

# Wigan Early Help Guidance

2017

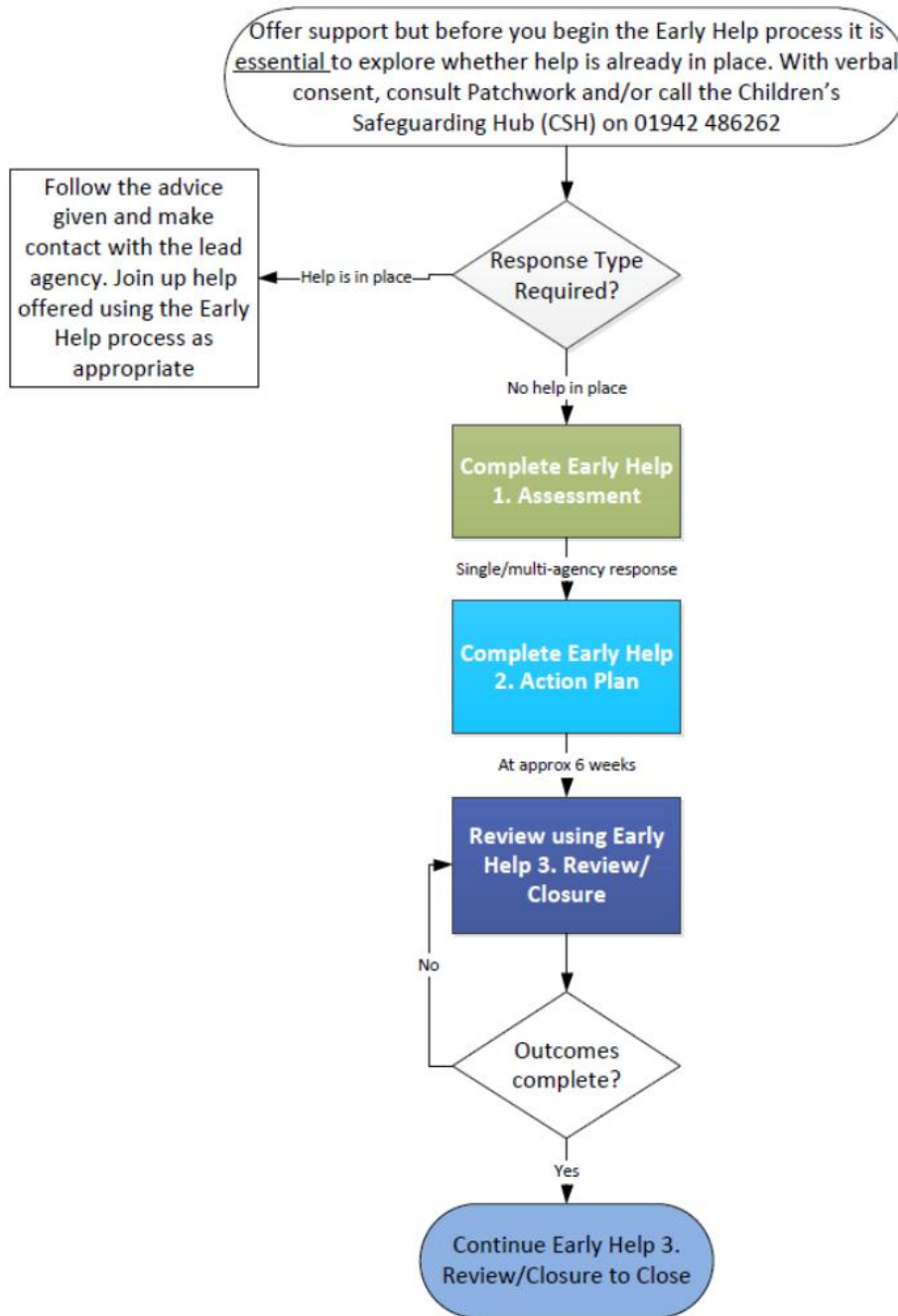
Assess

Plan

Review

# Early Help Process Flowchart

Follow these steps if you are working with a child, young person or family who may have needs at levels 1 – 3 on the Wigan Safeguarding Children’s Board Threshold of Need.



**Important** – If no progress is made after several reviews, consider whether you need to get support and/or advice from Specialist Services.

