

**Improving outcomes for disabled children
30 November 2010**

Early Intervention – getting it right

Elizabeth Andrews
Associate Consultant
Council for Disabled Children

**Early
identification and
engagement**

Assessment



**Responsive
services**

**Partnership
and the
sense of a
shared
journey**

**Empathy
Sensitivity**

Universal services

Early Years Foundation Stage
Child Health Promotion
Programme

Less people
and agencies
involved

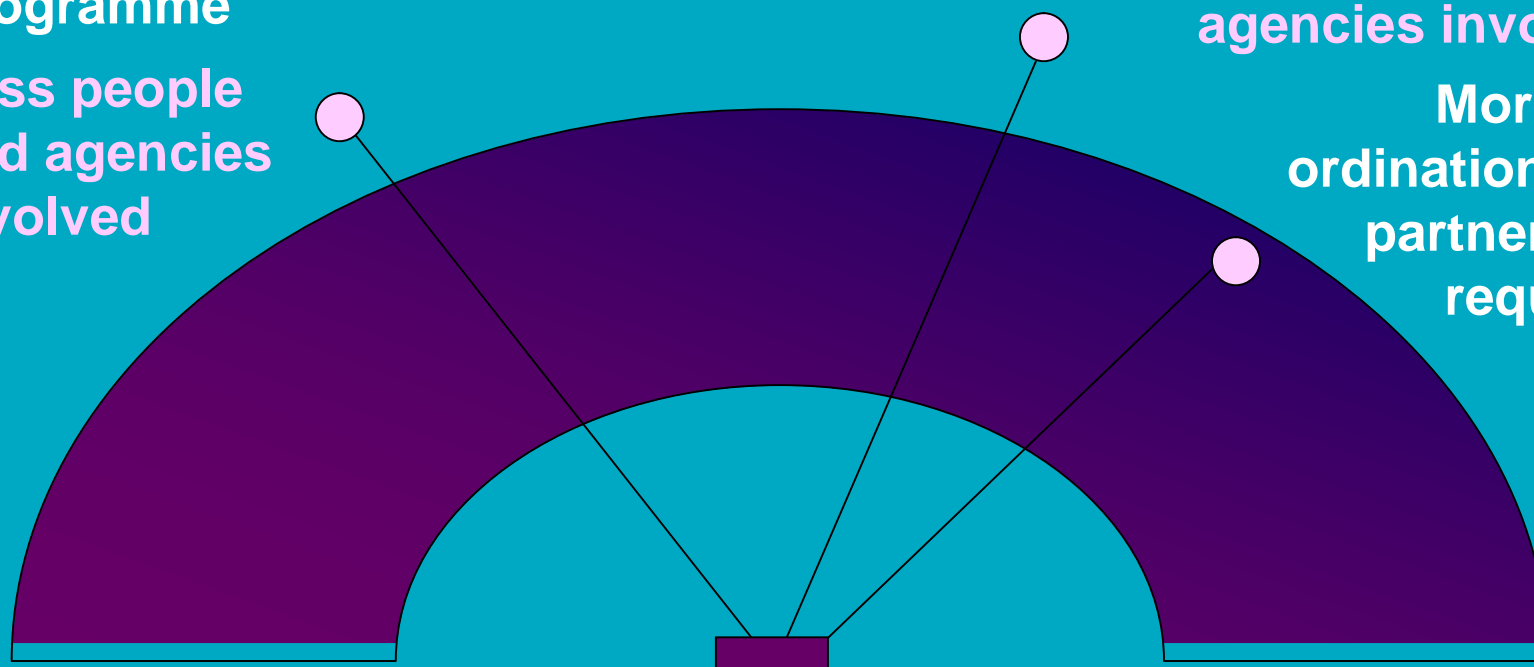
Additional or 'specialist services

More people and
agencies involved

More co-
ordination and
partnership
required

Less complex and/or severe

More complex and/or severe



Characteristic features of ‘getting it right’

