



# Tier 1 No additional needs, only requiring universal service support

Features	Universal Example Indicators	Assessment Process
<p><b>Children with no additional needs</b></p> <p>Children whose developmental needs are met by universal services</p>  <p>Images used for illustrative purposes only, any person depicted in the content is a model.</p>	<p><b>Developmental Needs</b></p> <p><b>Learning / Education</b></p> <ul style="list-style-type: none"> <li>· Milestones for cognitive development</li> <li>· No barriers to learning</li> <li>· Access to educational provision</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>· Physically well</li> <li>· Developmental checks/immunisations up to date</li> <li>· Regular dental/optical care</li> </ul> <p><b>Social, Emotional, Behavioural, Identity</b></p> <ul style="list-style-type: none"> <li>· Able to adapt to change</li> <li>· Able to demonstrate empathy</li> <li>· Involved in leisure and other social activity</li> <li>· Appropriate sexual developmental activity</li> <li>· Good quality early attachments</li> </ul> <p><b>Family and Social Relationships</b></p> <ul style="list-style-type: none"> <li>· Stable families where parents are able to meet the child's needs</li> </ul> <p><b>Self-Care and Independence</b></p> <ul style="list-style-type: none"> <li>· Age appropriate independent living skills</li> </ul> <p><b>Family and Environmental Factors</b></p> <p><b>Family History, Functioning and Well-Being</b></p> <ul style="list-style-type: none"> <li>· Family stresses but coping well</li> </ul> <p><b>Housing, Employment and Finance</b></p> <ul style="list-style-type: none"> <li>· Reasonable income with resources used appropriately to meet needs</li> <li>· Accommodation has basic amenities, appropriate facilities</li> </ul> <p><b>Social and Community Elements</b></p> <ul style="list-style-type: none"> <li>· Adequate social and friendship networks</li> <li>· Family feels integrated into the community</li> <li>· Community are generally supportive of family</li> </ul> <p><b>Parents and Carers</b></p> <p><b>Basic Care, Safety and Protection</b></p> <ul style="list-style-type: none"> <li>· Parents able to provide care for child's needs</li> </ul> <p><b>Emotional Warmth and Stability</b></p> <ul style="list-style-type: none"> <li>· Parents provide secure and consistent care</li> </ul> <p><b>Guidance Boundaries and Stimulation</b></p> <ul style="list-style-type: none"> <li>· Sets consistent and appropriate boundaries</li> </ul>	<p><b>No SAFeh is required</b></p> <p>Children should access universal services in a normal way</p> <p><b>Key universal services that may provide support at this level:</b></p> <p>Education</p> <p>Children's Centres and Early Years</p> <p>Health visiting service</p> <p>School nursing</p> <p>GP</p> <p>Play Services</p> <p>Police</p> <p>Housing</p> <p>Voluntary and Community Sector</p> <p>All universal services</p>


