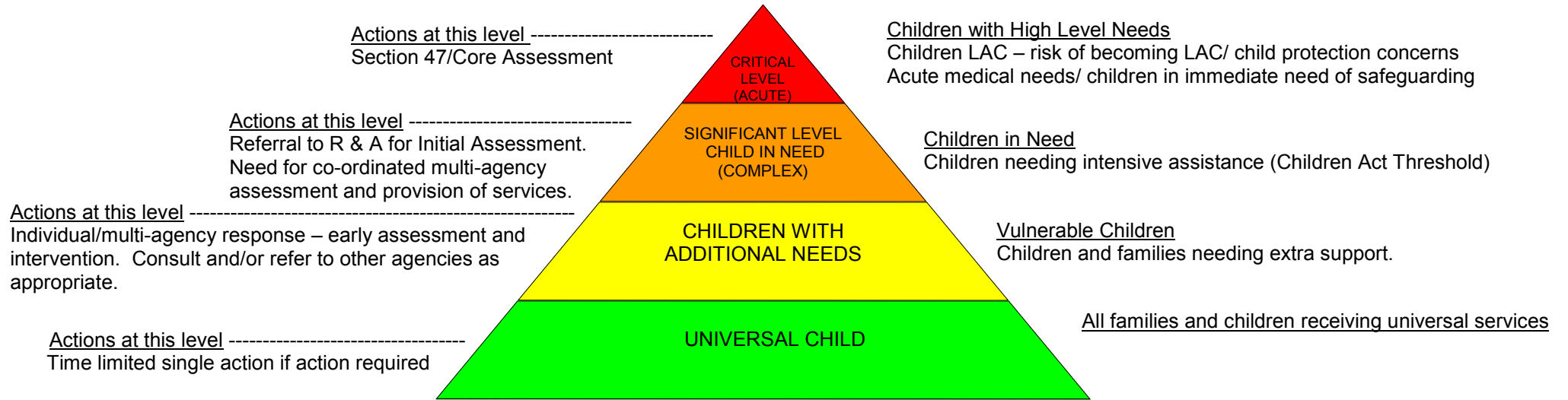


ISLE OF WIGHT LEVEL OF NEEDS INDICATORS



TIER 1	TIER 2	TIER 3 (COMPLEX)	TIER 4 (ACUTE)
<p style="text-align: center;">CAF →</p> <p style="text-align: center;">Universal Services Single agency response if required</p> <p>The focus is on sustaining and enabling the child and their parents/carer through access to inclusive universal services.</p> <p>These children and young people who make good overall progress in all areas of development, who receive appropriate health care and education – they may access leisure and play facilities, housing and voluntary sector services.</p> <p>At times within this universal level, children may have some relatively small extra needs which trigger a practitioner from a universal service to a time limited enhanced intervention. However the five outcomes are good.</p>	<p style="text-align: center;">Single or multi agency response</p> <p>These are children and young people with 'additional needs' who would benefit from extra help in order to make the best of their life chances, whose health and development may be adversely affected without the intervention of preventative services.</p> <p>Their needs can often be met with a single agency response, however the support of other agencies may be required.</p> <p>CAF needs to be considered. (Pre checklist to be completed if appropriate. Interrogate Contact Point.) If a child's needs cannot be met by universal or additional services (Tier 1 / 2) a CAF will evidence the need for Targeted Intervention (Referral and Assessment).</p>	<p style="text-align: center;">Significant level of multi agency response</p> <p>These are children and young people who have a greater number of needs, including those children who meet the eligibility criteria for the Children's Disability Team, who would be unlikely to enjoy a reasonable standard of health and development and are at risk of negative outcomes. Often they require a co-ordinated multi-agency assessment and provision of services. Risk of becoming looked after.</p> <p>CAF needs to be undertaken and lead professional identified.</p>	<p style="text-align: center;">Complex statutory assessment</p> <p>These are children and young people whose needs are complex, prolonged or critical. They require a multi-agency assessment and provision of specialist services.</p> <p>They include children who have suffered significant harm or may be at risk of abuse or neglect, some children who are looked after by the Local Authority, children with complex health, learning disabilities / difficulties, unaccompanied asylum seeking children.</p>
<p>If you consider that a Child / Young Person may be suffering or is at risk of significant harm, a CAF does not have to be completed. Child Protection Procedures should be followed and contact made directly with the R & A Team based at the Children's Service Centre.....Tel.525790</p>			

