



# Somerset Early Help Assessment (EHA) (including the multi-agency request tool) Practitioner Guidance

How to complete an Early Help Assessment and hold a Team Around the Child (TAC) Meeting



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**Early help is everyone's responsibility**

To be read alongside 'Effective Support for Children and Families – Thresholds for Assessment and Services'

## Contents

Section	Page
<b>A. Introduction</b>	<b>3</b>
<b>B. Guidance for the completion of the EHA</b>	<b>7</b>
↘ <b>Section 1 - Personal data : Information and consent</b>	<b>7</b>
↘ <b>Section 2 – Initial Details</b>	<b>7</b>
↘ <b>Section 3 – Person undertaking this assessment</b>	<b>7</b>
↘ <b>Section 4 – Children and young people in this family</b>	<b>7</b>
↘ <b>Section 5 – Adults in this home and adults who do not live with the child/young person but are important to them</b>	<b>8</b>
↘ <b>Section 6 – Who is working with this family at the moment</b>	<b>9</b>
↘ <b>Section 7 – Assessment</b>	<b>9</b>
↘ <b>Section 8 – Summary of need</b>	<b>11</b>
↘ <b>Section 9 – Needs that require support from other agency/agencies</b>	<b>11</b>
<b>Ca. Team around the child (TAC) Process Introduction</b>	<b>18</b>
<b>Cb. Guidance for the completion of the TAC process (as part of the EHA)</b>	<b>22</b>
↘ <b>Section 10 – Team around the child (TAC) meeting record</b>	<b>22</b>
↘ <b>Section 11 – TAC Review</b>	<b>22</b>
↘ <b>Section 12 – Early Help Assessment Action Plan</b>	<b>23</b>
↘ <b>Section 13 – Closure summary</b>	<b>23</b>
<b>Frequently Asked Questions</b>	<b>25</b>
<b>Contact details in relation to multi agency request tool</b>	<b>28</b>

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## A. Introduction

When a child, young person or family is in need of support it is important to identify the best way forward at the earliest opportunity. The Somerset Early Help Assessment (Including the multi-agency request tool) helps children, their family and practitioners working with them to clearly record their current situation, strengths and needs, followed by a TAC plan which will help the family to improve their lives.

### When should I complete an EHA

Before you start, we recommend you contact the Early Help Advice Hub on 01823 355803 to find out whether an EHA has already been logged.

Here are some examples of situations when you may want to consider doing an EHA. This is not an exhaustive list, but gives you examples of things to look out for:

- A child or young person, their parent/carer, or a practitioner raises a concern with you and it is agreed an EHA should be completed. This may help everyone understand the child better.
- When someone in the family or social network is experiencing issues (such as substance abuse/misuse, violence, physical or mental health problems, crime) that might impact on the child.
- When there is a concerning change in a child's appearance, demeanour or behaviour. This could be due to a significant family event (for example bereavement or family breakdown) or worries at home, such as additional caring responsibilities.
- When a child is regularly missing medical appointments and/or immunisations.
- When a child is missing developmental milestones or making slower progress than expected at an early years setting, school or college.
- When a child is persistently absent or missing from an early years setting, school or college, or has been excluded.
- When a child is experiencing physical or emotional ill health or disability.
- When a child is presenting with challenging or aggressive behaviours, abusing/misusing substances or committing offences.
- When a child is being bullied or is a bully themselves.
- When the child is experiencing other disadvantages for reasons such as race, gender, sexuality, religious belief or disability.
- When a child is homeless or being threatened with eviction, or living in temporary accommodation.
- When a young person is becoming a parent, or if the child has parents who are young.
- When the young person is at risk of not being ready to make the transition to post-16 services, or if they are not in education or employment.
- The child's or young person's needs are unclear, or broader or more complicated than your service can address alone.

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## Now I've decided to complete an EHA, what do I do next?

Read 'Effective Support for Children and Families in Somerset – Thresholds for Assessment and Services' ([www.somerset.gov.uk/SSCBThresholds](http://www.somerset.gov.uk/SSCBThresholds))  
Keep a copy to hand

Review the Assessment Framework triangle (See page 5) – the EHA is based on this

Find out if an EHA already exists for the child or family and what other information already exists. Contact the Early Help Advice Hub if you intend to carry out an EHA Ring on 01823 355803 or [EHACoordinator@somerset.gov.uk](mailto:EHACoordinator@somerset.gov.uk)

Think about who else might be working with the family and who might be a source of knowledge about their needs.  
Contact the Early Help Advice Hub on 01823 355803

Talk to the child, young person and family about the assessment so they feel comfortable with the process – explain what it is, what it's for, what questions are likely to be explored and how it might help. Make sure they understand and give consent.

- Get signed consent to do this assessment (section 1 of the EHA). If you haven't got consent **STOP**.
- Complete sections 1, 2, 3, and send to the Early Help Advice Hub, so your intention to complete the EHA is registered.

### Plan the practical's:

- Identify the place, date and time to carry out the assessment.
- Who in the family will be included in the assessment
- Whether there are any communication needs in the family and how you might meet them
- Any particular needs, minority ethnic families or families with special educational needs or disabilities or other additional needs children might have
- What the timescales are
- What help and support you might need as the person doing the assessment

### Feel prepared:

- Have age appropriate methods or tools for talking to the child or young person
- Review the EHA form and familiarise yourself with it
- Go to Professional Choices to read information available, download assessment tools and to download the EHA form.

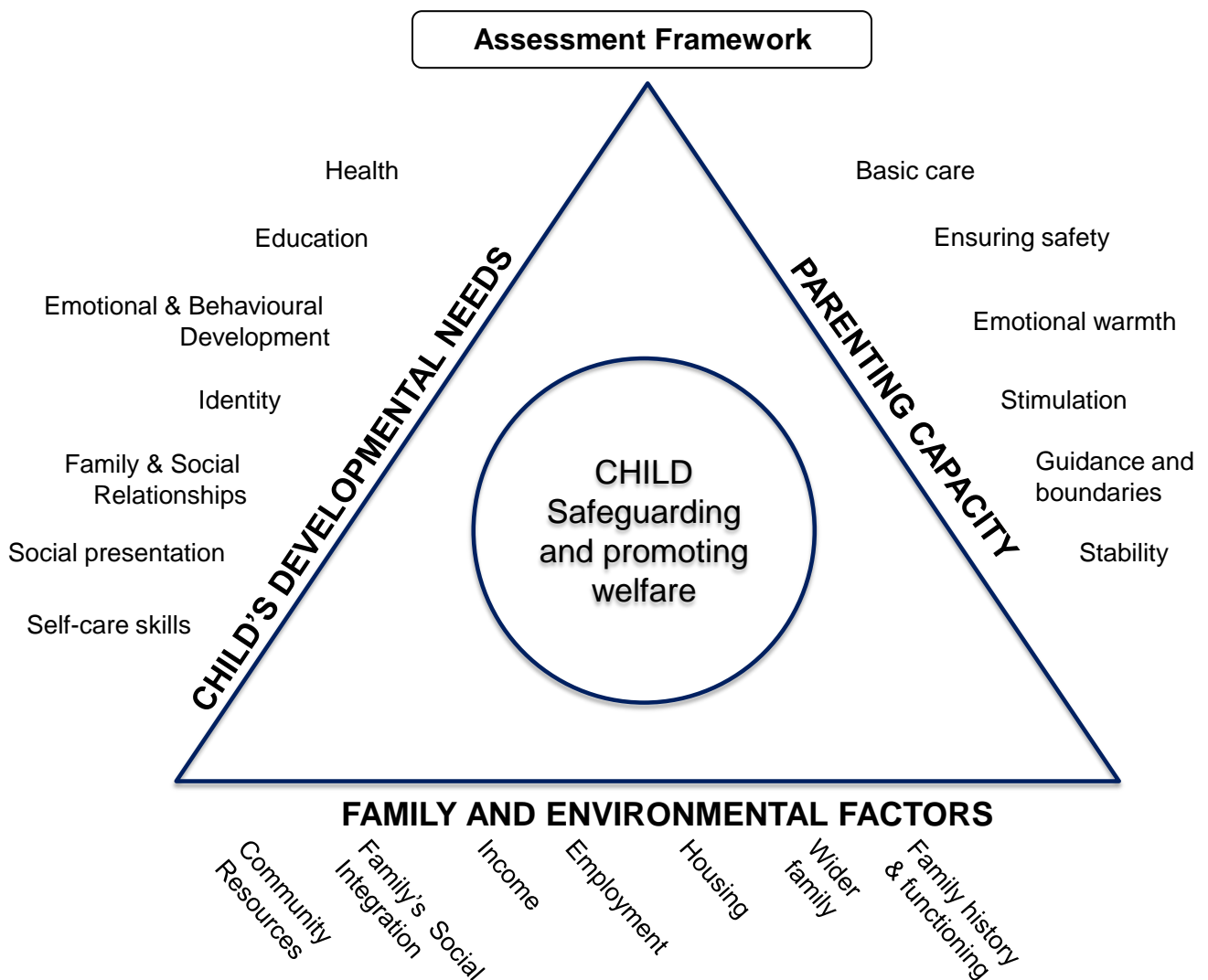
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## How to complete an EHA - Background information you may find useful

