



Wensley Fold CE Primary Academy

‘Make Each Day Count’

SEND Policy



Policy Details	
Policy	Special Educational Needs and Disabilities (SEND) Policy
Start date	September 2025
Review date	September 2026

Inclusion statement

This policy reflects the School's commitment to inclusion. We believe that all children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. These difficulties may be sensory, cognitive, physical, social or emotional and some children may have complex needs which cover a range of difficulties. This is in-line with The Special Educational Needs (SEND) Code of Practice, revised in 2014. (See also Disability Policy).

Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs are explained in our EAL policy.

A GRADUATED RESPONSE TO SEND

All staff have a responsibility for identifying pupils with SEND but class teachers have overall responsibility for ensuring that the curriculum is differentiated and delivered in an inclusive way. The SEND Co-ordinator will liaise with teachers, parents and outside agencies, as necessary, to ensure that children with SEND have their needs met.

Objectives in making provision for pupils with SEND

- To value all the pupils in our school equally.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- To ensure that the aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- To affirm the responsibility of all teachers to identify and meet the SEND of pupils. In this they can draw on the resources of the whole school.
- To affirm every child's entitlement to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all identified needs are met within the available resources of the school.
- To maximise the opportunities for pupils with special educational needs to be fully included in the life of the school, including after-school clubs within the bounds of reasonable adjustment: ensuring the safety of those children with SEND and other children in the club.
- To ensure that planning for those with identified SEND crosses all curriculum areas and all aspects of teaching and learning.
- To recognise that good special needs practice is good practice for all pupils (Quality First Teaching).
- To understand that all pupils may encounter difficulties in school at some stage.
- To recognise that special educational provision is more effective if pupils and parents are fully involved and to acknowledge and draw on parent knowledge and expertise in relation to their child.
- To seek the views of the child, where appropriate, and take them into account.

Roles and Responsibilities/ Co-ordination of Provision

Provision for pupils with special educational needs is a matter for the school as a whole.

The Governors' roles are to:

- The named governor to have responsibility for the implementation of the SEND policy.
- Have up to date knowledge about the school's SEND provision, including funding.
- Know how personnel resources are deployed.
- Ensure that SEND provision is an integral part of the School Development Plan.
- Ensure that the SEND policy is subject to a regular cycle of monitoring, evaluation and review via a presentation from the SENDCO.

The Head teacher's role is to:

- Allocate roles and responsibilities to staff so that special needs are met.
- Report to governors on a termly basis on the needs of SEND children in the school.
- Oversee the role of the SENDCO.
- Ensure that the needs of SEND children are met within the school.

The SENDDDCO's role is to:

- Co-ordinate provision for pupils with special educational needs
- Liaise with and advising fellow teachers
- Liaise with and advising support assistants assigned to children with SEND
- Liaise with parents of pupils with special educational needs
- Liaise with external agencies, educational psychologist, school nurse, speech and language therapists and other health services, advisory teachers and the Officers of the LA responsible for SEND
- Track progress of all SEND children through school termly.
- Monitor work undertaken by support staff through interventions

Head teacher	Mrs A Whittingham
SENDDD Governor	Mrs S Latif
SENDDD Coordinator	Mrs H Lavery

The SENDCO will report directly to the governing body on SEND policy and provision as part of a cycle of curricular reporting to raise Governor awareness and ensure effective monitoring through the Curriculum Committee and the Head teacher's report to Governors.

Class Teachers' role:

- To know which pupils in their class are on the SEND register and at what stage.
- To write termly IEPs for each child in their class with an EHCP. IEPs should also be reviewed termly and shared with parents (and child if appropriate).
- To ensure that the Head teacher and SENDCO are aware of the needs of a child, especially if that need changes or is not being met.
- To attend and actively take part in INSETs and training.

Teaching/ Support Assistants' roles:

- Carry out activities and learning programmes/interventions as planned by the class teacher and SENDCO.

- To keep records of this work- intervention file).
- To liaise with both the class teacher and SENDCO on the progress of supported children.
- To support children in class, in groups and 1:1 as directed by the class teacher or SENDCO.
- To attend and actively take part in INSETs and training.

