



TARGETED FAMILY SUPPORT SERVICES

**(INCLUDING THOSE FUNDED BY THE SUPPORTING
FAMILIES PROGRAMME)**

EFFECTIVE SUPPORT MODEL

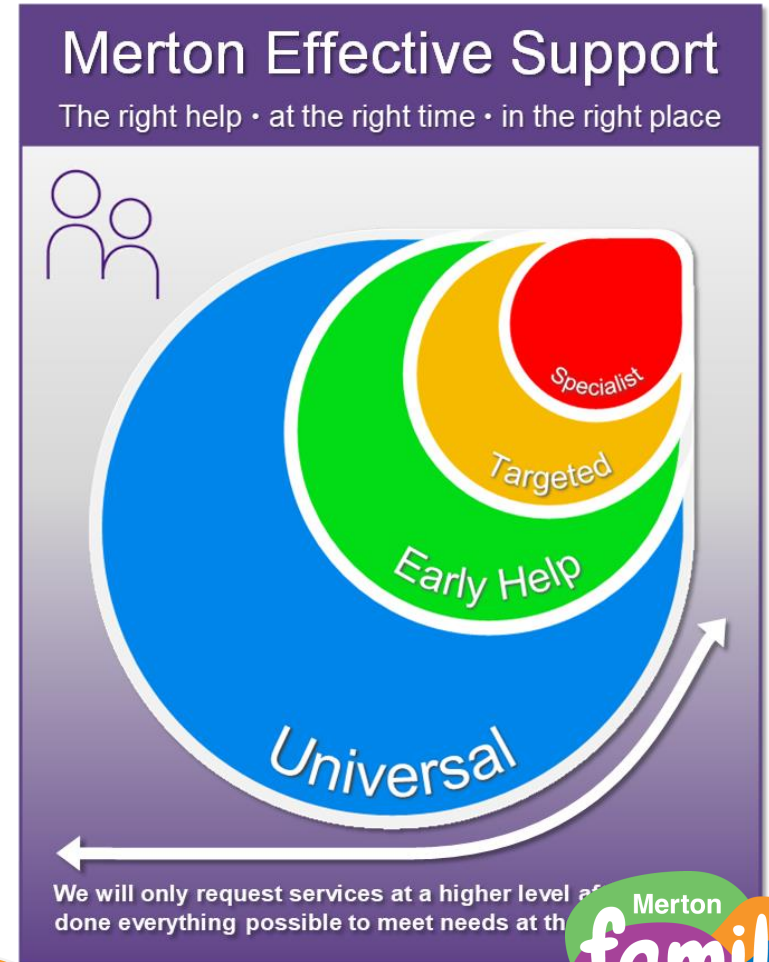
Merton's Effective support model is a tool that is used to support the assessment of need of children, young people and families.

The Model is aligned to the Thrive framework which thinks about the mental health and wellbeing needs of children, young people and families.