The next step is to carry out the Early Help Assessment to assess needs. To do this, practitioners have a discussion with the child and with the parent, carer or family.

Research has shown that taking a systematic approach to enquiries using a conceptual model such as the 'Assessment Framework' is the best way to deliver a comprehensive assessment for all children. A good assessment is one which investigates the following three domains.



If at any point you believe a child is suffering or is at risk of suffering significant harm you should ring Somerset Direct **0300 123 2224**

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The discussion does not have to be highly formal or presented as a 'big event'. You will want to use a method and style that suits you, the child or young person, their parent or carer, and the situation. Key points to remember about your discussion are:

### **Collaborative**

You are working together with the child or young person and their family to find solutions. Often they will know better than you.

### **Listening to the child or young person**

An assessment should never be done without them or without talking to them. Should be child centred.

### **Voluntary**

An EHA is designed to help a family work out what to do next. If the child or young person doesn't want to take part, you can't force them.

### **Not Social Care**

This is not a statutory assessment. The 'Children and Families Assessment' must be carried out by a qualified social worker

### **Focussed on Strengths**

This is a chance to talk about what a family does well, not just about their challenges, and having those courageous conversations.

### **Leads to a Plan**

An assessment should lead to an action plan that includes the provision of services that helps a child, young person or family

### **Transparent and open to challenge**

The child, young person or family should know what is happening at every point and have given their consent.

If at any point you are concerned about the safety or welfare of the child or young person, seek immediate advice at the end of the discussion using your organisation's safeguarding procedures.

Having a discussion about difficult issues can be challenging for the child, family and practitioner. If you feel you would benefit from further training or support, please refer to [Professional Choices](http://www.professionalchoices.org.uk) ([www.professionalchoices.org.uk](http://www.professionalchoices.org.uk)) or contact the Early Help Advice Hub on 01823 355803.

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## B. Guidance for the completion of the EHA

### Section 1 – Personal Data: Information and Consent

- In order to complete an EHA you must gain consent of the parent or person with parental responsibility for the child. It is good practice to also gain the child's consent, where you are confident that they understand what they are agreeing to.
- If you are unsure if you need to gain consent please seek advice from your Designated Safeguarding Lead or Line Manager.

**In this section you must show that you have gained consent by completing the purple box.**

- You should also include evidence in your own agency records that you have gained consent.

### Section 2 – Initial Details

Please complete as requested.

Where there is more than one child, involved in this assessment, the named child should be the one who is the main focus of the assessment. If there is no 'main' child, record details for the eldest child in the family here.

### Section 3 – Person undertaking this assessment

**Date EHA started** - is the date that you gained consent (as set out in Section 1).

Remember to register your intent to complete the EHA by sending a copy of sections, 1 - 3 to The Early Help Advice Hub [EHACoordinator@somerset.gov.uk](mailto:EHACoordinator@somerset.gov.uk)

**Date EHA was completed** - Date you have completed sections 1 - 8.

Organisation/Team – if you are completed this EHA as a result of a panel/Team Around the School (TAS)/One Team discussion, please include the name of this panel/team here.

### Section 4 – Children and young people in this family

**Child/Young Person 1** is the child who is the focus of your assessment. If the assessment includes multiple children (no single child is the focus), child/young person 1 is the eldest child in the family.

Even if some children in the family are not part of the EHA please include their details in this section.

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**Section 4h** – Please also state here if the child/young person is an asylum seeker or refugee.

**Section 4k** - If you are concerned that the child is a young carer please explain the impact:

- Who they are caring for and what care tasks they undertake. Is the child the main carer or are they helping someone else to care?

**Section 4l** – in this section please identify:

- If the child has communication issues? How do they communicate best?
- Does the child have a medical condition? Are there any triggers (for example allergies, epilepsy, asthma)?
- Do they take medication independently or with support? Who supports them with this?
- Does their disability affect their behaviour? Explain how and any successful strategies to manage this including how they can be comforted.
- Does the child require personal care? What is this? Who provides this and how often?
- Does the child have a sense of danger/phobias/obsessions?

## **Section 5 – Adults in this home and adults who do not live with the child/young person but are important to them**

Please record details for all adults who live in the family home and also details of any adults who are important to the child, such as those who play a part in their lives, who live elsewhere. An example would be grandparents, a neighbour, aunts and uncles.

**Section 5d** - Most services require the 'Date of Birth' for parents/carers as a minimum. Your request for support from other agencies (Section 9) may be refused if you do not provide this information.

**Section 5f** – Please state what the adult's relationship is to each child listed in section 4. (For example adult 1 is father of child 1, step father to child 2, and uncle of child 3). It may be helpful to complete a genogram for the family (See [www.professionalchoices.org.uk](http://www.professionalchoices.org.uk) for assessment tools)

**Section 5i** – Please state here if the adult is an asylum seeker or refugee

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## Section 6 – Who is working with this family at the moment

**Section 6a** - In this section please ensure that you list:

- The Early Years Provider / School / College and the key person in this setting for **each child**.
- The GP (for each member of the family if they are registered with different surgeries)
- The Health Visitor where a child in the family is under school age.
- Any other practitioners from other services **currently** working with any member of the household.

**Section 6b** - List here:

- Any services/informal support no longer provided to the family
- Explain why it has ceased
- What impact they had on the child/young person
- Approximate dates of support

## Section 7 – Assessment

**Section 7a** – please set out in brief the concerns that have led you to starting this assessment process.

**Section 7b** – it is essential that the child/young person's voice is heard within this assessment. This is the section where you can record their thoughts, feelings and wishes in relation to what is working well and what needs to change, areas to consider:

- Physical and emotional health
- Access to education and learning potential
- Emotional and behavioural development (for example, boundaries and routines)
- Identity – place in the family, friendships, how they fit into their community
- Family and social relationships – who they get on with, who they don't and why?
- Social presentation – do they present differently in different places and with different people
- Self-care skills – are these age appropriate or not? It is important to state if a child is more able than you would expect for their age as well as if they are behind

**Section 7c** – this should set out the adults views of what you have recorded in section 7b. The following may also be a helpful guide.

- **Are the parent(s) able to provide basic care ensuring safety and protection?** – If your assessment is that the answer to this question is “no” you should consider whether this case may meet the threshold for involvement by Children's Social Care.
- **Are the parent(s) able to provide emotional warmth and stability?** - You are asked here to form an initial opinion on the quality of the relationship between the

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child and their primary carers. You should ask yourself questions such as whether there are consistent displays of emotional warmth, is an interest shown in the child and their development (for example through play or other engagement), is there a tendency to be over anxious or over protective?