- **continuity of contact and support**
- **responsive, competent and practical help**
- **clearly defined, transparent pathways**
- **families supported to make informed decisions about their child’s treatment, care and support in partnership with professionals**
- **help with co-ordination and negotiating the system when many people are involved**
- **families and young people involved in shaping services at every level**

Co-ordination and partnership working

Shared information

Shared planning

**Help with
co-
ordination
and
negotiating
the system**

**Shared decision
making**

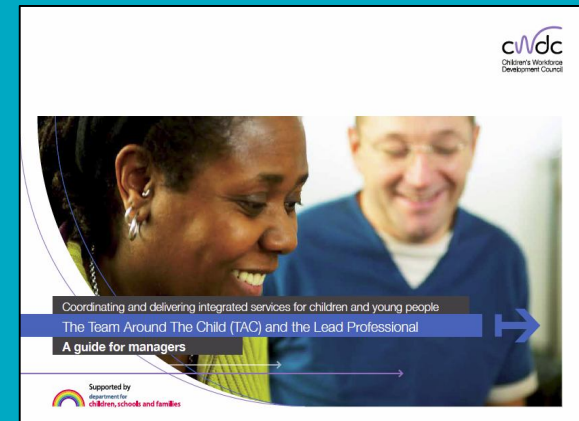
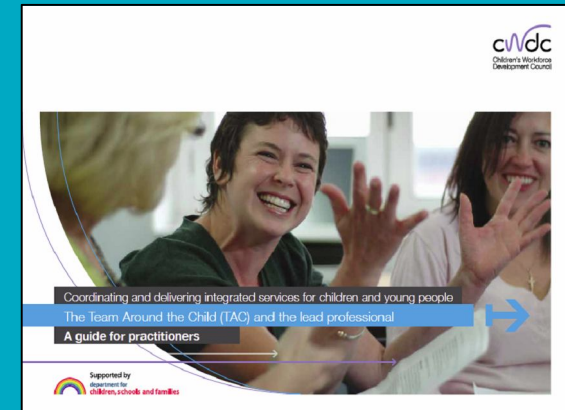
**Practical
help**



Team Around the Child and Family approaches

Early Support
Helping every child succeed

‘TAC brings together a range of different practitioners from across the children and young people’s workforce to support an individual child or young person and their family. The members of the TAC develop and deliver a package of solution-focused support to meet needs...’

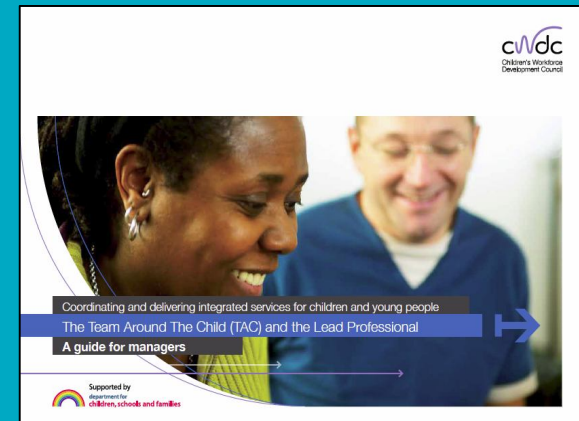
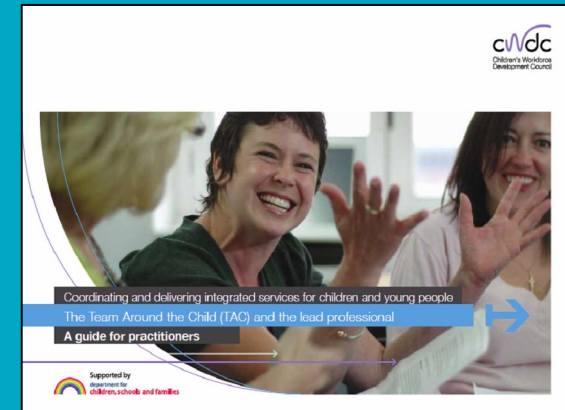


2009

Team Around the Child and Family approaches

Early Support
Helping every child succeed

The model does not imply a multidisciplinary team that is located together or who work together all the time, rather, it suggests a group of practitioners working together as needed to help a particular child or young person..'



