of parents/carers with services
- Child/young person may be subject to neglect
- Child has no positive relationships
- Child has multiple carers; may have no significant relationship to any of them
- Child at risk of Female Genital Mutilation and other harmful traditional/cultural practices, Forced Marriage or Honour Based Abuse where a protective parent is engaging with targeted services to seek protection
- Child at risk of Modern Slavery and/or Human Trafficking but parents are accessing support and services

### Guidance, boundaries and stimulation

- Parents struggle/refuse to set effective boundaries e.g. too loose/tight/physical chastisement

Child/young person behaves in anti-social way in the neighbourhood

### Housing, work and income

- Chronic unemployment that has severely affected parents' own identities.
- Family unable to gain employment due to significant lack of basic skills or long-term substance misuse.

**Level 4 - SPECIALIST:** Children and young people whose needs are complex and enduring and cross many domains. More than one service is normally involved, with a co-ordinated multi-agency approach and a Lead Professional, commonly in a non-statutory role. At times statutory intervention may be required.

### Health

- Child/young person has severe/chronic health problems
- Failure to thrive/faltering growth with no identified medical cause
- Refusing medical care endangering life / development
- Seriously obese / seriously underweight
- Serious dental decay requiring removal of multiple teeth through persistent lack of dental care
- Persistent and high risk substance misuse
- Dangerous sexual activity and/or early teenage pregnancy
- Sexual abuse
- Evidence of significant harm or neglect
- Non-accidental injury
- Unexplained significant injuries
- Acute mental health problems e.g. severe depression; threat of suicide; psychotic episode
- Physical / learning disability requiring constant supervision
- Disclosure of abuse from child / young person
- Disclosure of abuse / physical injury caused by a professional
- High risk of child sexual exploitation or actual abuse known to be happening

### Emotional and Behavioural Development

- Puts self or others in danger e.g. missing from home inappropriate relationships
- Severe emotional/behavioural challenges
- Puts self or others at risk through aggressive behaviour

### Behavioural Development

- Persistent disruptive/challenging at school, home or in the neighbourhood resulting in repeated school placement breakdown and/or family breakdown
- Regular and persistent offending and re-offending behaviour for serious offences resulting in custodial sentences or high risk public protection concerns
- Mental health needs resulting in high risk self-harming behaviours, suicidal ideation and in-patient admissions
- Basic care, ensuring safety and protection
- Parent / carers mental health or substance misuse significantly affect care of child
- Parents / carers unable to care for previous children
- Instability and violence in the home continually
- Parents / carers involved in violent or serious crime, or crime against children

### Identity and Self-Esteem

- Failed Education Supervision Order – three prosecutions for non-attendance: family refusing to engage
- Child/young person likely to put self at risk
- Evident mental health needs
- Young person exhibiting extremist views, threats, suggestions or behaviour which meets PREVENT criteria
- Young person involved / closely associating with gangs Family and Social Relationships
- Relationships with family experienced as negative ('low warmth, high criticism')
- Rejection by a parent/carer; family no longer want to care for - or have abandoned –child / young person
- Periods accommodated by local authority
- Family breakdown related to child's behavioural difficulties
- Subject to physical, emotional or sexual abuse or neglect
- Younger child main carer for family member

### Learning

- No school placement due to parental neglect
- Child/young person is out of school due to parental neglect

### Other indicators

- Professional concerns – but difficulty accessing child / young person
- Unaccompanied refuge / asylum seeker
- Privately fostered
- Abusing other children
- Young sex offenders
- Serious or persistent offending behaviour likely to lead to custody / remand in secure unit/ prison
- Trafficked child with no family support or protection
- Forced criminality, forced labour
- Missing for more than 48 hours
- Evidence of dependency. Using opiates (e.g. heroin, crack). Injecting. Supply of substances to others. Dependency putting others at risk.
- High levels of social isolation that may be exacerbated by personal, cultural, sexual identity or education needs

### Housing, work and income

- Homeless - or imminent if not accepted by housing department
- Housing dangerous or seriously threatening to health