- **Are the parent(s) able to provide guidance and boundaries?** – This question asks you to form an opinion of the carer’s ability to create a system for ensuring appropriate social behaviour. You should comment on the appropriateness and consistency of rules and sanctions. You should also comment on whether carers are working together on a shared value base and understanding or whether there is conflict. You should record any views expressed by the parents or the child.

**Section 7d** – you have identified individuals in section 6. Please identify here the key areas of support already being provided, for example parenting support, behaviour management. Also list any additional areas of support required, that you have identified in your assessment.

**Section 7e** – please state the source of any information recorded here, (for example direct observation, agency record), you may like to think about:

- **Where do they live?** – say a little about the neighbourhood where they live. Does this make the family isolated or does it offer good opportunities? What local resources are available to them? Is there a high level of deprivation or anti-social behaviour? What is the impact of this on the child who is the subject of the EHA?
- **What do they do (employment/interests)?** - Are parents or carers in work and if so what do they do? Have current employment circumstances led to financial issues for the family? Do the family have significant hobbies or interests? What is the impact of this on the child who is the subject of the EHA?
- **What support networks do they have?** – Describe the support available from the wider family and local community. Are there particular strong friendships or religious or cultural networks? What is the impact of this on the child who is the subject of the EHA
- **Are there any known risks in the family such as past or current:**
  - Child protection concerns
  - Domestic abuse
  - Drug or alcohol issues
  - Who do they relate to?

**Section 7f** – can services already involved with the family meet the needs you have identified? If not who else needs to be involved? What do you expect them to do and how will they be able to measure if they have achieved a successful outcome for the child?

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**Section 7g** – if the needs you have identified are not met, what are you worried will happen to this child? Think about whether the child will be safe if the situation remains the same as you assess at the end of the EHA. Will their basic needs be met? For example is there suitable accommodation, appropriate food, clothing and sufficient physical and emotional care, to meet developmental milestones?

**Section 7h** – Refer back to the [Effective Support for Children and Families in Somerset – Thresholds for Assessment and Services guidance](#). After looking at the Effective Support Document, record the current level of need for this child/young person and their family here, and give reasons for your decision.

**Section 7i** – An expected date of your first TAC meeting needs to be arranged at this point. Please refer to section 12 of these Guidance notes for more information regarding the TAC process.

## Section 8 – Summary of need

If you identify that the child/young person is at risk of Child Sexual Exploitation (CSE) please complete the [CSE Screening Tool](#) and attach this to the EHA.

Please remember to complete this section when sections 1-7 have been completed and at the point of closure (along with section 13).

## Section 9 – Needs that require support from another agency/agencies

If, following the EHA, you are making a request for a service to another agency for an individual child/young person, please check that you have the relevant information in the EHA, that meet the criteria for the organisation you are requesting a service from.

For more information about the below services, such as what support they are able to offer, please log in and go to the “Services” section within [Professional Choices](#).

- **Autism and Communication Service**
- **Children’s Autism Outreach Team**

**Under section 7e** – please give details if the child/young person has had:

- Eye sight check, include the date and outcome
- Hearing check, include the date and outcome
- Universally Speaking or IDP checklist completed, include the date and by whom (please attach this to the child/young person’s EHA).

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- What is the child/young person’s primary need (for example, SLCN, ASD, SEMH, SpLD)
- Was this request for support discussed at the consultation meeting, give dates.
- Does the school receive additional funding for this child/young person, if so what category.

**Under section 7f** – please give details of how you would like this service to support the child/young person:

- Investigating the pupils specific needs
- Receptive language skills (for example, understand instructions)
- Expressive language skills (for example, answering questions in sentences)
- Social communication skills and social needs
- Managing the pupils anxieties
- Managing sensory issues
- Introducing new concepts and vocabulary
- Providing a clear learning environment
- Develop independent learning
- Managing challenging behaviour

**Under section 7f** – please describe what you expect this service to provide and how the service will know if their intervention has been successful.

### ➤ CAMHS

**Under section 7f** – make sure you have explained how the child/young person’s needs meet CAMHS service criteria.

### ➤ Children’s Social Care (Children with Disabilities)

No additional requirements

### ➤ Children’s Social Care Level 4

No additional requirements

### ➤ Early Support Team (Children with Disabilities level 1/2)

**Under section 7e** – please identify what disability living allowance the child/young person receives:

- Care – low/medium/high
- Mobility - low/medium/high

### ➤ Early Years Area SENCO Team

**Under section 7d** – please list what sessions the child/young person attends in their Early Years setting. (Details of which setting they attend, should already be identified in section 4j).

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## ➤ Education Welfare Service and School Attendance

You do not need to complete an EHA if:

- The Education Welfare Service (EWS) fulfils Somerset County Council's statutory responsibility in ensuring parents and carers have their child attend school. If you need to make a request to this service and there are no other presenting needs for the child/young person please click [here](#) and complete the relevant form.
- If you need to make an application for a permit for a child/young person in, Employment, please click [here](#)
- If you need to apply for a child performance licence for a child/young person in, Entertainment, please click [here](#)

You do need to complete an EHA if:

- If you have completed an EHA and as a consequence, identified that enforcement action issues are required to meet the needs of the child/young person, please send a copy of the completed EHA (sections 1-8) along with section 9 to the Education Welfare Service.

**Under section 7f** – please be clear what support you are requesting from the Education Welfare Service:

### Request for Education Welfare Involvement

### Request for Penalty Notice Application following:

- Term time leave 10 consecutive sessions of unauthorised absence G code (include dates)
- 10 or more unauthorised sessions (in a period of no more than 12 school weeks) (include dates)

### Child Missing Education (CME)

**Under section 7e** – please give details of when the child/young person has:

- Failed to arrive at school on an agreed date
- Believed to have moved without advising the school Education Welfare Officer, nor give a new address or change of school
- The child has not returned from a holiday on an agreed date
- Give the date the child/young person last attended school

**Under section 7e** – give details of other information held by the school:

- Telephone calls to any numbers held on record

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- Siblings and known relatives within the same school
- Other members of staff with whom the child may have had contact with
- Friends of the child within the same school
- Neighbours living in the same vicinity
- Have you discussed this with the Education Welfare Officer? Please give there details.

## Exit from School (Elective Home Education)

**Under section 7c** – please give the reason why the parent/carer has decided to electively home educate

**Under section 7e** – please give details for the:

- Date of the notice received from the parent/carer with their decision to electively home educate with a copy of the written request from the parent.
- Date of the child/young person's last school day on roll, before deregistration.

## ↳ Ethnic Minority Achievement and Traveller Education Service (EMATES)

**Under section 4g** – if the family identify themselves as travellers, please include here the type of traveller site the family live at:

- SCC Traveller Site
- Traveller site privately owned
- Unauthorised Site
- Festival
- Roadside
- Housed
- Fairground winter base
- Fairground visiting
- Circus inter base
- Circus visiting
- Bargee

**Under section 4h** – if the family identify themselves as travellers, please include here how they define themselves from:

- Gypsy
- Irish Traveller
- New Traveller – NEWTRA
- Circus
- Showpeople/Fairground
- Bargee

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- Other

**Under section 7e –please include:**

- The child/young person’s reading age and chronological age
- If the child/young person is not in a school place, please give details why (for example, site provision, Elected Home Educated (EHE)).

➤ **getset Additional Level 2 Services for 0-4’s**

**Under section 5d** – request for support will not be accepted unless you provide the parents/carers date of birth here.

**Under section 7d** – please be specific about what support the child/young person is already receiving.

**Under section 7f** - what role have you identified for getset.

➤ **getset Complex Level 3 Service for 0-19’s (up to 25 with SEND)**

**Under section 5d** – request for support will not be accepted unless you provide the parents/carers date of birth here.

**Under section 7d** – please be specific about what support the child/young person is already receiving.

**Under section 7f** - what role have you identified for getset.

➤ **Hearing Support Team**

Please attach a copy of the child’s hearing test to this EHA

**Under section 4l** – please give details here of the child/young person’s diagnosed hearing loss

**Under section 6a** – please give details of the child/young person’s ENT Consultant

➤ **Integrated Therapy Service**

**Under section 4l** - ensure that you have explained what strategies have already been tried to help the young person and what has worked.

