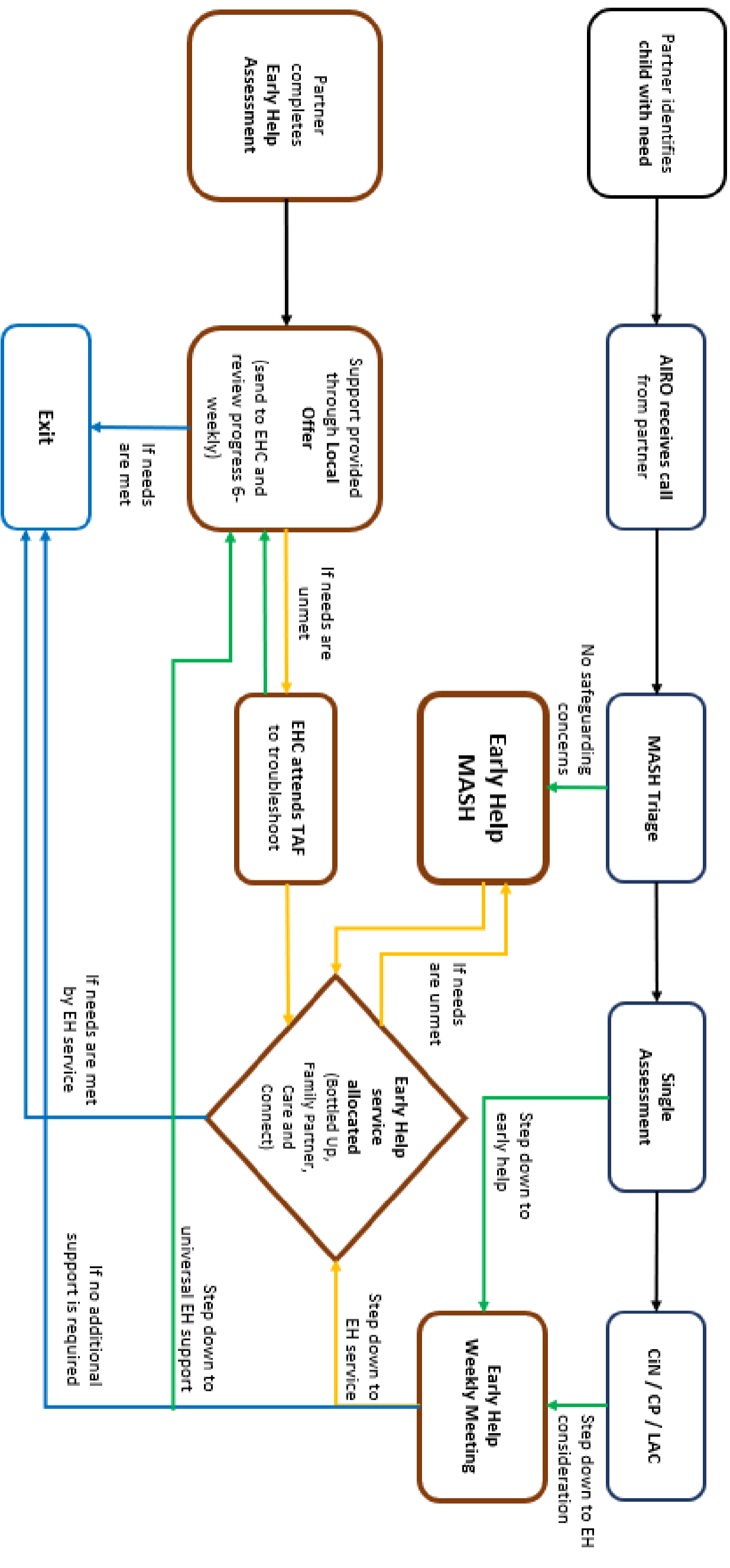


North Tyneside Early Help Pathway



Graduated Pathway Flowchart

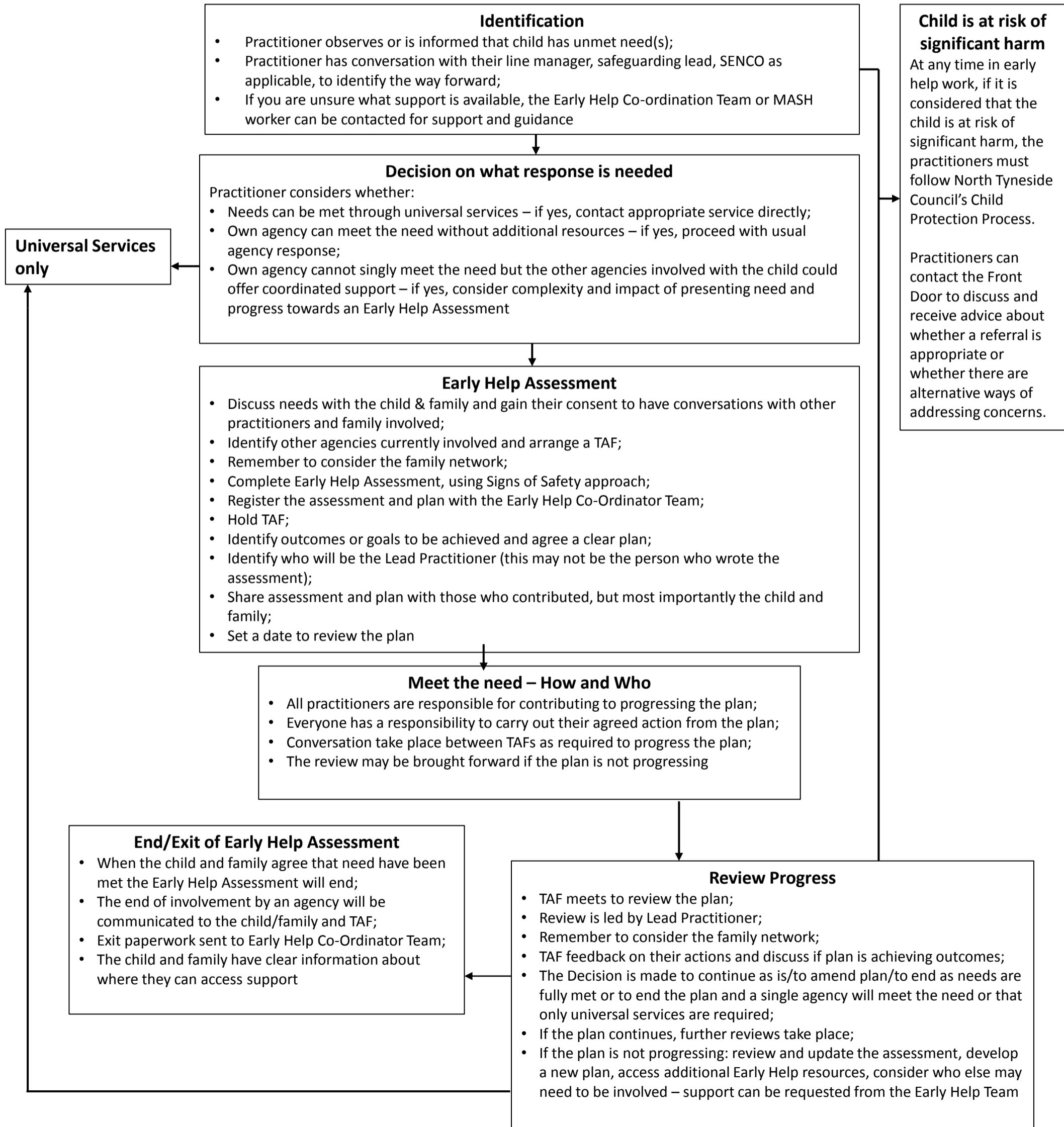
Early Help and Support for Children, Young People and Families

What to do and How

Graduated Early Help and Support involves: identification; assessment; planning; providing services; and reviewing the plan.

Throughout any work with children, young people and their families, where practitioners have concerns or differences in opinion about the decisions or practice of others that they cannot resolve on their own, they can refer to the North Tyneside Council Escalation Policy.

At any time in early help work, if it is considered that a child is at immediate risk of significant harm, the practitioner must contact the Front Door.



Identification

- Practitioner observes or is informed that child has unmet need(s);
- Practitioner has conversation with their line manager, safeguarding lead, SENCO as applicable, to identify the way forward;
- If you are unsure what support is available, the Early Help Co-ordination Team or MASH worker can be contacted for support and guidance

Child is at risk of significant harm

At any time in early help work, if it is considered that the child is at risk of significant harm, the practitioners must follow North Tyneside Council's Child Protection Process.

Practitioners can contact the Front Door to discuss and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing concerns.

Decision on what response is needed

Practitioner considers whether:

- Needs can be met through universal services – if yes, contact appropriate service directly;
- Own agency can meet the need without additional resources – if yes, proceed with usual agency response;
- Own agency cannot singly meet the need but the other agencies involved with the child could offer coordinated support – if yes, consider complexity and impact of presenting need and progress towards an Early Help Assessment

Universal Services only

Early Help Assessment