MATRICES OF NEED / CONCERNS (Guide for Practitioners)

INDICATORS

CHILD’S DEVELOPMENTAL NEEDS

		CHILDREN AND YOUNG PEOPLE WITH NO ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH COMPLEX NEEDS	CHILDREN AND YOUNG PEOPLE WITH ACUTE NEEDS
HEALTH					
GENERAL HEALTH	<ul style="list-style-type: none"> Physically well Healthy 	<ul style="list-style-type: none"> Child susceptible to minor health problems increasing to persistent minor health problems – e.g. resulting in less than 80% attendance at school 	<ul style="list-style-type: none"> Child has some chronic recurring health problems – learning often affected by health problems 	<ul style="list-style-type: none"> Child has severe / chronic health problems Child or young person has severe disability 	
	<ul style="list-style-type: none"> Adequate diet / hygiene / clothing 	<ul style="list-style-type: none"> Minor concerns re diet / hygiene / clothing 	<ul style="list-style-type: none"> Concerns re. hygiene / clothing Limited / restricted diet – no breakfast, no lunch money 	<ul style="list-style-type: none"> Learning significantly affected by health problems 	
	<ul style="list-style-type: none"> Regular dental / optical care 	<ul style="list-style-type: none"> Inconsistent dental / eye care 	<ul style="list-style-type: none"> Dental decay not treated Optical appointment not kept 	<ul style="list-style-type: none"> Dental decay not treated Optical appointment not kept 	
	<ul style="list-style-type: none"> Good state of mental health 	<ul style="list-style-type: none"> Vulnerability to mental health Parents / carers who have mental health / emotional / physical health difficulties Family breakdown / bereavement 	<ul style="list-style-type: none"> Historic mental health issues and mental health issues emerging / identified ADHD / Autism / eating disorders 	<ul style="list-style-type: none"> Acute mental health – self harming, suicidal thoughts, psychotic episodes Severe depression 	
PHYSICAL HEALTH	<ul style="list-style-type: none"> Development and immunisations up to date All health appointments kept 	<ul style="list-style-type: none"> Missing some health appointments 	<ul style="list-style-type: none"> Missing all health appointments 	<ul style="list-style-type: none"> Inappropriate use of acute services 	
	<ul style="list-style-type: none"> Appropriate height / weight 	<ul style="list-style-type: none"> Height / weight not proportionate 	<ul style="list-style-type: none"> Weight gain / loss giving cause for concern 	<ul style="list-style-type: none"> Persistent concerns re. weight / height Exhibiting significant changes in eating habits 	
	<ul style="list-style-type: none"> Reaching all appropriate developmental milestones 	<ul style="list-style-type: none"> Slow in reaching developmental milestones 	<ul style="list-style-type: none"> Developmental milestones are unlikely to be met 	<ul style="list-style-type: none"> Developmental milestones not met 	

