



Guidance in Completing an Early Help Assessment - Signs of Well-being

Every Early Help Assessment is individual to the child or young person and their family, however, there are common features of each part of the assessment that can help to get the best use of the Early Help Document.

(1) Make sure basic information is accurate up to date and included

Including full names DOB for everybody i.e. parents/carers, guardians, significant others, all children (clearly marking which child/ren the assessment is for). The child/ren that has the identified need should always be listed first.

(2) Current family network and home situation

complete this with as much detail as possible considering what it looks like for the child/ren. For example, who lives in the home, extended family and friends, do the child/ren live part time with one parent? Is the absent parent part of the assessment - if not why not? What type of property do they live in? Is it owned or rented and who is the landlord?

(3) Reason for Assessment

What is working well/strengths?

Describe existing well-being

Existing well-being overview of a child's life and examples of how a child is currently doing. Capture historical information that has worked well previously. Describe what is happening this can be word for word – what the family or child has told you or what you have observed. Timescales for example, 'since October support has been put in place within the classroom and we have seen an improvement in how the child behaves'. Give timescales of how long support has been in place. Include any agencies that have put in any support for the child or family. Existing well-being/success/ safety: to include actions taken by parents, caring adults and children to make sure the child is safe and well. Include all members of the child's family network. Looking out from the child's world.

Where there is more than one child, name the child and comment on what is working well/strengths for each child included within the EHA.

(4) What are we worried/concerned about?

Describe what are the worries/concerns.

Describe the behaviours, including who is worried/concerned?

What are they worried about and how will this impact upon the child? Detail the timescale of the concern e.g. how long ago did it emerge. You don't have to give a full chronology, first, last, worst will give a description of timescales. Complicating factors: Actions and behaviours in and around the family that make it more difficult to achieve well-being, be professionally curious of the family's social history. Include all members of the child's family network. Looking out from the child's world.

Where there is more than one child name the child and comment on what the worries are for each child included in the EHA. If there are no worries then write this in 'What is working well'.

(5) What will well-being look like? What Outcomes do you want for the child young person?

Use the information you have gathered throughout the assessment to set realistic goals for the child and family.

Name the behaviours that need to be seen, that will show that the child is achieving well-being. What will the change look like and what behaviours will be different which include the child and/or family network. What is the bottom line that would be acceptable for well-being?

(6) Worry statements and well-being goals

There should ever only be a maximum of up to 4 worry statements and well-being goals. For every worry statement there should be a well-being goal. Analyse your information collected in the three columns and write your worry statement giving priority to the most urgent needs. Include who is worried, what they are worried about, the impact on the child and what will happen if nothing changes. Within the well-being goal you need to write who is part of the network and plan, what will well-being look like, what will the impact be on the child, how long we need to be seeing sustained change.

Depending on the circumstances you may need to write individual worry statements and safety goals for different children in the family.

(7) Scaling question

The scaling question is a judgement of well-being.

A scale is a judgment about the level of well-being where the network feels that the case is at. Each person gives an individual judgement based on their interpretation of the information.

The scaling is a measurable tool to help practitioners to focus their judgement and analyse what needs to happen in order to move up the scale to move from the worry statement to the well-being success goal.

The scale is easy to interpret due to the numbering and the family/child are able to give their own score on the scale. This gives us an idea where they view themselves.

(8) Consent

Consent must be in place to begin the EHA and should be reviewed and regularly updated. The consent document is Appendix 1.

(9) Family Action Plan and Review

The well-being goals should be 'cut and pasted' in to the column what will well-being look like?

In TAF meetings family and agencies should be planning together.

Actions/tasks (these could be for the child, parent, and agency) should develop from the well-being goals- it should include the tasks necessary to bring about change - there may be more than one action/task for each well-being goal.

Consider whether the service is available immediately and action what will happen in the mean time until the service can start. Consider the impact of a delay in getting the service, example, referral to CAMHS, how is the child being supported in the interim time? Consider using the Risk and Resilience Tool to help in the review of a plan. Timescales - not 'ongoing' or 'ASAP'- if the date is unknown then use the next TAF meeting date to avoid drift and delay of the plan.

When the plan is reviewed at the TAF meeting the progress is updated on the current plan and this then informs the next actions.

Goals completed should not be carried forward on to a new plan.

(10) Table of Services

This is where you record who is the initiator or the confirmed EH coordinator. This should include all agencies involved with the child/ren including the GP. This should be updated as service support start and ends and should be reviewed at each TAF meeting. The services should all be part of the plan.

GP's should be notified and sent a copy of all Early Help Assessments that are initiated. Coordinators also need to ensure that when Early Help Assessments are closed that the GP is notified.

