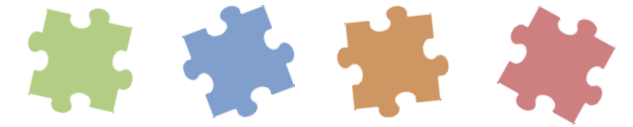


WSCP Thresholds on a Page - Descriptors



| At this level I.... | Level 1 Universal Services | Level 2 Additional Support | Level 3 Multi-agency Support | Level 4 Statutory Services |
|--|---|---|--|---|
| <p>Level descriptors for unborn children, children and young people</p> <p>Practitioners should always use their professional judgement; the presented circumstances and key features are for guidance only.</p> <p>For more help please see the full Thresholds Document on the WSCP website.</p> | <p>...am thriving without the need for additional support. All my needs are being met by my family and from Universal Services including my doctor, school, dentist and school nurse.</p> <p>Health, e.g.</p> <ul style="list-style-type: none"> Physically well Adequate diet/hygiene/clothing Developmental checks/immunisations up to date Regular dental and optical care Health appointments are kept, including midwifery appointments for the unborn child Developmental milestones met Speech and language development met <p>Education and Learning, e.g.</p> <ul style="list-style-type: none"> Skills/interests Success/achievement Cognitive development Access to books/toys, play Good engagement Engaged in full time education, training or employment <p>Emotional and Behavioural Development, e.g.</p> <ul style="list-style-type: none"> Feelings and actions demonstrate appropriate responses Good quality early attachments Demonstrates feelings of belongingness & acceptance Able to adapt to change Able to demonstrate empathy <p>Basic Care e.g.</p> <ul style="list-style-type: none"> Provide for child's physical needs, e.g. food, drink, appropriate clothing, medical and dental care <p>Ensuring Safety e.g.</p> <ul style="list-style-type: none"> Protect from danger or significant harm, in the home and elsewhere <p>Emotional Warmth e.g.</p> <ul style="list-style-type: none"> Show warm regard, praise and encouragement <p>Stimulation e.g.</p> <ul style="list-style-type: none"> Facilitates cognitive development through interaction and play Enable child to experience success <p>Guidance and Boundaries e.g.</p> <ul style="list-style-type: none"> Provide guidance so that child can develop an appropriate internal model of values and conscience Significant understanding and good communication <p>Stability e.g.</p> <ul style="list-style-type: none"> Ensure that secure attachments are not disrupted Provide consistency of emotional warmth over time Ensure children access the education available to them <p>Identity, e.g.</p> <ul style="list-style-type: none"> Positive sense of self and abilities Demonstrates feelings of belonging and acceptance A sense of self An ability to express needs <p>Family and Social Relationships, e.g.</p> <ul style="list-style-type: none"> Stable and affectionate relationships with care givers Good relationships with siblings Positive relationships with peers <p>Social Presentation, e.g.</p> <ul style="list-style-type: none"> Appropriate dress for different settings Good level of personal hygiene <p>Self-care Skills, e.g.</p> <ul style="list-style-type: none"> Growing level of competencies in practical and emotional skills, such as feeding, dressing and independent living skills <p>Family History and Functioning e.g.</p> <ul style="list-style-type: none"> Good relationships within family, including when parents are separated Few significant changes in family composition <p>Wider Family e.g.</p> <ul style="list-style-type: none"> Sense of larger familial network and good friendships outside of the family unit <p>Housing e.g.</p> <ul style="list-style-type: none"> Accommodation has basic amenities and appropriate facilities meets the child's needs <p>Employment e.g.</p> <ul style="list-style-type: none"> Parents able to manage the working or unemployment arrangements and do not perceive them as unduly stressful <p>Income e.g.</p> <ul style="list-style-type: none"> Reasonable income over time, with resources used appropriately to meet individual needs <p>Family's Social Integration e.g.</p> <ul style="list-style-type: none"> Family feels integrated into the community Good social and friendship networks exist <p>Community Resources e.g.</p> <ul style="list-style-type: none"> Good universal services in neighbourhood No missing episodes <p>Exploitation e.g.</p> <ul style="list-style-type: none"> Young person does not display any vulnerabilities to being exploited Knowledge about the effects of crime and anti-social behaviour (age appropriate) | <p>...would benefit from some additional support to help me thrive for example from the speech and language service or family support services.</p> <ul style="list-style-type: none"> Defaulting on immunisations/checks Is susceptible to minor health problems Slow in reaching developmental milestones Minor concerns re diet/hygiene/clothing Smokes Some concern about use of drugs and/or alcohol Starting to default on health appointments Continence problems, over/underweight Teenage pregnancy (under 18's) Missed attendance at routine midwifery appointments Young person beginning to engage with sexual health issues/ decreasing the risk of harm <p>Education and Learning, e.g.