- Parents/carers own needs mean they are unable to keep child / young person safe
- Severe disability – child / young person relies totally on other people to meet care needs
- Chronic and serious domestic abuse involving child/young person
- Disclosure from parent of abuse to child / young person
- Suspected/evidence of fabricated or induced illness
- Young person at risk of Female Genital Mutilation and other harmful traditional/ cultural practices, Forced Marriage or Honour Based Abuse with family who lack willingness to protect
- Medium risk of Child Sexual Exploitation and parents/carers lack willingness to protect

**Emotional warmth and stability**

- Parent's own emotional experiences impacting on their ability to meet child/young person's needs
- Child has no-one to care for him/her
- Requesting young child be accommodated by local authority

**Guidance, boundaries and stimulation**

- No effective boundaries set by parents / carers
- Multiple carers
- Child beyond parental control
- Persistent and regular incidents of missing from home (three or more incidents in 90 days)
- Missing from home for long periods of time

**Family functioning and well-being**

- Significant parental / carer discord and persistent domestic violence and discord between family members
- Child / young person in need where there are child protection concerns
- Individual posing a risk to children in, or known to, household
- Family home used for drug taking, prostitution, illegal activities

- Physical accommodation places child in danger
- Extreme poverty / debt impacting on ability to care for child

# Appendix 2 – Early Help Assessment Form



## Early Help Assessment



A whole family approach to supporting children, young people and their families in Merton

For information on completing this assessment please visit [Effective Support for Families in Merton \(fragments.org.uk/\)](http://EffectiveSupportforFamiliesinMerton.fragments.org.uk/)

### 1. LEAD PRACTITIONER INFORMATION

Practitioner agency/service		Date Completed	
Practitioner name		Practitioner telephone	
Practitioner email			

### 2. FAMILY DETAILS

PARENT / CARER 1		PARENT / CARER 2	
Name		Name	
Parental responsibility?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Parental responsibility?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Telephone		Telephone	
Date of birth		Date of birth	
Ethnicity		Ethnicity	
Address and postcode		Address and Postcode	
Disabilities / Health needs		Disabilities / Health needs	
Special Educational Needs		Special Educational Needs	
Communication support needs		Communication support needs	
Immigration Status		Immigration Status	

CHILD / YOUNG PERSON		Gender	Disability	Special Educational Needs	Health Need
Child / Young Person 1	Name:	Male <input type="checkbox"/> Female <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Date of Birth:				
	Ethnicity:				
	Address:				
	Name of early education / school / college:				
Child / Young Person 2	Name:	Male <input type="checkbox"/> Female <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Date of Birth:				
	Ethnicity:				
	Address:				
	Name of early education / school / college:				
Child / Young Person 3	Name:	Male <input type="checkbox"/> Female <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Date of Birth:				
	Ethnicity:				
	Address:				
	Name of early education / school / college:				
Child / Young Person 4	Name:	Male <input type="checkbox"/> Female <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Date of Birth:				
	Ethnicity:				
	Address:				
	Name of early education / school / college:				

3. Family needs		
Merton's Priority Outcomes	Supporting families' outcomes	Presenting needs
Health	Improved mental and physical health	Parents/carers and children with a range of health needs <input type="checkbox"/>
	Promoting recovery and reducing harm from substance misuse	Parents/carers or children with a problem with alcohol or drugs <input type="checkbox"/>
Stay Safe	Children safe from abuse and exploitation	Children experiencing or at risk of exploitation or abuse (emotional/physical/sexual/neglect) <input type="checkbox"/>
	Crime prevention and tackling crime	Parents/carers or children involved in crime or antisocial behaviour <input type="checkbox"/>
	Safe from domestic abuse	Families affected by domestic abuse <input type="checkbox"/>
	Improve family relationships	Families affected by parent conflict or children being abusive within the home <input type="checkbox"/>
Enjoy and Achieve	Getting a good education	Children who have not been attending school regularly / children whose special educational needs are not being met <input type="checkbox"/>
	Good early years development	Expectant or new parents/carers who require additional or specialist support with their babies or pre-schoolers <input type="checkbox"/>
Being Independent	Financial stability	Families experiencing or at risk of worklessness and financial difficulties <input type="checkbox"/>
	Secure housing	Families experiencing or at risk of homelessness <input type="checkbox"/>

**4. INFORMATION SHARING**

I, [\[practitioner name\]](#) have discussed this assessment with [\[insert name of person/s with parental responsibility\]](#) and the child/young person [\[insert name of child or young person\]](#) on [Click or tap to enter a date](#). They have agreed:

- For the assessment to be undertaken
- That they understand how their personal data will be stored
- That the completed assessment will be shared with other practitioners who may be able to provide support and/or advice – as detailed

**5. PERSONAL DATA**

I understand that receiving Early Help and Targeted Early Help support is voluntary and the information I give on this form may be shared with other services to identify what support may be needed and to help plan support for me and my family. This may involve the sharing of my information with one or more of the following professionals / agencies where considered necessary so that they can help to plan and provide support for me and my family:-

- Education Providers e.g. nurseries, schools and colleges;
- London Borough of Merton Childrens services;
- Health services
- Counselling Services;
- Housing Providers;
- Local Job Centres;
- Victim Support;
- Voluntary and Community Sector Bodies.

I understand that my information will be stored safely as per the General Data Protection Regulation. If you would like more information about how your information is processed please ask your Practitioner

**6. TEAM AROUND THE FAMILY (who is currently supporting the family)**

Name / Role / Organisation	Contact Details	Family Member working with	Consent to share info with this person		Contributed to EHA	
			Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
			Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
			Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
			Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

## 7. FAMILY INFORMATION

### Development of baby/child/young person

Consider early years development/education/school/mental and physical health/ risk of abuse and exploitation/substance misuse/involvement in crime or anti-social behaviour

What is currently working well?	What are we worried about?	How would you like this area of your life to look?	What needs to happen to get you there?

### Parenting capacity

Consider providing good early years development and education/ensuring safety/neglect/mental and physical health/substance misuse/ involvement in crime or anti-social behaviour

What is currently working well?	What are we worried about?	How would you like this area of your life to look?	What needs to happen to get you there?

### Family and environmental factors

Consider family relationships including domestic abuse/housing/financial stability

What is currently working well?	What are we worried about?	How would you like this area of your life to look?	What needs to happen to get you there?

## 8. ANALYSIS

Worry Statement:

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Well-being Statement:

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Wellbeing scale: 1-10

1 Extremely Worried	2	3	4	5	6	7	8	9	10 No worries
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9. FAMILY PLAN			
Family Goal	How will this happen	Who will do this	When will we do this
<i>Family goals listed here should align with the Supporting Families Outcome Framework: <a href="#">e.g.</a> Getting a good education</i>	<i>Individual actions agreed with the family in response to the family goal. A single-family goal may be broken down into a number of smaller, specific action points.</i>	<i>Who is responsible for this action? (this can include family members)</i>	<i>Please provide a specific date. Avoid using ASAP. If 'ongoing' please state when the action will be reviewed</i>

10. PARENT / CARER VIEWS	
Do you know who your Lead Practitioner is and their role?	Yes / No
Do you feel that you have a good relationship with your Lead Practitioner and can go to them for support and guidance?	Yes / No
Have you and your family been able to share your views throughout this assessment?	Yes / No
Do you agree with the family plan and think it will improve things for your children and family?	Yes / No
Use this space for the family to record their views on the situation and the support they feel they need	

11. CHILD / YOUNG PERSON VIEWS
Use this space for the child / young person to record their views on the situation and the support they feel they need

Signing below confirms consent for the information in this plan to be stored and shared with those working alongside the family.

12. CONSENT			
Parent signature		Date:	Click to enter a date
Parent Signature		Date:	Click to enter a date
Child/young person		Date:	Click to enter a date
Child/young person		Date:	Click to enter a date

## Appendix 3 – Team Around the Family Template



### Team Around the Family (TAF) Template



Date of TAF \_\_\_\_\_

Date of previous TAF \_\_\_\_\_

Name of Lead Practitioner \_\_\_\_\_

Name of child/ YP	Date of birth	Does the child/YP have a disability?	Name of school