## ➤ MAISEY

**Under section 7e** – please identify here:

- If you have applied for additional funding to meet the child's Special Educational Needs
- What funding have you applied for
- The date of the Child's School Entry
- Which school the application has been made to

## ➤ Occupational Therapist (Children with Disabilities)

**Under section 4i** – please give details here of the child/young person's Physical Disability and the impact this has on the child/young person.

**Under section 7e** – please identify what disability living allowance the child/young person receives:

- Care – low/medium/high
- Mobility - low/medium/high

## ➤ Physical and Medical Support Team (PIMS)

**Under section 4i** – please give details here of the child/young person's:

- Physical impairment and/or medical diagnosis
- Main mobility need (for example, walking, powered wheelchair user)
- Other mobility needs (for example, frame, sticks)

**Under section 7e** – please explain the child/young person's support requirements.

**Under section 7f** – please identify what you are expecting from the PIMS team to meet the child's needs

## ➤ Prevent

**Under section 7e** – please explain here if you have concerns that the child/young person or adult have possible radicalisation to extremist groups - ideology / membership / action (as well as social media engagement).

## ➤ Short Breaks Team Support (Children with Disabilities)

**Under section 7e** – please identify what disability living allowance the child/young person receives:

- Care – low/medium/high
- Mobility - low/medium/high

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## ↘ Somerset Supporters Scheme (Children with Disabilities)

**Under section 7e** – please identify what disability living allowance the child/young person receives:

- Care – low/medium/high
- Mobility - low/medium/high

**Under section 7f** - If you identify a need for a Somerset supporter, please explain how often you would like this person to be available (eg weekly, fortnightly, monthly or other) to provide support and over what time period (term time, holidays, other)

## ↘ Somerset Vision Support Team

**Under section 4l** – please give details here of the child/young person’s diagnosed eye condition

**Under section 6a** – please give details of the child/young person’s Orthoptist/ophthalmologist

## ↘ Special Educational Needs Assistive Technology Advisory Service (SENTA)

Please attach copies of relevant assessments (for example, EHCP, Pupil Passport/Profile/IEP) to this EHA and send with the request to this service.

**Under section – 4l** – please state what diagnosis/need the child/young person has here

**Under section 6a** – please ensure you give the details of the child/young person’s SENCO here.

**Under section 7e** – for an IT Assessment please give details of:

- Does the child/young person understand cause and effect
- What is the child/young person’s current method of recording (for example, handwriting, keyboard, scribe, other, none)
- Is the child/young person familiar with uppercase/lowercase
- What is the child/young person’s reading age
- What is the child/young person’s spelling age
- Is hardware used to access the computer (for example, mouse, keyboard)
- Has the child/young person used any specialist IT equipment (for example, switches)
- What software is available in the setting

**Under section 4l** – for an AAC Assessment please give details of:

- How does the child/young person communicate at present
- Does the child/young person sign or gesture, please describe

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- Does the child/young person use electronic devices for communication

**Under section 7e** – identify if the parent/carer would like to attend the assessment

**Under section 7f** – describe what you are expecting from the SENATAS Team and how they will know if they have met the need.

### ↘ Time Together

**Under section 7c** – include your analysis of the parent/carer's competence in meeting the child's emotional needs

**Under section 7e** – ensure you have included observations of play between the parent/carer and child.

### ↘ Young Carers Project

**Under section 7b** – Have you spoken to the young carer about the fact you are requesting a young carer service for them? How do they feel about this?

**Under section 7c** - Have you spoken to the parent/carer about the fact you are requesting a young carer service for their child? How do they feel about this?

**Under section 7f** - Please state here what you expect the key areas of work to be? (Note transport to young carer's activities is the responsibility of the parent unless there are exceptional circumstances. If there are exceptional circumstances please state them here).

### ↘ Youth Offending Team (YOT) or Targeted Youth Support Service (TYS)

**Under section 7f** - record YOT or TYS and what needs you have identified out of:

- reduce offending
- reduce re-offending
- reduce substance abuse (tier 2)
- reduce homelessness
- reduce vulnerability to abusive relationships
- increase young person's engagement in education, where they are over 16 and there are NEET concerns.
- employment or training
- reduce child sexual exploitation (CSE) (tier 2)

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**Early help is everyone's responsibility**

**To be read alongside 'Effective Support for Children and Families – Thresholds for Assessment and Services'**

➤ **Zing Somerset Family/Child and Young People Lifestyle Course (for children aged 5-11, who are overweight or obese)**

**Under section 7b** – please give details of the child/young person's:

- Height in metres (M)
- Weight in kilograms (KG)
- Body Mass Index (BMI) score

**Under section 7f** – please state:

- If the family are interested in engaging with a family group course
- When would they be able to attend a group

**NB: SIDAS and SDAS are not currently part of the EHA initiative and require referral form to their service outside this system. These forms can be accessed here:**

**[Somerset Integrated Domestic Abuse Service \(SIDAS\)](#)**

**[Somerset Drug and Alcohol Services \(SDAS\)](#)**

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**Early help is everyone's responsibility**