### **Before you begin working with a child, young person or family**

- Before starting Early Help check if the child or family already has an Early Help open and who is involved. You should contact the Early Help Hub to check current and previous Early Help history. If there are already professionals working with the family you can join the team around the child approach. This is better for the family as it will prevent them having to tell their story again and again and it will co-ordinate the support that they may need.  
**Tel:** 01942 486262 .
- You must get consent to share information from the child and family, this be recorded on the Early Help Part 1 – Assessment. This should be in place before any forms are shared. Once consent is in place, all completed forms must be sent to:-  
Early Help Hub, Withnall House, School Lane, Wigan WN1 3SE. Email - [EHH@wigan.gcsx.gov.uk](mailto:EHH@wigan.gcsx.gov.uk) Fax - 01942 486213
- Agencies are responsible for checking the security of their email systems prior to emailing to ensure this is done safely. All primary schools and some secondary schools are secure.
- **Email [EHH@wigan.gcsx.gov.uk](mailto:EHH@wigan.gcsx.gov.uk) to request Early Help forms or get them from the Wigan Safeguarding Children Board website (WSCB)**  
<https://www.wigan.gov.uk/WSCB/Professionals/Early-help.aspx>
- In completing the assessment it is important that you are familiar with the WSCB thresholds of need as this will help you and the family to identify what support is needed and from whom.  
<http://www.wigan.gov.uk/Docs/PDF/WSCB/WSCB-Thresholds-of-Need-booklet.pdf>

## **Early Help Part 1 – Assessment**

### **Section 1: Details of the child or young person**

- An Early Help number will be given to you when you register the Early Help Part 1 – Assessment with the Early Help Hub.
- Additional children who are being supported directly should always have their own assessment. This prevents a breach of data protection guidelines and also ensures their strengths and needs are individually addressed.
- Additional children living at the main address who are not receiving direct Early Help support should be added in Section 2.

### **Section 2: Details of parent(s) / carer(s)**

- Both parents, where applicable, should be recorded. Ensure that you ask who has parental responsibility for the children in the family and record this too. You can use section 8 for the second parent/main carer if needed.
- Significant adults should be recorded on page 2, e.g. grandparents who give significant amounts of childcare, step parents who live at the main address.
- With consent, adult date of birth is required so that families identified as Confident Families can be supported more effectively.

### **Section 4: Agencies or services already involved**

- Agencies and services already working alongside the family should be included in the assessment. It is important that you consult Patchwork and/or ring the Early Help Hub to check who is involved and if Early Help is in place at this stage if you have not already done so.

### **Section 6: Assessment**

- This section should be used to record the strengths and goals of the family.
- If an agency has a similar holistic assessment document this can be used instead, or to replace parts of section 6. With consent, include this when logging with the Early Help Hub. If you are not sure if your agency assessment is holistic, please consult the Early Help Hub.
- Detailed support guidance is available in Appendix B to help you to complete a good quality assessment of strengths and needs/goals. This should not be used as a tick list, it is merely a guide to help you and the family to look at all aspect of their lives on order to identify what they do really well and what they may need support with.

The strength score should indicate the areas that need the most Early Help input.

- 1 – excellent – no issues, family/YP has many strengths and no input needed
- 2 – good – family/YP accessing universal services
- 3 – Early Help needed – this will require referred services to be involved
- 4 – Intensive Early Help needed.

- The outcomes that indicate success should be developed alongside the family and will provide the family with a clear goal of what is required to end Early Help.
- It is important that whenever possible, the child should be seen alone as part of the assessment process.

### **Section 7: Reasons and thresholds**

- If agencies feel that service involvement is needed above Early Help (Safeguarding Threshold levels 1 – 3) or there has been intensive support given and no improvements made in the child or young persons life, consider the need to step up to Social Care.
- One main reason for Early Help should be selected, but additional reasons can also be submitted. See Appendix A for a list of reasons.

- Cases that have stepped down from Social Care should be recorded.
- For further information on Confident Families telephone 01942 489680

### Section 8: Additional Information

- Please include all parents/main carers that are not listed in section 2 in this part of the form.
- Use this section for any other further relevant information.

### Section 9: Consent

- Consent must be obtained before sharing the information with the Early Help Hub.

### What to do next

- It is hoped that practitioners will be able to engage with families in a way that movement to any multi-agency Early Help and/or action planning is a natural progression of their work with the family and can be shown to be of benefit to the family to work in this way.
- With consent, all forms must be sent to the Early Help Hub. This helps us to collate information about the Early Help a family is receiving in one place. This helps the family as it prevents them having to tell their story more than once. It also helps to identify if needs are more complex than they may appear to be by a single agency. The information will then be available if another practitioner telephones the Early Help Hub before starting work with a child or family and this will help services to join together to work alongside families in the most informed way possible.
- When sending forms electronically it is acceptable to hold the original signed copy on file and state 'signature held on original' or 'verbal consent given' on the electronic version submitted to the Early Help Hub. It is the responsibility of the professional/agency to then seek and store written consent.

