

Completing a Request for Support from Hackney Council targeted Early Help services

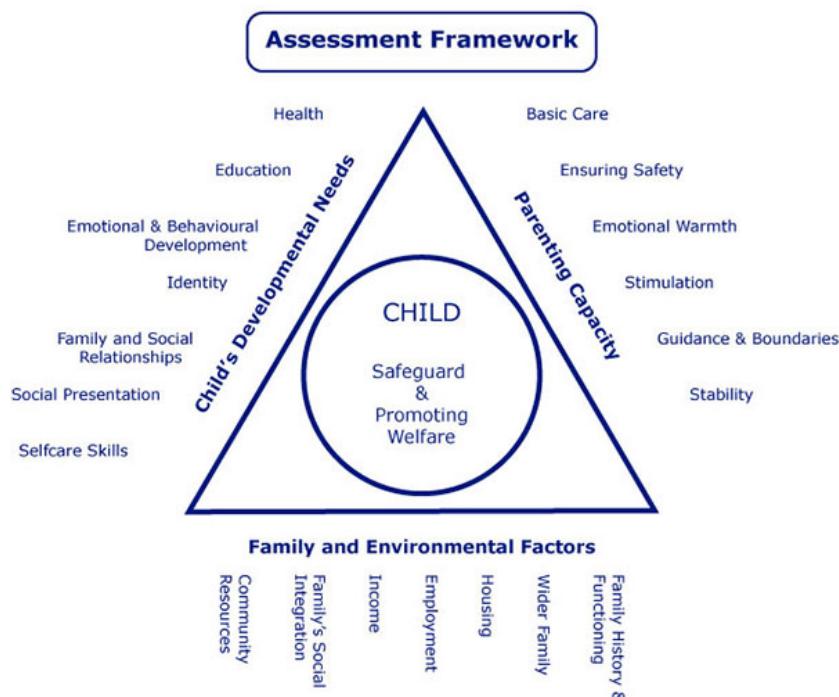
Professional Guidance

Before completing a Request for Support, please refer to the [Hackney Wellbeing Framework](#). In order to determine the most appropriate level of support for a child at any given time, it is essential to match the presenting need with the identified level within the Continuum of Need in this framework.

If you determine the right level of support for a child, young person and their family is a targeted early help response from Hackney Council services, you should complete a Request for Support. You must always ensure you have engaged with and have the explicit consent of parents and young people before making a request for support on their behalf. Wherever possible, we strongly recommend that this form is completed with the family or young person that you are requesting support on behalf of.

When providing information about Question 6 on 'What is going well, what are you worried about, and what needs to happen to help things improve', you should think about the prompt areas below. This is just a guide to help your thinking and you do not need to provide information against every area and you should provide a summary of strengths and things you are worried about.

What are the strengths and what are you worried about: key prompts to think about Child or Young Person's Development



Please think about these areas of development:

- **General health:** Conditions and impairments; access to and use of dentist, GP, optician; immunisations, developmental checks, hospital admissions, accidents, health advice and information.
- **Physical development:** Nourishment; activity; relaxation; vision and hearing; fine motor skills (drawing etc.); gross motor skills (mobility, playing games and sport etc.)
- **Speech and language:** Preferred communication, language, conversation, expression, questioning; games; stories and songs; listening; responding; understanding
- **Emotional and social development:** Feeling special; early attachments; risking/actual self-harm; phobias; psychological difficulties; coping with stress; motivation, positive attitudes; risk of sexual exploitation; confidence; relationships with peers; feeling isolated and solitary; fears; often unhappy
- **Behavioural development:** Lifestyle, self-control, reckless or impulsive activity; behaviour with peers; substance misuse; anti-social behaviour; sexual behaviour; offending and risk of involvement in crime; violence and aggression; restless and overactive; easily distracted, attention span/concentration
- **Identity, self-esteem, self-image and social presentation:** Perceptions of self; knowledge of personal/family history; sense of belonging; experiences of discrimination due to race, religion, age, gender, sexuality and disability
- **Family and social relationships:** Building stable relationships with family, peers and wider community; helping others; friendships; levels of association for negative relationships
- **Self-care skills and independence:** Becoming independent; boundaries, rules, asking for help, decision-making; changes to body; washing, dressing, feeding; positive separation from family
- **Understanding, reasoning and problem solving:** Organising, making connections; being creative, exploring, experimenting; imaginative play and interaction
- **Participation in learning, education and employment:** Access and engagement; low attendance (for example a child whose average attendance is less than 90%), participation; adult support; access to appropriate resources
- **Progress and achievement in learning:** Progress in basic and key skills; available, opportunities; support with disruption to education; level of adult interest
- **Aspirations:** Ambition; pupil's confidence and view of progress; motivation, perseverance

Parenting Capacity to respond to a child or young person's needs

Please think about these areas of development:

- **Basic care, ensuring safety and protection:** Provision of food, drink, warmth, shelter, appropriate clothing; personal, dental hygiene; engagement with services; safe and healthy environment
- **Emotional warmth and stability** Stable, affectionate, stimulating family environment; praise and encouragement; secure attachments; frequency of house, school, employment moves
- **Guidance, boundaries and stimulation:** Encouraging self-control; modelling positive behaviour; effective and appropriate discipline; avoiding over-protection; support for positive activities

Family and environmental factors

Please think about these areas of development:

- **Family history, functioning and well-being:** Illness, bereavement, violence, parental substance misuse, criminality, anti-social behaviour; culture, size and composition of household; absent parents, relationship breakdown; physical disability and mental health; abusive behaviour
- **Wider family:** Formal and informal support networks from extended family and others; wider caring and employment roles and responsibilities
- **Housing, employment and financial considerations:** Water/heating/sanitation facilities, sleeping arrangements; reason for homelessness; work and shifts; employment; income/benefits; effects of hardship
- **Education:** Enjoyment of school, attendance levels, progress, relationships of parents and child with school professionals, interaction with peers at school, risk of exclusion, forthcoming school transitions (e.g. into Reception, Year 7, or Sixth form)
- **Social and community elements and resources:** Day care; places of worship; transport; shops; leisure facilities; crime, unemployment, anti-social behaviour in area; peer groups and potential for negative peer pressure, bullying, social networks and relationships; religion