

Child's / Young Person's Developmental needs 14 up to 19

Health

No identified additional needs Universal services	Additional needs	Multiple needs	Children in need and those at risk of harm
<ul style="list-style-type: none"> ▪ Appropriate height and weight ▪ Physically healthy ▪ Medical checks up to date ▪ Adequate and nutritious diet ▪ Regular dental and optical care ▪ Good state of mental health ▪ Sexual activity appropriate for age ▪ No misuse of substances 	<ul style="list-style-type: none"> ▪ Excessive or low weight gain – not proportional to height growth ▪ Not attending routine appointments ▪ Persistent minor health problems ▪ Limited diet e.g. no breakfast and limited money for school lunch ▪ Dental care not sufficient in attendance for checks/treatment ▪ Vulnerability to mental health problems e.g. acrimonious divorce of parents, unduly anxious, angry or defiant ▪ Early sexual activity ▪ Experimenting with tobacco/alcohol/drugs at young age 	<ul style="list-style-type: none"> ▪ Chronic health problems ▪ Concerns about developmental progress e.g. overweight/underweight / neurosis ▪ Learning significantly affected by health problems ▪ Limited/restricted diet – no breakfast, no lunch money ▪ Dental decay ▪ Smokes, substance misuse ▪ 'Unsafe' sexual activity 	<ul style="list-style-type: none"> ▪ Child/young person has severe disability ▪ Refusing medical care endangering life/development ▪ Missing routine health appointments ▪ Lack of food may be linked with neglect ▪ Dental decay and no access of treatment ▪ Mental health issues emerging – conduct disorder, ADHD, autism, anxiety, eating disorders ▪ Persistent substance misuse ▪ Dangerous sexual activity and/or early teenage pregnancy ▪ Acute mental health problems – threat of suicide, psychotic episode, severe depressions ▪ Self harming ▪ 'Heavy end' substance misuse ▪ Sexual exploitation

Education

No identified additional needs Universal services	Additional needs	Multiple needs	Children in need and those at risk of harm
<ul style="list-style-type: none"> ▪ Acquired a range of skills/interests ▪ Experiences of success/achievement ▪ No concerns around cognitive development ▪ Access to books, games, activities as appropriate ▪ Enjoys and participates in educational activities and school life ▪ Sound home/school link ▪ Planned progression beyond statutory education 	<ul style="list-style-type: none"> ▪ On 'School Action' or School Action Plus of the Code of Practice ▪ Poor punctuality ▪ Occasional school absences ▪ Not always engaged in learning e.g. poor concentration, low motivation ▪ Not thought to be reaching his/her educational potential ▪ Home/school link not well established ▪ Limited evidence of progression planning ▪ At risk of making ill-informed/inappropriate decisions about progression 	<ul style="list-style-type: none"> ▪ May have a statement of Special Educational Needs ▪ Not achieving as anticipated ▪ Poor school attendance and punctuality ▪ Some fixed-term exclusions ▪ Poor home/school link ▪ Not educated at school (or at home by parents) ▪ Limited participation in education, employment or training post 16 	<ul style="list-style-type: none"> ▪ Puts peers at risk through behaviour ▪ Second permanent exclusion from school or imminent 2nd exclusion ▪ No school placement ▪ No or acrimonious home/school link contact ▪ Achievement is significantly below the child's academic potential ▪ Not in education, employment or training post 16

Emotional and Behavioural Development

No identified additional needs Universal services	Additional needs	Multiple needs	Children in need and those at risk of harm
<ul style="list-style-type: none"> ▪ Demonstrates appropriate responses in feelings and actions ▪ Good quality early attachments/relationships ▪ Able to adapt to change ▪ Able to demonstrate empathy 	<ul style="list-style-type: none"> ▪ Some difficulties with family relationships ▪ Some difficulties with peer group relationships ▪ Some evidence of inappropriate responses and actions ▪ Child/young person can find managing change difficult ▪ Not always able to understand how own actions impact on others 	<ul style="list-style-type: none"> ▪ Poor peer relationships ▪ Starting to offend and re-offend ▪ Child/young person finds it difficult to cope with anger and frustration ▪ Disruptive/challenging behaviour at school or in neighbourhood ▪ Child/young person withdrawn/unwilling to engage ▪ Limited ability to understand how actions impact on others 	<ul style="list-style-type: none"> ▪ Cannot maintain peer relationships e.g. is aggressive, bully, bullied etc ▪ Puts self or others in danger e.g. missing ▪ Unable to connect cause and effect of own actions ▪ Prosecution for offences – resulting in court orders, custodial sentences, ASBOs etc ▪ Regularly involved in anti-social/criminal activities ▪ Unable to display empathy