- Discuss needs with the child & family and gain their consent to have conversations with other practitioners and family involved;
- Identify other agencies currently involved and arrange a TAF;
- Remember to consider the family network;
- Complete Early Help Assessment, using Signs of Safety approach;
- Register the assessment and plan with the Early Help Co-Ordinator Team;
- Hold TAF;
- Identify outcomes or goals to be achieved and agree a clear plan;
- Identify who will be the Lead Practitioner (this may not be the person who wrote the assessment);
- Share assessment and plan with those who contributed, but most importantly the child and family;
- Set a date to review the plan

Meet the need – How and Who

- All practitioners are responsible for contributing to progressing the plan;
- Everyone has a responsibility to carry out their agreed action from the plan;
- Conversation take place between TAFs as required to progress the plan;
- The review may be brought forward if the plan is not progressing

End/Exit of Early Help Assessment

- When the child and family agree that need have been met the Early Help Assessment will end;
- The end of involvement by an agency will be communicated to the child/family and TAF;
- Exit paperwork sent to Early Help Co-Ordinator Team;
- The child and family have clear information about where they can access support

Review Progress

- TAF meets to review the plan;
- Review is led by Lead Practitioner;
- Remember to consider the family network;
- TAF feedback on their actions and discuss if plan is achieving outcomes;
- The Decision is made to continue as is/to amend plan/to end as needs are fully met or to end the plan and a single agency will meet the need or that only universal services are required;
- If the plan continues, further reviews take place;
- If the plan is not progressing: review and update the assessment, develop a new plan, access additional Early Help resources, consider who else may need to be involved – support can be requested from the Early Help Team