

# Children's Learning and Well-Being Audit

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## Foreword

### Children's Learning and Well-Being Audit – Early Years

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 our website at [www.westsussex.gov.uk/CLaWBA](http://www.westsussex.gov.uk/CLaWBA) 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 - <https://www.westsussex.gov.uk/education-children-and-families/support-for-families/>
- Safe Sleep Guidance – <https://www.westsussexscp.org.uk/professionals/working-with-families/safe-sleeping>
- ICON / Dadpad – <https://www.westsussexscp.org.uk/icon>
- Best Start in Life - <https://beststartinlife.gov.uk>

## Guidance for Early Years Providers

- Tools for Schools and Settings - <https://schools.local-offer.org/>
- Practice Support for Early Years Providers - <https://www.westsussex.gov.uk/business-and-consumers/information-for-childcare-providers/practice-support/>
- Supporting Families in your Childcare Setting - <https://www.westsussex.gov.uk/business-and-consumers/information-for-childcare-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 - \(westsussexscp.org.uk\)](https://westsussexscp.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.

# Children's Learning and Well-Being Audit – 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](http://www.westsussex.gov.uk/CLaWBA)

Integrated Front Door (IFD)

Email: [WSChildrenservices@westsussex.gov.uk](mailto:WSChildrenservices@westsussex.gov.uk)

Website: [www.westsussexscp.org.uk](http://www.westsussexscp.org.uk)

Phone: [WSChildrenservices@westsussex.gov.uk](mailto: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

To find your local Family Hub, please go to

<https://www.westsussex.gov.uk/education-children-and-families/find-a-family-hub/>

### NHS – Healthy Child Programme

West Sussex Health visitor duty telephone

Phone: 01273 242 004

Email: [sc-tr.wsxhcpduty@nhs.net](mailto:sc-tr.wsxhcpduty@nhs.net)

Website: <https://www.sussexcommunity.nhs.uk/patients-and-visitors/services/health-visiting-service>

Opening hours

Open Monday to Friday, from 9:00am to 4:30pm. Excluding bank holidays.

This is for advice, support, and appointments.

### West Sussex Safeguarding Children Partnership

Email: [lscp@westsussex.gov.uk](mailto:lscp@westsussex.gov.uk)

Website: [www.westsussexscp.org.uk](http://www.westsussexscp.org.uk)

Phone: 0330 222 7799

### West Sussex Parent Carer Forum

Email: [office@wspcf.org.uk](mailto:office@wspcf.org.uk)

Website: [www.wspcf.org.uk](http://www.wspcf.org.uk)

Phone: 01903 726188