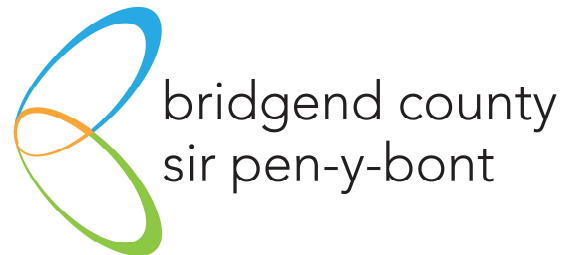


4 tiers of need
5 dimensions of need
6 outcomes
the 4 – 5 – 6 model



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For further information about the 4-5-6 Model and its applications, please contact the Children's Directorate, Bridgend County Borough Council, Sunnyside, Bridgend, CF31 4AR (01656 642617) (ellen.franks@bridgend.gov.uk)

The 4-5-6 model

- for meeting the needs of children and young people

1 Introduction

Within Bridgend County there is a clear and agreed view that all services which work with and for children and young people do so to ensure that they will:

- *thrive and make the best of their talents;*
- *live healthy and safe lives;*
- *become confident and caring individuals throughout their lives;*
- *know and receive their rights.*

The 4-5-6 model has been developed to help turn these aspirations into reality. It focuses on the needs of children and young people and the outcomes which they want to see realised in their own lives. Different services, from the voluntary, public and private sectors, have sought to meet children and young people's needs in many areas of their lives – such as education, social care, health, youth justice, employment and leisure. This model aims to bring greater coherence and consistency to the ways in which the needs of the children and young people are met. It will do this by:

- i. providing a common language which is widely understood and not service specific;
- ii. defining the needs of children and young people in ways which relate to their lives rather than service provision;
- iii. establishing agreed tiers of need so that it is clear when a child has crossed a particular threshold and requires a different level of support;
- iv. providing descriptions of what an unmet need looks like in the life of a child;
- v. giving pointers to the services which can help a child who has unmet needs;
- vi. defining the outcomes for children and young people in terms of how their lives change for the better;
- vii. setting out case studies to show how the model relates to the lives of real children and young people.

Within the model there are:

- 4 tiers of need** - basic, additional, complex and critical needs
- 5 dimensions of need** - social, physical, emotional, cultural and learning needs
- 6 outcomes** - learn and achieve, participate and enjoy, give and receive respect, be healthy, be safe, be confident and self-reliant

These build on models which have existed before in different services but also seek to use common language and take a holistic approach to the needs of children and young people. They have been cross-referenced to the Welsh Assembly Government's 7 core aims and to performance indicators at national, regional and local levels.

The 4-5-6 model is also intended to support progress towards more integrated working between services.

a) 4 Tiers of Need

The use of a **four tier system** for describing need, increasing in complexity from Tier 1 to Tier 4, in social care and health has been a common approach for some years. Most four tier systems have described services and have been very useful in organising delivery of care. It is an accepted approach for describing child and adolescent mental health services and is a basic approach in the commissioning of services.

The four tier approach described here differs from some others in that rather than describe services it describes the needs of children and young people. It is nonetheless a classification appropriate to all children and young people, all having needs to be met at some level, in one or more "dimensions" of their lives. **Basic needs** apply across **all** dimensions to **all** children and young people, a basic requirement if they are to benefit from experiencing improved outcomes.

- The four tiers of need are:
1. basic needs;
 2. additional needs;
 3. complex needs;
 4. critical needs.

These are defined as:

Tier	Generic level of need
1. Basic needs	Basic needs are being met and the child has no identified additional needs. The 6 outcomes for the child are good and he/she should continue to thrive.
2. Additional needs	Up to two basic needs are not being met to the extent that one or more of the 6 outcomes for the child is less than satisfactory. All outcomes could be achieved with support, which would be temporary.
3. Complex needs	Several basic needs are not being met so that the child's progress against most of the 6 outcomes is unsatisfactory. He/she will be dependent upon support in the medium to longer term.
4. Critical needs	Several basic needs are not being met leading to profound and enduring difficulties for the child which mean that he/she is already failing, or is at high risk of failing, to achieve most or all of the 6 outcomes.

The usual broader descriptions of four tier systems continue to apply as need escalates from Tier 1 to Tier 4 i.e. increasing complexity, fewer numbers of children and young people, greater levels of risk to the child's wellbeing and higher cost to address the needs.

b) 5 Dimensions of Need

Children's or young people's needs can be related to every aspect or dimension of their lives. Reducing these down to 5 categories may appear simplistic but does make possible some discussion of the needs and how they might be managed. The generic needs relating to health, education, social care, leisure etc have been captured within the following 5 dimensions:

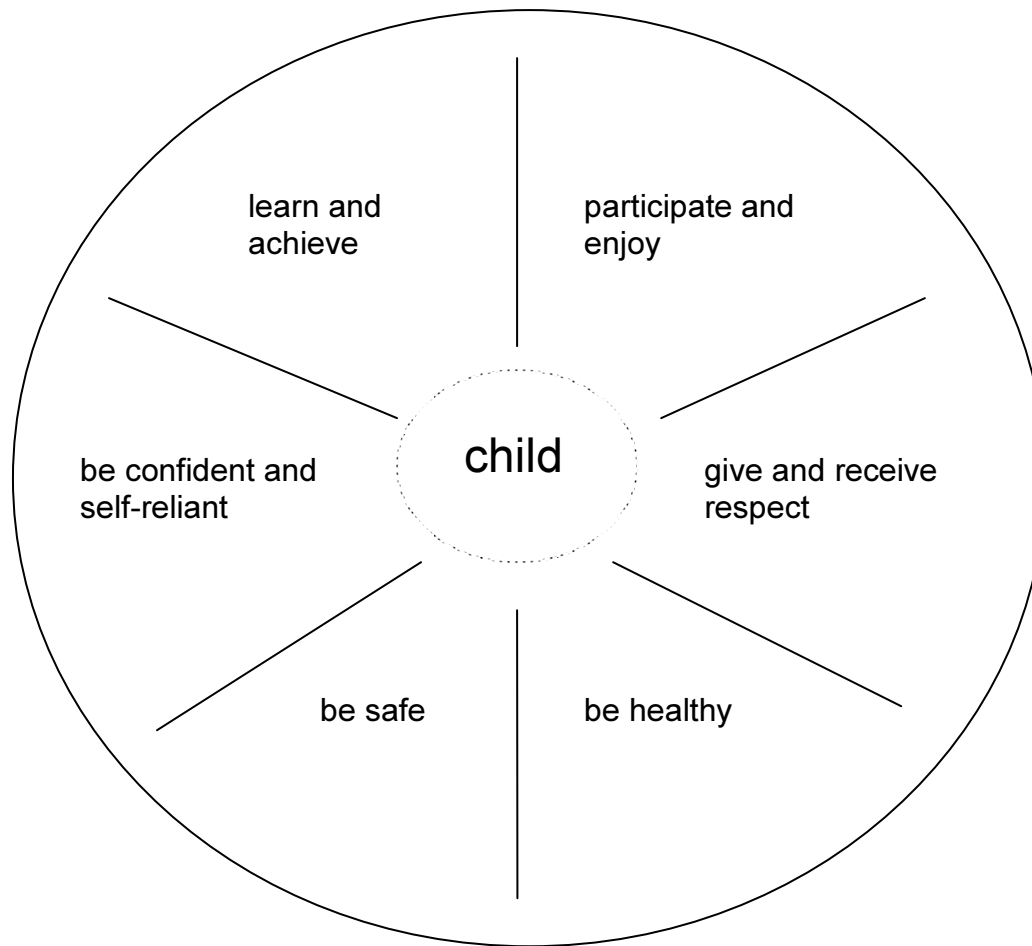
- **social** (relationships with close and extended family, peers, other children and adults, norms of behaviour);
- **physical** (health, nutrition, weight, exercise and attitude);
- **emotional** (self confidence, self esteem, resilience and mental health);
- **cultural** (identity through recognition of ethnic, linguistic, religious and cultural factors in a young person's life);
- **learning** (the development of mental and practical skills and attributes).

c) 6 Outcomes

An outcome is the end result of a process and, in the context of children and young people, an outcome should always be expressed in terms of change for the better in the life of the child. The six outcomes for children and young people are that all children and young people will:

1. learn and achieve
2. participate and enjoy
3. give and receive respect
4. be healthy
5. be safe
6. be confident and self-reliant

Defining the outcomes in this way is particularly helpful when identifying needs and commissioning services to meet those needs. While the 6 outcomes are broad and high level, it is possible to attach measures to them which will indicate how far the outcomes are being achieved for any child or group of children and young people. The Welsh Assembly Government's seven core aims are not expressed as outcomes but the 6 outcomes embrace everything within the 7 core aims.