Attendees			
Name	Agency	Contact Details	Family member working with

Apologies			
Name	Agency	Contact Details	Report/update provided - Y/N

## Family Needs

Merton's Priority Outcomes	Supporting families' outcomes	Presenting needs	
Health	Improved mental and physical health	Parents/carers and children with a range of health needs	<input type="checkbox"/>
	Promoting recovery and reducing harm from substance misuse	Parents/carers or children with a problem with alcohol or drugs	<input type="checkbox"/>
Stay Safe	Children safe from abuse and exploitation	Children experiencing or at risk of exploitation or abuse (emotional/physical/sexual/neglect)	<input type="checkbox"/>
	Crime prevention and tackling crime	Parents/carers or children involved in crime or antisocial behaviour	<input type="checkbox"/>
	Safe from domestic abuse	Families affected by domestic abuse	<input type="checkbox"/>
	Improve family relationships	Families affected by parent conflict or children being abusive within the home	<input type="checkbox"/>
Enjoy and Achieve	Getting a good education	Children who have not been attending school regularly / children whose special educational needs are not being met	<input type="checkbox"/>
	Good early years development	Expectant or new parents/carers who require additional or specialist support with their babies or pre-schoolers	<input type="checkbox"/>
Being Independent	Financial stability	Families experiencing or at risk of worklessness and financial difficulties	<input type="checkbox"/>
	Secure housing	Families experiencing or at risk of homelessness	<input type="checkbox"/>

# Agenda

Welcome and introductions	<i>Please ensure the child and family know everyone present and what their role is (this should be explained in simple language, not complicated job titles). Update on anyone who was invited but could not attend</i>
Purpose of the meeting	<i>Please ensure the child, family and professionals are aware of the purpose of the meeting. Example: 'we are meeting today as a team of family members and practitioners with the expectation of supporting this family in the best way possible. We are here to discuss what needs the family have, what can be done to support them and create a whole family plan that we all agree upon'</i>
Ground rules	<i>Always discuss confidentiality and information sharing. Be clear that everyone should be allowed to participate and clear language should be used. Discuss the timing and agree things like mobile phones off, and to break if needed. Encourage respect and sensitivity, and how people will challenge appropriately if they disagree with something that has been said</i>
What is currently working well for the family?	<i>What is currently working well for the family, what have they tried before that has worked well and what support do they have around them? Using a systemic approach, where everyone's views are heard and respected, identify the strengths of the child and their family, building on these to ensure supportive actions can be put in place</i>
What are we worried about?	<i>Start by asking the family what they are worried about and then invite other members to share their views/worries</i>

<p>What needs to change to make things better for the child/ren and family?</p>	<p><i>These should be the actions that the meeting has agreed upon to improve the child/family situation and forms the basis of the family plan. The family should be encouraged to share their views on what they think the positive change would look like and how they think they can achieve this</i></p>	
<p>Review/Update the Family Plan</p>	<p><i>Please see the Family Plan below. Using all the information from the meeting, the plan should be reviewed and updated, so everyone is clear about the next steps and any tasks or actions that they need to work towards</i></p>	
<p>Identify/Review Lead Practitioner</p>	<p><i>This should be the person who will be the main point of contact for the family and will convene any future meetings (you should always take into account the wishes of the child/family)</i></p>	
<p>Name of Lead Practitioner</p>		
<p>Child/Young Person's Comments</p>	<p><i>This should capture the child's views on their relationship with the Lead Practitioner, what has been discussed at the meeting, how they felt the meeting went, how services are working together to support, the family plan and any thoughts about future meetings</i></p>	
<p>Parents / Carers Comments</p>	<p><i>This should capture the parent/carers' views on their relationship with the Lead Practitioner, what has been discussed at the meeting, how they felt the meeting went, how services are working together to support, the family plan and any thoughts about future meetings</i></p>	
<p>Agree next meeting</p>	<p><i>Agree the date, time and venue of the next meeting (recommended every 6-8 weeks) and whether anyone else needs to be invited</i></p>	
<p>Next meeting date</p>	<p>Date</p>	
	<p>Time</p>	
	<p>Venue</p>	

# Family Plan

Family Goal	How will this happen	Who will do this	When will we do this	Review / Update
<p><i>Family goals listed here should align with the supporting families outcome framework e.g. Getting a good education</i></p>	<p><i>Individual actions agreed with the family in response to the family goal. A single-family goal may be broken down into a number of smaller, specific action points.</i></p>	<p><i>Who is responsible for this action? (this can include family members)</i></p>	<p><i>Please provide a specific date. Avoid using ASAP. If 'ongoing' please state when the action will be reviewed.</i></p>	<p><i>Progress of actions from previous reviews should be recorded here.</i></p>