Identification and assessment of pupils with special educational needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Special Educational Need Support (SENDD Support)

If a class teacher has a concern about a child these concerns will be discussed in the first instance with the SENDCO. These concerns may include:

- That the child has made little or no progress even when teaching has been differentiated or they have taken part in an intervention.
- That the child shows signs of difficulty in developing literacy and/or numeracy skills and that these are affecting progress in other areas of the curriculum.
- That the child has emotional and/or behavioural problems.
- That the child has communication and/or interaction difficulties.
- Up to date records will be made by the class teacher on CPOMS to ensure there is a chronology of key incidents/ concerns to enable a full picture of the child's needs to be built.

If the class teacher is still concerned after a period of monitoring a decision will be made in conjunction with the SENDCO about whether the child needs to go on the Special Needs register. Some children at SEND Support will usually have involvement from an outside agency (e.g Speech and Language or the Educational Psychologist). They may also be children who have had previous involvement from an outside agency but are still having difficulties.

Children who have medical needs which do not impact on learning, will be included on the medical register and not the SEND register.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on CPOMS.

We will formally notify parents when it is decided that a referral will be made to SEND SS and parents will be asked to complete the consent form.

The SENDCo will then make the referral to the relevant team within the SEND Support Service in the first instance or other appropriate agency e.g. SALT or ELCAS.

Education and Health Care Plans (EHCP)

An EHCP is given to a child by the LA, as a legal entitlement to support from 0-25 years. These are to reflect that the child's needs cannot be met at SEND Support alone and give the school extra resources in order to meet the child's needs within a mainstream setting. A decision to make an application for either an EHCP is made by the Head teacher, SENDCO, class teacher, parents of the child and any other professionals involved. The application is then prepared by the SENDCO and put forward to an independent panel who will make a decision as to whether the child qualifies for additional help. This help is then awarded as a value of money that the Head teacher, with the SENDCO, will allocate for resources (including adult support) that will best meet that child's needs.

From April 2013 all children who have been awarded an EHCP will have three meetings a year (including annual reviews and Parents' Evening appointments) to ensure that the child's targets are appropriate and that the additional resources are used to meet the child's needs. All children with EHCP will receive some additional adult support in school but that may not necessarily mean 1:1 support as often children benefit from working with others in a small group. The Head teacher will make such decisions on an individual basis for each child in consultation with the SENDCO and any assessments from both within and outside of school.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are

required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Additional support for learning

We currently have 1 Language for Life Teaching Assistant who is trained to carry out WellComm, Early Language assessments; BPVS and Derbyshire Language. Talktastic and Talk Boost interventions are delivered by the Teaching Assistant and 1 other Teaching Assistant who is trained to deliver the interventions.

All Teaching Assistants are trained in delivering Better Reader interventions to KS2 pupils.

All Teaching Assistants are trained to deliver Read Write Inc as alternative provision for identified pupils who are working towards year group expectations.

Teaching assistants will support pupils on a 1:1 basis or in a small group when the child has an Education Health Care Plan.

Teaching assistants will support pupils in small groups to provide additional support. This may be to support a child with an EHCP for example to develop turn taking or social skills. This may be to provide alternative provision for example Read Write Inc.

We work with outside agencies to provide support for pupils with SEND, including:

- Blackburn with Darwen SEND Support Service (VI, DLD, SALT, Complex Needs Team, ASD, Habilitation Team)
- Blackburn with Darwen Early Years SEND Support Service
- Blackburn with Darwen SENDIASS
- Educational Psychology team
- NHS Speech and Language Therapists.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, access to alternative provision (Read Write Inc).
- Adapting our resources, staffing and spaces, where available.
- Class and individual visual timetables
- Using recommended aids, such as laptops, overlays, larger font, etc.
- Differentiating teaching, for example, giving longer processing times, the use of visuals, pre-teaching of key vocabulary, concrete materials, reading instructions aloud, Now and Next boards, PECS, individual workstations etc.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adjusted for individual pupils and for groups within the classroom, where the child is working broadly in line with age group expectations (REASONABLE ADJUSTMENTS)