The six outcomes are not in any order of priority since they complement one another and contribute to the development of the whole child.

In the context of working with and for children and young people, outcomes should always be expressed in terms of what the benefit is to the child or young person and could be made as specific as is necessary by drilling down into each of the six broad outcomes. In this way the focus is essentially on the qualities, skills, abilities and attitudes which the child/young person should have if he/she is to thrive. Meeting the child's needs then becomes the ultimate goal for services. The provision of a service is not an end in itself, however effective and well regarded that service may be.

Concentrating on the outcomes for the child/young person has the advantages of:

- giving definition to success in terms which mean something to the end-user of services i.e. the child/young person; this will especially be the case if a commissioning process has involved children and young people in articulating the required outcomes;
- obliging service providers to plan and measure success in terms which will show if any difference has been made to the lives of children and young people;
- keeping commissioners focussed on the end results not just the means of getting there;
- allowing providers of services to contribute to decisions on, if not determine, the routes by which certain outcomes may be achieved (though this may not be appropriate in some instances of commissioning);
- sharpening service provision to be more efficient by eliminating what might be peripheral to achieving an outcome;
- directing resources to the prioritised needs of the child/young person rather than those of a service.

2. The links to the Seven Core Aims

The Assembly Government has developed seven “Core Aims” which they aspire to provide for all children and young people in Wales. These form the basis of the Children and Young People's Plan, and are the focus for much of the national policy development in the arena of services to children and young people. The seven Core Aims are themselves derived from the United Nations' Convention on the Rights of the Child (UNCRC), and although they are not written in the form of outcomes, the six outcomes within this document stem from the achievement of the core aims – that is, if the seven Core Aims were realised for all children and young people in Wales, these are the outcomes from which they will benefit.

Core aim ...all children and young people should...	...by which we mean....	...outcomes... all children and young people will...
...have a flying start in life and the best possible basis for their future growth and development	..be born healthy into a secure and supportive family	• be healthy • be safe • be confident and self reliant
...have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills	..be able to fulfil their potential as learners	• learn and achieve • participate and enjoy • be confident and self-reliant
...enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation	..be healthy and secure individuals, free from exploitation by others	• be healthy • be safe • be confident and self-reliant
... have access to play, leisure, sporting and cultural activities	..be able to participate in activities regardless of their skills and abilities	• participate and enjoy • be healthy • be confident and self-reliant
....be listened to, treated with respect, and are able to have their race and cultural integrity recognised	..be able to have a say in all decisions which affect them and have an understanding of their rights and responsibilities	• give and receive respect • be safe • be confident and self-reliant
...have a safe home and a community that supports physical and emotional well-being	..be safe and emotionally well supported within their home and local community	• be safe • give and receive respect • be confident and self-reliant
..not be disadvantaged by child poverty	..thrive and become confident and caring people regardless of their family's income	• be confident and self-reliant • give and receive respect • learn and achieve

3. Understanding need

In the chart below, the characteristics of children and young people at **each tier** of need and within **each dimension** are illustrated. All children and young people should possess the characteristics described as basic needs across all dimensions if they are to achieve good outcomes.

	social	physical	emotional	cultural	learning
basic	good communication, confidence and self image, appropriate relationships with family, peers and appropriate adults.	in good health, physically active, good diet, no underlying problematic conditions	good mental and emotional health with positive self image, aware of own and others' feelings, reacts appropriately, including to stress	sees worth in own identity and accepts that of others, understands cultural norms and behaviours, including cultural influences upon own life.	has a positive attitude and makes good progress in learning skills (e.g. motor, reading, writing, number, speaking, listening) at appropriate level
additional	lacks confidence or self awareness, poor social skills and relationships, has difficulty making friends	occasional poor health, slightly over- or under-weight, underlying minor condition, diet and exercise could be improved	lacks confidence in own ability to communicate feelings, may react inappropriately in expressing own or to others' emotional needs	lacks full appreciation of or confidence in own cultural identity, or validity of others' differing identities.	factors, often temporary but unaddressed, which inhibit good progress, including disability or special need, emotional or social issues
complex	has considerable difficulties in making relationships, exhibits inappropriate behaviour, little appreciation of impact on others	persistently in poor health, obese or grossly underweight, inactive or hyperactive, serious underlying condition, poor diet	considerable limitations on emotional understanding, limited ability to change or adapt, inappropriate emotions or behaviour	does not recognise impact of culture on own or others' identities, actions or behaviour, and hence reacts inappropriately.	progress well below potential, consistent lack of engagement with or negative attitude to learning, possible persistent special need
critical	fails to communicate appropriately, may show aggression, lacks awareness of self or others needs or social impact, requires support in all social situations	persistently poor health and physical condition maintained by poor standards of care, nutrition, lack of exercise etc, or chronic underlying condition	very limited or no understanding of own emotions, inability to interpret own emotions, or reflect on or adapt own emotional behaviour to situations.	denies importance of cultural identity, actively resents or disparages cultures different from own, fails to adapt behaviour to take account of diversity of culture	progress or attainment well below potential, little or no motivation to learn, long term unmet needs, intensive one-to-one professional support required

A much fuller description of needs at each tier for each dimension can be developed further, as required for any specific purpose. The basic needs in each dimension are, however, the starting point since they set out the qualities or characteristics which every child or young person should possess. The 5 dimensions are amplified here at each tier of need:

SOCIAL NEEDS	Description of need	Signs of unmet need
Tier 1: BASIC social needs	<i>Every child and young person, appropriate to age, needs to:</i> - be self-confident and have a positive self image; - manage tension and conflict in relationships without damage to self or others; - form good and appropriate relationships with family (parents/carers, siblings, extended family); - have some close friends and a wider circle of acquaintances; - be comfortable and act appropriately with peers and adults at school/college, in the workplace and in the local community.	
Tier 2: ADDITIONAL social needs	<i>Where the basic social needs cannot be met, children and young people need to:</i> - understand the effect of their language and behaviour on others; - be encouraged by the positive qualities others see in them; - learn how to manage their own negative feelings so that others do not turn against them; - be supported by and feel supported by their own family; recognise which friends can be trusted and have their best interests at heart; - not let their own insecurities prevent good relationships with peers and adults; - be prepared to ask for support and advice when difficulties in relationships arise.	<i>Every child/young person, with additional needs is entitled to have her/his basic needs met appropriate to age, but may :</i> - have some difficulty making friends; - mix with peers from a different age group to self; - be bullied by or bully siblings or school/college/workplace peers; - sometimes appear isolated or withdrawn, reluctant to respond to overtures from peers or concerned adults; - have family relationship problems, but doesn't necessarily discuss them.
Tier 3: COMPLEX social needs	<i>Where the basic social needs cannot be met, children and young people need to:</i> - recognise that not following the norms of social communication seriously damages relationships; - accept help to understand and practise socially acceptable behaviours;	<i>Every child/young person, with additional needs is entitled to have her/his basic needs met appropriate to age, but may :</i> - show little understanding of norms of social communication; - fail to form close or appropriate relationships with

	understand why relationships within the family are inappropriate or damaged and make an effort to play a part in repairing them; - learn not to assert themselves at the expense of others or be taken advantage of by others;	family, peers or adults; - be isolated and fail to respond to overtures from peers or concerned adults, including family members; - not lack self-esteem or self confidence, but can display such confidence inappropriately; - be able to function in social situations, but not spontaneously or effectively without support.
Tier 4: CRITICAL social needs	<i>Where the basic social needs cannot be met, children and young people need to:</i> - be supported in taking the first steps to acquire basic social skills; - be kept safe from harm they may do themselves and others; - be given every opportunity to form a worthwhile relationship; - understand and accept the need for help and realise that this will require some changes in behaviours.	<i>Every child/young person, with additional needs is entitled to have her/his basic needs met appropriate to age, but may:</i> - fail to understand or use norms of social communication; - be unreasonably aggressive or assertive (which may appear to be bullying); - pose a danger to self or others; - be isolated and have no or very few close family relationships formed; - fail to form or attempt friendships with peers; - need support in all social situations.