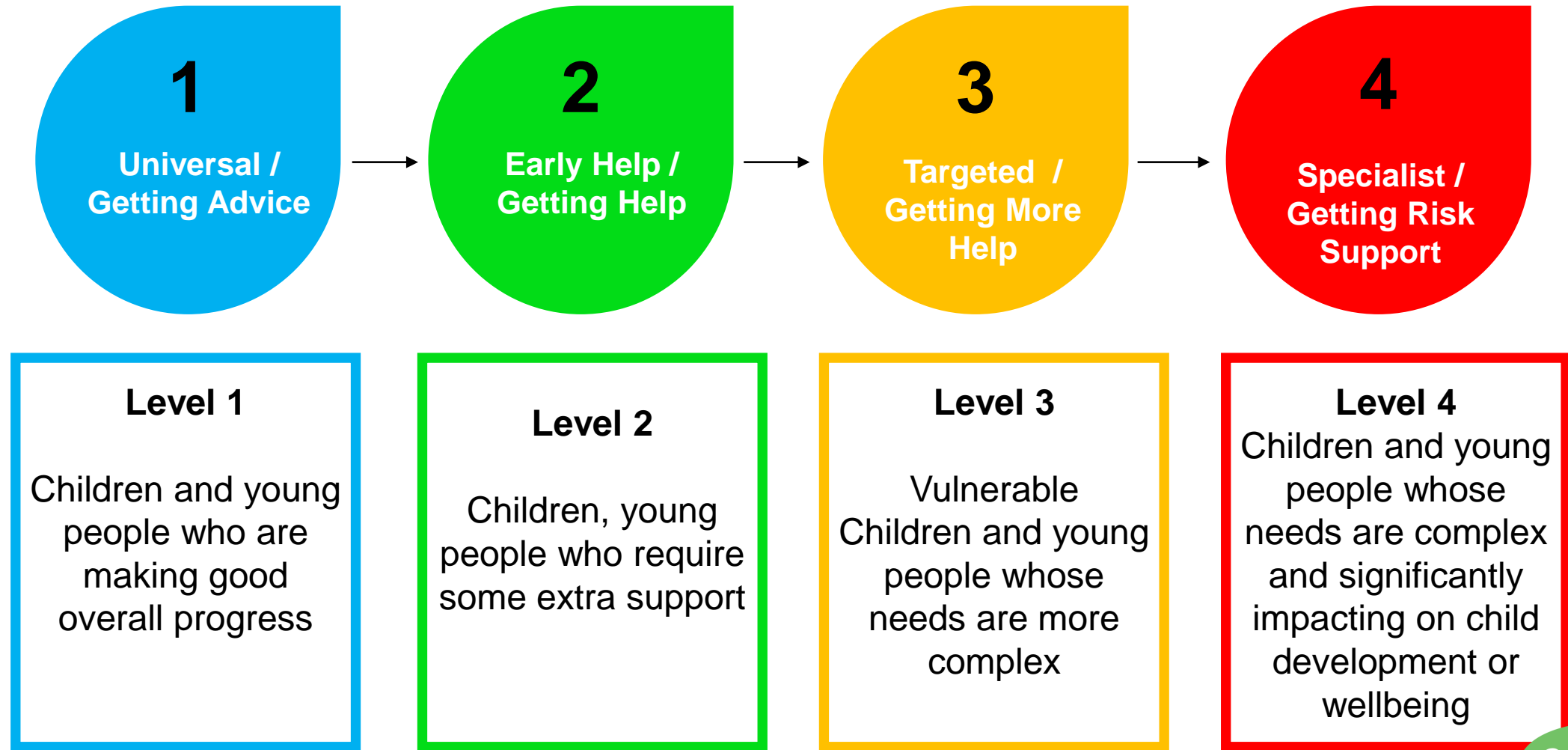


Thrive Framework

Getting Advice
Getting Help
Getting More Help
Getting Risk Support



EFFECTIVE SUPPORT MODEL



INDICATORS OF POSSIBLE NEED

Indicators of Possible Need have been developed for every level of the Effective Support Model to aid assessments and support decision making and next steps.

It also supports shared language across partners and ensures there is consistency in our approach.

Indicators of need should be used as a guide and are not definitive. Just because a family have needs at a certain level, does not always guarantee them access to services for that level.

Level 3 - TARGETED	
<p>Health</p> <ul style="list-style-type: none"> • Child has some chronic/recurring health problems; not treated, or badly managed • Regularly misses appointments for serious medical condition • 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 <p>Emotional Development</p> <ul style="list-style-type: none"> • Sexualised behaviour • Child appears regularly anxious, angry or phobic and demonstrates a mental health condition • Young carer affecting development of self <p>Behavioural Development</p> <ul style="list-style-type: none"> • 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 	<p>Family and Social Relationships</p> <ul style="list-style-type: none"> • Relationships with carers characterised by unpredictability • Misses school consistently • Previously had periods of Local Authority accommodation • Young person is main carer for family member <p>Self-care skills and independence</p> <ul style="list-style-type: none"> • Disability prevents self-care in a significant range of tasks • Child lacks a sense of safety and often puts him/herself in danger <p>Learning</p> <ul style="list-style-type: none"> • Consistently poor nursery/school attendance and punctuality • Young child with few, if any, achievements • Not in education (under 16) <p>Basic care, ensuring safety and protection</p> <ul style="list-style-type: none"> • 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

PRACTICE APPROACH

In Merton we want all those working with families to have a shared approach to our 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

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

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



EARLY HELP ASSESSMENT

The Early Help Assessment (EHA) is a tool which aids discussion with families and allows for a detailed review of families strengths and challenges in the following areas;

- Child/young person development
- Parental factors
- Environmental factors

The Early Help Assessment can be completed with families that meet the Early Help or Targeted level of the Effective Support Model.

