

## 7.2 Early Help Assessment

### Policy statement

We are committed to providing the very best support to all the families and children that we meet and work in partnership with parents/carers and other agencies to meet every child's individual needs. We aim to identify a child's needs early. Staff undertake to listen to concerns that families attending the school/pre-school may have and with the family's permission, put appropriate support in place.

Staff may approach a family and discuss needs if:

- The key person is worried about how well a child is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their well-being);
- a child or young person, or their parent/carer, raises a concern with their key person or other practitioner;
- a child's or young person's needs are unclear, or broader than staff at the pre-school can address.

The Early Help Assessment is designed to help families access the right professionals as soon as possible. The EHA provides a standardised approach in a four-step process whereby practitioners can identify a child's or young person's needs early, assess those needs holistically, deliver coordinated services and review progress. The process is entirely voluntary and informed consent is mandatory, so families do not have to engage and if they do, they can choose what information they want to share.

The EHA process is **not** a 'referral' process but a 'request for services'.

The EHA is **not** a risk assessment.

The EHA does **not** replace the Child Protection Policy, which staff will continue to follow if and when necessary.

The EHA's four-step process is outlined below:

- **Step one - Identify needs early**
  - Identify whether the child or young person may have additional needs. Possibly through using the EHA pre-assessment checklist or the PDJ
- **Step two - Assess those needs**
  - Gather and analyse information on strengths and needs using the EHA.
- **Step three - Deliver integrated services**
  - Determine, plan and deliver interventions to meet identified needs. Form a TAF and agree a lead professional if relevant.
- **Step four - Review progress**
  - Review the action and delivery plan, identify further actions when necessary and support child or young person's transition.

Consent is the key to successful information sharing. For all assessments, it is important that consent is obtained where it is sensible, in the child's best interest, and practical. We will gain the consent of the parent or carer before starting an EHA, and we will advise them that they can withdraw this consent at any time.

<b>Version</b>	<b>Changes Made</b>	<b>Author</b>	<b>Date</b>	<b>Review Date</b>
1.0	Baseline version	N Hanlon	13 <sup>th</sup> April 2019	November 2019
1.0	Reviewed – no changes	N Hanlon	25 <sup>th</sup> November 19	November 2020
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