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.

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 Children & Families Help Desk.

• If, following the review of progress, the outcome

is that the action or intervention is no longer

needed; this must be clearly recorded in the

• Locality Families First Plus Team is informed and

agency's files for the child

sent final closure summary

• The child & family must be informed

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 Gloucestershire Safeguarding Children Board Escalation Policy.

Identification Child is at risk of • Practitioner observes or is informed that child has a need significant Practitioner has conversation with their line manager, safeguarding lead, SENCO as applicable, to identify harm the way forward If this support is not available, your Early Help Coordinator, Community Social Worker or Early Help Adviser At any time in early may help to decide what assessment is needed help work, if it is considered that the child is at risk of significant harm, practitioners must **Decision on what response is needed** follow the GSCB Practitioner considers whether: Child Protection • Needs can be met through universal services - if yes, contact appropriate service directly or contact Family Universal Process Information Service; Local Offer; **Services** Practitioner • Own agency can meet the need without additional resources - if yes, proceed with usual agency response only discusses Own agency cannot singly meet the need but the other agencies involved with the child could offer concerns with coordinated support - if yes, consider complexity and impact of presenting need and progress towards a supervisor or multi-agency My Plan or My Assessment & My Plan+ Designated Safeguarding Lead 1 to decide next steps Practitioners **My Plan** My Assessment & My Plan+ should have a • Discuss need/s with child & family and gain their • Discuss needs with the child & family and gain their consent to have conversation with conversations with other practitioners involved the family and seek consent for the activity to be undertaken their consent and • Register the assessment & plan with your locality Families First Plus team • All agencies, with the child & family identify explain what steps outcomes or goals to be achieved and actions Lead on a My Assessment they will take next to achieve these Identify other agencies currently involved and consider a TAC/TAF to inform (if this does not put Keep clear records, set a date to review the child at further the assessment risk or affect a • Register the plan with your Early Help Partnership Identify outcomes or goals to be achieved, keep clear records police investigation) Share assessment with those who contributed including child & family Where a child or Following the assessment identify the Team Around the Child/ Team Around young person is at the Family (TAC/TAF) which should include the child & family immediate risk of Hold a multi agency meeting and use the assessment to inform the plan significant harm, the professional Identify who will be the Lead Practitioner (this may not be the person who must contact wrote the assessment) the Children and Identify SMART actions to achieve outcomes or goals Families Helpdesk on 01452 426565 Set a date to review the plan • Share the plan with TAC/TAF including the child & family Practitioners can contact their local R&A Team or Community Social Worker to discuss **Meet the need - Do** Meet the need - Do and receive advice about • Take action identified in the plan to provide the • All practitioners are responsible for contributing to progressing the plan Т whether a referral service, action or intervention to meet the need/s • Everyone has a responsibility to carry out their agreed actions from the plan Н is appropriate or (this might be providing more of an existing Conversations take place between TAC/TAFs as required to progress the plan whether there are service, a new provision or service; or changing alternative ways how something is done) The review may be brought forward if the plan is not progressing of addressing concerns Unless a child or young person is at **Review Progress Review Progress** immediate risk of Monitor and review progress made and discuss TAC/TAF meets to review the plan significant harm. the practitioner this with the child a family and others involved · Review is led by lead practitioner completes a Multi The decision could be one of the following: • TAC/TAF feedback on their actions and discuss if plan is achieving outcomes Agency Request • needs are now being met and additional provision • The Decision is made to continue as is/to amend plan/to end as needs are Form. is no longer needed; fully met or to end the plan and a single agency will meet the need or or that • the same or amended provision continues until only universal services are required • If the plan continues, further reviews take place a My Assessment is needed to further understand • If the plan is not progressing: review and update the assessment, develop a need and impact new plan, access additional Early Help resources, consider who else may need to be involved – this may include the Community Social Worker/SEN Casework End of action to meet the need **End of My Plan+**

• When the child & family, TAC/TAF agree that needs have been met the My

• The end of involvement by an agency will be communicated to the child/family

Locality Families First Plus Team is informed and sent final closure summary

• The child & family have clear information about where they can access support

Plan+ will end, the child, family and TAC/TAF will be consulted and informed

Plan, Do, Heliew Assessment of the light of