The Early Help Assessment Guidance provides further information on the key principles, Merton's whole family approach and a step by step guide on how to complete.



1. LEAD PRACTITIONER INFORMATION			
Practitioner agency/service		Date Completed	
Practitioner name		Practitioner telephone	
Practitioner email			
2. FAMILY INFORMATION			
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"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	Date of Birth:		Female <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>
	Ethnicity:				
	Address				
Name of early education / school /college					
Child / Young Person 2	Name:		Male <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	Date of Birth:		Female <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>
	Ethnicity:				
	Address				
Name of early education / school /college					
Child / Young Person 3	Name:		Male <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	Date of Birth:		Female <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>
	Ethnicity:				
	Address				
Name of early education / school /college					
Child / Young Person 4	Name:		Male <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	Date of Birth:		Female <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>
	Ethnicity:				
	Address				
Name of early education / school /college					



TEAM AROUND THE FAMILY (TAF)

Team Around the Family (TAF) meetings should be considered for families that meet the Early Help or Targeted level of the Effective Support Model.

TAFs provide an opportunity for the family and the multiagency network to consider how appropriate, effective, and timely support can be implemented, enabling the family's needs to be met.

The focus is to build on the strengths identified while addressing the current worries and concerns.

TAF meetings should consider the whole family and include the whole multiagency.

The Team Around the Family Guidance provides further information on the key principles and the TAF process.

Team Around the Family 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



WHOLE FAMILY PLAN

Following the completion of an EHA and a TAF meeting being coordinated, a whole family plan should be created.

A good whole family plan sets the stage for achieving outcomes against each known concern – it maps out desired outcomes with actions needed to accomplish them and identifies who will take responsibility.

The family plan should be a live document that represents the needs of the family, and changes as emerging needs are identified.

Family Plan Guidance provides further information on key principles and how to create a whole family plan.

Family Plan

Family Goal	How will this happen	Who will do this	When will we do this	Review / Update
<i>Family goals listed here should align with the supporting families outcome framework e.g. 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>	<i>Progress of actions from previous reviews should be recorded here.</i>



LEAD PRACTITIONER

We know from practice that children and families who require support from a range of professionals can potentially receive fragmented and uncoordinated services, which can cause confusion and delays in receiving the correct support.

A Lead Practitioner ensures that there is coordination between the family and the services/practitioners working with the family and supports the achievement of desired outcomes.

Any practitioner supporting a family can take on the Lead Practitioner role. This could be a GP, Health Visitor, Family Support Worker, School Nurse, Teacher, or Special Educational Needs Coordinator.

The [Role of Lead Practitioner Guidance](#) provides further information on key principles and how a Lead Practitioner is identified.



NEGLECT TOOLKIT

The **Neglect Toolkit** aims to support practitioners in the early identification and assessment of neglect and in recognising the impact of harm caused by neglectful experiences on children and young people.

The toolkit should be used to:

Aid discussion with families

- Support practitioners in gathering the views of family members
- Identify strengths/challenges to consider the impact of neglect on the child / young person.
- Determine level of need and next steps