</p> <ul style="list-style-type: none"> Have some identified learning needs that place him/her on Early Years/School Action/ School Action Plus of the Code of Practice Poor punctuality Pattern of regular school absences Some engagement/ contact with pastoral network Not always engaged in learning, e.g. poor concentration, low motivation and interest Not thought to be reaching his/her educational potential Reduced access to books/toys Registered in full time education/training or employment with irregular attendance <p>Basic Care e.g.</p> <ul style="list-style-type: none"> Parental engagement with services is poor Parent requires advice on parenting issues, possibly some mild neglect Professionals are beginning to have some concerns around child's physical needs being met Stays out late, no missing episodes <p>Ensuring Safety e.g.</p> <ul style="list-style-type: none"> Some exposure to dangerous situations in the home or community Parental stresses starting to affect ability to ensure child's safety <p>Emotional Warmth e.g.</p> <ul style="list-style-type: none"> Inconsistent responses to child by parent(s) able to develop other positive relationships Some mutual understanding and positive communication <p>Stimulation e.g.</p> <ul style="list-style-type: none"> Spends considerable time alone, e.g. watching television Child is not often exposed to new experiences <p>Guidance and Boundaries e.g.</p> <ul style="list-style-type: none"> Can behave in an anti-social way in the neighbourhood, e.g. petty crime Parent/carer offers inconsistent boundaries Some concerns raised about influence on their young people or young person being influenced <p>Stability e.g.</p> <ul style="list-style-type: none"> Key relationships with family members not always kept up May have different carers Starting to demonstrate difficulties with attachments <p>Emotional and Behavioural Development, e.g.</p> <ul style="list-style-type: none"> Some difficulties with peer group relationships and with adults Spends considerable time alone, e.g. on computer Single episode of self-harm (including substance misuse) Some evidence of inappropriate responses and actions Can find managing change difficult Starting to show difficulties expressing empathy <p>Identity, e.g.</p> <ul style="list-style-type: none"> Some insecurities around identity expressed, e.g. low self-esteem for learning May experience bullying around "difference" Some sense of own and others sexual rights <p>Family and Social Relationships, e.g.</p> <ul style="list-style-type: none"> Some support from family and friends Has some difficulties sustaining relationships <p>Social Presentation, e.g.</p> <ul style="list-style-type: none"> Can be over-friendly or withdrawn with strangers Can be provocative in appearance and behaviour Personal hygiene starting to be a problem <p>Self-care Skills, e.g.</p> <ul style="list-style-type: none"> Not always adequate self-care, e.g. poor hygiene Slow to develop age-appropriate self-care skills <p>Family History and Functioning e.g.</p> <ul style="list-style-type: none"> Has experienced loss of significant adult, e.g. through bereavement or separation May be needed to look after younger siblings Parent has physical/mental health difficulties Multiple changes of address <p>Wider Family e.g.</p> <ul style="list-style-type: none"> Some support from friends and family <p>Housing e.g.</p> <ul style="list-style-type: none"> Largely adequate housing but attention might be needed Family seeking asylum or refugees Child is generally satisfied with accommodation Some concerns about longer term stability <p>Employment e.g.</p> <ul style="list-style-type: none"> Periods of unemployment of the wage-earning parent(s) causing stress Parents have limited formal education <p>Income e.g.</p> <ul style="list-style-type: none"> Low income <p>Family's Social Integration e.g.</p> <ul style="list-style-type: none"> Family may be new to the area Some social exclusion experiences <p>Community Resources e.g.</p> <ul style="list-style-type: none"> Adequate universal resources but family may have access issues <p>Exploitation e.g.</p> <ul style="list-style-type: none"> Some concerns e.g. the child has an older 'boy/girlfriend' Some changes in behaviour, may not be withdrawn- more outspoken with extreme views, inappropriate comments Known criminal group and gang associations of relatives or peers. | <p>.....have multiple needs and I won't achieve positive outcomes without co-ordinated support from a number of agencies led by one professional. My family is struggling to affect change without the support of services.</p> <p>Health, e.g.</p> <ul style="list-style-type: none"> Concerns re diet, hygiene, clothing Has some chronic health problems Following routine and non-routine health appointments or too many attendances Suspected drug and/or alcohol use or dependency Developmental milestones are unlikely to be met Too little or too much food given Concerns around mental health Teenage pregnancy (under 18's where other vulnerabilities exist) Concealed pregnancy No engagement with sexual health issues/health is at risk <p>Education and Learning, e.g.