### Early Help Part 2 – Initial Action Plan

- The action plan should be developed alongside the child and family and it can be used to record single or multi-agency involvement.
- This should be completed at the first action planning meeting with the child and family and partners, if multi agency. All should agree actions and agree a review date.
- The lead professional should be agreed with the wishes of the child and family at the front of any decision making.
- The child/young person/family should ultimately make the decision as to who the lead professional is. This would normally be the person who is supporting the family with the most actions on the plan. This should be recorded on the form.
- Actions recorded should be Specific, Measurable, Achievable, Realistic and Time Based (SMART)
- When completed all agencies and parents/carers should receive a copy and a copy should also be sent to the Early Help Hub.

### Early Help Part 3 – Review / Closure

- This should be used to review and when appropriate, close Early Help involvement to Universal services and is suitable for single or multi-agency use.
- If an Early Help Review is multi-agency it does not need to have all the agencies involved in the review meeting. It can be carried out by the family

and a single agency. It is the responsibility of the Lead Professional to consult with the family regarding those they wish to attend and those they wish just to get updates/reports from.

- Reviews should take place over an agreed time scale – no more than 6-8 weeks and should always focus on achieving the family goals.
- Reviews of previous actions should take place and new actions should be recorded.
- Actions recorded should be Specific, Measurable, Achievable, Realistic and Time Based (SMART)
- Where an Early Help Part 1 Assessment has been completed, strength scores should be revised to reflect progress against areas of need or further actions required to reduce risk. Detailed practitioner support guidance is available in Appendix B.
  - 1 – excellent – no issues, family/YP has many strengths and no input needed
  - 2 – good – family/YP accessing universal services
  - 3 – Early Help needed – this will require referred services to be involved
  - 4 – Intensive Early Help needed.
- With the family, consideration should be given to who will continue to be the Lead Professional. If there are changes for the family it may be more appropriate for a new lead to take over. This should be agreed alongside the child and family.
- Early Help should not be closed until all agencies are ready to do so and the child, young person and family agree. If the lead is changing this can be recorded in the EH3 with no need to close and reopen the Early Help.
- When closing Early Help, additional sections detailing the reason for closure and Universal Services remaining involved must be completed.
- When completed all agencies and parents/carers should receive a copy and a copy should also be sent to the Early Help Hub.

## Appendix A for use with all forms

### Ethnicity

British Gypsy/ Gypsy Roma	WBG	Any other Asian background	AAO
Bulgarian	WBU	Bangladeshi	ABA
Cornish	WCO	Indian	AIN
Czech	WCZ	Pakistani	APK
White Eastern European	WEA	Sri Lankan Other	ASR
English	WEN	Black Caribbean	BLB
White Western European	WES	African	BLF
French	WFR	Any other Black background	BLG
Greek Cypriot	WGC	Chinese	CHE
German	WGE	White/Black African	MBA
Greek	WGK	Any other Mixed background	MOT
Gypsy/Gypsy Roma from other	WGO	White/Asian	MWA
Any other White background	WHA	White/Black Caribbean	MWB
British	WHB	Info not obtained	NOT
Irish	WHR	Any other Ethnic Group	OEO
Traveller - Irish Heritage	WHT	Libyan	OLD
Hungarian	WHU	Other Ethnic Group	OOE
Latvian	WLA	Refused	REF
Lithuanian	WLI		
Maltese	WMA		
Montenegrin	WMO		
New Age Traveller	WNA		
Other white British	WOB		
Occupational Traveller	WOC		
Other Gypsy/ Gypsy Roma	WGR		
Other Traveller	WOT		
Other White	WOW		
Polish	WPL		
Romanian	WRM		
Roma/Roma Gypsy	WRO		
Russian	WRU		
Scandinavian	WSA		
Scottish	WSC		
Slovenian	WSN		
Spanish	WSP		
Slovakian	WSV		
Turkish Cypriot	WTC		
Traveller of Irish Heritage	WTH		
Turkish	WTK		
Turkish/Turkish Cypriot	WTU		
Ukrainian	WUK		
Welsh	WWE		

Appendix B

Early Help Part 1 Section 6 Assessment – The below information should be used as a guide only. This will help the family and worker to look at all aspects of a child and families life, identifying what they do well, their strengths, as well as the areas in which they may need support.

General Health	Strength				Evidence
Registered with and uses GP?	1	2	3	4	
Registered with and uses Health Visitor?	1	2	3	4	
Registered with and uses Dentist?	1	2	3	4	
Registered with and uses Optician?	1	2	3	4	
Physical development/activity/fine & gross motor skills/vision & hearing/ mobility	1	2	3	4	
Disabilities? - management and implications, special arrangements, signer needed etc	1	2	3	4	
Speech, language and communication, listening and understanding	1	2	3	4	
Mental Health conditions? - management and implications	1	2	3	4	
Existing Physical conditions? – management and implications	1	2	3	4	
Growth/Weight in acceptable limits?	1	2	3	4	
Nutrition/eating habits – satisfactory?	1	2	3	4	
Young Person - Aware of healthy life choices?	1	2	3	4	
Young Person - Aware of sexual health?	1	2	3	4	