For children who are working significantly below their age group, an adapted curriculum is deemed to better meet their needs within a 'stage not age' approach. Children will have an individual, adapted timetable which meets their needs and may involve movement between different groups and classes (ADAPTATION)

We currently provide the following interventions:

- Talktastic
- Talk Boost
- Pre Teach Vocabulary
- WellComm Big Book of Ideas
- SALT (where a child has a SALT programme provided by NHS Speech and Language Therapy)
- Read Write Inc
- Better Readers
- External Agency interventions where appropriate (e.g. Habilitation programme, touch typing etc.)
- Body Awareness
- Visual Perception
- Lego Therapy

Referrals and Assessments for pupils

We recognise that from time to time parents will raise concerns about their children's learning and/or their behaviour at home which has not been observed in school. We will raise concerns with parents which are observed in school and suggest next steps in how to support the child.

Where parents have concerns about their children at home we will listen and follow the steps below:

- Listen and understand what the parent is concerned about
- Have a conversation with the parent regarding what the concern is and whether this has been observed in school.
- If necessary, follow a period of 'watch and wait' for 10-12 weeks in order to build a picture of whether this is a concern (Recommended by the NHS - <https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/diagnosis/>)

- If a concern is raised after this period, we will hold a meeting with the class teacher, SENDCo and parent to discuss next steps and agree what to do moving forwards.
- School will not write letters to say we have concerns for a parent to take to other agencies. If we have concerns, we will discuss this after the allocated timeframe and approach the agencies directly using our referral processes.
- School will not complete questionnaires for external parties to the NHS as the NHS paediatrician and SEND Support team are our links for advice and guidance. Due to GDPR Regulations.
- Parents who wish to ask external companies for advice are welcome to do so, however school will only refer to the NHS in this instance, after the agreed process above.

Pastoral Support for children with SEND:

Support staff, teachers and all other members of staff are responsible for the wellbeing of all our children. It is important that we recognise that children with SEND may need more, or alternative pastoral support compared to other children, the pastoral support we offer places the child and family at the centre of our care.

Pastoral support may take the form of additional phone calls, meetings, drop ins and catch-ups with a range of school staff. Any conversations, concerns and support for all children with SENDDD are logged on CPOMS for a chronology of contact and discussions/actions are recorded in a central place.

Awareness of the needs of children with SEND:

Children with SEND require more support to manage and monitor their wellbeing. We recognise that all children are different and staff are aware of how to identify behaviour which may communicate a safeguarding concern. For children who are non-verbal, changes in general wellbeing, behaviour or actions may give an indication of concern. These are followed up with conversations and a log on CPOMS alongside referral to the DSL as appropriate.

Educational visits:

Educational visits out of school will be planned and adapted as necessary, including a full risk assessment, in order to facilitate inclusive access and afford all children equality of opportunity. Provision will be made to ensure that no child is precluded on the grounds of special educational need or disability.

The school will have due regard to the LA guidance on all matters relating to issues of health and safety in the interests of all its pupils and staff.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The Governing Body will review the policy and report annually on the allocation of available resources and the success of the policy in meeting SEND.

Children who have long-term absences due to medical conditions:

It is recognised that there will be a small number of children who may have long-term absences because of their medical condition and that this may or may not include time spent in hospital. The school will liaise with parents to ensure that the child has work to carry out at home bearing in mind that they are not fit to attend school. This may include: work sent home or uploaded on See Saw.

This will be for a short while and is intended to help the child to keep up with their peers as much as possible; it is not the intention to place undue stress on the child as the school understands that they are not fit to attend school.

Children with long term medical needs have their photograph and description of their needs displayed in the school office and staff room so that all staff are aware of their individual needs.