PHYSICAL NEEDS	Description of need	Signs of unmet need
Tier 1: BASIC physical needs	<i>Every young person, appropriate to age, needs to:</i> - be physically healthy and free from conditions which inhibit activities engaged in by peers; - be physically fit, mobile and dexterous; - have a healthy way of life, including a healthy diet, regular exercise and adequate sleep; - have a positive attitude to their own health and well-being, only engaging in behaviours which are beneficial to health; - live in a warm, safe and dry home environment; - be free from physical danger and abuse; - have age appropriate sensory and motor development and meet their developmental milestones.	
Tier 2: ADDITIONAL physical needs	<i>Where the basic physical needs cannot be met, children and young people need to:</i> - remain physically active using whatever support is required; - accommodate any treatments for health issues into their daily routines; - be both positive and realistic about any physical or health limitations; - adapt their diet as necessary to improve their health and fitness levels; - be confident in seeking help when necessary; - take advantage of any aids or support available to them.	<i>A child with additional needs is entitled to have her/his basic needs met appropriate to age but may:</i> - show a growth rate lower than expected; - have persistent minor health problems; - have a disability which impairs full motor or sensory capability; - have decaying or missing teeth; - have an inadequate diet; - engage in inappropriate sexual activity; - show a disregard for own wellbeing through substance/alcohol misuse; - lack proper routines to get enough sleep and keep clean.
Tier 3: COMPLEX physical needs	<i>Where the basic physical needs cannot be met, children and young people need to:</i> - have an understanding of what they can and cannot do; - be both positive and realistic about any physical limitations; - manage their disabilities as far as they are able themselves	<i>A child with complex needs is entitled to have her/his basic needs met appropriate to age but may:</i> - display weight, height or growth issues which constitute a failure to thrive; - have a chronic health problem and/or disability

	- but be supported both emotionally and in practical ways; - recognise that their own behaviours may be contributing to poor health and make changes to their lifestyle; - be prepared to articulate their own needs, any shortcomings in the support/treatments they receive and any form of abuse they may be suffering.	- which restricts their sensory and/or motor capabilities to the extent of compromising independence; - have a poor diet; - suffer serious dental decay; - suffer an unusual number of injuries, some of which may be untreated; - not be receiving appropriate medical care for illnesses; - display evidence of self harm or deliberately be exposing self to dangers; - be very negative about his/her own physical welfare; - live in an unsafe and inadequate environment.
Tier 4: CRITICAL physical needs	<i>Where the basic physical needs cannot be met, children and young people need to:</i> - be provided with a proper diet matched to their specific requirements; - benefit from a tailored treatment and medication regime; - make progress in carefully measured steps; - become as independent and self-sufficient as possible with substantial and specialist support; - develop resilience and optimism.	<i>A child with critical needs is entitled to have her/his basic needs met appropriate to age but may:</i> - be severely underweight and malnourished; - fail to reach most or all developmental milestones to a significant degree; - have one or more severe disabilities; - suffer prolonged and serious illness; - have no regard for own life and prone to seriously endangering own life; - display mental health issues linked to neglect of physical health; - be subject to abuse – physical and/or sexual.

EMOTIONAL NEEDS	Description of need	Signs of unmet need
Tier 1: BASIC emotional needs	<i>Every young person, appropriate to age, needs to:</i> - be listened to and treated with respect; - have a positive self image; - feel good about themselves; - feel loved and cared for; safe in their own home and community; - have good understanding of their emotions and feelings; - have the ability and confidence to communicate their emotions and feelings effectively; - show understanding and appreciation of the emotional needs of others, and react appropriately; - adapt their emotional behaviour to suit different situations; - be able to reflect on their own emotional behaviour(s) and those of others; - have sound mental and emotional health, which includes a self confidence and self esteem.	
Tier 2: ADDITIONAL emotional needs	<i>Where the basic emotional needs cannot be met, children and young people need to:</i> - accept that there are things they can do which can improve their emotional well-being; - be confident to seek any support needed to develop an understanding of their emotions and feelings; - develop the skills that enable them to adapt their emotional behaviour appropriately; - participate in positive activities within the home, school and community environments which allow additional emotional needs to be recognised and supported (playground peacemakers, circle of friends).	<i>A child with additional needs is entitled to have her/his basic needs met appropriate to age but may have:</i> ○ a limited understanding of self, and own emotional needs and reactions; ○ a limited understanding of others, and their emotional needs and reactions; ○ a limited capacity to communicate feelings and emotions to others, outside of close family; ○ inappropriate ways of coping with stressful situations such as substance misuse ○ a limited ability to reflect on their own emotional behaviour(s) and those of others.
Tier 3: COMPLEX emotional needs	<i>Where the basic emotional needs cannot be met, children and young people need to:</i> - gain an understanding of all aspects of communication and self image;	<i>A child with complex needs is entitled to have her/his basic needs met appropriate to age but may have:</i> ○ serious limitations to many aspects of understanding and communication;

	- develop an ability to change or adapt their emotional behaviour with an understanding of consequences; - gain an insight into triggers for inappropriate emotions and feelings, and ways of expressing these; - be confident in accessing specific interventions to address emotional needs e.g. anger management; - develop an understanding of behaviours which may be threatening to self or others, including high risk activities; self-harm, suicidal thoughts or attempts, extreme violence, sexual expression, extremes of trust.	○ particular difficulties in changing or adapting their emotional behaviour; ○ a high level of inappropriate emotions and feelings, and ways of expressing these; ○ behaviours which may be threatening to self or others, including high risk, self-harm, suicidal thoughts or attempts, extreme violence, sexual expression, extremes of trust.
Tier 4: CRITICAL emotional needs	<i>Where the basic emotional needs cannot be met, children and young people need to:</i> - become more aware of their own feelings and how these affect their own behaviour; - be supported to develop the ability to interpret their own emotions, or to reflect on their emotional behaviour; - access specific interventions to develop appropriate coping mechanisms in stressful situations; - develop an ability to empathise with others appropriately i.e. with understanding; - be safe from behaviours which are threatening to self or others, including high risk activities, self-harm, suicidal thoughts and/or attempts, extreme violence, sexual expression, extremes of trust.	<i>A child with critical needs is entitled to have her/his basic needs met appropriate to age but may have:</i> ○ very little or no understanding of their own emotions and feelings or how to communicate them; ○ an inability to interpret their own emotions, or to reflect on their emotional behaviour. ○ an inability to adapt their emotional behaviour to suit different situations; ○ an inability to empathise with others appropriately i.e. with understanding; ○ behaviours which are threatening to self or others, including high risk, self-harm, suicidal thoughts and/or attempts, extreme violence, sexual expression, extremes of trust.

CULTURAL NEEDS	Description of Need	Signs of unmet need
Tier 1: BASIC cultural needs	<i>Every child and young person, appropriate to age, need to:</i> - have a sense of and see worth in their own identity; - have awareness of the identities of others; - understand cultural norms and how they can shape behaviours; - develop a critical appreciation of the cultural influences upon their own lives; - find enjoyment in a range of cultural, sporting and recreational activities; - develop cultural, sporting and recreational preferences which help them thrive; - accept that the preferences of others may differ and be valid.	
Tier 2: ADDITIONAL cultural needs	<i>Where the basic cultural needs cannot be met, children and young people need to:</i> - understand that the preference of others may differ and be valid; - be tolerant of others in relation to differences, e.g. races, disability, gender, sexuality, religion; - recognise that they have value as individuals and deserve respect from family members, peer group and wider society; - become comfortable with their own identity; - be prepared to ask for support if bullied by others e.g. in respect of their identity.	<i>Every child/young person with additional cultural needs may have:</i> - some insecurities around identity, e.g. low self-esteem for learning, low aspirations for the future; - limited self-confidence; - experience of some discrimination, e.g. racial, sexual or due to disabilities; - insecurities within the family e.g. child is not known by a consistent name or is not treated as a family member and is not included in family celebrations; - limited sense of being valued for his/her self; - limited support from parent/carer e.g. does not show pride in his/her child..
Tier 3: COMPLEX cultural needs	<i>Where the basic cultural needs cannot be met, children and young people need to:</i> - feel supported when they experience persistent discrimination by others on the basis of ethnicity, sexuality, disability or religion; - be protected in any setting where they may be bullied or abused or their welfare threatened;	<i>Every child/young person with complex cultural needs may:</i> - experience persistent discrimination, e.g. on the basis of ethnicity, sexual orientation or disability; - demonstrate significantly low self-esteem in a range of situations; - have poor self-confidence;

