

Child's Development Needs 8 – 13

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 	<ul style="list-style-type: none"> ▪ Weight not increasing at rate expected ▪ Slow in reaching developmental milestones and/or not attending routine appointments ▪ Persistent minor health problems – perhaps resulting in less than 80% school attendance ▪ 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"> ▪ Weight gain becoming a cause for concern ▪ Child has 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's development as measured by weight AND height both under the 10th centile ▪ Child has severe disability ▪ Refusing medical care endangering life/development ▪ Developmental milestones unlikely to be met and/or 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 ▪ Access to books, toys as appropriate ▪ Enjoys and participates in educational activities and school life ▪ Sound home/school link 	<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 	<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) 	<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

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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 ▪ 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 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 finds it difficult to cope with anger and frustration ▪ Disruptive/challenging behaviour at school or in neighbourhood ▪ Child 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

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 belongingness 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 	<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

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 has lack of positive role models ▪ Unresolved issues arising from parents divorce, step parenting or death of carer ▪ Child has some difficulties sustaining relationships 	<ul style="list-style-type: none"> ▪ Relationships with carers 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 ▪ Few if any achievements 	<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 ▪ Suffering physical, emotional or sexual harm or neglect

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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 younger children may be ill fitting e.g. too tight shoes ▪ Child may not always be clean – may suffer from teasing at school about being 'smelly' ▪ Child can be either overfriendly or withdrawn 	<ul style="list-style-type: none"> ▪ Child may be provocative in behaviour/appearance ▪ Clothing is regularly unwashed and frequently ill fitting ▪ Child'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's appearance reflects poor care – poor hygiene, dirty clothes, ill fitting shoes, lack of appropriate hair and skin care ▪ Rejection or taunting by peers ▪ Alienates self from school ▪ Child lacks confidence, watchful or wary of carers/people ▪ Child unable to discriminate and likely to put self at risk

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"> ▪ Growing level of competencies 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 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 takes little or no responsibility for self-care tasks in comparison to peer group 	<ul style="list-style-type: none"> ▪ Severe disability – child relies on other people to meet care needs ▪ Child engaged in activities which impact on self-care e.g. substance misuse ▪ Child'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