**To be read alongside 'Effective Support for Children and Families – Thresholds for Assessment and Services'**

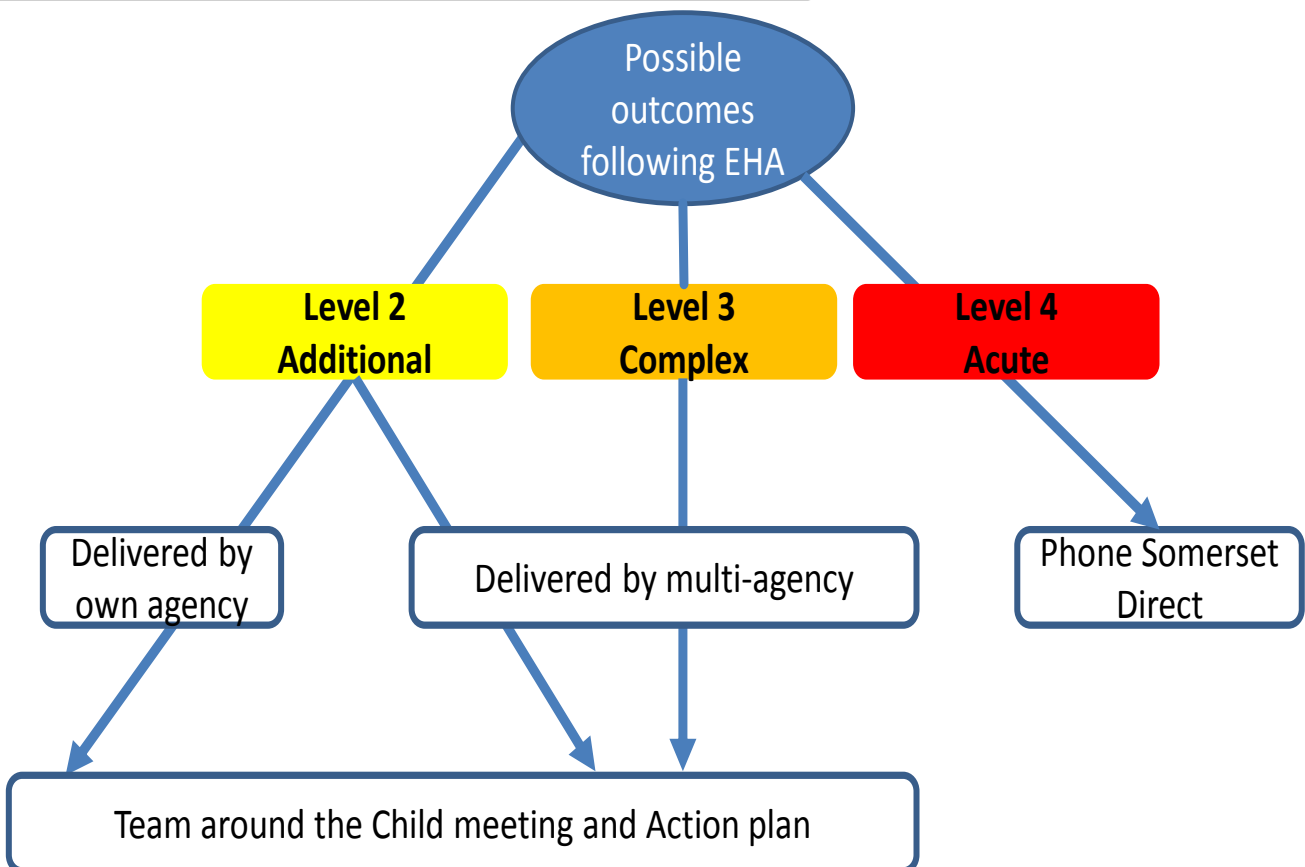
## Ca. TAC Process Introduction

The TAC meeting brings together a range of different practitioners and the family following the completion of the EHA. The purpose is to bring people together, often with specialist knowledge or expertise, to work out how best to work together to help support a family and to identify the Lead Professional.

The family and child or young person should attend too and it is important to engage with them throughout the process.

Remember – this is a voluntary process – you can't force the family to attend or take part. If the family doesn't want to have a TAC meeting, but you still think other professionals need to be involved you can call the Early Help Advice Hub for guidance.

### Team Around the Child (TAC) Process



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Early help is everyone's responsibility

To be read alongside 'Effective Support for Children and Families – Thresholds for Assessment and Services'

- Talk to the child, young person and family about a Team Around the Child (TAC) meeting.
- Explain what it is, what it is for, who will be there and why it might help.
- If they don't want a TAC meeting **STOP**



### **If the family agree to holding a TAC meeting**

#### **Plan the Practicalities:**

- Talk to the family about which professionals should attend – who is already involved and who should be involved
- Agree with the family who in the family will be included in the meeting
- Think about there are any communication needs in the family and how you might meet them
- Think about any particular needs, minority ethnic families or families with special educational needs or disabilities or other additional needs children might have
- What help, and support you might need as the person chairing the meeting
- Identify a meeting place, date and time
- Request a Virtual Meeting Room and issue the invites, please refer to the Virtual Meeting Room Guides (at [www.professionalchoices.org.uk](http://www.professionalchoices.org.uk))



- Hold the TAC meeting
- Agree the actions and record them on the EHA action plan (section 12 of the EHA). You can also save this in the virtual meeting room on Professional Choices for colleagues to view.
- Remember to give the family a hard copy.

If a practitioner from another agency cannot attend a meeting it is important to give them a copy of the EHA and find out if prior to the meeting what support they can offer the family; this can then be discussed at the meeting.

Everyone who attended the TAC takes responsibility for delivering their part of the agreed actions.

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**Early help is everyone's responsibility**

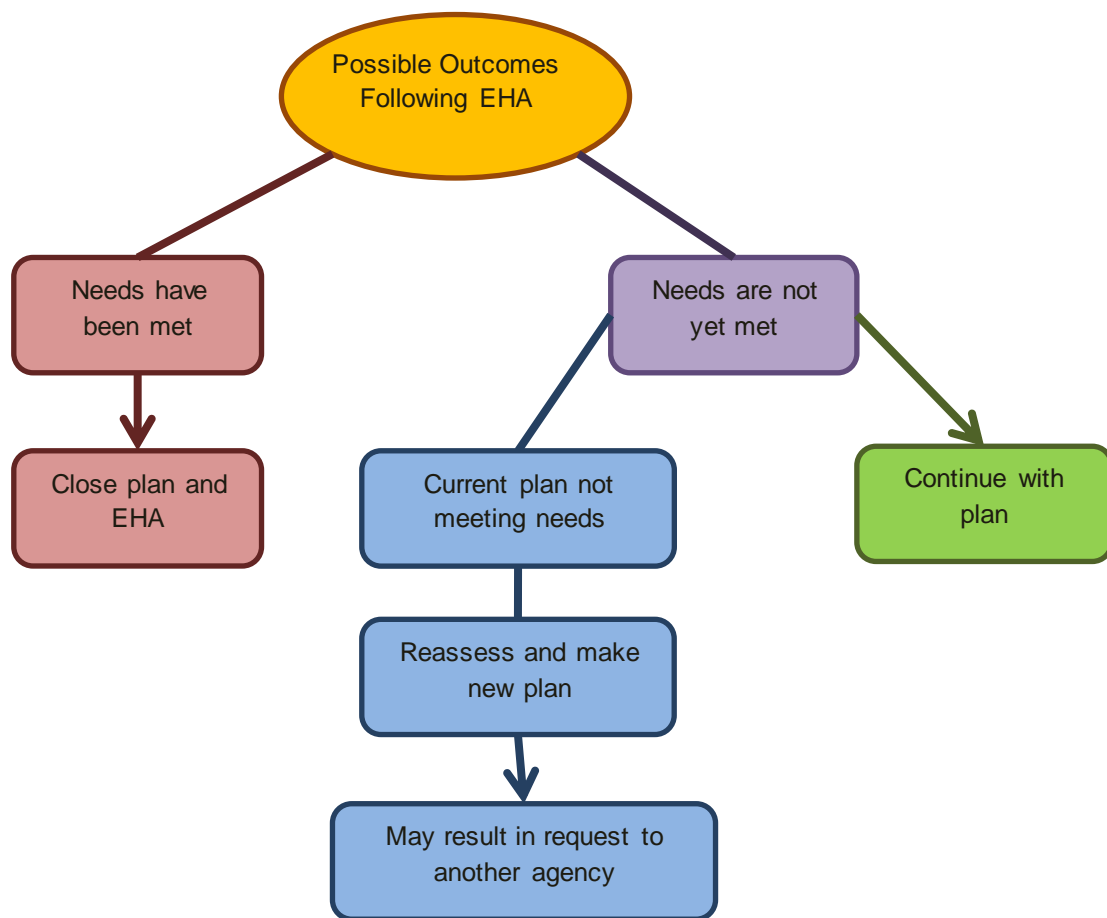
**To be read alongside 'Effective Support for Children and Families – Thresholds for Assessment and Services'**

## Reviewing what's changed

The final step in the EHA is to regularly review the action plan to see what has changed for a child or family, until the EHA process can close

### When to review

Reviewing the plan regularly (at least every 6-8 weeks) is a vital part of making sure the needs you identified have been met, if new needs have emerged, and whether the situation has improved or got worse for the child or family.



When you review the plan with the child or family and the TAC group, you are:

- Monitoring progress
- Confirming that actions have been completed – and if not why not
- Celebrating success
- Identifying and addressing new worries or concerns, or changes in circumstances

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It is important that the family and child/young person who helped write the action plan gets to say how things have changed. There are several tools you can use to produce a 'child friendly' review. Visit [www.professionalchoices.org.uk](http://www.professionalchoices.org.uk) for more tools, guidance and support.

**IF AT ANY POINT YOU BELIEVE A CHILD IS SUFFERING OR IS AT RISK OF SUFFERING SIGNIFICANT HARM YOU SHOULD CONTACT SOMERSET DIRECT ON**

**0300 123 2224**

### **Early Help Assessment Action Plan**

- It is the role of the TAC meeting to set an EHA action plan, so it is important to hold a TAC meeting ASAP after you have completed your EHA. A plan to address needs is likely to be required in all but the most exceptional circumstances.
- The action plan should simply describe what the family and the professionals in their lives are going to do to get things back on track. The family should be able to look at it to see progress, and the professionals should be able to get clear information about what they are doing to help.
- You should also use the action plan during a TAC Review meeting to check progress with the family to make sure the plan is working. (This information should be recorded in section 11).
- When the TAC meeting has produced the plan, give a copy to the family and to each of the professionals involved, if consent has been given to share.
- It is important the child or young person has helped write the action plan and knows what is happening. There are several tools you can use to produce a 'child friendly' action plan. Download the tools from [www.professionalchoices.org.uk](http://www.professionalchoices.org.uk)
- At every review meeting actions should be updated on the EHA action plan (section 12)
- This can be stored in the Virtual Meeting room so that all professionals can see the latest plan and know what they are working to. A hard copy must be given to the family.