DEVELOPMENTAL - EDUCATIONAL NEGLECT			
DOMAINS: Child Development Needs: Education, Family and Social Relationships Parenting Capacity: Stimulation, Guidance and Boundaries			
Areas to be considered: <ul style="list-style-type: none"> • Child/ young person development. • School attendance, punctuality. • Presentation in nursery/school. • Homework, parental support with education. 			
1 Universal No concern	2 Early Help Emerging	3 Targeted Moderate	4 Specialist Significant
Child / young person is stimulated, and carer is aware of importance of this and development. Child / young person has toys and age-appropriate learning materials to support development. Carer engages well with nursery/school and ensures attendance is regular and punctual. Carer views school important and provides support with homework. Child / young person is appropriately dressed and equipped for nursery/school.	Child / young person has adequate stimulation. Carer understands importance but can allow own difficulties/ demands to impact. Child / young person has essential toys and age-appropriate learning materials, but carer struggles due to environmental factors. Carer struggles to engage with nursery/ school and allows occasional days off where not necessary. Carer understands importance of nursery/ school but is inconsistent with this. Child / young person is mostly dressed appropriately and equipped for nursery /school.	Child / young person receives little stimulation and carer does not understand importance of this or development. Child / young person lacks essential toys and age-appropriate learning materials. Carer lacks interest / awareness of need. Carer lacks engagement with nursery /school and will often allow days off where not necessary. Child / young has poor school attendance/ persistent lateness. Carer does not view education as important and rarely supports with homework. Child / young person occasionally in non-school uniform and not equipped for school.	Child / young person receives no stimulation and carer is hostile about child/young person's needs and development. Child / young person has no toys or age-appropriate learning material to support development. Carer has a total lack of engagement with nursery/school and will often allow days off where not necessary. Child / young person has extremely poor school attendance. Carer hostile about education and provides no support with homework. Child / young person persistently in non-school uniform / correct clothes and not equipped for nursery/school.
Evidence			
Child / Parent / Carer views			
Scale			
1 No Concern	2 Emerging	3 Moderate	4 Significant



FAMILY SERVICE DIRECTORY AND LOCAL OFFER

Universal /
Getting
Advice

Merton's Family Service Directory provides information about all local and national services, including Merton's local offer.

Merton's local offer is information and support for children and young people with special educational needs and disabilities.

Families and practitioners can search for a need and all services will be shown that can support.

The Family Service Directory is a great resource and is encouraged to be used by all practitioners and families within Merton.

The screenshot shows the Merton Local Directories website. At the top, there is a purple header with the Merton logo. Below the header, the text 'Local directories' is displayed, followed by the subtitle 'Support, services, advice and things to do'. To the right of the subtitle are two buttons: 'My shortlist 0' and 'My account'. Below this is a search bar with two input fields: 'Keyword(s)' and 'Place name or postcode', and a search icon. The main content area features a large image of a smiling child with the text 'Free childcare for 2-year-olds'. To the right of the image is a calendar for June 2018. Below the image and calendar are four service tiles: 'Family Services Directory' (teal), 'YOUNG MERTON' (purple), 'Special Educational Needs Local Offer' (blue), and 'Adult Support Services Directory' (green).

www.merton.gov.uk/fsd



FAMILY INFORMATION SUPPORT HUB (FISH)

Early Help /
Getting Help

Family Information Support Hub (FISH) provides information, advice and guidance to parents/carers helping them to access relevant information and services.

Sessions take place Monday – Friday with a mixture of face to face and telephone appointments available.

Appointments can be booked via [Eventbrite](#) either by the parent/carer or by a practitioner on their behalf.



Family Information and Support Hubs (FISH)

We can help you with any aspect of family life, including:

- ✓ Your child's development
- ✓ Behaviour and emotions
- ✓ Relationships
- ✓ Money
- ✓ Training or work
- ✓ Benefits
- ✓ Finding childcare
- ✓ And more



Our Early Help Co-ordinators will offer advice and guidance to help you to find and access the supportive information and services that you need. Book a free session now:

Sessions take place Monday to Friday with a mixture of face to face and telephone appointments available. Please visit the website or scan the QR code to book:

www.eventbrite.com/cc/family-information-support-hub-1705749



Updated January 2024

LONDON BOROUGH OF
MERTON



EARLY HELP SUPPORT COORDINATORS

Early Help /
Getting Help

Early Help Support Coordinators also offer advice and guidance to professionals who are working with families who require support.