		CHILDREN AND YOUNG PEOPLE WITH NO ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH COMPLEX NEEDS	CHILDREN AND YOUNG PEOPLE WITH ACUTE NEEDS
	COMMUNICATION SPEECH AND LANGUAGE DEVELOPMENT	<ul style="list-style-type: none"> Normal speech and language development First language use appropriate 	<ul style="list-style-type: none"> Mild to moderate speech and / or language difficulty which is likely to have impact on child's ability to access educational curriculum / social inclusion / future attainment / employment Slow to develop first language skills Learning English as an additional language 	<ul style="list-style-type: none"> Moderate speech / language difficulty – impacting on child's ability to access education / future attainment / employment Limited age appropriate first language skills Very slow progress in learning English as a second language 	<ul style="list-style-type: none"> Profound / severe speech / language difficulties – significantly impacting on child's ability to access education curriculum and future attainment / employment Extremely limited language / first language skills Little or no progress being made in learning English as an additional language
		<ul style="list-style-type: none"> Sexual activity age appropriate No substance misuse 	<ul style="list-style-type: none"> Some inappropriate sexual behaviour Access to drugs / alcohol / tobacco 	<ul style="list-style-type: none"> Risky sexual behaviour Risk of teenage pregnancy Concealed pregnancy At risk of sexual exploitation Smokes regularly Experimenting – drugs / alcohol 	<ul style="list-style-type: none"> Dangerous sexual activity Sexually exploited / prostitution Persistent substance misuse
	EMOTIONAL AND SOCIAL DEVELOPMENT	<ul style="list-style-type: none"> Good quality attachments Able to adapt to change Able to demonstrate empathy Demonstrates appropriate responses – feelings and actions Good social network Good peer relationships Behaviour well managed within family Involved in appropriate social activities – peers / home / school / community Aware of substance misuse / self harming risks 	<ul style="list-style-type: none"> Experiencing some difficulties with attachments Child can find managing change difficult Not always able to understand own actions impact on others – experiencing difficulties in coping / managing anger frustration May have difficulty with emotional responses Some behavioural difficulty in family community Not always involved in positive social activities / school / peers / home / community – may become involved in risk taking behaviours May have started experimenting in substance misuse 	<ul style="list-style-type: none"> Disrupted attachment with parents / carers Significant difficulty with managing change Limited ability to understand how actions impact on others – Child / Young Person withdrawn – unwilling to engage Disruptive / challenging behaviour at school / home – Child Young Person may be anxious, stressed or phobic Poor social network becoming increasingly isolated – poor peer relationships Involved in anti-social behaviour Sometimes seeks excitement through risky behaviours Involved in substance misuse 	<ul style="list-style-type: none"> Disordered attachment with parent / carer Unable to adapt to change Unable to display empathy put self / others in danger Child / Young Person regularly goes missing for long periods Unable to correct cause / effect of own actions Poor social networks / withdrawn / unwilling to engage / acting out Lacks ability to maintain peer relationships – aggressive, bully, bullied, racist / subject to racism Youth Offending Risk taking behaviours Has problem with substance misuse – impacting on health and behaviour

	CHILDREN AND YOUNG PEOPLE WITH NO ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH COMPLEX NEEDS	CHILDREN AND YOUNG PEOPLE WITH ACUTE NEEDS
IDENTITY AND SOCIAL PRESENTATION	<ul style="list-style-type: none"> ▪ Positive sense of self / abilities ▪ Demonstrates feelings of belonging and acceptance ▪ Is socially accepted ▪ Good mental health ▪ Able to seek assistance with problems ▪ Appropriate dress fro different settings ▪ Good level of personal hygiene ▪ Confident in social situations – able to discriminate between ‘safe’ and ‘unsafe’ contacts ▪ Acts age appropriate in peer group ▪ Confident with adults ▪ Able to learn independence skills 	<ul style="list-style-type: none"> ▪ Some insecurities around identity / low self esteem ▪ Child can be socially isolated, potential rejection by family / peers ▪ May experience bullying / ‘victim’ / ‘bully’ role ▪ May experience some mental health difficulties ▪ Usually appropriate in appearance and behaviour ▪ Inconsistent personal hygiene ▪ Normally confident in social situations ▪ May have some difficulties in behaviour with peer group ▪ Has some difficulties relating to adults ▪ May have difficulty becoming independent or may become too independent for age 	<ul style="list-style-type: none"> ▪ Has low self-esteem ▪ Child becoming socially isolated and may have experienced rejection ▪ Child subject to discrimination ▪ Deteriorating mental health ▪ History of self-harming behaviours ▪ May be victim or perpetrator of bullying / crime ▪ Cause for concern re. appearance / behaviour ▪ Child / young Person’s poor hygiene causing difficulties ▪ Not always confident socially, may put self at risk ▪ Can have difficulty regulating behaviour with peers ▪ Difficulty in relating to adults ▪ Sometimes has too much or too little independence for age 	<ul style="list-style-type: none"> ▪ Has significantly low self esteem ▪ Socially isolated and is experiencing rejection ▪ Experiences persistent discrimination ▪ Experiencing significant / prolonged mental health difficulties ▪ Significant self-harming behaviours ▪ Victim or perpetrator of bullying or crime ▪ Poor or provocative dress not age appropriate ▪ Poor hygiene causing major problems ▪ Unable to socially discriminate between safe and unsafe contacts ▪ Rejected / bullied by peers ▪ Major difficulties relating to adults ▪ Over independence or lack of independence skills putting Child / Young Person at risk

