

Young London Matters

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Our Partners



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GOVERNMENT OFFICE
FOR LONDON

Young London Matters

Mobility and Young London

Annex 2(a) – The London Continuum of Need (CAF Thresholds)



ALDCS

Association of London
Directors of Children's
Services

Making Every
London Child Matter

Annex 2(a) – The London Continuum of Need (CAF Thresholds)

This annex outlines common risk triggers for beginning a common assessment and to introduce the *London Continuum of Need* model.

It is part of a series of annexes from *Working Across Borough Boundaries - The London Common Assessment Framework (CAF) Protocol*.

1. The London Continuum of Need

Important Note:

The London Continuum of Need model was developed in consultation with local authorities and key local, regional and national partners. It should be noted that some local authorities have more detailed level descriptors than are set out within this annex. The London Continuum does NOT provide an exhaustive list of all the possible scenarios and practitioners should always use their professional judgement.

The London Continuum of Need establishes a consistent approach for:

- four levels of need and corresponding service intervention; and
- beginning the CAF process.

This approach aims to facilitate swift and easy access to appropriate services and help remove barriers to cross-authority integrated service delivery. It is acknowledged that children may move from one level of need to another and that agencies (including universal services) may offer support at more than one level.

The London Continuum of Need does not guarantee service provision by particular agencies at each level.

There may be restricting factors such as:

- specific service criteria related to the agency's specialist area of work;
- previous interventions;
- geographical location;
- age limits; and
- time limited provision, e.g. only available during school term.

2. The Four Levels of Need

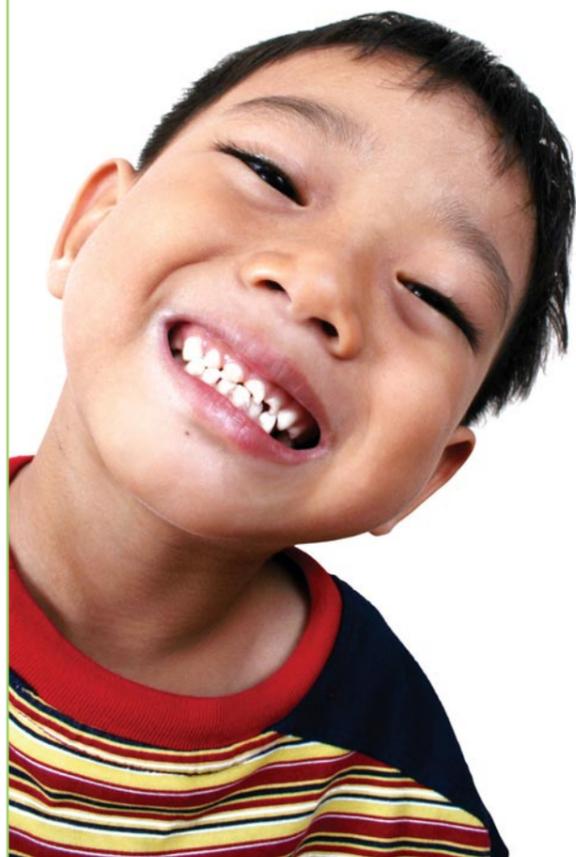
The London Continuum builds from the four levels of need.

<p>Level 1 No identified additional needs. Response services are universal services.</p>	<p>Level 2 - Low risk to vulnerable Child's needs are not clear, not known or not being met. This is the threshold for beginning a common assessment. Response services are universal support services and/or targeted services.</p>
<p>Level 3 - Complex Complex needs likely to require longer term intervention from statutory and/or specialist services. High level additional unmet needs - this will usually require a targeted integrated response, which will usually include a specialist or statutory service. This is also the threshold for a child in need which will require Children's Social Care intervention.</p>	<p>Level 4 - Acute Acute needs, requiring statutory intensive support. This in particular includes the threshold for child protection which will require Children's Social Care intervention.</p>

3. The London Continuum of Need descriptors – important notes

The London Continuum of Need within this annex represents the four main level descriptors. Detailed risk and resilience factors relating to specific policy areas are provided in Annex 2(b) and also can be accessed at www.younglondonmatters.org