	- be encouraged to feel that they have unique qualities, in order to improve their self-confidence; - gain perspective on their own cultural situation e.g. through greater awareness of alternative lifestyles/belief systems; - accept help to have the opportunity to learn their own cultural traditions.	- be a victim of crime; - show signs of deteriorating mental health.
Tier 4: CRITICAL cultural needs	<i>Where the basic cultural needs cannot be met, children and young people need to:</i> - be protected when they are being abused due to cultural beliefs in own family; - accept skilled help to overcome internalised discrimination and behaviour that reflects poor self-image; - understand the effects of social isolation and be helped to overcome resulting difficulties; - be provided with positive role models; - accept treatment for mental health problems e.g. where linked with fear of persecution or lack of self-esteem; - be kept safe from harm they may do to themselves or others, or from extreme bullying.	<i>Every child/young person who has critical needs may:</i> - have internalised discrimination and behaviour, reflecting poor self-image; - be socially isolated and lack appropriate role models; - have no self-confidence; - have distorted self-image and demonstrate fear of persecution by others; - manifest mental health problems; - have no, or acrimonious, home/school link contact; - have few, if any, achievements.

LEARNING NEEDS	Description of need	Signs of unmet need
Tier 1: BASIC learning needs	<i>Every child and young person, appropriate to age, needs to:</i> - have a positive attitude to learning, show interest in themselves, others and the world around them; - have the motor skills necessary to enable learning to take place; - have the appropriate levels of skill in reading, writing, speaking/listening and number; - take risks and learn from their mistakes; - make good progress relative to their abilities; - gain qualifications which accurately reflect their abilities.	
Tier 2: ADDITIONAL learning needs	<i>Where the basic learning needs cannot be met, children and young people need to:</i> - maintain interest in learning through times of personal difficulty; - maintain interest in people and activities; - learn how to compensate for any learning difficulties; - know when to seek help to address personal issues which detract from their ability to learn; - be willing to accept help when offered; - recognise when progress does not reflect their abilities; - take encouragement from successes.	<i>A child or young person with additional needs is entitled to have her/his basic needs met appropriate to age but may:</i> - struggle to maintain progress; - occasionally disengage from learning activities; - be absent from activities, with or without a pattern being apparent; - have a disability or special need which is not being addressed; - show signs of emotional upset; - lack confidence.
Tier 3: COMPLEX learning needs	<i>Where the basic learning needs cannot be met, children and young people need to:</i> - accept the expert or informed views of others that they have issues which require attention; - seek help to address issues which affect ability to learn; - address physical, emotional or other difficulties in their lives; - understand the future impact of failing to make good progress;	<i>A child or young person with complex needs is entitled to have her/his basic needs met appropriate to age but may:</i> - consistently achieve below potential; - often fail to engage with, or have a very negative attitude to, learning and learning opportunities; - frequently be absent from organised learning opportunities; - be so lacking in confidence and/or self esteem that

	- accept and celebrate small steps in learning.	- engagement with learning is inhibited; - have at least one moderate or severe disability or special needs which are not being fully met..
Tier 4: CRITICAL learning needs	<i>Where the basic learning needs cannot be met, children and young people need to:</i> - be professionally supported in addressing a variety of physical, emotional, learning and other issues which impact on their ability to make reasonable progress; - discover, with help, a renewed interest in the world about them, in other people and in their own future.	<i>A child or young person with critical needs is entitled to have her/his basic needs met appropriate to age but may:</i> - consistently achieve well below potential; - rarely engage with learning and learning opportunities; - persistently be absent from organised learning opportunities; - be so lacking in confidence and/or self esteem that engagement with learning does not occur; - have one or many severe or profound disabilities and/or special needs which are not being met.

4 Meeting need

The four tiers of need can be used to assess responses of various sorts. For example, in terms of the various types of support required (e.g. family support, health services, recreational and social activities), whether and what sort of referral may be needed (such as social services, health, education, youth service), or whether a threshold for referral has been reached (e.g. determining when a social services or CAMHS or YISP referral or assessment is required). A fuller description of needs and examples of levels and types of support are included in the table below. Examples of case studies which apply to each need and its tier are provided in the final column.

DIMENSION: SOCIAL

BASIC social needs	Meeting the needs	Outcomes	Case study references
<i>Every child/young person, appropriate to age, needs to :</i> - recognise, understand and use age-appropriate communication (verbal and social) such as listening, turn-taking, proximity; - be self-confident, have good self image, rarely be bullied or bully others; - form good and appropriate relationships with family (parents/carers, siblings, extended family), peers (at school/college/workplace and in local community), and with appropriate adults (friends of family, neighbours, teachers etc); - have some close friends; - have a wider circle of acquaintances.	<i>Every child/young person requires:</i> - caring and supportive parent(s) and a stimulating home environment which facilitate communication and social interaction; - frequent opportunities for play and mixing with others; - good quality formal education which gives strong focus on basic and key skills, including language and communication; - encouragement from adults to succeed including praise when deserved and help when necessary to learn from mistakes; - care and support from adults which is based on genuine interest in the child/young person; - the opportunity to resolve issues with peers, including support where needed from understanding adults; - role models within nuclear and extended family, amongst peers, and within the wider community.	- learn and achieve - participate and enjoy - give and receive respect - be safe - be confident and self-reliant	Amin Liam D Sam L Sian Simon J

Signs of UNMET social needs	Meeting the needs	Outcomes	Case study references
ADDITIONAL social needs <i>Every child/young person, with additional needs is entitled to have her/his basic needs met appropriate to age, but may :</i> - have some difficulty making friends; - mix with peers from a different age group to self; - be bullied by or bully siblings or school/college/workplace peers; - sometimes appear isolated or withdrawn, reluctant to respond to overtures from peers or concerned adults; - have family relationship problems, but doesn't necessarily discuss them.	<i>Every child/young person with additional needs requires the same support as for basic needs plus:</i> - active intervention from adults, where needed, to resolve issues with peers (e.g. active implementation of anti bullying strategy in schools; - awareness of and information which enables access to social opportunities in and out of school; - support for parents to identify and help address social needs.	- learn and achieve - participate and enjoy - give and receive respect - be safe - be confident and self-reliant	Helen L Jenny D Paul Paula Sian Simon J

Signs of UNMET social needs	Meeting the needs	Outcomes	Case study references
COMPLEX social needs <i>Every child/young person, with additional needs is entitled to have her/his basic needs met appropriate to age, but may :</i> - show little understanding of norms of social communication; - fail to form close or appropriate relationships with family, peers or adults; - be isolated and fail to respond to overtures from peers or concerned adults, including family members; - not lack self-esteem or self confidence, but can display such confidence inappropriately; - be able to function in social situations, but not spontaneously or effectively without support.	<i>Every child/young person requires support as for basic needs plus:</i> - specialist assessment and structured support programmes to develop social skills and strategies; - targeted support for parents and professionals to identify and help address social needs; - additional expertise as necessary, e.g. counselling, individual coaching; - key worker to co-ordinate support; - family support services, including for siblings; - regular monitoring of progress.	- learn and achieve - participate and enjoy - give and receive respect - be safe - be confident and self-reliant	Amy L Dewi J Sam L Sian Simon J

Signs of UNMET social needs	Meeting the needs	Outcomes	Case study references
CRITICAL social needs <i>Every child/young person, with additional needs is entitled to have her/his basic needs met appropriate to age, but may:</i> - fail to understand or use norms of social communication; - be unreasonably aggressive or assertive (which may appear to be bullying); - pose a danger to self or others; - be isolated and have no or very few close family relationships formed; - fail to form or attempt friendships with peers; - need support in all social situations.	<i>Every child/young person requires support as for basic needs plus:</i> - a range of intensive support services that include up to 24/7 support, respite, specialist care and treatment and accommodation provision.	- learn and achieve - participate and enjoy - give and receive respect - be safe - be confident and self-reliant	Justine