	CHILDREN AND YOUNG PEOPLE WITH NO ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH COMPLEX NEEDS	CHILDREN AND YOUNG PEOPLE WITH ACUTE NEEDS
FAMILY AND SOCIAL RELATIONSHIPS	<ul style="list-style-type: none"> ▪ Stable / affectionate relationships with parents / carers ▪ Good relationships with siblings ▪ Age appropriate friends / friendships ▪ Able to manage life events (separation / illness / death) ▪ Respite care within family network ▪ Cared for appropriately within the family ▪ Family copes with stress appropriately 	<ul style="list-style-type: none"> ▪ Relationship with carers may face disruption ▪ May have difficulties with siblings ▪ Some difficulties with peer group – few positive friendships ▪ Some support from family network ▪ Some issues arising from life events ▪ Limited respite care within the family / extended family ▪ May have experienced some caring responsibilities (Young Carers) ▪ Stresses within family impacting on Child / Young Person 	<ul style="list-style-type: none"> ▪ Inconsistent relationships with parents / carers – family relationships causing emotional distress ▪ Conflict with siblings ▪ Lack of friends / social network ▪ Lacking support from family / extended family ▪ Difficulties arising from life events ▪ At risk of becoming looked after ▪ Child may be Young Carer ▪ May be neglected, physically abused or emotionally / sexually at risk 	<ul style="list-style-type: none"> ▪ Family relationships experienced as critical – causing significant emotional distress ▪ High conflict / disruption in relationship with siblings ▪ Negative / disruptive relationship with peers ▪ Socially isolated, few or no positive relationships ▪ No extended or safe family network ▪ Experiencing prolonged difficulties as result of life events that impair daily functioning ▪ Periods of being Looked After ▪ Child / Young Person main carer ▪ Subject to physical, emotional, sexual abuse or neglect
SELF CARE SKILLS / INDEPENDENCE	<ul style="list-style-type: none"> ▪ Age appropriate progression in level of competencies in practical and emotional skills ▪ Opportunities to gain confidence of practical skills ▪ Opportunities to undertake activities outside family ▪ Discovers boundaries / limits ▪ Self care skills maximised ▪ Able to consider danger of substance misuse 	<ul style="list-style-type: none"> ▪ Slow to develop age appropriate self-care skills ▪ Has some opportunity to gain practical skills and confidence ▪ Has some difficulty with boundaries and limits ▪ Disability limits amount of self-care ▪ Has access to and may be misusing substances 	<ul style="list-style-type: none"> ▪ Child / Young Person has limited self-care skills in comparison to peer group ▪ Few opportunities of gaining appropriate self-care skills ▪ Few opportunities to undertake activities outside family ▪ Disability prevents self-care in a significant range of tasks ▪ Misusing substance / at risk of offending behaviour 	<ul style="list-style-type: none"> ▪ Child / Young Person does not demonstrate appropriate self-care skills ▪ Limited or no opportunities to develop self-care skills ▪ No opportunities to engage in activities outside the family / home ▪ Unable to respond to boundaries – lacks sense of danger ▪ Severe disability - totally reliant on others to meet care needs ▪ Offending / substance misuse ▪ Sexual activity impacting on self-care and increasing risk of exploitation