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Identity

No identified additional needs Universal services	Additional needs	Multiple needs	Children in need and those at risk of harm
<ul style="list-style-type: none"> ▪ Positive sense of self and abilities ▪ Demonstrates feelings of belonging and acceptance 	<ul style="list-style-type: none"> ▪ Some insecurities around identity expressed e.g. low self-esteem for learning, low aspirations for the future ▪ Limited self-confidence ▪ Child subject to discrimination e.g. racial, sexual or due to disabilities 	<ul style="list-style-type: none"> ▪ Child experiences persistent discrimination e.g. on the basis of ethnicity, sexual orientation or disability ▪ Demonstrates significantly low self-esteem in a range of situations ▪ Poor self confidence ▪ May be victim of crime ▪ Signs of deteriorating mental health ▪ Few, if any, achievements 	<ul style="list-style-type: none"> ▪ Child has internalised discrimination and behaviour reflects poor self image ▪ Child is socially isolated and lacks appropriate role models ▪ No self-confidence ▪ Child's self image distorted and may demonstrate fear of persecution by others ▪ Mental health problems becoming manifest

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Family and Social Relationships

No identified additional needs Universal services	Additional needs	Multiple needs	Children in need and those at risk of harm
<ul style="list-style-type: none"> ▪ Stable and affectionate relationship with caregivers ▪ Good relationships with siblings ▪ Positive relationships with peers 	<ul style="list-style-type: none"> ▪ Some inconsistencies in relationships with family and friends ▪ Child/young person has lack of positive role models ▪ Unresolved issues arising from parents divorce, step parenting or death of carer ▪ Child/young person has some difficulties sustaining relationships 	<ul style="list-style-type: none"> ▪ Relationships with family characterised by inconsistencies ▪ Misses school or leisure activities ▪ Peers also involved in challenging behaviour ▪ Involved in conflicts with peers/siblings ▪ May have previously had periods of LA accommodation 	<ul style="list-style-type: none"> ▪ Relationships with family all experienced as critical and/or negative ▪ Complete rejection by a parent and/or step parent ▪ Other relationships characterised by rejection ▪ Family breakdown threatened ▪ Family no longer want to care for child/young person ▪ Suffering physical, emotional or sexual harm or neglect ▪ Family have abandoned child/young person

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Social Presentation

No identified additional needs Universal services	Additional needs	Multiple needs	Children in need and those at risk of harm
<ul style="list-style-type: none"> ▪ Appropriate dress for different settings ▪ Good level of personal hygiene ▪ Confident in social situations, but sufficiently discriminating between 'safe' and 'unsafe' contacts 	<ul style="list-style-type: none"> ▪ Lack of school uniform impacting on progress/relationships in school ▪ Clothing for child/young person may be ill fitting e.g. too tight shoes ▪ Child/young person may not always be clean – may suffer from teasing at school about being 'smelly' ▪ Child/young person can be either overfriendly or withdrawn 	<ul style="list-style-type: none"> ▪ Child/young person may be provocative in behaviour/appearance ▪ Clothing is regularly unwashed and frequently ill fitting ▪ Child/young person's poor hygiene leads to alienation from peers ▪ May not discriminate effectively with strangers ▪ Presentation significantly impacts on all relationships 	<ul style="list-style-type: none"> ▪ Child/young person's appearance reflects poor care – poor hygiene, dirty clothes, lack of appropriate hair and skin care ▪ Rejection or taunting by peers ▪ Alienates self from school ▪ Child/young person unconfident, watchful or wary of carers/people ▪ Child/young person unable to discriminate and likely to put self at risk

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Self-care Skills

No identified additional needs Universal services	Additional needs	Multiple needs	Children in need and those at risk of harm
<ul style="list-style-type: none"> ▪ Competency in practical and emotional skills, such as feeding, dressing and independent living skills 	<ul style="list-style-type: none"> ▪ Disability limits amount of self-care possible ▪ Not always adequate self-care e.g. poor hygiene ▪ Child/young person slow to develop age-appropriate self-care skills 	<ul style="list-style-type: none"> ▪ Disability prevents self-care in a significant range of tasks ▪ Child/young person takes little or no responsibility for self-care tasks in comparison to peer group 	<ul style="list-style-type: none"> ▪ Severe disability – child/young person relies totally on other people to meet care needs ▪ Child/young person engaged in activities which impact on self-care e.g. substance misuse ▪ Child/young person's self-care neglected because of other priorities e.g. substance misuse ▪ Offending/substance misuse/sexual activity prevent self-care and impact on vulnerability to exploitation

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