



**LADYBIRDS**  
NURSERY

## Early Help Assessments 2021/2022

### Safeguarding

#### Procedures

Early Help is a way of bringing workers together to work with children and their families when they need any extra support. This could be for any reason including health education, parenting, emotional well-being and many more...

It can help professionals develop a shared understanding of a child's needs, so they can be met more effectively. It can avoid children and families having to re-tell their stories.

We have a specific staff member at Ladybirds who will oversee the writing and the content of the Early Help Form. Michelle is trained in how to suitably write the form, she will co-assist the key worker in understanding what is need to be out in the form.

We take reference from Framework for Action and Bolton's Integrated Front Door Team in understanding the Early Help Forms, and what is to be included in it.

We understand that some children have important disadvantages that are only addressed when they become serious. Sometimes parents know there is a problem but struggle to know how to get help.

The Early Help is the most important way of ensuring that our children can be identified earlier and helped before things reach crisis point.

The Early Help Assessment has been introduced to do this. It is a tool to identify unmet needs, and not just the needs that individual services are most interested in.

We understand that the Early Help Assessment process is entirely voluntary, however if a parents refuses to engage, and we are concerned about the safety or welfare of any child , we will escalate our concerns by talking to the Integrated Front Door Team.

## Applying Local Thresholds

The descriptors have been developed to assist the practitioner in making decisions about the thresholds for help and support available to children and families. The descriptors are not exhaustive, nor are they meant to be used as a checklist. We recognise that family life is complex and multi-faceted.

Practitioners should use their skills, knowledge and experience of child development as well as their understanding of the impact of parental behaviours to ensure the appropriate level of help is provided.

We have a good understanding of the child and their family, as well as using our professional judgement this will remain essential when determining the appropriate threshold.

The descriptors can be applied to any child regardless of their age, gender, ethnicity, disability etc..

### Universal:

All children access universal services, including health, education, leisure and youth services. The vast majority of children will only need access to this level of help to grow and develop safely and healthy.

Universal is...I am thriving, my needs are constantly met as my family or the universal services I access keep me safe, promote my welfare and achieve my potential.

### Preventative:

Children, including with special needs or disabilities, who need some extra help. This help is accessed from universal services but will not be routinely provided to all children. Families or the child themselves will usually access this directly from the universal service, or a universal service may identify and work with the child and the family to provide the help.

It is important that the help offered is underpinned by assessment and the effectiveness of the help is evaluated.

Preventative is: I need some extra help from those already helping to keep me safe, promote my welfare and help me achieve my potential.

### Early Help:

Children, including those with special educational needs or disabilities or families who need co-ordinated help from a range of services. Elements of this help will be accessed from universal services or from more targeted services to meet the child's needs.

It is important that help offered is underpinned by an Early Help Assessment and Plan that takes account of the child's family and community environment. A lead professional should be agreed and the effectiveness of the Early Help plan regularly.

Early Help is: I or my family need co-ordinated help to provide my welfare and achieve my potential.

### Targeted Help:

Children, including those with special educational needs or disabilities, or families who have complex needs and co-ordinated help from a range of services is needed. While elements of help will continue to be accessed from universal services, involvement from the Local Authority targeted help service may be needed.

Before accessing this help, the majority of children should have an existing Early Help Assessment Plan and an identified Lead Professional. The targeted help offer will continue to be underpinned by the Early Help Assessment and Plan and its effectiveness regularly reviewed.

Targeted Early Help is: I or my family have complex needs and need different services to work together to keep me safe, promote my welfare and help me achieve my potential.

### Statutory Help:

Children, including those with special educational needs or disabilities, who are unlikely to achieve or maintain a reasonable level of health or development, without statutory help.

Statutory help should also be accessed where there are concerns a child is suffering or likely to suffer significant harm. This risk of harm may come from within the family environment or from outside their families. These extra familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.








The lead professional will be a qualified social worker and all help and support will be underpinned by a child and family assessment and plan. The

effectiveness of the plan should be evaluated within locally agreed or statutory timescales.

Statutory Help is: I am a child in need of being protected from neglect or physical, sexual or emotional abuse. I need help from a social worker to keep me safe, promote my welfare and achieve my potential.

## Completing Assessments

Any staff member with a concern will talk to the designated safeguarding officers (Gill and Zoe) and Lead Professional on Early Help (Michelle) If we then decide that this is not a safeguarding matter we will follow the following steps:

-  Check who else is involved with the child, and whether an Early Help Assessment is already completed.
-  We contact the Integrated Working Team 01204 331394 or by e mail at [boltonISA@bolton.gov.uk](mailto:boltonISA@bolton.gov.uk)
-  This will tell us who else is involved with the child and whether or not an Early Help has already been undertaken.
-  If there is then we would contact the lead professional. We will discuss the issues and agree whether an Action Meeting is needed or whether to update the Early Help at the next review.
-  We will gain consent from parents, carers to undertake the assessment if one is not already in place.
-  We will undertake the assessment, we collect information from parents, carers. We will include information gathered from other professionals if necessary. If needed an Action meeting may be called to gather all the information. We understand that the family will be at the centre of this process and should agree what is to be recorded on the Early Help We will identify the strengths as well as the needs, we include useful factual information and professional observations, we avoid putting in our own opinions.
-  We will agree an action plan for any needs that have been identified. This may include actions to be undertaken by the family, or by nursery, or request additional services from another agency. We will try to be specific in what is required.



We will set a review date with the family and other professionals to see how the actions are going, and if the needs are now being met. If the issues have been satisfactorily met, then the Early Help will be closed. This will be noted on the Action Plan and a copy will be sent to the integrated working team.



It is essential that we get consent for the information to be shared. We will list all the agencies that we intend to share with, and add or remove any specific agencies at the time of review.



A copy will be given to the family, a signed copy will be kept securely at nursery and copies will be sent to everyone identified in the consent section. In addition, a copy will be sent to the integrated working team.

We monitor the Early Help Forms in nursery by ensuring that reviews are undertaken every 6 weeks.

On the registration form, we ask parents if there is already an Early Help Form in place at the time of registration.

Issue Date April 2019

Date to be Reviewed April 2020

Date Reviewed June 2020

Date to be Reviewed June 2021

Date Reviewed September 2021

Date to be Reviewed September 2022

Date Reviewed December 2021

Date to be Reviewed December 2022

Date Reviewed

This policy will be reviewed sooner than the review date should any new information be obtained