# Tier 2 Children with Additional Needs

## – Targeted support


Features	Example Indicators	Assessment Process
<p><b>Children with additional needs</b>            These children have low level additional needs that are likely to be short-term and that may be known but are not being met            Child's needs are not clear, not known or not being met            Child with additional needs – requiring multi-agency intervention lead professional and team around child</p> 	<p><b>Developmental Needs</b></p> <p><b>Learning / Education</b></p> <ul style="list-style-type: none"> <li>· Gaps in school/learning</li> <li>· Not making progress in line with national expectations</li> <li>· Reduced access to early developmental experiences</li> <li>· Not accessing work-appropriate skills</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>· Overweight/underweight</li> <li>· Starting to miss health appointments</li> <li>· Minor health problems affecting school attendance</li> </ul> <p><b>Social, Emotional, Behavioural, Identity</b></p> <ul style="list-style-type: none"> <li>· Difficulties in relationships with peer group</li> <li>· Difficulties expressing empathy</li> <li>· Sexual exploitation risk assessment framework (SERAF) under 10</li> <li>· Impulsive - lacks control</li> <li>· Disruptive/challenging behaviour</li> <li>· Inclined to bullying</li> </ul> <p><b>Self-Care and Independence</b></p> <ul style="list-style-type: none"> <li>· Not always adequate self-care</li> </ul> <p><b>Family and Environmental Factors</b></p> <p><b>Family and Social Relationships and Family Well-Being</b></p> <ul style="list-style-type: none"> <li>· Parents/carers have relationship difficulties which may affect the child</li> <li>· Parents request advice to manage their child's behaviour</li> <li>· Children affected by difficult family relationships or bullying</li> </ul> <p><b>Housing, Employment and Finance</b></p> <ul style="list-style-type: none"> <li>· Barely adequate/poor/temporary accommodation</li> <li>· Low income/financial hardship</li> </ul> <p><b>Social and Community Elements</b></p> <ul style="list-style-type: none"> <li>· Family is socially excluded</li> <li>· Family not accessing universal services</li> </ul> <p><b>Parents and Carers</b></p> <p><b>Basic Care and Safety</b></p> <ul style="list-style-type: none"> <li>· Parents struggling to meet child or young person's needs without support</li> </ul> <p><b>Emotional Warmth and Stability</b></p> <ul style="list-style-type: none"> <li>· Inconsistent responses to child/young person</li> </ul> <p><b>Guidance Boundaries and Stimulation</b></p> <ul style="list-style-type: none"> <li>· Lack of response to concerns raised about child or young person</li> </ul>	<p>An internal service holistic assessment and internal action plan</p> <p>Programmes aiming to build self-esteem and enhance social/life skills</p> <p>Prevention Programmes            Positive activities</p> <p><b>Key agencies that may provide support at this level:</b></p> <p><b>All universal services:</b>            Youth crime prevention services. Targeted drug and alcohol information, advice and education, including harm reduction advice to support informed choices</p> <p>Health            Education            Children's Centres and Early Years</p> <p>Educational psychology            Educational Welfare            Specialist Play Services            Voluntary and community services</p> <p>Parenting Programmes</p>

# Tier 3 Children with Multiple Needs

– Additional needs requiring integrated support  
OR child in need (section 17)

Features	Medium Risk - Example Indicators	Assessment Process
<p><b>Children with high level additional unmet needs</b> Multiple needs likely to require longer term intervention from statutory and/or specialist services</p> <p><b>Child in need</b> These children may be eligible for a child in need service from children’s social care and are at risk of moving to a high level of risk if they do not receive early intervention. These may include children who have been assessed as “high risk” in the recent past, or children who have been adopted and now require additional support, or children in the 0-25 team. If a social worker is allocated they will act as the lead professional</p>  <p>Images used for illustrative purposes only, any person depicted in the content is a model.</p>	<p><b>Developmental Needs</b></p> <p><b>Learning / Education</b></p> <ul style="list-style-type: none"> <li>· Short term exclusions or at risk of permanent exclusion</li> <li>· Education, health and care plan</li> <li>· Not in education, employment or training (NEET)</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>· Disabled child with additional care needs and requiring some support for the family</li> <li>· Serious mental health issues</li> <li>· Chronic health problems with an impact on day to day functioning</li> <li>· Failure to access appropriate health care</li> </ul> <p><b>Social, Emotional, Behavioural, Identity</b></p> <ul style="list-style-type: none"> <li>· Phobias and other psychological difficulties</li> <li>· Association with delinquent behaviours/substance misuse</li> <li>· Disordered attachments that have a severe impact</li> <li>· Sexual exploitation risk assessment framework (SERAF) score of 11-15</li> </ul> <p><b>Self-Care and Independence</b></p> <ul style="list-style-type: none"> <li>· Poor self-care for age</li> <li>· Young person living independently and not coping to significant degree</li> </ul> <p><b>Family and Environmental Factors</b></p> <p><b>Family and Social Relationships and Family Well-Being</b></p> <ul style="list-style-type: none"> <li>· Incidents of domestic abuse or substance misuse</li> <li>· Family history of CP Registration/previous removal of child</li> </ul> <p><b>Housing, Employment and Finance</b></p> <ul style="list-style-type: none"> <li>· Serious debts/poverty impacting on ability to meet family’s basic needs</li> </ul> <p><b>Social and Community Elements</b></p> <ul style="list-style-type: none"> <li>· Chronic social exclusion</li> </ul> <p><b>Parents and Carers</b></p> <p><b>Basic Care, Safety and Protection</b></p> <ul style="list-style-type: none"> <li>· Parents struggling to provide good enough care</li> <li>· Ongoing serious domestic abuse</li> <li>· Inability to recognise child’s needs</li> <li>· Parental mental health or substance misuse affecting care of child</li> </ul> <p><b>Emotional Warmth and Stability</b></p> <ul style="list-style-type: none"> <li>· Chaotic parenting</li> </ul> <p><b>Guidance Boundaries and Stimulation</b></p> <ul style="list-style-type: none"> <li>· No effective boundaries set</li> </ul>	<p>A SAFeh assessment is recommended at this level to further assess needs and coordinate an action plan across services</p> <p>The SAFeh may also be used to support child moving out of complex needs</p> <p>Statutory or specialist services assessment (NB a SAFeh must NOT replace a specialist assessment)</p> <p>Education, Health and Care Plan (EHCP)</p> <p><b>All universal services plus key agencies:</b></p> <p>Local authority children’s social care</p> <p>Other statutory service, e.g. SEN services. Specialist health or disability services</p> <p>Family and Young People Support Services</p> <p>Youth Offending Team</p> <p>Targeted drug and alcohol</p> <p>Children and Adolescents Mental Health Service (CAMHS)</p> <p>Family and Young People Support Services</p> <p>Voluntary and community services</p>