Complaints procedures

The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found on our website. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO and Head teacher should be brought into the discussion process. If concerns cannot be resolved, they should be put in writing to the SENDD Governor. Advice for parents can be sought from the LA (SENDIASS) or from the Parent Partnership Service. <http://www.bwdpip.org.uk/>

Transitions

In the instance of a child coming to Wensley Fold CE Primary Academy from a nursery the SENDCO will liaise with the nursery to ensure that the child's needs may be met when they arrive at school. This usually takes place in the Summer Term and is part of the Reception Induction programme. Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENDCO will liaise with the SENDCO of the preferred secondary school to ensure that effective arrangements are in place to support pupils at the time of transfer in accordance with the LA's own procedures.

In the instance of transfers to special school the SENDCO will liaise with the LA as well as the special school to ensure that the both the child and their family have opportunities for visits to the new school as appropriate

Safeguarding and Child Protection

The following guidance taken from our school Safeguarding and Child Protection policy is also relevant to this policy.

Safeguarding and promoting the welfare of children is everybody's responsibility.

Safeguarding and promoting the welfare of children refers to the process of **protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes¹:**

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance and everyone's responsibility
- Safer children make more successful learners
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- Policies will be reviewed at least annually

¹ Working Together to Safeguard Children 2018 & Keeping Children Safe in Education 2019

- We endeavour to provide a safe and welcoming environment where children are respected and valued.

Prevention and early support: Our school is committed to early help and identification of unmet needs and vulnerabilities. The school works in partnership with other agencies to promote the welfare of pupils and keep children safe. We recognise that effective safeguarding systems are those which:

- Put the child's needs first;
- Provide children with a voice;
- Promote identification of early help;
- Encourage multi-agency working and sharing of information.

Early support and intervention to address unmet needs can be either single agency (such as within school) or multi-agency as part of the Child and Family (CAF) assessment and plan. All staff who are in positions to assess a child's needs should be aware of the CAF process and how to support a child/family using this process. They should also be aware of and undertake the role of Lead Professional appropriately.

The Pan Lancashire Children's Continuum of Need and Response (CoNR) framework is a tool to assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes. The framework supports a risk sensible approach. Please see appendix 3.

Child Protection

Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by the Pan Lancashire safeguarding children partnership arrangements

Children who may be particularly vulnerable

It is vital that children receive the right help and support at the right time to address unmet needs and identify risks to prevent issues from escalating.

To ensure that all of our pupils receive equal protection, we will give special consideration to children including those who are:

- **Disabled and have special educational needs;**
- **Have special educational needs (with or without a Health Care Plan)**
- **Young carers**
- **Living in temporary accommodation;**
- **Subject to a Child Protection Plan;**
- **Children In Our Care/Looked After Children;**
- **Privately fostered.**

(please refer to Safeguarding and Child Protection Policy for full special consideration list)

Recognising and Responding to Safeguarding Concerns

All staff should be aware of the signs of abuse and neglect and if they are unsure they should speak to the DSL. For advice and support, staff and the DSL can contact the Children's Advice and Duty Service (CADS) 01254 666400.

The Department for Education 'What to do if you are worried a child is being abused - Advice for practitioners' is a booklet that helps staff to identify child abuse and neglect and take appropriate action in response. All staff can access this on the following web address:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

The following flowchart will be visible for staff to be able to identify actions required when they have a safeguarding concern: Action when a child has suffered or is likely to suffer harm

<http://www.lscb.org.uk/diagram-action-when-a-child-has-suffered-or-is-likely-to-suffer-harm/>

Referral to children's social care

- Telephone Blackburn with Darwen Borough Council's CADS (Children's Advice and Duty Service) 01254 666400
- Complete a CADS referral form and SEND securely to cypreferrals@blackburn.gov.uk

To ensure that our pupils are protected from harm & maltreatment, we need to understand what types of behaviour constitute abuse and neglect. There are four categories of abuse: physical, emotional, sexual and neglect. Please refer to Safeguarding and Child Protection policy for further information regarding the categories of abuse.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to CADS immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help and protect the child, for example, call 999;
- Report your concern to the DSL as soon as possible;
- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- Complete a record of concern;
- Seek support for yourself if you are distressed.

Specific Safeguarding Circumstances

Annex A in 'Keeping children safe in education 2024' sets out information about specific forms of abuse and safeguarding issues. All school staff who work directly with our children will read this annex and if they have concerns about a child's welfare speak to the DSL (or deputy) immediately.

