

Children's Learning and Well-Being Audit

Contents

Foreword.....	3
Children’s Learning and Well-Being Audit guidance and background information for Early Years professionals.....	4
Supporting Children and Families.....	4
Children’s Learning and Well-Being Indicators.....	6
The Integrated Front Door (IFD).....	6
List of Children’s Learning and Well-being EarlyYears Indicators.....	8
Contact Details.....	13

Foreword

Evidence shows that the achievement gap and inequalities in health and well-being start early in life and can increase without support and intervention.

We can improve outcomes for children in the early years by strengthening how we identify, at the earliest opportunity, those children who might not be achieving their full learning potential. We can do this by supporting those professionals (especially health workers and early years practitioners) who have universal contact with children to be confident in recognising indicators of vulnerability and to know how, when, and where, to obtain appropriate advice and support.

The aim of the Children's Learning and Well-Being Audit is to ensure that all young people are ready for school and ready for work. For our youngest children this means that we want to improve their readiness for school and ensure that their parents and carers are accessing early education, health and family support from Early Help and other services. The initial evaluation of the tool has already demonstrated that this approach can have a positive effect on health, well-being and achievement and have an impact on future school attendance and a reduction in demand for high-cost intervention services from social care and education.

Children's Learning and Well-Being Audit guidance and background information for Early Years professionals

The Children's Learning and Well-Being Audit has been developed by a group of West Sussex early years professionals from the private, voluntary and independent sector, as well as NHS health professionals, the West Sussex Safeguarding Children Partnership and the West Sussex Parent Carer Forum in order to support children's learning and overall well-being. We all want the best outcomes for every child and identifying, at the earliest opportunity, those who are potentially more vulnerable is essential if we are going to provide the right support at the right time to meet their needs and improve their life chances.

The purpose of this document is to ensure that there is adequate support in place to meet the needs of identified children, and to track their progress. It will be used as a record of the professional discussion which will take place with you and help to inform any future actions you may take, as well as considering other support that may be available beyond your own organisation for the children and their families.

Practitioners must use professional curiosity ensure they are gathering correct information and not just take what they hear at face value. For example, a parent may say that their child has a specific medical condition or that the other parent does not have parental responsibility or access to their child. Consider what evidence you would need to have to inform your next steps and support to the child and family.

On the [Children's Learning and Well-being Audit webpage](#), there is a template audit tool which can be used to record the information you have, the decisions you make, and the actions taken to support children and families.

We recognise that professionals working with early years children and their families already undertake a huge amount of work supporting the learning and well-being of children and this tool is designed to complement and enhance that work, by taking a holistic view of the child and their family in support of their learning.

Supporting Children and Families

For the majority of children and families, their needs can be met by universal support. If you identify a need for intervention for a need that does not meet the threshold for referral to external agencies, the following resources may be helpful.

Guidance to Share with Families

- [Support for Families](#)
- [Safe Sleep Guidance](#)
- [ICON / Dadpad](#)
- [Tiny Happy People](#)
- [Hungry Little Minds](#)

- [Toileting Advice](#)

Guidance for Early Years Providers

- [Tools for Schools and Settings](#)
- [Practice Support for Early Years Providers](#)
- [Supporting Families in your Childcare Setting](#)

Children's Learning and Well-Being Indicators

These indicators will support all professionals working with young children and families to identify any factors that may impact or have a potential impact on a child's learning and well-being. Indicators are divided into Health, Environment and Learning and are then broken down further into Family and Child.

Once one or more indicators are identified it is important that the level of concern is considered using the West Sussex Continuum of Needs/Threshold Guidance. At this stage, it is important to look at what is already in place for the child/family and if anything more could be done to support them. If any of the indicators identified have an immediate impact upon a child's safety, it is important that this is referred directly to the Integrated Front Door (IFD).

The Integrated Front Door (IFD)

All enquiries/referrals for both Social Care and Early Help come through a single front door referred to as the Integrated Front Door (IFD), this is the only public contact point for Early Help and Children's Social Care. The IFD for West Sussex Children Services ensures that all enquiries and referrals are triaged upon receipt and directed to the appropriate service to support with the query, providing a seamless process with children receiving a service proportionate to their needs in a timely way. This expertise of the team comprises of qualified Early Help specialists, qualified Social Care specialists, qualified managers, Customer Service Centre Agents and social care referral advisors.

It is important to acknowledge that an indicator could become relevant at any time, and it is therefore essential that all professionals coming into contact with children are aware of the indicators so that support can be provided at the earliest opportunity.

If in your work with children and families, or when using the CLaWBA tool, you identify and concerns about a child, you should refer to the [West Sussex Continuum of Need / Threshold Guidance - \(westsussexscps.org.uk\)](https://www.westsussexscps.org.uk) in order to identify the level of need and therefore the next steps needed.