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**Early help is everyone's responsibility**

**To be read alongside 'Effective Support for Children and Families – Thresholds for Assessment and Services'**

## **Section 10 – Team around the Child (TAC) Meeting Record**

Please add additional information/updates to the TAC notes at each TAC meeting - this becomes a rolling document that you can add information to. Use a different colour or font style at each review meeting so it is clear to everyone which information relates to the relevant review meeting.

**Name of child/young person** – please record the details of all the children/young people the TAC meeting is supporting

**Name of attendees** – please include details of all who attended each meeting, including the family and child/young person.

## **Section 11 – Team around the Child (TAC) Review**

**Significant events** – record here any changes such as:

- Family structure – who's moved in or out
- Any family bereavements
- Any new siblings
- Any changes in circumstances (housing, employment, finances, health for any family member).

**Progress on TAC Plan** – think about:

- What has worked well (for example, what has been achieved)
- What are we worried about (for example, what has not been achieved, any new concerns.
- What needs to happen, this section should be in the Action Plan

**Level of need** - Refer back to the [Effective Support for Children and Families in Somerset – Thresholds for Assessment and Services document](#). Has the level of need changed (reduced or increased) from the EHA assessment or the last TAC meeting? If so why? Record current level of need and explain the TAC group's opinion.

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**Early help is everyone's responsibility**

**To be read alongside 'Effective Support for Children and Families – Thresholds for Assessment and Services'**

## Section 12 – Early Help Assessment Action Plan

- **Section 12a** – this is the date the TAC meeting took place, as this is a rolling document you will add to this action plan at each TAC Review.
- **Section 12b** - Ensure you refer back to the EHA assessment (section 7) and have an action for any concerns/worries that are identified.
- **Section 12c** – state here what the situation will look like when the goal/outcome has been achieved.
- **Section 12d** - Make sure:
  - The actions directly link to the goal/outcomes you have identified in, section 12b
  - Make these clear and achievable
  - If you have to use acronyms or jargon, explain them
  - Only use actions that contribute to making the changes
- **Section 12e** – it is important that the person who is named here is aware of the action and is in agreement with it.
- **Section 12f** – make sure you set a realistic timescale, try not to use ongoing as this makes it difficult to measure and monitor change.
- **Section 12g** – this is the date the action has been completed.
- **Section 12h** – you should be meeting for TAC meetings regularly (6-8 weeks) to review and monitor the child/young person’s needs and the EHA Action Plan. At the end of each TAC meeting set a date for the next TAC Review meeting and put this date here.

## Section 13 – Closure Summary

Closure is the final step in the EHA process.

### When to close

- To officially close the EHA, you should do this at a TAC meeting. If this isn’t possible complete Section 13 and section 8 of the EHA and send to the Early Help Advice Hub and tell the family and TAC colleagues you have done this.
- See [virtual meeting room guidance](#) for how to close any associated virtual meeting rooms.
- It is good practice to seek feedback from the child or young person and their family to help us to learn what worked well for them, and what could be improved. Encourage families to complete your organisation feedback form about the EHA process and how it has helped them. For a good example of a service user feedback form, please [Click here](#).

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Early help is everyone’s responsibility

To be read alongside ‘Effective Support for Children and Families – Thresholds for Assessment and Services’

- **Under section 13a** - When the action plan shows that the child, young persons or family's needs have been met, the EHA can be closed. This is a significant moment for a child or family and their success in making changes should be acknowledged.
- **Under section 13b** – record here which organisation remains involved and what their role will be.
- **Under section 13c** – record here:
  - which Level 3/4 services the concerns have been stepped up to
  - the date the step up was accepted
  - the name of the allocated worker in that organisation
- **Under section 13d** – record here if the family consent to a new area being contacted, their new address and if consent is given, who you contacted in the new area and the date the EHA was sent to them
- **Under section 13e** – please contact the Early Help Advice Hub for advice or if you assess that disengagement constitutes an increased risk to the child, contact the Consultation Line on 0300 123 3078 to discuss this further.
- **Under section 13h** - Refer back to the [Effective Support for Children and Families in Somerset – Thresholds for Assessment and Services document](#). Has the level of need changed (reduced or increased) from your TAC meeting? If so why? Record current level of need and explain your opinion.

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**Early help is everyone's responsibility**

**To be read alongside 'Effective Support for Children and Families – Thresholds for Assessment and Services'**

## D. Frequently Asked Questions

<b>1</b>	<b>Who is the EHA for?</b>
<p>The EHA can be used to support children and young people between 0-19 years, including unborn babies and can also be used (with consent) up to the age of 25 where a young person has special educational needs or disabilities (SEND).</p> <p>It is part of early Level 4 assessment and planning for all children but does not replace assessments or Education Health and Care (EHC) planning Processes for children with SEND.</p>	
<b>2</b>	<b>How long does the EHA process last for?</b>
<p>There is no limit on the length of time a child or young person can be part of the EHA process. Some children and young people may require support for a number of years whereas for others involvement may be of a short duration. The key principle is that the process should support the child and family to meet their needs and achieve their potential. As long as the process is reviewed regularly and appropriate services are being provided then the EHA can continue indefinitely until the child reaches 19 years of age (up to 25 with SEND)</p>	
<b>3</b>	<b>Who will use the EHA?</b>
<p>All professionals working with children, young people and families.</p>	
<b>4</b>	<b>Where can I find the EHA?</b>
<p>The EHA can be found on the Professional Choices website, along with a copy of this guidance, and further support and tools (<a href="http://www.professionalchoices.org.uk">www.professionalchoices.org.uk</a>)</p>	
<b>5</b>	<b>What EHA paperwork is there?</b>
<ul style="list-style-type: none"> <li>• The Somerset EHA form includes: <ul style="list-style-type: none"> <li>○ An assessment document (section 1-8)</li> <li>○ Multi agency request tool (section 9)</li> <li>○ TAC meeting record (section 10)</li> <li>○ TAC review record (section 11)</li> <li>○ EHA Action plan (section 12)</li> <li>○ Closure summary (section 13)</li> </ul> </li> </ul>	
<b>6</b>	<b>Can I handwrite the EHA?</b>
<p>Yes. You can print a copy from the <a href="http://www.professionalchoices.org.uk">www.professionalchoices.org.uk</a> website.</p>	
<b>7</b>	<b>Do I need consent to do an EHA?</b>
<p>Yes, you do need written consent from the family or the young person (<a href="#">if Gillick competent</a>).</p>	