# Tier 4 Children with Complex Needs or in Need of Protection – Additional needs requiring specialist or statutory integrated response OR child protection (section 47)

Features	High Risk - Example Indicators	Assessment Process
<p><b>Complex additional unmet needs</b> These children require specialist/statutory integrated support</p> <p><b>Child Protection</b> Children experiencing significant harm that require statutory intervention such as child protection or legal intervention. These children may also need to be accommodated by the local authority either on a voluntary basis or by way of Court Order Agencies should make a <b>verbal</b> referral to children's social care accompanied by a <b>written</b> referral</p>  <p>Images used for illustrative purposes only, any person depicted in the content is a model.</p>	<p><b>Developmental Needs</b></p> <p><b>Learning / Education</b></p> <ul style="list-style-type: none"> <li>· Not in education, employment or training (NEET)</li> <li>· No school placement</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>· Failure to thrive</li> <li>· Suspected non-accidental injury/abuse/neglect</li> </ul> <p><b>Social, Emotional, Behavioural, Identity</b></p> <ul style="list-style-type: none"> <li>· Endangers own life through self-harm/substance misuse/eating disorder</li> <li>· Child has suffered or may have suffered physical, sexual or emotional abuse</li> <li>· Complex mental health issues requiring specialist interventions</li> <li>· Sexual exploitation risk assessment framework (SERAF) score of 16 plus</li> <li>· Beliefs derived from extremist literature</li> </ul> <p><b>Self-Care and Independence</b></p> <ul style="list-style-type: none"> <li>· Profound/severe or multiple disabilities impacting on ability to care for self</li> <li>· Neglect of self-care</li> </ul> <p><b>Family and Environmental Factors</b></p> <p><b>Family and Social Relationships and Family Well-Being</b></p> <ul style="list-style-type: none"> <li>· Past or current incidence of abuse, neglect, serious domestic abuse of substance misuse</li> <li>· Significant mental or physical health difficulties within immediate family</li> </ul> <p><b>Housing, Employment and Finance</b></p> <ul style="list-style-type: none"> <li>· Accommodation places child in danger</li> <li>· Homeless</li> </ul> <p><b>Social and Community Elements</b></p> <ul style="list-style-type: none"> <li>· High levels of conflict, volatility within neighbourhood</li> </ul> <p><b>Parents and Carers</b></p> <p><b>Basic Care, Safety and Protection</b></p> <ul style="list-style-type: none"> <li>· Parents unable to provide 'good enough' care</li> </ul> <p><b>Emotional Warmth and Stability</b></p> <ul style="list-style-type: none"> <li>· Child beyond parental control</li> </ul> <p><b>Guidance Boundaries and Stimulation</b></p> <ul style="list-style-type: none"> <li>· Unaccompanied Asylum Seeking Children (UASC) / trafficked child</li> <li>· Child/parent relationship at risk of breakdown</li> <li>· No effective boundaries set – child out of control/offending and/or developmental delay</li> </ul>	<p><b>Assessment Process</b></p> <p><b>All universal services plus additional services:</b> Social Single Care Assessment Statutory or specialist services assessment Education, Health and Care Plan (EHCP)</p> <p><b>Key agencies that may provide support at this level</b></p> <p>Specialist health or 0-25 Team Children Social Care</p> <p>Youth Offending Service Children, Adolescent and Mental Health Services (CAMHS) Family and Young People Support Services</p> <p>Voluntary services</p>