Additional Information



<b>Personal Development</b>	<b>Strength</b>				<b>Evidence</b>
Does the child/young person have an appropriate awareness of danger /knowledge of possible risk situations?	1	2	3	4	
Does the child/young person show affection/warmth/respond to affection/relate to significant adults confidently?	1	2	3	4	
Does child/young person have positive friendships?	1	2	3	4	
Do they they relate well to their peer group?	1	2	3	4	
Does the child/young person have a positive self image/ sense of what they are good at and pride in their own achievements?	1	2	3	4	
Does child/young person display challenging behaviour?	1	2	3	4	
Does the child/young person pose a risk to self or others?					
Does the child/young person understand their behaviour?	1	2	3	4	
Does the child/young person adhere to guidance and boundaries?					
Any unusual fears/worries which feel overwhelming?	1	2	3	4	

<b>Additional Information</b>

Enjoying & Achieving	Strength				Evidence
Do parents/carers give individual time to child/young person e.g. joint activities?	1	2	3	4	
Does the child/young person attend Nursery/School/College regularly?	1	2	3	4	
Do parents liaise with school/attend parent meetings?	1	2	3	4	
Do parents and school/nursery communicate well together in order to support the child/young persons progress?	1	2	3	4	
Are any additional needs been met such as disability, language barriers?	1	2	3	4	
Has the child/young person had any fixed term or permanent exclusions?	1	2	3	4	
Has the child/young person experienced bullying?					
Has the child/young person truanted from school/college?	1	2	3	4	
What are the child/young persons educational achievements/college attendance/hopes for employment/work experience.	1	2	3	4	
Does the child/young person have opportunities to learn new skills and hobbies, socialising with age appropriate peer groups, attending other organised community activities - E.g Brownies/cubs, sports activities or Wigan Youth Zone?	1	2	3	4	

Additional Information

<b>Parenting</b>	<b>Strength</b>				<b>Evidence</b>
Is the home warm and clean?	1	2	3	4	
Does the child have an age appropriate safe place to sleep?					
Do parents/carers provide an adequate healthy diet?	1	2	3	4	
Do parents/carers ensure that medical needs are met?	1	2	3	4	
Do parents/carers provide appropriate supervision e.g. personal hygiene/appropriate clothing?	1	2	3	4	
Do parents/carers communicate well with child/young person?	1	2	3	4	
Do parents/carers provide physical warmth/comfort/affection?	1	2	3	4	
Do they praise the child/young person, talk positively about them and to them?	1	2	3	4	
Are parents/carers sympathetic to child/young person feelings and have an understanding of their needs?	1	2	3	4	
Do parents/carers recognise dangers in the home and elsewhere?	1	2	3	4	
Do parents/carers discuss and safeguard child/young person from adult issues e.g. TV viewing, violence, gaming, internet?	1	2	3	4	
Do the parents/carers teach/encourage independence, safety and equip them with the skills to keep themselves safe?	1	2	3	4	
Does the child/young person have a history of missing from home or education?	1	2	3	4	
Do they have appropriate understanding of child/young person's development needs	1	2	3	4	

Do parents/carers model positive and appropriate behaviour?	1	2	3	4	
Do parent/carers have achievable/positive expectations for the child/young person?	1	2	3	4	
Do parent/carers provide the child/young person with a clear structure of rules and expectations of behaviour and set clear and consistent boundaries for behaviour?	1	2	3	4	
Do parents/carers reward good behaviour/provide appropriate sanctions?	1	2	3	4	
Do parents/carers support social/emotional/educational difficulties?	1	2	3	4	
	1	2	3	4	
Do parents/carers have open, honest, non judgemental conversations around sensitive issues such as sexual identity, drugs and alcohol, sexual health, domestic abuse, CSE and behaviour?	1	2	3	4	
Do parents/carers help their child to develop their resilience by enabling them to deal with challenging situations?	1	2	3	4	

Additional Information					

Family Environment	Strength				Evidence
Does the family have adequately housing?	1	2	3	4	
Do the family manage their finances well?	1	2	3	4	
Do family members use substances/drugs/alcohol	1	2	3	4	

<b>If so</b> , does this affect their parenting capacity?	1	2	3	4	
Does the family access all of the benefits to which they may be entitled?	1	2	3	4	
Has there been any significant change in the family e.g. bereavement/parental illness?	1	2	3	4	
<b>If so</b> , how has this impacted on the child/young person?	1	2	3	4	
Are the family isolated within the community, in terms of ethnicity, age, geography etc?	1	2	3	4	
Any issues around neighbour nuisance/vandalism/harassment?	1	2	3	4	
Do parents/carers have a good network of support from family/friends?	1	2	3	4	
Do parents/carers access local community facilities/assets?	1	2	3	4	

<b>Additional Information</b>