REVIEW of the POLICY

This policy will be revised and updated as necessary and appropriate to take account of local and national arrangements for the provision of SEND. This process will otherwise take place bi-annually in consultation with staff, governors and other involved personnel.

H Lavery

SENDCo

Reviewed November 2025

Approved by Governing Body November 2025

Signed Chair of Governors

Appendix 1

The following legislation and guidance is also relevant to this policy:

Education Act 1996	<i>This legislation is amended by the SENDD and Disability Act 2001. The SENDD Code SENDDCorporates references to relevant sections of the Act.</i>
School Standards and Framework Act 1998	<i>Section 42 requires that governing body's annual report includes information on the implementation of the SENDD policy.</i>

SENDD and Disability Act 2001	<i>Amends both the Education Act 1996 and the Disability Discrimination Act 1995</i>
Revised Code of Practice on the identification and assessment of special educational needs	<i>November 2001</i>
SENDD Toolkit	<i>2001</i>
Inclusive schooling – pupils with special educational needs	<i>2001</i>
The Education (SENDD) (England) Regulations 2001	<i>Annex A of SENDD Code sets out what must be included in the SENDD policy</i>
The Education (SENDD) (Information) (England) Regulations 1999	<i>1999</i>
The Special Educational Needs (Provision of information by Local Education Authorities) (England) Regulations 2001	<i>2001 Sets out LEAs' duties to publish information on funding, SENDD policy and specific action being taken on SENDD issues.</i>
Disability Discrimination Act 1995	<i>As amended by the SENDD and Disability Act 2005</i>
Disability Rights Code of Practice	<i>September 2002</i>
The Importance of Teaching – The Schools White Paper	<i>2010 (Reflects changes to SENDD funding brought into effect April 2013)</i>
The Children and Families Act	<i>September 2014</i>

Appendix 2

Code of Practice Definition of Special Educational Needs

For the purposes of this policy we have used the term Special Educational Needs as defined by the Code of Practice.

- A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. *(Code of Practice D.F.E. 1993)*

Pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a) for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area
- b) for pupils under two, educational provision of any kind”

See Section 312, Education Act 1996

Definition of Disability

“A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed”