SEND

SEND support is embedded within the Early Help process. The EHA will be essential for:

- SENCOs following the 'Graduated Response' outlined in the Special Educational Needs and Disabilities Code of Practice (DfE 2015)
- Recording evidence of high quality teaching and SEN support in schools and settings using the information and advice set out in Bands 1 and 2 of the Cumbria SEND Handbook <https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=mIP9JoiAfbY>

Please see below for further SEND information:

If, following the assess-plan-do-review process, the setting requires support from the Learning Improvement Service or the Inclusion Service e.g. Early Years Area SENCO, Specialist Advisory Teacher or Educational Psychologist to meet the needs of the child or young person then the following should be undertaken:

- Fully complete the EHA
- Gain written parent/carer consent
- Decide on one service to request. If additional services are necessary they will be referred to by this original agency

This must then be registered with the Early Help Team at: early.help@cumbria.gov.uk

PLEASE NOTE - when a child is open on a Child in Need Plan or a Child Protection Plan and an Early Help Assessment is being initiated for SEND purposes you do not register the Early Help Assessment. If you are unsure if you should register the Early Help Assessment, please contact your Area Early Help Officer who will advise you accordingly. Their details can be found here <https://cumbriasafeguardingchildren.co.uk/earlyhelp.asp>

SEND

For Early Years EHA requests (Area SENCO/EYSAT) please send via the LA Returns folder on the School Portal as follows:

EY North – EHA

EY South – EHA

EY West – EHA

This can be done by logging in to the School Portal, click the “Returns” on the top link bar, then select “Returns to LA” (the link is Schools Portal > Returns to LA)

PVI requests for Area SENCO/EYSAT please return securely via Egress to LIS Business Support colleagues as follows:

LIS.BusinessSupportCarlisle@cumbria.gov.uk

LIS.BusinessSupportKendal@cumbria.gov.uk

LIS.BusinessSupportWhitehaven@cumbria.gov.uk

or through your local office at West Cumbria House, Bridge Mills or Cumbria House for the attention of your area Early Years Team Manager

Early Help Assessment – Signs of Well being

Online EHA Registration Form www.cumbria.gov.uk/Secure/LSCBContact/DataForms/EHReg1Intro.aspx

Online Early Help Change of Coordinator Form <https://www.cumbria.gov.uk/Secure/LSCBContact/DataForms/EHChg1Intro.aspx>

Online Early Help Closure Form <https://www.cumbria.gov.uk/Secure/LSCBContact/DataForms/EHCl1Intro.aspx>

Early Help Assessment – Signs of Well-being Coordinator check list:

All Early Help information and documents can be found on the Cumbria Safeguarding Children Partnership website Professionals -Early Help: <https://cumbriasafeguardingchildren.co.uk/earlyhelp.asp>

All of the documents, guidance and information leaflets for each action can be found in the corresponding Early Help pages:

| Early Help Assessment - Signs of Well-being and Supporting Documents | Early Help Guidance | SEND in the Early Help Process | Early Help and Family Support Panels | Early Help Team |
|--|---------------------|--------------------------------|--------------------------------------|-----------------|
| Action: Unmet need that cannot be met by a single agency check and follow the Early Help Assessment Process | | | | Done ✓ |
| Contact the Early Help Team to check if there is an Early Help Assessment open for the child/ren. | | | | |
| Discuss support using the Early Help Leaflet with the child/ren/young person and family. | | | | |
| Complete the Early Help Assessment – Signs of Well-being with the child and family confirming consent | | | | |
| Arrange a date, time and venue with the family for the first Team Around the Family meeting. (Including Virtual TAF meeting). | | | | |
| Complete the Online Early Help registration form | | | | |
| PLEASE NOTE - when a child is open on a Child in Need Plan or a Child Protection Plan and an Early Help Assessment is being initiated for SEND purposes you do not register the Early Help Assessment. | | | | |
| The family have a copy of the Early Help Assessment - Signs of Well-being . | | | | |
| All agencies who have contributed have a copy of the Early Help Assessment- Signs of Well-being . | | | | |
| Invite the Team Around the Family agencies to the Team Around the Family meeting. (Including Virtual TAF meeting). | | | | |
| If this is a Step down to Early Help check and follow the Early Help Step up and step down process . | | | | |
| Team Around the Family (TAF) meeting: | | | | |
| The EHA co-ordinator is confirmed with the family. If there is a change of co-ordinator then complete the Online EHA Change of Co-ordinator form | | | | |
| Family Action plan and Review record is completed including the date, time and venue for the next TAF meeting. | | | | |
| If at the TAF it is agreed that the next appropriate move is an EHCP then the family need to sign the review note where this was agreed and this review note must be included with the application to the SEND team . PLEASE REFER TO THE SEND PAGE FOR INFORMATION, GUIDANCE AND SEND TEAM CONTACT DETAILS. | | | | |
| Family consent is checked when new agencies join the TAF; other siblings newly included in the EHA. | | | | |
| The Family has a copy of the Family Action and Review . | | | | |
| If there have been updates to the Early Help Assessment - Signs of Well-being the family and TAF agencies have an updated copy. (Terms of Reference for TAF meetings) | | | | |
| Early Help – Signs of Well-being & Success Assessment Pathway (outcomes from Early Help): | | | | |
| EHA - Signs of Well-being & Success confirmed to close - the On-line EHA Closure form is completed. | | | | |
| The Early Help is stuck or there is slow progress. Contact your Early Help Officer to discuss progress including considering the Early Help and Family Support Panel . | | | | |
| The threshold is met for a Child and Family Assessment or there is a Child and Family Assessment taking place EHA process and TAF meetings continue. | | | | |
| Once a Child and Family Assessment has confirmed step up to CIN or CP close the EHA using the On-line Early Help Closure form . | | | | |
| If the outcome from a Child and Family Assessment is remain at Early Help TAF meetings continue . | | | | |
| If the needs are met for some but not all the children then close the EHA for the child/ren that it applies to by completing the On-line EHA Closure form . | | | | |