DIMENSION: PHYSICAL

BASIC physical needs	Meeting the needs	Outcomes	Case study references
<i>Every young person, appropriate to age needs to:</i> • be physically healthy, free from conditions which inhibit activities engaged in by peers; • be physically fit, mobile and dexterous; • have a healthy way of life, including a healthy diet, regular exercise and adequate sleep; • have a positive attitude to their own health and well-being, only engaging in behaviours which are beneficial to health; • live in a warm, safe and dry home environment; • be free from physical danger and abuse; • have age appropriate sensory and motor development and therefore meet their developmental milestones.	<i>Every child/young person requires:</i> • a supportive and nurturing home environment, which includes supportive, well-informed, motivated parents/carers; • access to facilities for play, sports and leisure; • education about risk and how to manage it, and opportunities to put the learning into practice; • advice on healthy eating and ready access to affordable and nutritionally balanced food; • access to preventative and general health services, including health promotion; • housing which meets family needs; • a rich language and play environment.	- be healthy - be safe - be confident and self-reliant	Liam D Jenny Simon Amin Paul Justine Helen Sam

Signs of UNMET physical needs	Meeting the needs	Outcomes	Case study references
ADDITIONAL physical needs <i>A child with additional needs is entitled to have her/his basic needs met appropriate to age but may:</i> • show a growth rate lower than expected; • have persistent minor health problems; • have a disability which impairs full motor or sensory capability; • have decaying or missing teeth; • have an inadequate diet; • engage in inappropriate sexual activity; • show a disregard for own wellbeing through substance/alcohol misuse; • lack proper routines to get enough sleep and keep clean.	<i>Every child/young person requires support as for Basic Physical Needs plus one or more of:</i> • access to information and advice services; • access to aids to correct physical anomalies (e.g. glasses, hearing aids); • counselling services; • access to appropriate primary health care; • medical therapies; • free school meals (where eligible); • help with developing healthy routines and a positive self image	- be healthy - be safe - be confident and self-reliant	Amy L Sian

Signs of UNMET physical needs	Meeting the needs	Outcomes	Case study references
COMPLEX physical needs <i>A child with complex needs is entitled to have her/his basic needs met appropriate to age but may:</i> - display weight, height or growth issues which constitute a failure to thrive; - have a chronic health problem and/or disability which restricts their sensory and/or motor capabilities to the extent of compromising independence; - have a poor diet; - suffer serious dental decay; - suffer an unusual number of injuries, some of which may be untreated; - not be receiving appropriate medical care for illnesses; - display evidence of self harm or deliberately be exposing self to dangers; - be very negative about his/her own physical welfare; - live in an unsafe and inadequate environment.	<i>Every child/young person requires support as for Basic and Additional Physical Needs plus one or more of :</i> - access to specialist medical advice and support; - specialist advice and support for parents in managing child's needs; - specialised physical aids; - specialised leisure, recreational and sporting activities, or intensive support to access core and mainstream activities; - assessment and monitoring for possible abuse or neglect; - access to appropriate health and therapeutic advice and programmes; - help with housing; - transport which is accessible and meets needs.	- be healthy - be safe - be confident and self-reliant	Paula

Signs of UNMET physical needs	Meeting the needs	Outcomes	Case study references
CRITICAL physical needs <i>A child with critical needs is entitled to have her/his basic needs met appropriate to age but may:</i> • be severely underweight and malnourished; • fail to reach most or all developmental milestones to a significant degree; • have one or more severe disabilities; • suffer prolonged and serious illness; • have no regard for own life and prone to seriously endangering own life; • display mental health issues linked to neglect of physical health; • be subject to abuse – physical and/or sexual.	<i>Every child/young person requires support as for Basic, Additional and Complex Physical Needs plus one or more of:</i> • residential/in-patient care; • support to access and make progress in that care; • respite care for parents/carers; • intensive and sustained medical/therapeutic treatment; • dedicated support workers.	- be healthy - be safe - be confident and self-reliant	Dewi J

DIMENSION: EMOTIONAL

BASIC emotional needs	Meeting the needs	Outcomes	Case study references
<i>Every child / young person appropriate to age needs to:-</i> • be listened to and treated with respect; • have a positive self image; • feel good about themselves; • feel loved and cared for; safe in their own home and community; • have good understanding of their emotions and feelings; • have the ability and confidence to communicate their emotions and feelings effectively, within a wide range of contexts; • show understanding and appreciation of the emotional needs of others; • adapt their emotional behaviour to suit different situations; • be able to reflect on their own emotional behaviour(s) and those of others; • have sound mental and emotional health, which includes a self confidence and self esteem.	<i>Every child / young person requires:</i> • caring and supportive parent/carers/family; • a stable, nurturing home environment which provides a wide range of stimulating formal and non formal opportunities for social interaction with a range of peers and adults; • good quality educational and learning opportunities which provide a safe and secure environment in which individuals can develop their emotional literacy skills; • a wider community which values each and every individual and is inclusive; • frequent opportunities for play and mixing with others; • a language rich upbringing; • an education which develops emotional intelligence and provides encouragement, praise and help.	- learn and achieve - participate and enjoy - give and receive respect - be healthy - be safe - be confident and self-reliant	Amin Liam D Sian

Signs of UNMET emotional needs	Meeting the needs	Outcomes	Case study references
ADDITIONAL emotional needs <i>A child with additional needs is entitled to have her/his basic needs met appropriate to age but may have:</i> • limited understanding of self, and own emotional needs and reactions; • limited understanding of others, and their emotional needs and reactions; • limited capacity to communicate feelings and emotions to others, outside of close family; • inappropriate ways of coping with stressful situations such as substance misuse; • a limited ability to reflect on their own emotional behaviour(s) and those of others.	<i>Every child/young person requires support as for Basic Emotional Needs plus one or more of:</i> • additional support, encouragement and reassurance to develop the necessary attributes to meet basic needs; • home, school and community environments which allow additional emotional needs to be recognised and supported (playground peacemakers, circle of friends); • positive support from teachers, youth workers, health visiting, school nurses, community outreach, etc.; • interventions to address inappropriate behaviour; • support for parents, delivered in groups and voluntarily, to manage / address emotional needs.	- learn and achieve - participate and enjoy - give and receive respect - be healthy - be safe - be confident and self-reliant	Helen L Simon J Paul Sam L Jenny D

Signs of UNMET emotional needs	Meeting the needs	Outcomes	Case study references
COMPLEX emotional needs <i>A child with complex needs is entitled to have her/his basic needs met appropriate to age but may have:</i> • serious limitations to many aspects of understanding and communication; • particular difficulties in changing or adapting their emotional behaviour; • a high level of inappropriate emotions and feelings, and ways of expressing these; • behaviours which may be threatening to self or others, including high risk, self-harm, suicidal thoughts or attempts, extreme violence, sexual expression, extremes of trust.	<i>Every child/young person requires support as for Basic and Additional Emotional Needs plus one or more of :</i> • specific interventions to meet emotional needs (e.g. anger management, counselling, family group meetings); • the introduction of intensive support services and resources e.g. Key Stage 2 nurture provision, Early Bird, Early Bird Plus, social language programmes for individuals and their families / carers, CAMHS.	- learn and achieve - participate and enjoy - give and receive respect - be healthy - be safe - be confident and self-reliant	Dewi J Paula

Signs of UNMET emotional needs	Meeting the needs	Outcomes	Case study references
CRITICAL emotional needs <i>A child with critical needs is entitled to have her/his basic needs met appropriate to age but may have:</i> • very little or no understanding of their own emotions and feelings or how to communicate them; • an inability to interpret their own emotions, or to reflect on their emotional behaviour. • an inability to adapt their emotional behaviour to suit different situations; • an inability to empathise with others appropriately i.e. with understanding; • behaviours which are threatening to self or others, including high risk, self-harm, suicidal thoughts and/or attempts, extreme violence, sexual expression, extremes of trust.	<i>Every child/young person requires support as for Basic, Additional and Complex Emotional Needs plus one or more of:</i> • residential/in patient care; • intensive specialist support services which may not be available locally but may be provided regionally or nationally.	- learn and achieve - participate and enjoy - give and receive respect - be healthy - be safe - be confident and self-reliant	Amy L Justine