- The London Continuum identifies a set of risk and resilience triggers and levels of need and has been established in consultation with London local authorities and organisations listed within *Integrated Working Without Boundaries - The London Common Assessment Framework (CAF) Protocol*. Given the expert opinion and advice that was sought to develop the London Continuum, authorities may choose to consider a review of their thresholds and or align these with the London Continuum.
- When there is an immediate need to protect a child because they are being harmed or at risk of harm the practitioner must contact the local authority Children's Social Care and/or police directly and make a telephone referral. All practitioners must follow the referral process in their local borough and follow up a verbal referral with a written referral. In some local authorities the common assessment is the accepted mode for a written referral. For cross authority working, please use the method identified by your Local Safeguarding Children Board.
- The London Continuum of Need should be read alongside the London Child Protection Procedures (www.londonscb.gov.uk/procedures/).



London Continuum Charts

Level 1

No additional needs, only requiring universal service support

Features	Universal Example Indicators	Assessment Process
<p>Children with no additional needs</p> <p>Children whose developmental needs are met by universal services</p> 	Developmental Needs	<p>No common assessment is required</p> <p>Children should access universal services in a normal way</p> <p>Key universal services that may provide support at this level:</p> <p>Education</p> <p>Children's Centres & Early Years</p> <p>Health visiting service</p> <p>School nursing</p> <p>GP</p> <p>Play Services</p> <p>Integrated Youth</p> <p>Support Services</p> <p>Police</p> <p>Housing</p> <p>Voluntary & Community Sector</p>
	<p>Learning / Education</p> <ul style="list-style-type: none"> Achieving key stages Good attendance at school/college/training No barriers to learning Planned progression beyond statutory school age <p>Health</p> <ul style="list-style-type: none"> Good physical health with age appropriate developmental milestones including speech and language <p>Social, Emotional, Behavioural, Identity</p> <ul style="list-style-type: none"> Good mental health and psychological well-being Good quality early attachments, confident in social situations Knowledgeable about the effects of crime and antisocial behaviour Knowledgeable about sex and relationships and consistent use of contraception if sexually active <p>Family and Social Relationships</p> <ul style="list-style-type: none"> Stable families where parents are able to meet the child's needs <p>Self-Care and Independence</p> <ul style="list-style-type: none"> Age appropriate independent living skills 	
	Family and Environmental Factors	
	<p>Family History and Well-Being</p> <ul style="list-style-type: none"> Supportive family relationships <p>Housing, Employment and Finance</p> <ul style="list-style-type: none"> Child fully supported financially Good quality stable housing <p>Social and Community Resources</p> <ul style="list-style-type: none"> Good social and friendship networks exist Safe and secure environment Access to consistent and positive activities 	
	Parents and Carers	
<p>Basic Care, Safety and Protection</p> <ul style="list-style-type: none"> Parents able to provide care for child's needs <p>Emotional Warmth and Stability</p> <ul style="list-style-type: none"> Parents provide secure and caring parenting <p>Guidance Boundaries and Stimulation</p> <ul style="list-style-type: none"> Parents provide appropriate guidance and boundaries to help child develop appropriate values 		