Universal needs (Level 1)

Children and young people at this level are achieving expected outcomes. There are no unmet needs or need is low level and can be met by the universal services or with some limited additional advice or guidance.

Emerging needs (Level 2)

Children and families with some emerging needs may require support of another service alongside universal provision to prevent an escalation of needs. Early Help support may be appropriate for some children at this level.

Complex Needs (Level 3)

Children and families with more significant complex need and who need targeted support without which they would not meet their expected potential. These children live in families where there is greater adversity

and a greater degree of vulnerability. An Early Help Plan and a Team around the Family (TAF) will be required or a targeted coordinated response from multi-agency professionals.

Safeguarding/Specialist Needs (Level 4)

Specialist services are required where the needs of the child have been significantly compromised, they are suffering or likely to suffer significant harm or impairment and statutory and/or specialist intervention is required to keep them safe.

Following the review of the level of need, it is the responsibility of the professional who has identified the need to take action and contact any external agencies who need to be involved to support the child and family.

List of Children's Learning and Well-being Early Years

Indicators

Health: Family

Parent/Carer Physical Health Needs
Long term ongoing medical issues/ conditions
Generally unwell
Not accessing/ engaging with health services (GP, Dentist, Health Visitor etc)
Female Genital Mutilation and vaginal piercings or vaginal cosmetic surgery
Miscarriage, still birth or termination
Eating disorder and/ or obesity
Physical disability
Learning disability
Sleep deprivation

Parent/Carer Mental Health and Emotional Well-Being

Concealed pregnancy
Difficult birth experience
Current mental health concern (includes Post Natal Depression for either parent)
Self-harm
Previous history of mental health or Post Natal Depression
Poor hygiene

Parent/Carer Lifestyle Choices

Poor lifestyle in pregnancy (smoking, diet etc)
Poor lifestyle postnatally
Substance/alcohol misuse

Health: Child

Child Physical Health Needs

Additional or complex needs
Speech, language and communication delay
Frequent A&E attendances/minor injuries
Female Genital Mutilation
Oral health concerns
Long term ongoing medical needs/ conditions
Generally unwell
Overweight, underweight or malnourished
Dietary concerns
Poor hygiene
Poor self-care
Unexplained bruising, sores, injuries or burns
Untreated recurring head lice
Frequently tired
Limited opportunity for physical activity (never walks/driven everywhere)
Lack of immunisations
Premature birth

Child Mental Health and Emotional Well-Being

Withdrawn
High anxiety
Unable to settle
Aggressive behaviours
Struggling in social situations
Cautious of playing outside
Smearing/hiding faeces
Choosing not to go to the toilet
Taking from others (including food)
Inexpressive/does not display emotion/inappropriate emotional responses
Overly happy/sad (without apparent cause) and not in keeping with the rest of their presentation
Overly compliant
Fearful/no awareness of danger
Difficulties with anger and frustration and unable to distract
Inappropriate age-related responses and actions
Observed to be wary of parents or carers
Negative or inappropriate response to boundaries
Self-harm
Inappropriate sexual behaviours

Environment: Family

Housing, Employment and Finance

Intentional
homelessness/ homelessness/ in temporary or emergency housing
Poor housing (damp/ overcrowding etc)
Transient living arrangements, Armed Forces/ asylum seekers/refugees/Gypsy, Roma, Traveller
Debt issues
Lack of qualifications for work
Benefits/financial exclusion/Universal Credits
Employment - workless/low income/zero hours contracts/ anti-social shifts
In receipt of Disability Living Allowance

Family Relationships

Previous/current domestic abuse
One parent denied access to the child/children
Lack of support from friends and family
Frequent changes in make-up of household
Conflicting behaviour management techniques
Divorce/breakdown of relationship/ new partner
Social isolation
Constant conflict within home/family

Family Relationships with Services

Previously engaged in Early Help
Avoidance/not co-operating with services

Previous avoidance of services
Sibling/parent previously subject to Child Protection Plan/Child In Need Plan
Parent/sibling have been in care
Full information not shared by the parent with the early years setting

Family History and Functioning

Offending/criminal behaviour e.g shoplifting
Family member in prison/serving a sentence
Signs of radicalisation
Using offensive language associated with hate speech or expressing extremist views
Perpetrators of hate crime/incidents
Experience or risk of hate crime/ incidents or discrimination
Parent/s abused as a child
Gambling issues or concerns
Parent/s with poor literacy skills
Bereavement
Unrealistic expectations of life changes after birth
Large number of children
Other children living in the home (non-siblings)
Parent/s providing long term care for other family members
Black or Minority Ethnic Groups/ English as an Additional Language
Parent's poor childhood experiences (cultural/social/educational)
Previous Sudden Infant Death Syndrome (SIDS)
Sibling with identified additional or complex needs
Teenage parent
Negative reaction to pregnancy from family/friends