DIMENSION: CULTURAL

BASIC cultural needs	Meeting the needs	Outcomes	Case study references
<i>Every child and young person, appropriate to age, should:</i> - have a sense of and see worth in their own identity; - have awareness of the identities of others; - understand cultural norms and how they can shape behaviours; - develop a critical appreciation of the cultural influences upon their own lives; - pleasure in a range of cultural, sporting and recreational activities; - develop cultural, sporting and recreational preferences which help them thrive; - accept that the preferences of others may differ and be valid;	<i>Every child/young person requires:</i> - caring and supportive parent(s) who value their child's individual identity; - a home environment which gives a strong sense of belonging and nurtures positive attitudes to cultural difference; - frequent opportunities for play and mixing with others in different cultural settings; - opportunity to take part in a range of cultural, sporting and recreational activities; - an education which informs and enthuses about all forms of art, literature and music; - an education which gives serious attention to the child/young person's historical, social, religious and economic heritage; - affirmation of their own identity whether or not they are from a cultural, ethnic or religious minority group.	- learn and achieve - participate and enjoy - give and receive respect - be safe - be confident and self-reliant	Amin Liam D

Signs of UNMET cultural needs	Meeting the needs	Outcomes	Case study references
ADDITIONAL cultural needs <i>Every child/young person with additional cultural needs may have:</i> - some insecurities around identity, e.g. low self-esteem for learning, low aspirations for the future; - limited self-confidence; - experience of some discrimination, e.g. racial, sexual or due to disabilities; - insecurities within the family e.g. child is not known by a consistent name within the family, child is not treated as a family member, child is not included in family celebrations; - limited sense of being valued for his/her self; - limited support from parent/carer e.g. parent/carer does not show pride in his/her child.	<i>Support for Basic needs plus one or more of:</i> - language support as necessary to understand differences in cultural terms and expressions; - modified curriculum as necessary; - recognition of a child's cultural differences and appropriate accommodation of their needs e.g. diet, dress.	- learn and achieve - participate and enjoy - give and receive respect - be safe - be confident and self-reliant	Helen L Justine Sam L Sian Simon J

Signs of UNMET cultural needs	Meeting the needs	Outcomes	Case study references
COMPLEX cultural needs <i>Every child/young person with complex cultural needs may:</i> - experience persistent discrimination, e.g. on the basis of ethnicity, sexual orientation or disability; - demonstrate significantly low self-esteem in a range of situations; - have poor self-confidence; - be a victim of crime; - show signs of deteriorating mental health.	<i>Support as for Basic and Additional needs plus:</i> - specialist provision in school to allow access to a good range of cultural and sporting recreational activities; - a care and support programme to build self-worth and identity.	- learn and achieve - participate and enjoy - give and receive respect - be safe - be confident and self-reliant	Dewi J Amy L

Signs of UNMET cultural needs	Meeting the needs	Outcomes	Case study references
CRITICAL cultural needs <i>Every child/young person who has critical needs may:</i> - have internalised discrimination and behaviour, reflecting poor self-image; - be socially isolated and lack appropriate role models; - have no self-confidence; - have distorted self-image and demonstrate fear of persecution by others; - manifest mental health problems; - have no, or acrimonious home/school link contact; - have few, if any, achievements.	<i>Support as for Basic, Additional and Complex needs plus:</i> - regular monitoring; - intensive support services.	- learn and achieve - participate and enjoy - give and receive respect - be safe - be confident and self-reliant	

DIMENSION: LEARNING

BASIC learning needs	Meeting the needs	Outcomes	Case study references
<i>Every child/young person, appropriate to age, needs to:</i> - have a positive attitude to learning, show interest in themselves, others and the world around them; - have the motor skills necessary to enable learning to take place; - have the appropriate levels of skill in reading, writing, speaking/listening and number; - take risks and learn from their mistakes; - make good progress.	<i>Every child/young person requires:</i> - caring and supportive parent(s); - a stimulating home environment; - frequent opportunities for play, and mixing with others; - a language rich upbringing; - a good quality, formal education which gives a strong focus on basic and key skills; - encouragement from adults to succeed, including praise when deserved and help when necessary to learn from mistakes; - care and support from adults which is based on genuine interest in the child/young person and honesty; - sufficient and suitable resources.	- learn and achieve - participate and enjoy - give and receive respect - be confident and self-reliant	Amin Liam D

Signs of UNMET learning needs	Meeting the needs	Outcomes	Case study references
Additional learning needs <i>A child or young person with additional needs is entitled to have her/his basic needs met appropriate to age but may:</i> • struggle to maintain progress; • occasionally disengage from learning activities; • be absent from activities, with or without a pattern being apparent; • have a disability or special need which is not being addressed; • show signs of emotional upset; • lack confidence.	<i>Every child/young person requires support as for Basic Learning Needs plus one or more of:</i> • recognition and assessment of additional needs and action to address those needs; • re-assurance from trusted adults; • help to identify and address personal or social issues e.g. counselling; • additional help or equipment as necessary to meet the learning needs e.g. speech therapy, physiotherapy, coaching, EAL support; • support for their parents to manage and help address the learning needs; • a revised curriculum or educational provision which is more appropriate to need.	- learn and achieve - participate and enjoy - give and receive respect - be confident and self-reliant	Jenny D Justine Paul Paula Sam L Sian Simon J

Signs of UNMET learning needs	Meeting the needs	Outcomes	Case study references
Complex learning needs <i>A child or young person with complex needs is entitled to have her/his basic needs met appropriate to age but may:</i> • consistently achieve below potential; • often fail to engage with, or have a very negative attitude to, learning and learning opportunities; • frequently be absent from organised learning opportunities; • be so lacking in confidence and/or self esteem that engagement with learning is inhibited; • have at least one moderate or severe disability or special needs which are not being fully met.	<i>Every child/young person requires support as for Basic and Additional Learning Needs plus one or more of:</i> - a key worker to co-ordinate the support from different agencies and give personal support to the child/young person; - specialist provision in or outside formal educational settings; - basic skills language programme; - Family Learning programme.	- learn and achieve - participate and enjoy - give and receive respect - be confident and self-reliant	Helen L

Signs of UNMET learning needs	Meeting the needs	Outcomes	Case study references
Critical learning needs <i>A child or young person with critical needs is entitled to have her/his basic needs met appropriate to age but may:</i> • consistently achieve well below potential; • rarely engage with learning and learning opportunities; • persistently be absent from organised learning opportunities; • be so lacking in confidence and/or self esteem that engagement with learning does not occur; • have one or many severe or profound disabilities and/or special needs which are not being met.	<i>Every child/young person requires support as for Basic, Additional and Complex Learning Needs plus one or more of:</i> - specialist provision to meet very particular needs and/or disabilities; - a family support worker or key worker as necessary; - very regular monitoring and review of progress.	- learn and achieve - participate and enjoy - give and receive respect - be confident and self-reliant	Amy L Dewi J

5. Improving outcomes

Providing support to meet the needs of children and young people should improve outcomes. The provision or service should, but does not always, achieve the intended outcomes, which is why it is important to measure success against outcomes and treat service provision as a milestone to be passed on the way to the child achieving the necessary outcome.

In the previous section, Meeting Needs, some of the support mechanisms are set out by which the outcomes might be improved. It is a combination of the individual's efforts to improve, support from family and support on the part of agencies which, together, will bring about the fastest and most sustained improvements for children and young people.

The chart below describes in broad terms each of the 6 outcomes and offers in the third and fourth columns increasing levels of detail to show what can be meant by the outcome. These are not exhaustive lists. It is possible to attach hard outcome measures to some of these to help determine how far a particular outcome has been achieved e.g. qualifications gained, school attendance records, use of sports facilities. In other cases it will only be possible to determine how far outcomes have been improved or achieved by self-assessment or via a professional judgement. Further guidance on determining and applying outcome measures will be provided.