Level 2 - Low to Vulnerable

Targeted support

Features	Low to Vulnerable - Example Indicators	Assessment Process
<p>2a Vulnerable</p> <p>These children have low level additional needs that are likely to be short-term and that maybe known but are not being met</p> <p>2b Vulnerable</p> <p>Child's needs are not clear, not known or not being met</p> <p>Child with additional needs – requiring multi-agency intervention</p> <p>Lead professional and Team around child</p> 	Developmental Needs	<p>A common assessment</p> <p>A common assessment should be completed with the child to identify their strengths & needs and to gain specialist support</p> <p>Programmes aiming to build self-esteem and enhance social/life skills</p> <p>Prevention Programmes</p> <p>Positive activities</p> <p>Key agencies that may provide support at this level:</p> <p>Universal and targeted</p> <p>Youth crime prevention services. Targeted drug and alcohol information, advice and education, including harm reduction advice to support informed choices</p> <p>Health, education</p> <p>Childrens Centres & Early Years</p> <p>Educational psychology</p> <p>Educational Welfare</p> <p>Specialist Play Services</p> <p>Integrated Youth Support Services</p> <p>Voluntary & community services</p> <p>Family support services</p> <p>Reference sector specific charts</p>
	<p>Learning / Education</p> <ul style="list-style-type: none"> Occasional truanting or non attendance School action or school action plus Identifies language and communication difficulties Reduced access to books, toys or educational materials Few or no qualifications NEET <p>Health</p> <ul style="list-style-type: none"> Slow in reaching developmental milestones Missing immunizations or checks Minor health problems which can be maintained in a mainstream school <p>Social, Emotional, Behavioural, Identity</p> <ul style="list-style-type: none"> Low level mental health or emotional issues requiring intervention Pro offending behaviour and attitudes Early onset of offending behaviour or activity (10-14) Coming to notice of police through low level offending Expressing wish to become pregnant at young age Early onset of sexual activity (13-14) Sexual active (15+) with inconsistent use of contraception Low level substance misuse (current or historical) Poor self esteem <p>Self-Care and Independence</p> <ul style="list-style-type: none"> Lack of age appropriate behaviour and independent living skills that increase vulnerability to social exclusion 	
	Family and Environmental Factors	
	<p>Family and Social Relationships and Family Well-Being</p> <ul style="list-style-type: none"> Parents/carers have relationship difficulties which may affect the child Parents request advice to manage their child's behaviour Children affected by difficult family relationships or bullying <p>Housing, Employment and Finance</p> <ul style="list-style-type: none"> Overcrowding Families affected by low income or unemployment <p>Social and Community Resources</p> <ul style="list-style-type: none"> Insufficient facilities to meet needs e.g. transport or access issues Family require advice regarding social exclusion e.g. hate crimes Associating with anti social or criminally active peers Limited access to contraceptive and sexual health advice, information and services 	
	Parents and Carers	
<p>Basic Care, Safety and Protection</p> <ul style="list-style-type: none"> Inconsistent care e.g. inappropriate child care arrangements or young inexperienced parent <p>Emotional Warmth and Stability</p> <ul style="list-style-type: none"> Inconsistent parenting, but development not significantly impaired <p>Guidance Boundaries and Stimulation</p> <ul style="list-style-type: none"> Lack of response to concerns raised regarding child 		

London Continuum Charts

Level 3 - High or Complex

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

Features	Medium Risk - Example Indicators	Assessment Process
<p>Children with high level additional unmet needs</p> <p>Complex needs likely to require longer term intervention from statutory and/or specialist services</p> <p>Child in need:</p> <p>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. If a social worker is allocated they will act as the Lead Professional</p> 	Developmental Needs	<p>The common assessment can be used as supporting evidence to gain specialist / targeted support</p> <p>The common assessment may also be completed to support child moving out of complex needs</p> <p>Statutory or specialist services assessment (NB a common assessment must NOT replace a specialist assessment)</p> <p>Key agencies that may provide support at this level:</p> <p>LA children's social care</p> <p>Other statutory service e.g. SEN services. Specialist health or disability services</p> <p>YISP</p> <p>Youth Offending Team</p> <p>Targeted drug and alcohol</p> <p>CAMHS</p> <p>Family support services</p> <p>Voluntary & community services</p> <p>Services at universal level</p> <p>Reference sector specific charts</p>
	<p>Learning / Education</p> <ul style="list-style-type: none"> Short term exclusions or at risk of permanent exclusion, persistent truanting Statement of special educational needs No access to books, toys or educational materials <p>Health</p> <ul style="list-style-type: none"> Disability requiring specialist support to be maintained in mainstream setting Physical and emotional development raising significant concerns Chronic/recurring health problems Missed appointments - routine and non-routine <p>Social, Emotional, Behavioural, Identity</p> <ul style="list-style-type: none"> Under 16 and has had (or caused) a previous pregnancy ending in still birth, abortion or miscarriage 16+ and has had (or caused) 2 or more previous pregnancies or is a teenage parent Under 18 and pregnant Coming to notice of police on a regular basis but not progressed Received fixed penalty notice, reprimand, final warning or triage of diversionary intervention Evidence of regular/frequent drug use which may be combined with other risk factors Evidence of escalation of substance use Evidence of changing attitudes and more disregard to risk Mental health issues requiring specialist intervention in the community Significant low self esteem Victim of crime including discrimination <p>Self-Care and Independence</p> <ul style="list-style-type: none"> Lack of age appropriate behaviour and independent living skills, likely to impair development 	
	Family and Environmental Factors	
	<p>Family and Social Relationships and Family Well-Being</p> <ul style="list-style-type: none"> History of domestic violence Risk of relationship breakdown with parent or carer and the child Young carers, Privately fostered, children of prisoners, periods of LAC Child appears to have undifferentiated attachments <p>Housing, Employment and Finance</p> <ul style="list-style-type: none"> Severe overcrowding, temporary accommodation, homeless, unemployment <p>Social and Community Resources</p> <ul style="list-style-type: none"> Family require support services as a result of social exclusion Parents socially excluded, no access to local facilities 	
	Parents and Carers	
<p>Basic Care, Safety and Protection</p> <ul style="list-style-type: none"> Physical care or supervision of child is inadequate Parental learning disability, parental substance misuse or mental health impacting on parent's ability to meet the needs of the child Parental non compliance <p>Emotional Warmth and Stability</p> <ul style="list-style-type: none"> Inconsistent parenting impairing emotional or behavioural development <p>Guidance Boundaries and Stimulation</p> <ul style="list-style-type: none"> Parent provides inconsistent boundaries or responses 		