Basic Care

Unable to manage/not addressing child's medical needs or Special Education Needs and/or Disabilities (SEND)
Obvious lack of stable and affectionate relationships with their children e.g parent/carer not responding to child's needs, not displaying warmth
Lack of interest/excitement around unborn baby
Lack of emotional literacy/ emotional intelligence
Inappropriate parental expectations
Limited opportunities for play and stimulation at home (including excessive amount of tv/screen time) are provided
Poor parenting
Inconsistent people picking up child from nursery
Frequently late picking up/ dropping off impacting on child's well-being
Smoker in household

Environment: Child

Child's Relationship with Services

Safeguarding disclosure
Child Protection Plan in place
Child In Need Plan in place
Early Help Plan already in place

Child in the care of the Local Authority or living with extended family/ private fostering arrangement
Previously subject to Child Protection Plan/ Child In Need Plan
Child adopted

Experiences and Vulnerabilities

Physical/sexual/ emotional abuse
Neglect
Young Carer
Victim or perpetrator of bullying/hate crime
Experience or risk of hate crime/incidents or discrimination
At risk by being unable to discriminate between safe adults and strangers
Interactions with other children not age-appropriate
Overfamiliar or withdrawn (toddler age onwards)
Suspicion of or at risk of being subject to trafficking
Experienced a traumatic event
Child of teenage parent
Large number of other siblings/ birth order

Presentation, Identity and Stability

Unkempt/grubby
Lack of resilience
Signs of radicalisation
Moving between family homes/co-parented
Other children living in the home (non- siblings)
Lack of positive role models
Lack of or inappropriate previous social experiences
Difficulty maintaining friendships
Black or Minority Ethnic Groups/ English as an Additional Language/ Dual language

Learning: Child

Participation and Readiness

Attends more than one setting
Difficulty settling into setting or negative response to transition
Poor attendance at early years setting
Frequent unexplained absences from early years setting
General lack of readiness for school
Withdrawn and with limited engagement
Repeated inappropriate clothing for setting or weather
At risk of exclusion
Participates in a limited range of learning activities
Frequent moves between settings
Acrimonious relationships between setting and parent/s
Parent's non-engagement in child/child's learning – e.g. non-attendance at parents' meetings etc
Previously or currently eligible for two year old funding
Eligible for Early Years Pupil Premium

Experiences and Presentation in Learning Environment

Rejected or taunted by peers
Seeming isolated
Lacking self-confidence/ self-esteem
Difficulty adapting to change
Negative or inappropriate response to boundaries
Poor concentration
Key Person changed frequently
Lack of engagement with peers
No interest in learning
Home educated/ siblings home educated

Attainment

Serious concerns about cognitive and language development
Identified Special Educational Needs or Disability
Lower than expected attainment for age
Limited evidence of progress or achievement in all/some areas of learning
Slow to develop age-appropriate practical skills

Contact Details

All documents relating to the Children's Learning and Well-Being Audit can be found at www.westsussex.gov.uk/CLaWBA

Integrated Front Door (IFD)

Email: WSChildrenservices@westsussex.gov.uk
Website: www.westsussexscp.org.uk
Phone: WSChildrenservices@westsussex.gov.uk

EDT (Emergency Duty Team): 0330 222 6664 – you will hear one ring followed by an unobtainable tone. If you have trouble, having tried the 0330 number, please ring 07711 769657, this will connect you to the duty Social Worker. Please note that this mobile number cannot accept text messages.

Family Hubs

Visit our webpage to [find your local Family Hub](#)

NHS – Healthy Child Programme

Chichester

Telephone: 01273 696011 extension 5267 (Monday to Friday, 9am-5pm)
Email: sc-tr.chichesterhcphub@nhs.net

Crawley

Telephone: 01273 696011 extension 6860 (Monday to Friday, 9am-5pm)
Email: sc-tr.crawleyhcphub@nhs.net

Horsham

Telephone: 01273 696011 extension 4872 (Monday to Friday, 9am-5pm)
Email: sc-tr.horshamhcphub@nhs.net

Mid-Sussex

Telephone: 01273 696011 extension 6606 (Monday to Friday, 9am-5pm)
Email: sc-tr.midsussexhcphub@nhs.net

Worthing and Adur

Telephone: 01273 696011 extension 6171 (Monday to Friday, 9am-5pm)
Email: sc-tr.worthinghcphub@nhs.net

West Sussex Safeguarding Children Partnership

Email: lscp@westsussex.gov.uk
Website: www.westsussexscp.org.uk
Phone: 0330 222 7799

West Sussex Parent Carer Forum

Email: office@wspcf.org.uk
Website: www.wspcf.org.uk
Phone: 01903 726188