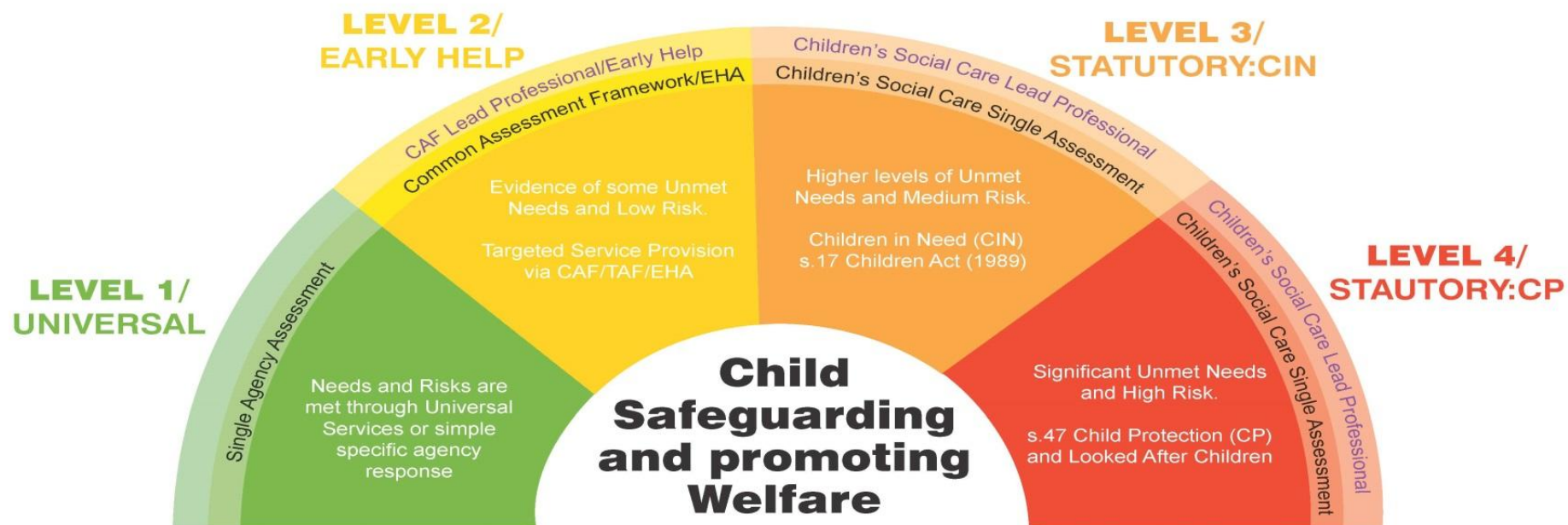
See Section 17(11), Pupils Act 1989

“A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

See Section 1(1), Disability Discrimination Act 1995

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

Pan - Lancashire Continuum of Need



Information Sharing

Go straight to Level 4 as soon as risk of significant harm is suspected

If in doubt, consult with agency safeguarding leads, or the Duty Social Worker in your area:
Lancashire 0300 123 6720; Blackpool 01253 477299; Blackburn with Darwen 01254 666400



July 2017

The Pan-Lancashire Children's Continuum of Need and Response (CoNR) Framework is a guidance tool to assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes.

The table below defines the four levels of the framework and there are more detailed need and risk indicators contained within the booklet accompanying this which can be found on the LSCB website: www.lscb.org.uk

Level	Risk & Need	Definition of the Level
1	Needs & Negligible Risk	Universal Service Provision • Primary prevention services being accessed by parents/carers through universal service routes; effects of socio-economic disadvantage addressed • Good enough parenting • Social and emotional readiness for school and equipped for life • Step Down from level 2: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives
2	Evidence of Some Unmet Need(s) & Low Risk	Single Agency Targeted Service Provision and Child and Family Plan (CAF) • Selective primary prevention services offered to vulnerable groups/areas • Variety of unmet needs and 'underlying risk factors' that are not being met, making the child potentially vulnerable and requiring multi-agency early help to ensure the child maintains the capacity and protective factors to sustain satisfactory development • Parenting and parental relationships requiring additional support and guidance • Secondary prevention to respond quickly to low level problems to prevent them getting worse; interventions designed to stop falling into difficult circumstances • Step Down from level 3: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives

Level	Risk & Need	Definition of the Level
3	Higher Levels of Unmet Needs & Medium Risk	Child in Need (CIN) – s.17 Children Act (1989) • Unlikely to meet developmental milestones without concerted multi-agency support led by a social worker • Variety of unmet needs and ‘underlying risk factors’ that are not being addressed (including resistance at CAF level to address), making the child vulnerable and unlikely to achieve good outcomes • Tertiary prevention services including responding to serious problems and avoiding them becoming entrenched • Step Down from level 4: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools/services required to transform lives
4	Significant Unmet Needs & High Risk	Child Protection (CP) and Looked After Children (LAC) • Reasonable cause to suspect the child is suffering, or likely to suffer, significant harm requiring immediate multi-agency management and service provision – s.47 Children Act (1989) • Possible unaddressed ‘underlying risk factors’ and the presence of ‘high risk indicator(s)’ • Child accommodated by the local authority due to: the child having no person who has parental responsibility for him/her; or, the child being lost or abandoned; or, the person caring for the child is prevented from providing suitable accommodation or care – s.20 Children Act (1989) • Child is suffering, or likely to suffer (if a court order were not made), significant harm and that the harm, or likelihood of harm is attributable to the care given to the child (the care not being what it would be reasonable to expect a parent/carer to provide) – s.31 Children Act (1989) • Tertiary prevention services including responding to serious problems and avoid them becoming entrenched

Underlying risk factors and high risk indicator can be found on the CADS form.

The following is the booklet to accompany the Continuum:

<http://www.lscb.org.uk/wp-content/uploads/Continuum-of-Need-Booklet-Sept-2017.pdf>