	CHILDREN AND YOUNG PEOPLE WITH NO ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH COMPLEX NEEDS	CHILDREN AND YOUNG PEOPLE WITH ACUTE NEEDS
LEARNING	<ul style="list-style-type: none"> ▪ Acquisition of age appropriate skills of understanding / reasoning / problem solving ▪ Regular school attendance ▪ Enjoys participating in pre-school / school activities ▪ Home / school link – Parents / Carers interested in progress ▪ Acquired range skills / interests ▪ Experience age appropriate success / achievements in learning ▪ Planned progression for participation in education / training / employment post 16 	<ul style="list-style-type: none"> ▪ Some concerns around development of skills understanding / reasoning / problem solving ▪ Inconsistent school attendance – poor punctuality ▪ Mostly enjoys school and participates in pre-school / school activities ▪ Some concerns re home / school link and carer / parental interest in progress ▪ Has some identified learning needs – placed on Early Years / School Action ▪ Has some skills / interests ▪ Limited participation / training / employment post 16 	<ul style="list-style-type: none"> ▪ Concerns re. development of skills of understanding, reasoning / problem solving ▪ Irregular attendance / poor punctuality – some fixed term exclusion / changes of school ▪ Limited engagement with pre-school / school activities – poor concentration, low motivation / interest ▪ Limited school / home link – parents / carers show little interest in progress ▪ Limited skills / interests ▪ Some identified learning needs – placing Child on School Action Plus ▪ Difficulty in establishing training / employment post 16 	<ul style="list-style-type: none"> ▪ Limited skills / understanding reasoning of problem solving ▪ Out of School – permanently excluded from school or risk of permanent exclusion ▪ Not engaged with pre-school / school activities ▪ Poor home / school link – parents / carers show no interest in Child / Young Persons progress ▪ No skills / interests ▪ Has identified complex severe / lifelong learning needs that will necessitate a statement of special educational needs. Those children attending specialist provision (Island or Mainland). ▪ Disengagement from education, employment, training post 16

		CHILDREN AND YOUNG PEOPLE WITH NO ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH COMPLEX NEEDS	CHILDREN AND YOUNG PEOPLE WITH ACUTE NEEDS
PARENTING CAPACITY					
	BASIC CARE / ENSURING SAFETY	<ul style="list-style-type: none"> ▪ Child's physical needs: food / drink, appropriate clothing, medical / dental needs met ▪ Protected from danger in home and outside ▪ Parents / carers ensure Child accesses health, learning and social opportunities ▪ Parents / carers able to act on advice ▪ Child appropriately supervised ▪ Parents / carers well prepared ▪ Appropriate day-care arrangements in place ▪ No substance misuse mental health difficulties ▪ No incidences of domestic abuse ▪ No offending behaviour by parents / carers 	<ul style="list-style-type: none"> ▪ Basic care not provided consistently ▪ Insufficient awareness of dangers to the Child / Young Person ▪ Parents engagement with services inconsistent ▪ Parent / carer has some difficulty consistently acting on parenting advice – may have learning difficulty ▪ Some difficulties with level of supervision / use of safety equipment ▪ Young inexperienced parent (s) with limited support ▪ May make some inappropriate childcare arrangements ▪ Parents / carers may be receiving assistance for mental health / substance misuse problems ▪ Some incidents of domestic abuse ▪ Parents/ carers may be at risk of offending behaviour 	<ul style="list-style-type: none"> ▪ Basic care not provided consistently ▪ Parents / carers struggle to provide good enough / safe parenting ▪ Limited engagement ▪ Parent has limited ability to act consistently on parenting advice. May have learning disability ▪ Level of supervision can be inadequate – limited use of safety equipment ▪ Young inexperienced parent (s) with few supports ▪ Inappropriate care arrangements using too many different carers ▪ Parent / carer receiving assistance for mental health / substance misuse difficulties which may be affecting care of Child ▪ Repeated episodes of domestic abuse ▪ Parent / carer involved in some offending behaviour 	<ul style="list-style-type: none"> ▪ Basic care is rarely consistent ▪ Parents / carers unable to keep child safe ▪ Fails to engage in services ▪ Parents / carers unable or unwilling to act on parenting advice to provide 'good enough' parenting that is adequate and safe. May have learning disability ▪ Level of supervision inadequate. No safety equipment in use ▪ Young inexperienced parents / carers with no supports ▪ Using multiple carers, sometimes unaware of Child's whereabouts ▪ Parent / carer – prolonged chronic mental health / substance misuse – affecting care of Child / Young Person ▪ Chronic / serious domestic abuse involving or witnessed by Child / Young Person ▪ Parent / carer involved in crime