</p> <ul style="list-style-type: none"> Significant learning needs and may have an Education and Health Care plan Poor school attendance and punctuality. Brief, sporadic contact with pastoral network Some fixed term exclusions Not engaged in Education or reaching Educational potential Not engaged in education, training, or employment, BUT shows an interest in accessing educational or training opportunities <p>Emotional and Behavioural Development, e.g.</p> <ul style="list-style-type: none"> Finds it difficult to cope with anger, frustration and upset Disruptive/challenging behaviour at school or in neighbourhood and at home Cannot manage change Unable to demonstrate empathy Repeated episodes of self-harm <p>Basic Care e.g.</p> <ul style="list-style-type: none"> Difficult to engage parents with services Parent is struggling to provide adequate care Previously looked after by Local Authority Professionals have serious concerns regarding e.g. parental drug and alcohol misuse, learning difficulties, mental health etc Frequent and short missing episodes – possible indicator of sexual exploitation <p>Ensuring Safety e.g.</p> <ul style="list-style-type: none"> Perceived to be a problem by parents May be subject to moderate neglect Experiencing unsafe situations/ parents have casual approach to safety <p>Emotional Warmth e.g.</p> <ul style="list-style-type: none"> Receives erratic or inconsistent care Has episodes of poor quality of care Parental instability affects capacity to nurture Has no other positive relationships Poor and negative communication, some warmth but largely insensitive <p>Stimulation e.g.</p> <ul style="list-style-type: none"> Not receiving positive stimulation, with lack of new experiences or activities <p>Guidance and Boundaries e.g.</p> <ul style="list-style-type: none"> Erratic or inadequate guidance provided Parent does not offer a good role model, e.g. by behaving in an anti-social way Concerns raised that young person may have exposed other young people to risk <p>Stability e.g.</p> <ul style="list-style-type: none"> Has multiple carers or has been "looked after" by the Local Authority <p>Identity, e.g.</p> <ul style="list-style-type: none"> Is subject to discrimination, e.g. racial, sexual or due to disabilities Demonstrates significantly low self-esteem in a range of situations No awareness of own rights and sexual risk awareness, some sense of others Self-image is distorted and may demonstrate fear of persecution <p>Family and Social Relationships, e.g.</p> <ul style="list-style-type: none"> Has lack of positive role models Misses school or leisure activities Peers also involved in challenging behaviour Involved in conflicts with peers/siblings Regularly needed to care for another family member <p>Social Presentation, e.g.</p> <ul style="list-style-type: none"> Is provocative in behaviour/appearance Holds extremist views Clothing is regularly unwashed Hygiene problems <p>Self-care Skills, e.g.</p> <ul style="list-style-type: none"> Poor self-care for age, including hygiene Precociously able to care for self <p>Family History and Functioning e.g.</p> <ul style="list-style-type: none"> Incidents of domestic violence between parents Acrimonious divorce/separation Family have serious physical and mental health difficulties Parent concealed pregnancy <p>Wider Family e.g.</p> <ul style="list-style-type: none"> Family has poor relationship with extended family or little communication Family is socially isolated <p>Housing e.g.</p> <ul style="list-style-type: none"> Poor state of repair, (but could easily be fixed) temporary or overcrowded In temporary accommodation or risk of eviction <p>Employment e.g.</p> <ul style="list-style-type: none"> Parents experience stress due to unemployment or "overworking" Parents find it difficult to obtain employment due to poor basic skills <p>Income e.g.</p> <ul style="list-style-type: none"> Serious debts/poverty impact on ability to have basic needs met <p>Family's Social Integration e.g.</p> <ul style="list-style-type: none"> Parents socially excluded Lack of a support network <p>Community Resources e.g.</p> <ul style="list-style-type: none"> Poor quality universal resources and access problems to these and targeted services <p>Exploitation e.g.</p> <ul style="list-style-type: none"> Child is vulnerable to being sexually or criminally exploited through missing episodes, drug and/or alcohol misuse or other similar vulnerabilities Has concerning relationships with older role models Known or suspected affiliations with or periphery of gang/criminal groups membership | <p>...have a high level of needs which are unmet, and I won't achieve a reasonable standard of health or development without the provision of services. Without support my development is likely to be significantly impaired and I might be at risk or suffering significant harm and require help and protection.