The Early Help Support Coordinators can support with:

- Assessing child and family needs utilising the Effective Support Model
- Identifying relevant support services / providing information on criteria and referral pathways
- Undertaking an Early Help Assessment
- Convening a 'Team Around the Family' meeting (this will include the offer of attending and chairing the first meeting)
- Developing whole family plans/identifying appropriate interventions

To access information, support and guidance from an Early Help Support Coordinator, Practitioners can email FSD@Merton.gov.uk



The infographic is titled 'Early Help Support Coordinators' and features the logo of the Supporting Children Partnership. It includes a section 'About us' describing the role of Early Help Support Coordinators as experienced family practitioners. A list of support areas includes Child development, Education, Behaviour, Relationships, Finances, Employment, Benefits, and Housing. A callout box titled 'How do I access support from an Early Help Support Coordinator?' describes Family Information and Support Hubs (FISH), providing details on session availability, booking via Eventbrite, and contact information. A QR code and a small image of a support hub flyer are also present.

Early Help Support Coordinators

About us
Early Help Support Coordinators are experienced and highly skilled family practitioners who offer advice and guidance to help you to find and access the supportive information and services that you need.

Early Help Support Coordinators can help you with any aspect of family life, including:

- ✓ Child development
- ✓ Education
- ✓ Behaviour
- ✓ Relationships
- ✓ Finances
- ✓ Employment
- ✓ Benefits
- ✓ Housing

And more...

How do I access support from an Early Help Support Coordinator?

Family Information and Support Hubs (FISH)

Family Information and Support Hubs give you the chance to speak to an Early Help Support Coordinator about any issues that may be affecting your children or family. The Early Help Support Coordinator will offer support and guidance, helping you to access relevant information and services to help you.

Sessions take place Monday – Friday with a mixture of face to face and telephone appointments available.

Appointments can be booked via Eventbrite either by you or by someone working with you and your family. This may be someone from the Children and Families' Hub, your child's school, or another organisation you are working with.

www.eventbrite.com/ccc/family-information-support-hub-1705748

After your appointment, an Early Help Support Coordinator may contact you to follow up. This will be agreed at your appointment.

Merton
family hub

FAMILY WELLBEING SERVICE

Targeted /
Getting
More Help

The Family Wellbeing Service works alongside families on a voluntary basis who have needs at the Targeted level of Merton's Effective Support Model.

Family Wellbeing Case Practitioners work to a whole family approach and can support families for up to 6 months. They will complete detailed Early Help Assessments, visit the families fortnightly, chair frequent TAF meetings and take on the role of the Lead Practitioner.

The Family Wellbeing Service also work with families as part of the Support Families Programme.

A request for service can be made where there are multiple/complex needs at the targeted level, that require a coordinated multi-agency response, and where there is evidence that needs cannot be met within existing resource.

A [Children and Families Hub Request for Service Form](#) needs to be completed alongside attaching copies of any existing Early Help Assessments/Whole family plans and emailing the Children & Family Hub.