		CHILDREN AND YOUNG PEOPLE WITH NO ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH COMPLEX NEEDS	CHILDREN AND YOUNG PEOPLE WITH ACUTE NEEDS
	EMOTIONAL WARMTH / STABILITY	<ul style="list-style-type: none"> ▪ Consistently demonstrates warmth, praises, encourages child ▪ Child / Young Person has secure attachment to Parent / Carer ▪ Appropriate physical contact, comforting ▪ Positive family relationships ▪ Child looked after within family network ▪ Good routine within the home ▪ Positive Parent / Child relationship 	<ul style="list-style-type: none"> ▪ Parent / carer not always warm or able to praise child ▪ Starting to demonstrate difficulties with attachments ▪ Parents / carers own emotional needs detracting from their ability to parent ▪ Child has some positive relationship ▪ Child may have different carers ▪ Poor home routines / frequent house moves ▪ Some relationship difficulties – Child may be seen as problem 	<ul style="list-style-type: none"> ▪ Difficulties in being warm and affectionate to child ▪ Difficulties in attachment with parent (s) ▪ Parent / carers own emotional needs starting to compromise those of Child / Young Person ▪ Child has few positive relationships ▪ Child / Young Person has multiple carers ▪ Erratic routines / lack of stability ▪ Parent lacks insight into how their own behaviour impacts on Child – Child seen as a problem 	<ul style="list-style-type: none"> ▪ Parent / carer inconsistent, highly critical or apathetic – high criticism / low warmth environment ▪ Disordered attachments to parents / carers ▪ Parents / carers own emotional experiences compromise their ability to meet Child / Young Person's needs ▪ Child has no positive relationships ▪ Multiple carers with no consistency ▪ Family life very chaotic / multiple moves ▪ Child frequently blamed / scapegoated
	STIMULATION GUIDANCE BOUNDARIES	<ul style="list-style-type: none"> ▪ Assists in cognitive development through interaction and plans ▪ Enable child to experience success ▪ Encourages Child / Young Person to access play, leisure facilities as appropriate to age and interests ▪ Provides guidance to enable child to develop self confidence and independence ▪ Provides effective discipline ▪ Child understands normal social boundaries 	<ul style="list-style-type: none"> ▪ Child offered some new experiences ▪ Child has some opportunities for success ▪ Some access to play and leisure facilities ▪ May need help with promoting independence / self confidence of Child ▪ Not always consistent with discipline ▪ Child may become involved in anti-social behaviour 	<ul style="list-style-type: none"> ▪ Child lacks new experiences or activities ▪ Child has limited opportunities to experience success ▪ Limited access to play, leisure facilities ▪ Erratic or inadequate guidance / difficulty in promoting independence and self confidence ▪ Parents / carers struggle with effective discipline – can be punitive ▪ Child involved in some anti-social behaviour 	<ul style="list-style-type: none"> ▪ No constructive leisure time or guided play ▪ Child does not experience success ▪ Little or no access to play / leisure facilities ▪ No boundaries set by parents ▪ Discipline frequently punitive and abusive – child under undue pressure to achieve / behave ▪ Child regularly engages in anti-social behaviour