Outcome	Description	Children and young people will:	This means that they will:
learn and achieve	Learning can take place in many ways and in different contexts. While most children benefit from formal learning, there is much more to do in helping parents to get their children ready for learning. Children must taste success early and, without being falsely encouraged to believe they are something which they are not, must be praised when they make progress and show positive attitudes. The climate for learning must be a stimulating and motivating one in both the home and other settings.	• enjoy the experience of learning; • be committed to learning for life; • make the most of their individual talents; • feel good about themselves as a result of their achievements.	1. develop speaking and listening skills from an early age; 2. acquire skills for life; 3. gain appropriate and recognised qualifications; 4. learn from their own experience; 5. think critically; 6. work purposefully; 7. be resilient and resourceful in their learning; 8. have a good understanding of themselves and what they are capable of achieving.
participate and enjoy	High self-esteem comes from being able to form positive relationships, contributing in a good way to the lives of others and deriving pleasure from both. Children who become isolated from either, their peers or adults or both, do not develop the range of skills and attitudes essential to their own well-being or to taking their place in society. Participation starts in the first year of life as very young children form attachments and engage in early play.	• mix easily with others; • participate in and benefit from activities of their choice; • develop interests and take part in activities regardless of their abilities.	1. develop appropriate social skills for different occasions; 2. enjoy social activities which enrich their own lives and those of others; 3. find purpose in social activities; 4. be an active member of the community; 5. understand the importance of social conventions while, on occasions, challenging them.

give and receive respect	Respect works best when it is mutual and stems from an understanding of self and others. To receive and give respect, children and young people need to live in a society where they can feel confident and optimistic about who they are and what they can do. They need to know that there is support for them if they are bullied and that the bullies need help too. They need to know that individual differences, whether through gender, race, colour, culture, social background, language, abilities or personal preferences are worthy of recognition and often celebration rather than unfair treatment. They need to know and feel that they are listened to and their views taken seriously whilst, at the same time, being prepared to listen to and learn from others. Children and young people have rights and they want them recognised and observed but they also appreciate that along with rights go responsibilities.	• be free from unfair discrimination; • enjoy their own identity; • accept people's right to be different; • be caring individuals	1. have a voice in decisions that affect their lives; 2. have positive attitudes towards themselves and others; 3. know their rights and respect the rights of others; 4. understand and exercise their responsibilities; 5. feel supported as someone with individual rights, needs and preferences; 6. be responsive to others' needs.
be healthy	Health is about more than the absence of illness. To be healthy is to be aware of one's own physical, mental and emotional capabilities, and to enjoy activities which stretch and enhance them. Being healthy involves making choices for ourselves about the way in which we live our lives. These lifestyle	enjoy : • physical, • emotional; and • mental health	1. be physically active; 2. eat healthily and avoid being over-weight; 3. understand and respect their own bodies; 4. be emotionally resilient; 5. avoid substance misuse ; 6. know when they need to

	choices for children and young people are often influenced by social, emotional and cultural factors, and decisions made at a young age may have an influence on health throughout life. Making positive decisions to follow a healthy lifestyle provides the opportunity to develop and sustain a healthy body and mind. The right decisions, followed through, will greatly increase the chances of success in terms of employment, family life and general well-being.		seek help and where to find it.
be safe	For children and young people to experience positive outcomes, they need the assurance that their lives will be lived without the fear of physical, emotional or sexual exploitation or abuse, wherever they are, in the home, school, work or community. They need to be safe from adults and other children and young people who may seek to harm them, and kept safe by responsible adults. But the lives of children and young people can never be risk-free and they need to know how to assess risk and act accordingly.	be free from: • physical abuse; • emotional abuse; and • sexual exploitation and abuse	1. not suffer from prejudice and discrimination; 2. form relationships without being coerced; 3. be able to refuse to take part in unsafe activities; 4. enjoy a supportive home life; 5. have caring and supportive adults in their lives.
be confident and self-reliant	Children and young people aspire to be sure of themselves and have a degree of independence but this is often difficult to realise in an age where there are many and often conflicting pressures. It	• be resourceful; • be skilled and employable; • realise their own self worth; • make informed and reasoned choices.	1. be an active family member; 2. be able to support themselves; 3. be employable and seek employment;

	is important that they make their own way in the world, are enterprising, understand the economics of modern life and have the skills and personal qualities to support themselves and, in time, their families.		4. be able to deal with tension and conflict in their lives; 5. become increasingly independent.
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Addressing need in one dimension will often have an effect on other dimensions and therefore on one or more of the six outcomes; this chain of positive consequences is recognised in the Framework for Assessment used by health and social care professionals.

The matrix below suggests how some needs have a closer relationship to certain outcomes than others. It is not always possible to predict the consequences of any support or provision which has been designed to meet a particular need but it is clear that the 6 positive outcomes can only derive from having needs met in combination.

OUTCOME →	learn and achieve	participate and enjoy	give and receive respect	be healthy	be safe	be confident and self-reliant
↓ NEED						
physical						
learning						
emotional						
cultural						
social						

	Outcome likely to be significantly improved if need addressed
	Outcome likely to be improved if need addressed

The need/outcome matrix offers some possible examples of the relationship between needs and outcomes.

OUTCOME → ↓ NEED	learn and achieve	participate and enjoy	give and receive respect	be healthy	be safe	be confident and self-reliant
physical	e.g. good nutrition leads to improved attainment at school	e.g. having a body weight appropriate to age enables participation in team games	e.g. being positive about own physical disabilities and inabilities, earns respect from others	e.g. proper amount of sleep promotes active lifestyle	e.g. proper regard for use of alcohol reduces risks of harm to self or others	e.g. good physical health contributes to ability to balance work and leisure
learning	e.g. support to improve literacy allows access to a wider curriculum	e.g. acquiring ICT skills enables interactive learning with friends	e.g. readiness to persevere earns respect of peers and teachers	e.g. understanding effects of smoking leads to healthier lifestyle	e.g. being able to weigh risk keeps child safe without losing sense of adventure	e.g. being praised for success engenders confidence to learn from mistakes
emotional	e.g. being able to handle emotional upset allows focus on moving forward and achieving personal goals	e.g. being essentially happy contributes to social activity	e.g. empathising with others helps in understanding and respecting why some people are as they are	e.g. managing anger and dealing with negative feelings promotes mental health	e.g. having a sense of self-worth and liking of self reduces risk of self-harm	e.g. having a belief in oneself reduces unnecessary dependency on others
cultural	e.g. learn Welsh and increase job opportunities	e.g. hear and see ethnic minority art forms	e.g. experience a different European culture and broaden understanding of others	e.g. engaging in sporting activity can have health benefits and enhance loyalties to traditional culture	e.g. being secure in own value system lowers risk of being influenced by others into harmful behaviours	e.g. have own identity affirmed and grow in self-confidence
social	e.g. work collaboratively with others to enhance own learning	e.g. observing basic social conventions such as taking turns means more ready acceptance into wider social circles	e.g. using acceptable social language helps to lay the foundation for mutual respect	e.g. having a supportive circle of friends supports a healthy emotional life	e.g. understanding social behaviours and their effects helps to avoid conflict	e.g. being at ease with others and able to form working relationships improves career prospects



As a child/young person improves through having his/her needs met, they will move up through the tiers i.e. the fewer unmet needs, the closer he or she is to achieving the 6 outcomes

Tier 1					
Tier 2					
Tier 3					
Tier 4					
NEEDS	Physical	Learning	Emotional	Cultural	Social

6. The 4 Tiers of Need – case studies

S = Social needs
 P = Physical needs
 E = Emotional needs
 C = Cultural needs
 L = Learning needs

Initials after the first name show siblings with same surname.

Red shading shows the tier of need which best describes the needs which have yet to be met; the **pink** shading simply indicates that the needs at any tier above the one shown in red will still have to be met.