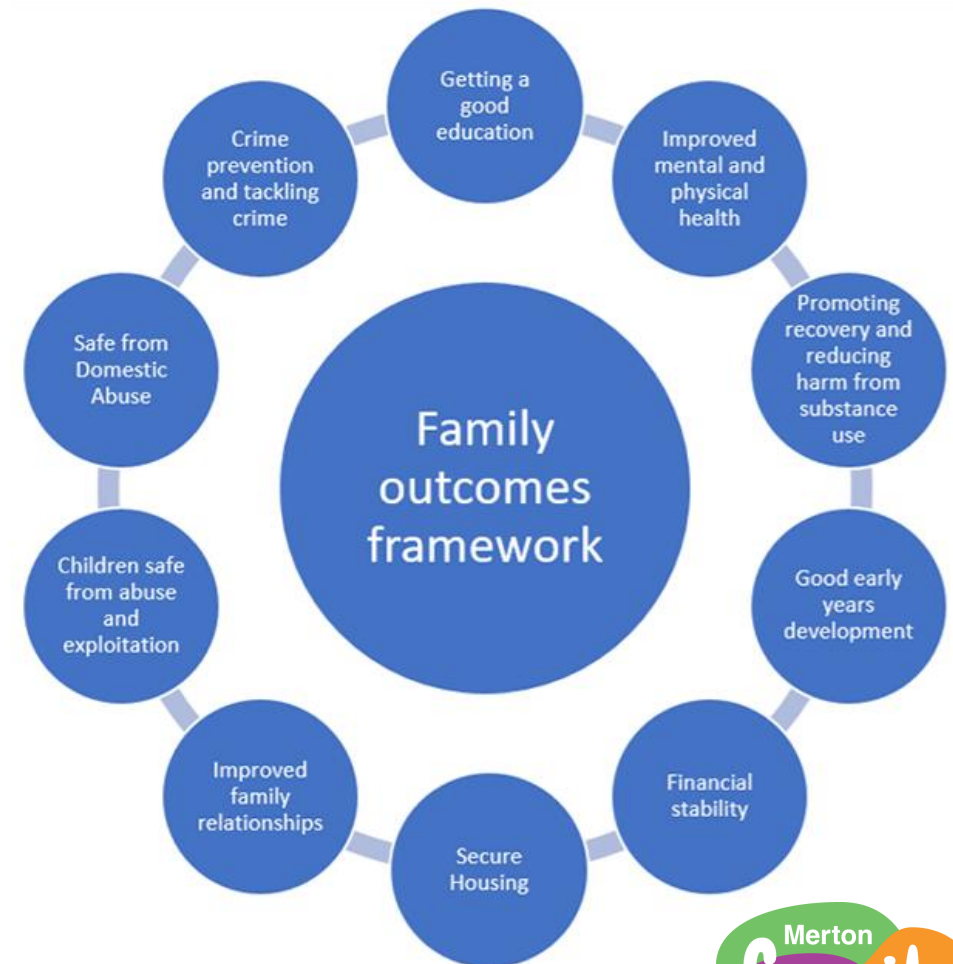


SUPPORTING FAMILIES PROGRAMME

The Supporting Families programme requires an integrated, whole family approach when working with families.

There is no single template as each family will need a different approach depending on their circumstances. However, the following 4 principles capture what is meant by 'working with a family as part of Supporting Families'. These principles must apply to all families being supported as part of the Supporting Families programme.

- There will have been an assessment that takes into account the needs and voices of the whole family.
- There is an action plan that takes account of all (relevant) family members.
- There is a Lead Practitioner for the family that is recognised by the family and other professionals working with the family.
- The objectives in the family action plan are aligned with the national Supporting Families Outcomes Framework.



FAMILY WELLBEING SERVICE SHORT BREAKS

Targeted /
Getting
More Help

The Family Wellbeing Service also have Short Break services which are fun and /or educational activities for children and young people with disabilities and additional needs. They support disabled children and their families who can't use universal services. They give children and young people a chance to socialise and gain independence while their families get to take time out from caring.

Short Breaks Services can be offered during the day, in the evenings, at weekends or during school holidays.

Short Breaks are designed depending on the child's level of need:

Targeted Short Breaks are activities where additional support is provided for groups of children with a disability or additional needs to take part.

Specialist Short Breaks are where the team will assess a child to find out how they can provide specialised groups or activities to help them take part.

To access Short Breaks a Referral form needs to be completed and sent to FSD@merton.gov.uk



PARENTING PROGRAMMES



The **Early Years & Family Wellbeing Service** offer a range of evidence-based parenting programmes for families with needs across all levels of the Effective Support Model

**Universal /
Getting
Advice**

Programme	Age	Description
Baby Early Learning Together (ELT) 5 Weeks	0 to 6 months	Understanding child’s development. The importance of play and communication and providing ideas to enhance the home learning environment.
Baby Early Learning Together (ELT) 5 Weeks	6 to 12 months	Understanding child’s development. The importance of play and communication and providing ideas to enhance the home learning environment.
English for Speakers of Other Languages (ESOL)	Under 1 year	Parents with a child in age range with little or no English language.