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<b>8</b>	<b>What happens if consent is withdrawn half way through the Assessment?</b>
<p>In most cases, the Early Help process will stop, unless there is a statutory obligation to continue working with the family. The Lead Professional should document the reason for closing the EHA/ plan and inform the TAC members. The Lead Professional should forward a copy of the updated records to the Early Help Assessment Coordinator, clearly informing them of the reason for closure. If a child/young person is thought to be at risk as a result of this decision, safeguarding procedures should be followed without delay.</p>	
<b>9</b>	<b>Can a young person consent to EHA without their parents' agreement?</b>
<p>Yes, if you judge them to be Gillick competent. You can find out more information about Gillick competency and the Fraser guidelines here:</p> <p><a href="https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines">https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines</a></p>	
<b>10</b>	<b>What training or further information on the EHA is available?</b>
<p>For the most up to date information, contact the Early Help Advice Hub on 01823 355803 or refer to the guides held on the Professional Choices website.</p>	
<b>11</b>	<b>Is there an 'EHA file' held in respect of a child or young person?</b>
<p>Each professional involved with a child or young person will maintain their own records in line with their agencies requirements. All EHAs and plans will be kept on Somerset County Council's electronic system. Until the EHA closes, EHA and TAC information can also be held in the Virtual Meeting Rooms on Professionals Choices.</p>	
<b>12</b>	<b>Can I fill in an EHA and share it with the family later?</b>
<p>No. The EHA should always be filled in with the child, young person and/or family present.</p>	
<b>13</b>	<b>Can a young person consent to EHA without their parents' agreement?</b>
<p>Yes, if you judge them to be Gillick competent. You can find out more information about Gillick competency and the Fraser guidelines here:</p> <p><a href="https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines">https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines</a></p>	
<b>14</b>	<b>If I do an EHA do I have to be the Lead Professional?</b>
<p>You will be the Lead Professional until the first TAC meeting and then discussion should take place with the child and family as to who is best placed to take on this role. There is a range of criteria that can help inform the decision, based on the predominant needs of the child or family; the wishes of the child or family; or a previous or potential ongoing relationship with the child. The other practitioners will have an important contribution to make in delivering their agreed actions.</p>	
<b>15</b>	<b>Doesn't being Lead Professional take up a lot of time?</b>
<p>It doesn't have to. In fact in the longer term, it should save time as a co-ordinated approach</p>	

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is proven to increase the chances of a child's needs being met earlier.

**16 Is the Lead Professional responsible for delivering services?**

Each professional remains accountable for their service. If a service agrees to do something but doesn't deliver then the agency that agreed to provide the service is accountable. The Lead Professional is responsible for co-ordination, the overall service to the family, not the performance of individual organisations.

**17 When should the Lead Professional change?**

a If at the TAC meeting it is agreed that the Lead Professional's involvement with the family should end, but the TAC process should continue, the TAC group should agree a new Lead Professional in consultation with the family.

b If the Lead Professional is absent from work for a sustained period, the organisation the Lead Professional works for should identify another worker to work with the family and be the Lead Professional.

c If there is a 'Step Down' or 'Step Up' the Lead Professional may change. It should be agreed at the first TAC meeting who the Lead Professional will be.

**18 Do TAC meetings have to have minutes?**

No but actions should be recorded and you should keep a record of the discussion in the EHA review section (Section 11 of EHA).

**19 What do I do if a child moves out of Somerset?**

If a child involved in an EHA is moving in or out of Somerset, contact the relevant area that the child is moving to/from, to ensure smooth transition of information and service provision. Please refer to the Cross Border Protocol (this is on Professional Choices).

**20 What is Professional Choices?**

Professional Choices is a new website that makes it easier for professionals to work together to improve outcomes for children. It is a multi-agency tool which provides faster and more efficient ways of working together by sharing documents and information securely, online. For more information please visit [www.professionalchoices.org.uk](http://www.professionalchoices.org.uk)

**21 What is a Virtual Meeting Room? Do I have to use one?**

The Virtual Meeting Room is where documents can be shared securely and updated instantly by more than one person. An interactive Action Plan can also be created to help track tasks and actions. Reminders can be set and sent so that deadlines can't be missed and issues can be highlighted in-between review meetings to reduce delays in any other action being taken. As a result, less time is wasted by chasing any outstanding information and the whole process will be much more streamlined which is good news for everyone. The Virtual Meeting Room is an additional tool to support you with working with a child/young person, it is your choice if you wish to use one.

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**Early help is everyone's responsibility**

**To be read alongside 'Effective Support for Children and Families – Thresholds for Assessment and Services'**

## E. Contact details in relation to multi agency request tool

### Autism and Communication Service

Email address: [awilliams@somerset.gov.uk](mailto:awilliams@somerset.gov.uk)

Telephone number: 01749 822800

Address: Somerset County Council, PO Box 5176, Shepton Mallet BA4 9DD

### CAMHS (Mendip)

Email address: [CAMHSMendip@sompar.nhs.uk](mailto:CAMHSMendip@sompar.nhs.uk)

Telephone number: 01749 836561

Address: Priory House, Priory Health Park, Glastonbury Road, Wells BA5 1TL

### CAMHS (South Somerset)

Email address: [CAMHSBalidon@sompar.nhs.uk](mailto:CAMHSBalidon@sompar.nhs.uk)

Telephone number: 01935 384140

Address: Balidon Centre, Preston Road, Yeovil BA20 2BX

### CAMHS (West - Taunton Deane, Sedgemoor and West Somerset)

Email address: [CAMHSWest@sompar.nhs.uk](mailto:CAMHSWest@sompar.nhs.uk)

Telephone number: 01823 368368

Address: Foundation House, Wellsprings Road Taunton TA2 7PQ

### Children's Autism Outreach Team

Email address: [childrens@somerset.gov.uk](mailto:childrens@somerset.gov.uk)

Telephone number: 01458 241460

Address: Barbara Mills, Children's Autism Outreach Team Long Sutton Support Base, Langport Road, Long Sutton, TA10 9PZ

### Children Missing Education (CME)

Email address: [missingchildren@somerset.gov.uk](mailto:missingchildren@somerset.gov.uk)

Telephone number: 0300 123 2224

Address: N/A

### Children's Social Care (Children with Disabilities)

Email address: [SDInputters@somerset.gov.uk](mailto:SDInputters@somerset.gov.uk)

Telephone number: 0300 123 2224

Address: N/A

### Children's Social Care Level 4

Email address: [SDInputters@somerset.gov.uk](mailto:SDInputters@somerset.gov.uk)

Telephone number: 0300 123 2224

Address: N/A

### Early Support Team (Children with Disabilities Level 1/2)

Email address: N/A

Telephone number: 01823 357008

Address: N/A

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To be read alongside 'Effective Support for Children and Families – Thresholds for Assessment and Services'

## Early Years Area SENCO (Mendip & South Somerset)

- Email address: [sse.sen@somerset.gov.uk](mailto:sse.sen@somerset.gov.uk)
- Telephone number: 01749 822800
- Address: PO Box 5176, Shepton Mallet, BA4 9DD

## Early Years Area SENCO (Sedgemoor)

- Email address: [sse.sen@somerset.gov.uk](mailto:sse.sen@somerset.gov.uk)
- Telephone number: 01278 446445
- Address: Chandos House, 6 Castle Street, Bridgwater, Somerset, TA6 8DB

## Early Years Area SENCo Team Parent/Carers Consent (Taunton)

- Email address: [sse.sen@somerset.gov.uk](mailto:sse.sen@somerset.gov.uk)
- Telephone number: 01823 334475
- Address: The Holway Centre, Byron Road, Taunton, TA1 2JD

## Education Welfare Service – Request for Involvement

- Email address: N/A
- Telephone number: 0300 123 2224
- Address: N/A

## Elective Home Education

- Email address: [EHETeam@somerset.gov.uk](mailto:EHETeam@somerset.gov.uk)
- Telephone number: N/A
- Address: N/A

## Family/Child & Young People Lifestyle Course

- Email address: [Lifestyle.hub@sompar.nhs.uk](mailto:Lifestyle.hub@sompar.nhs.uk)
- Telephone number: 0800 412 5502
- Address: N/A

## getset Complex Level 3 Services for 0 - 19s (up to 25 with SEND)

- Email address: [level3earlyhelp@somerset.gov.uk](mailto:level3earlyhelp@somerset.gov.uk)
- Telephone number: 01823 355803
- Address: N/A

## getset Mendip Additional Level 2 Services for 0 - 4s

- Email address: [getset-mendip@somerset.gov.uk](mailto:getset-mendip@somerset.gov.uk)
- Telephone number: 01458 833017
- Address: N/A

## getset Sedgemoor Additional Level 2 Services for 0 - 4s

- Email address: [getset-sedgemoor@somerset.gov.uk](mailto:getset-sedgemoor@somerset.gov.uk)
- Telephone number: 01278 446771
- Address: N/A

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Early help is everyone's responsibility

To be read alongside 'Effective Support for Children and Families – Thresholds for Assessment and Services'