</p> <p>Health, e.g.</p> <ul style="list-style-type: none"> Has severe/chronic health problems or child with a disability in need of an EHCP Persistent substance misuse. Appears to be dependent on drugs and/or alcohol Developmental milestones unlikely to be met Non-mobile child with an injury Teenage pregnancy (acute level of need e.g. under 13 years) Concealed pregnancy (with acute level of need) No or little engagement with health agencies/ health is at risk Serious and enduring mental health issues Acute eating disorder—life threatening including chronic obesity <p>Education and Learning, e.g.</p> <ul style="list-style-type: none"> Is out of school. No engagement or contact with pastoral networks in school Permanently excluded from school or at risk of permanent exclusion Has no access to leisure activities Not engaged in education, training or employment. Shows no interest in accessing educational or training opportunities <p>Emotional and Behavioural Development, e.g.</p> <ul style="list-style-type: none"> Regularly involved in anti-social/criminal activities Puts self or others in danger, e.g. missing from home or care Suffers from periods of depression Suicide attempts Child at clear risk or victim of sexual (including internet) or criminal exploitation <p>Basic Care e.g.</p> <ul style="list-style-type: none"> Parents unable to provide "good enough" parenting that is adequate and safe, including unborn children Children consistently not taken to health/care appointments Parents' mental health problems or substance misuse significantly affect care of child Frequent and prolonged missing episodes Disclosure of neglect, Sexual, Physical or Emotional Abuse <p>Ensuring Safety e.g.</p> <ul style="list-style-type: none"> There is instability and violence in the home continually Parents involved in crime Parents unable to keep child safe/ child exposed to danger Victim of crime <p>Emotional Warmth e.g.</p> <ul style="list-style-type: none"> Poor communication, very little or no warmth, attachment or trust <p>Stimulation e.g.</p> <ul style="list-style-type: none"> No constructive leisure time or guided play <p>Guidance and Boundaries e.g.</p> <ul style="list-style-type: none"> No effective boundaries set by parents Regularly behaves in an anti-social way in the neighbourhood <p>Stability e.g.</p> <ul style="list-style-type: none"> Beyond parental control Has no-one to care for him/her <p>Identity, e.g.</p> <ul style="list-style-type: none"> Experiences persistent discrimination, e.g. on the basis of ethnicity, sexual orientation or disability Is socially isolated and lacks appropriate role models. Alienates self from others/ very apprehensive No sexual awareness or assertions or rights Periods of being accommodated by the Local Authority Family breakdown related in some way to child's behavioural difficulties Subject to physical, emotional or sexual abuse or moderate to severe neglect, including children subject to child protection plans Is main carer for family member Child is an unaccompanied asylum seeker Where parents have made private fostering arrangements <p>Social Presentation, e.g.</p> <ul style="list-style-type: none"> Poor and inappropriate self-presentation Demonstrates radical or extremist views Displays harmful sexual behaviour <p>Self-care Skills, e.g.</p> <ul style="list-style-type: none"> Neglects to use self-care skills due to alternative priorities, e.g. substance misuse Parent shows no concern or awareness that child is dirty or smelly <p>Family History and Functioning e.g.</p> <ul style="list-style-type: none"> Significant parental discord and persistent domestic violence Poor relationships between siblings Evidence of forced marriage, honour based violence or female genital mutilation <p>Wider Family e.g.</p> <ul style="list-style-type: none"> No effective support from extended family Destructive/unhelpful involvement from extended family <p>Housing e.g.</p> <ul style="list-style-type: none"> Physical accommodation places child in danger and/or all of house is dirty and smelly Homeless <p>Employment e.g.</p> <ul style="list-style-type: none"> Chronic unemployment that has severely affected parents' own identities Family unable to gain employment due to significant lack of basic skills or long-term difficulties, e.g. substance misuse <p>Income e.g.</p> <ul style="list-style-type: none"> Extreme poverty/debt impacting on ability to care for child <p>Family's Social Integration e.g.</p> <ul style="list-style-type: none"> Family chronically socially excluded No supportive network <p>Community Resources e.g.</p> <ul style="list-style-type: none"> Poor quality services with long-term difficulties with accessing target populations <p>Exploitation e.g.</p> <ul style="list-style-type: none"> Child has disclosed current exploitation: although young person may not recognise it as this. Evidence child is a victim or at clear risk of being a victim of sexual exploitation Is involved in gun and or drugs crime, gangs and criminal groups. Known or suspected to carry a weapon |