These programmes can be booked directly by Eventbrite
Practitioner CODE for all bookable courses: EYCC
Parents can book Baby ELT directly using code: ELTBFAM



Early Help / Getting Help

Programme	Age	Description
Toddler Early Learning Together (ELT) <i>6 Weeks</i>	12 to 18 months	Understanding child's development. The importance of play and communication and providing ideas to enhance the home learning environment.
Toddler Early Learning Together (ELT) <i>6 Weeks</i>	19 to 36 months	Understanding child's development. The importance of play and communication and providing ideas to enhance the home learning environment.
Preschool Early Learning Together (ELT) <i>6 Weeks</i>	2 to 3 years	Understanding child's development and developing school readiness in preparation for nursery or pre school
Attentive Parenting Incredible Years (IY) <i>6 weeks</i>	2 to 5 years	Support to understand child's development, the importance of communication and strategies to manage challenging behaviour

These programmes can be booked on Eventbrite CODE for all bookable courses: EYCC

Programme	Age	Description
ASD Incredible Years (IY) <i>12 weeks</i>	2 yrs to end of reception	Children with ASD or language delay – support to understand child's additional needs, develop strategies to engage in their learning and manage their behaviour

Referral form to be completed and sent to FSD@Merton.gov.uk

Targeted
Getting
More Help

Specialist /
Getting
Risk
Support

Programme	Age	Description
Triple P 8 Weeks	4 to 10 years	The child constantly misbehaves. There's probably a lot of shouting and the child may even be aggressive – perhaps hitting parents, the furniture or siblings. Every day is a battle.
Triple P Teens 8 Weeks	11 to 16 years	The teen's behaviour has become too much for the parents to handle. At home, there's probably a lot of shouting and very little agreement. Parents are worried and would like things to change.
Triple P and Triple P Teens Online	4 to 16 years	For families unable to attend the face-to-face Triple P / Triple P Teens programmes
Triple P Stepping Stones 9 Weeks	4 to 11 years	Developed for parents of children with developmental or physical disabilities who have disruptive behaviour. Triple P's proven parenting strategies provide ways to deal with childhood behaviour problems and issues that make family life stressful
Triple P Fear-Less 6 Weeks	6 to 14 years	Child with anxiety - helps set a good example of coping with anxiety, supports child to become more emotionally resilient and practical strategies to support.
Freedom (Women)		For women who have or are experiencing domestic abuse
Freedom (Perpetrators)		For perpetrators of domestic abuse

**Referral form to be completed and emailed to
FSD@Merton.gov.uk along with
supporting evidence**



ONEPLUSONE DIGITAL RESOURCES



Merton's free accessible digital resources provided by OnePlusOne are designed to help parents understand the impact of their arguments on their children, and learn techniques to communicate better, handle stress, and manage conflict more constructively.

There are 3 evidence-based interventions available:



**Me, you, and
baby too**

- expectant and new parents

<https://www.oneplusone.org.uk/parents>



**Arguing
better**

- couples in a relationship experiencing conflict



**Getting it right
for children**

- separating or separated parents experiencing conflict



CHILDREN SOCIAL CARE

Specialist /
Getting Risk
Support

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.

Requests for a Service can be made by completing the Children and Family Hub Request for Service form, attaching copies of any existing Early Help Assessments/Whole family plans and emailing the Children & Family Hub.

If practitioners are unsure what support or services may be available or would like to discuss a possible request for service, consultations are available with a Duty Social Worker based in the Children and Families Hub -

0208 545 4226/4227 / candfhub@merton.gov.uk



CHILDREN AND FAMILY HUB

Targeted /
Getting
More Help

Specialist /
Getting
Risk
Support

Children and Families Hub is the single point of access to:
Children Social Care, Family Wellbeing Case Work and Consultation

Request for Service should be made when:

Specialist /
Getting Risk
Support

There is a concern for the safety / wellbeing of a child or young person and specialist assessment and intervention is required

Targeted /
Getting More
Help

Children and young people have multiple needs at the targeted level
Early help intervention / support has been provided, but things for the child / young person are not getting better and a coordinated whole family approach to support is required

Consultation

Merton
family
hub