	CHILDREN AND YOUNG PEOPLE WITH NO ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH COMPLEX NEEDS	CHILDREN AND YOUNG PEOPLE WITH ACUTE NEEDS
FAMILY AND ENVIRONMENTAL FACTORS	<ul style="list-style-type: none"> ▪ Good relationships within family, including when parents are separated ▪ Good extended family support ▪ Positive sibling relationships ▪ Family able to manage loss / separation experiences with Child ▪ Positive parental relationships ▪ Stable family background ▪ Good family relationships 	<ul style="list-style-type: none"> ▪ Parents / carers have some conflicts or difficulties that can involve the children ▪ Some extended family support ▪ Some difficulties with sibling relationships ▪ Family having some difficulty managing loss / separation experience with child ▪ Child may be witnessing some domestic incidents ▪ Temporary disruption to family life ▪ Some family relationship difficulties 	<ul style="list-style-type: none"> ▪ Acrimonious relationship / separation within family adversely affecting the child ▪ Limited family support ▪ Difficult relationships with siblings ▪ Family not managing loss / separation experiences with Child ▪ Child affected by incidents of domestic abuse ▪ Periods of disruption to family life ▪ Family relationship difficulties 	<ul style="list-style-type: none"> ▪ Child significantly harmed by conflictual relationships within the home effected by relationship difficulties ▪ No extended family support ▪ Poor / destructive relationships between siblings ▪ Child adversely affected by loss / separation experiences ▪ Child adversely affected / involved in domestic abuse ▪ Disorganised / chaotic family life ▪ Disrupted / destructive family relationships
FAMILY'S SOCIAL INTEGRATION AND COMMUNITY RESOURCES	<ul style="list-style-type: none"> ▪ Family integrated into the community ▪ Good local services 	<ul style="list-style-type: none"> ▪ Limited community support ▪ Encounters some form of prejudice / discrimination from family / peers / wider community ▪ Encounters some verbal racist abuse and prejudice from family / peers / wider community ▪ May have difficulties accessing local services 	<ul style="list-style-type: none"> ▪ Lack of community support ▪ Subject to alienation and hostility from family / peers / wider community ▪ Subject to frequent harassment and hostility from family / peers / wider community ▪ Few local services / access problems 	<ul style="list-style-type: none"> ▪ No community support ▪ Subject to ostracism and extreme forms of prejudice and discrimination ▪ Subject to persistent physical / emotional / racist abuse and extreme forms of prejudice ▪ Few local services / access problems
WIDER FAMILY	<ul style="list-style-type: none"> ▪ Good family network ▪ Good friendship network 	<ul style="list-style-type: none"> ▪ Some support from friends and family ▪ Family has some supportive network 	<ul style="list-style-type: none"> ▪ Family has poor relationship with extended family or little communication ▪ Family can be seriously isolated 	<ul style="list-style-type: none"> ▪ No effective support from extended family ▪ Family is socially isolated

	CHILDREN AND YOUNG PEOPLE WITH NO ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL NEEDS	CHILDREN AND YOUNG PEOPLE WITH COMPLEX NEEDS	CHILDREN AND YOUNG PEOPLE WITH ACUTE NEEDS
HOUSING EMPLOYMENT AND FINANCIAL CONSIDERATIONS	<ul style="list-style-type: none"> ▪ Accommodation appropriate ▪ Parents / carers able to manage both working or unemployment arrangements ▪ Reasonable income ▪ Financially secure / claim relevant benefits 	<ul style="list-style-type: none"> ▪ Adequate housing ▪ Periods of unemployment of the wage earning parent ▪ Low income ▪ May need budget advice 	<ul style="list-style-type: none"> ▪ Housing not suitable / poor state of repair, temporary, overcrowded ▪ Parents / carers find it difficult to obtain employment due to poor basic skills ▪ Asylum seeking / refugee families resident in UK ▪ Financial difficulties / debts / benefit problems 	<ul style="list-style-type: none"> ▪ Unsuitable housing / intentionally homeless ▪ Family unable to gain employment due to significant lack of basic skills ▪ Extreme financial difficulties impacting on ability to have basic needs met ▪ Asylum seeking / refugees / unaccompanied children entering the UK ▪ Severe debts / financial problems – benefit reliant

THESE INDICATORS ARE NOT STAND ALONE, THEY ONLY OFFER GUIDANCE AND SHOULD ALWAYS BE SUPPORTED BY PROFESSIONAL JUDGEMENTS, CLEAR DECISION MAKING AND ADVICE AND REFERENCE FROM WORKING TOGETHER AND LSCB GUIDANCE.