Name	Age Group		Tier 1	Tier 2	Tier 3	Tier 4					
Paula	0 – 4	Paula is 8 months old. She was born significantly underweight and has only gained weight slowly since. Her mother has bonded well with Paula but the mother is a substance mis-user and consequently not always attentive to Paula’s needs. While the father is no longer using, he is unsupportive of the mother and disinterested in his child.		S E C L	P						
		Tier 1									
		Tier 2									
		Tier 3									
		Tier 4									
		NEEDS					Social	Physical	Emotional	Cultural	Learning

Liam D	0 - 4	Liam is 2 years old and lives with his mother and 6 year old sister. He is receptive to learning, listens to adults and other children and has a vocabulary appropriate to his age. He understands and is generally responsive to sanctions and rewards. He is inquisitive about the world around him and enjoys trying out new things.	S P E C L			
Tier 1						
Tier 2						
Tier 3						
Tier 4						
NEEDS	Social	Physical	Emotional	Cultural	Learning	

Sian	0 - 4	Sian is an only child, 3 years old and has been slow in developing her speech. She has been diagnosed as having a minor hearing impairment and her parents have not been able to compensate for this. They are not good at engaging her attention or speaking to her. As a result, while not being anti-social in her behaviour, she does not relate well to other children and appears quite withdrawn. <table><tr><td>Tier 1</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 2</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 3</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>NEEDS</td><td>Social</td><td>Physical</td><td>Emotional</td><td>Cultural</td><td>Learning</td></tr></table>	Tier 1						Tier 2						Tier 3						Tier 4						NEEDS	Social	Physical	Emotional	Cultural	Learning	EC	SPL		
Tier 1																																				
Tier 2																																				
Tier 3																																				
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Dewi J	0 – 4	Dewi is 4 years old and has an older half-brother Simon. He has several profound disabilities, including profound multiple learning disabilities and very poor motor skills. He is dependent on others for all his basic needs, and this is likely to be the case throughout his life. He is, however, very friendly and outgoing, and enjoys the company of others, but has very limited communication skills. Trying to meet his needs within the family is placing great strains on his parents’ relationship, and is having an impact on his brother Simon’s self confidence. Dewi himself is mostly content and cheerful, although prone to occasional tantrums and outbursts of frustration when his demands are not understood. <table><tr><td>Tier 1</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 2</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 3</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>NEEDS</td><td>Social</td><td>Physical</td><td>Emotional</td><td>Cultural</td><td>Learning</td></tr></table>	Tier 1						Tier 2						Tier 3						Tier 4						NEEDS	Social	Physical	Emotional	Cultural	Learning			S E C	P L
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Simon J	5 – 13	Simon is 8 years old and has a younger half-brother Dewi who has several profound disabilities. He lives with his mother and her partner who is not his father but is the father of Dewi. Strains within the family as a result of the attention that Dewi needs are beginning to have an impact on Simon’s self confidence. Nonetheless, he continues to be popular and have a number of good friends, but his school work, particularly his homework, is beginning to suffer as a result of having to help care for Dewi. <table><tr><td>Tier 1</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 2</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 3</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>NEEDS</td><td>Social</td><td>Physical</td><td>Emotional</td><td>Cultural</td><td>Learning</td></tr></table>	Tier 1						Tier 2						Tier 3						Tier 4						NEEDS	Social	Physical	Emotional	Cultural	Learning	P	S E C L		
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Jenny D	5 – 13	Jenny is 6 years old and lives with mother and brother Liam. Jenny is a reluctant learner, though not without ability in number work and physical activity. She is not very sociable at school and has been bullying classmates; her attitude in class has held back her language development and therefore her ability to access fully the curriculum. <table><tr><td>Tier 1</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 2</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 3</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>NEEDS</td><td>Social</td><td>Physical</td><td>Emotional</td><td>Cultural</td><td>Learning</td></tr></table>	Tier 1						Tier 2						Tier 3						Tier 4						NEEDS	Social	Physical	Emotional	Cultural	Learning	P C	S E L		
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Amin	5 – 13	Amin is 10 and in his last year of primary school. He comes from a close-knit family where English is not the first language. Amin is fluent in English and makes good progress at school. He is confident and amiable though has no close friends at school. He is not very good at sports and is subject to some teasing because of this. <table><tr><td>Tier 1</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 2</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 3</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>NEEDS</td><td>Social</td><td>Physical</td><td>Emotional</td><td>Cultural</td><td>Learning</td></tr></table>	Tier 1						Tier 2						Tier 3						Tier 4						NEEDS	Social	Physical	Emotional	Cultural	Learning	S P E C L			
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Paul	14 - 19	Paul is 15 years old, assessed as being of below average ability though he has an average score on verbal reasoning tests. Since Year 8 he has been a reluctant learner. He is on the SEN register as requiring School Action Plus because of his disaffection with school and the resulting low levels of attainment in the core subjects. His poor behaviour has led to 2 fixed term exclusions. <table><tr><td>Tier 1</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 2</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 3</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>NEEDS</td><td>Social</td><td>Physical</td><td>Emotional</td><td>Cultural</td><td>Learning</td></tr></table>	Tier 1						Tier 2						Tier 3						Tier 4						NEEDS	Social	Physical	Emotional	Cultural	Learning	P C	S E L		
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Justine	14 – 19	Justine is a physically fit and active 16 year old who has previously excelled at school,with very good GCSE results, and who has now begun her A level studies. Her out-going exuberant personality had made her popular with her peers. The traumatic end to a relationship with a young man in his twenties has resulted in Justine suffering severe bouts of depression and self-harming behaviour. She has continued to attend school and is making reasonable progress but has become very isolated, not wishing to renew friendships from before her relationship with the young man. Justine has seen her GP, who has prescribed anti-depressants and referred her to CAMHS for a psychiatric assessment. She awaits an appointment. <table><tr><td>Tier 1</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 2</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 3</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>NEEDS</td><td>Social</td><td>Physical</td><td>Emotional</td><td>Cultural</td><td>Learning</td></tr></table>	Tier 1						Tier 2						Tier 3						Tier 4						NEEDS	Social	Physical	Emotional	Cultural	Learning	P	C L		S E
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Amy L	5 – 13	Amy is 12 and has an older sister Helen and older brother, Sam. Amy was diagnosed with learning difficulties on the autistic spectrum when she was 7 years old. She attends a special school. Amy has no spoken language and is also slightly overweight, with occasional poor health. Amy has poor social skills and is demanding of attention 24/7, needing only 5 hours sleep a night. Amy's condition has led to major tensions and relationship difficulties within the family and Sam wants to leave home. Amy's parents have recently separated, with Helen opting to live with her father. She used to help her mother with Amy. Mother works full-time but has recently been signed off by doctor for depression. Amy is confused by recent events and is showing signs of distress to her teachers. <table><tr><td>Tier 1</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 2</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 3</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>NEEDS</td><td>Social</td><td>Physical</td><td>Emotional</td><td>Cultural</td><td>Learning</td></tr></table>	Tier 1						Tier 2						Tier 3						Tier 4						NEEDS	Social	Physical	Emotional	Cultural	Learning		P	S C	E L
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Helen L	14 – 19	Helen is 14 years old and has a younger sister Amy and an older brother Sam. Helen is a quiet girl who, since Amy’s birth, learned to play alone from a young age as her sister demanded all her mother’s attention. Her brother has always had his own friends. As she grew older, she helped her mother care for and supervise Amy but, at 14, wants to go out with friends and finds it embarrassing to have to take Amy out with her. Her mother still expects support, but, since her father and mother split up, Helen has decided she wants to live with her father, though she still maintains contact with Amy and her mother. Helen has a record of non-school attendance and has fallen behind in her studies. She has below average academic ability and wants to change schools. <table><tr><td>Tier 1</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 2</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 3</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>NEEDS</td><td>Social</td><td>Physical</td><td>Emotional</td><td>Cultural</td><td>Learning</td></tr></table>	Tier 1						Tier 2						Tier 3						Tier 4						NEEDS	Social	Physical	Emotional	Cultural	Learning	P	S E C	L	
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Sam L	14 – 19	Sam is 17 and has two younger sisters, Amy and Helen. Sam was 5 when his sister Amy was born. He excels at sport but has not shone at school needing additional support and alternative curriculum activities. He achieved 3 GCSEs at ‘C’ grade. He is currently at a local college re-sitting English and Maths GCSE and has applied, but has been turned down, for an apprenticeship as an electrician. He goes out every evening, returning home late and has recently been given a final warning by police in relation to his use of alcohol and subsequent unruly behaviour later at night. He has never had a strong relationship with Helen and does not acknowledge Amy to his friends. He does not confide in his parents and has been to Housing to find out how he can set up home independently. <table><tr><td>Tier 1</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 2</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 3</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tier 4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>NEEDS</td><td>Social</td><td>Physical</td><td>Emotional</td><td>Cultural</td><td>Learning</td></tr></table>	Tier 1						Tier 2						Tier 3						Tier 4						NEEDS	Social	Physical	Emotional	Cultural	Learning	P	S E C L		
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