## getset South Somerset Additional Level 2 Services for 0 - 4s

Email address: [getset-southsomerset@somerset.gov.uk](mailto:getset-southsomerset@somerset.gov.uk)

Telephone number: 01935 848942

Address: N/A

## getset Taunton and West Somerset/Taunton Deane Additional Level 2 Services for 0 - 4s

Email address: [getset-taunton@somerset.gov.uk](mailto:getset-taunton@somerset.gov.uk)

Telephone number: 01823 322508

Address: N/A

## Hearing Support Team

Email address: [HolwaySEN@somerset.gov.uk](mailto:HolwaySEN@somerset.gov.uk)

Telephone number: 01823 334 475

Address: The Holway Centre, Byron Road, Taunton, Somerset, TA1 2JD

## Integrated Therapy Service

Email address: [ITSreferrals@sompar.nhs.uk](mailto:ITSreferrals@sompar.nhs.uk)

Telephone number: 01749 836 691

Address: ITS Referrals, Integrated Therapy Service for CYP, Priory House, Priory Health Park, Glastonbury Road, Wells, Somerset BA5 1XL

## MAISEY (Mendip & South Somerset)

Email address: [sse.sen@somerset.gov.uk](mailto:sse.sen@somerset.gov.uk)

Telephone number: 01749 822800

Address: PO Box 5176, SHEPTON MALLETT, BA4 9DD

## MAISEY (Sedgemoor)

Email address: [sse.sen@somerset.gov.uk](mailto:sse.sen@somerset.gov.uk)

Telephone number: 01278 446445

Address: Chandos House, 6 Castle Street, BRIDGWATER, TA6 3DB

## MAISEY (Taunton)

Email address: [sse.sen@somerset.gov.uk](mailto:sse.sen@somerset.gov.uk)

Telephone number: 01823 334475

Address: The Holway Centre, Byron Road, TAUNTON, TA1 2JD

## Occupational Therapist (Children with Disabilities)

Email address: [SDInputters@somerset.gov.uk](mailto:SDInputters@somerset.gov.uk)

Telephone number: 0300 123 2224

Address: N/A

## Physical and Medical Support Team (Sedgemoor)

Email address: [SSE.SEN@somerset.gov.uk](mailto:SSE.SEN@somerset.gov.uk)

Telephone number: 01278 446445

Address: Chandos House, 6 Castle Street, Bridgwater, TA6 3DB

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To be read alongside 'Effective Support for Children and Families – Thresholds for Assessment and Services'

## Physical and Medical Support Team (Mendip & South Somerset)

- Email address: [SSE.SEN@somerset.gov.uk](mailto:SSE.SEN@somerset.gov.uk)
- Telephone number: 01749 822800
- Address: Somerset County Council, PIMS Team PO BOX 5176, Shepton Mallet, BA4 9DD

## Physical and Medical Support Team (Taunton)

- Email address: [SSE.SEN@somerset.gov.uk](mailto:SSE.SEN@somerset.gov.uk)
- Telephone number: 01823 334475
- Address: The Holway Centre, Byron Road, TAUNTON, TA1 2JD

## Prevent

- Email address: [channelsw@avonandsomerset.pnn.police.uk](mailto:channelsw@avonandsomerset.pnn.police.uk)
- Telephone number: Regional Police Prevent Team 01179 455 536
- Address: N/A

- Email address: [LMacready@somerset.gov.uk](mailto:LMacready@somerset.gov.uk)
- Telephone number: Lucy Macready (Prevent Lead) 07887955440
- Address: N/A

- Email address: [LBirkett@somerset.gov.uk](mailto:LBirkett@somerset.gov.uk)
- Telephone number: Lynsay Birkett (Prevent Project Officer) 07909995644
- Address: N/A

## Short Break Team (Children with Disabilities)

- Email address: [childrens@somerset.gov.uk](mailto:childrens@somerset.gov.uk)
- Telephone number: 0300 123 2224
- Address: N/A

## Somerset Ethnic Minority Achievement EAL

- Email address: [aappleby@somerset.gov.uk](mailto:aappleby@somerset.gov.uk)
- Telephone number: N/A
- Address: N/A

## Somerset Supporters Scheme (Children with Disabilities)

- Email address: [childrens@somerset.gov.uk](mailto:childrens@somerset.gov.uk)
- Telephone number: 0300 123 2224
- Address: N/A

## Somerset Vision Support Team (Mendip & South Somerset)

- Email address: [sse.sen@somerset.gov.uk](mailto:sse.sen@somerset.gov.uk)
- Telephone number: 01749 822800
- Address: Somerset County Council, PO Box 5176, Shepton Mallet, Somerset BA49DD

## Somerset Vision Support Team (Sedgemoor)

- Email address: [sse.sen@somerset.gov.uk](mailto:sse.sen@somerset.gov.uk)
- Telephone number: 01278 446445
- Address: Chandos House, 6 Castle Street, Bridgwater Somerset TA6 3DB

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Early help is everyone's responsibility

To be read alongside 'Effective Support for Children and Families – Thresholds for Assessment and Services'

## Somerset Vision Support Team (Taunton)

Email address: [sse.sen@somerset.gov.uk](mailto:sse.sen@somerset.gov.uk)

Telephone number: 01278 334475

Address: The Holway Centre, Byron Road Taunton Somerset TA1 2JD

## Special Educational Needs Assistive Technology Advisory Service (SENTAS)

Email address: [rgarrett@somerset.gov.uk](mailto:rgarrett@somerset.gov.uk)

Telephone number: 01749 822800

Address: SENATAS, Mendip Area Base, PO Box 5176, Shepton Mallet, BA4 9DD

## Targeted Youth Support

Email address: [tysenquiries@somerset.gov.uk](mailto:tysenquiries@somerset.gov.uk)

Telephone number: 01458 440 820

Address: N/A

## Time Together (Mendip & South Somerset)

Email address: [sse.sen@somerset.gov.uk](mailto:sse.sen@somerset.gov.uk)

Telephone number: 01749 822800

Address: Time Together Supervisor, PO Box 5176, Shepton Mallet, BA4 9DD

## Time Together (Sedgemoor)

Email address: [sse.sen@somerset.gov.uk](mailto:sse.sen@somerset.gov.uk)

Telephone number: 01823 334475

Address: Time Together Supervisor, The Holway Centre, Byron Road, Taunton, TA1 2JD

## Time Together (Taunton)

Email address: [sse.sen@somerset.gov.uk](mailto:sse.sen@somerset.gov.uk)

Telephone number: 01823 334475

Address: Time Together Co-ordinator/Supervisor, The Holway Centre, Byron Road, Taunton, TA1 2JD

## Traveller Education Service

Email address: [childrens@somerset.gov.uk](mailto:childrens@somerset.gov.uk)

Telephone number: 0300 123 2224

Address: N/A

## Vulnerable Learners (Mendip & South Somerset)

Email address: [sse.sen@somerset.gov.uk](mailto:sse.sen@somerset.gov.uk)

Telephone number: 01749 822800

Address: SSE, Somerset County Council, PO Box 5176, Shepton Mallet, BA4 9DD

## Vulnerable Learners (Sedgemoor)

Email address: [sse.sen@somerset.gov.uk](mailto:sse.sen@somerset.gov.uk)

Telephone number: 01278 446445

Address: Chandos House, 6 Castle Street, Bridgwater, TA6 3DB


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## Vulnerable Learners (Taunton and West Somerset)


 Email address: [sse.sen@somerset.gov.uk](mailto:sse.sen@somerset.gov.uk)

 Telephone number: 01823 334475

 Address: Holway Centre, Byron Road, Taunton, TA1 2JD

## Young Carers Project

 Email address: [childrens@somerset.gov.uk](mailto:childrens@somerset.gov.uk)


 Telephone number: 0300 123 2224

 Address: N/A

## Youth Offending Team (YOT)

 Email address: N/A

 Telephone number: 01458 440820

 Address: 5-7 West End, Street, Somerset, BA16 0LG

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