Level 4 - Complex or Acute

Additional needs requiring specialist or statutory integrated response OR child protection (section 47)

Features	High Risk - Example Indicators	Assessment Process
<p>Complex additional unmet needs</p> <p>These children require specialist/statutory integrated support</p> <p>Child Protection</p> <p>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</p> <p>Agencies should make a verbal referral to children's social care accompanied by a written referral</p> 	Developmental Needs	<p>Additional services:</p> <p>The common assessment can be used as supporting evidence to gain specialist / targeted support</p> <p>Statutory or specialist services assessment (NB a common assessment must NOT replace a specialist assessment)</p> <p>Key agencies that may provide support at this level:</p> <p>Specialist health or disability services</p> <p>Youth Offending Team</p> <p>CAMHS</p> <p>Family support services</p> <p>Voluntary & community services</p> <p>Services at universal level</p> <p>comprehensive assessment and formulation of substance specific care plan</p> <p>Reference sector specific charts</p>
	<p>Learning / Education</p> <ul style="list-style-type: none"> Chronic non-attendance, truanting Permanently excluded, frequent exclusions or no education. Provision No parental support for education <p>Health</p> <ul style="list-style-type: none"> High level disability which cannot be maintained in a mainstream setting Serious physical and emotional health problems <p>Social, Emotional, Behavioural, Identity</p> <ul style="list-style-type: none"> Challenging behaviour resulting in serious risk to the child and others Failure or rejection to address serious (re)offending behaviour. Likely to be in Deter cohort of youth offending management Known to be part of gang or post code derived collective Complex mental health issues requiring specialist interventions In sexually exploitative relationship Teenage parent under 16 Under 13 engaged in sexual activity Frequently go missing from home for long periods Distorted self image Young people experiencing current harm through their use of substances Young people with complicated substance problems requiring specific interventions and/or child protection Young people with complex needs whose issues are exacerbated by substance use <p>Self-Care and Independence</p> <ul style="list-style-type: none"> Severe lack of age appropriate behaviour and independent living skills likely to result in significant harm e.g. bullying, isolation 	
	Family and Environmental Factors	
	<p>Family and Social Relationships and Family Well-Being</p> <ul style="list-style-type: none"> Suspicion of physical, emotional, sexual abuse or neglect High levels of domestic violence that put the child at risk Parents are unable to care for the child Children who need to be looked after outside of their own family <p>Housing, Employment and Finance</p> <ul style="list-style-type: none"> No fixed abode or homeless. Family unable to gain employment or extreme poverty <p>Social and Community Resources</p> <ul style="list-style-type: none"> Child or family need immediate support and protection due to harassment /discrimination and No access to community resources 	
	Parents and Carers	
<p>Basic Care, Safety and Protection</p> <ul style="list-style-type: none"> Parent is unable to meet child's needs without support <p>Emotional Warmth and Stability</p> <ul style="list-style-type: none"> Parents unable to manage and risk of family breakdown <p>Guidance Boundaries and Stimulation</p> <ul style="list-style-type: none"> Parent does not offer good role model e.g. condones antisocial behaviour 		