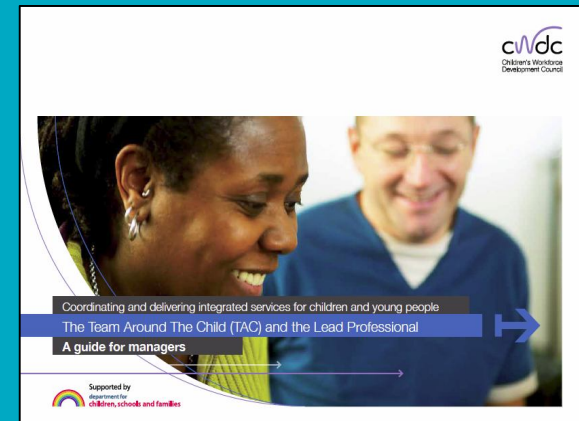
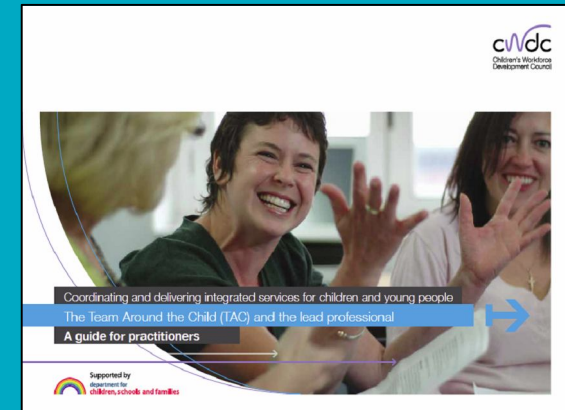
2009

Lead professional/key worker Partnership in action

Early Support
Helping every child succeed

‘An important principle underpinning these functions is that the lead professional should ensure that the child or young person and their family remain central to any decisions made, and should provide them with sufficient information to empower them to make their own decisions, acting as a sounding board if necessary.’

CWDC Guidance



2009

Early Support as a flexible enabler: principles into action

Early Support
Helping every child succeed

- Early Support Service Audit Tool: Service improvement audit and development charts
- # Early Support

helping every child succeed
- Providers have a responsibility to ensure children's behaviour is managed in a supportive way so that they can be included in all educational activities and have the opportunity to learn alongside their peers. Children and young people are entitled to appropriate behaviour support. Early Years Framework Stage 2017/18
- Children's Centres should use the Early Support Early Years Help to Plan tool to develop strategies for individual children. This should be done in partnership with the parent. The tool should be used to develop a plan for the child and to ensure that the plan is reviewed and updated as needed. Practice Guidance 2020/21 2018
- Services are expected to 1) create a plan for each young person, including their needs and interests, and 2) ensure that the plan is reviewed and updated as needed. Disability Audit Tool 1.6.5
- ## Early Support in action
- All services feel welcome.
- Local professionals, businesses and others help families with questions and to identify and access services. They also help to ensure that services are accessible and inclusive, in particular when Early Support Family Support Plans are being created and developed.
- Service delivery takes account of the diversity of needs of children's needs, 0-5 years and the practical issues coming up day-to-day in the lives of young children.
- Settings and services comply with the information that is accessible, using appropriate language and are accessible to all.
- Families receive relevant and appropriate information that is accessible, using appropriate language and are accessible to all.
- Budget planning takes account of the diversity of needs of children's needs and is accessible to all. Services are accessible to all and are accessible to all.
- Services are accessible to all and are accessible to all. Services are accessible to all and are accessible to all.
- ## Principle 1
- The uniqueness of children and families is recognised and provided for.
- Services are in place to ensure diversity and inclusion are supported. Services are in place to ensure diversity and inclusion are supported. Services are in place to ensure diversity and inclusion are supported. Disability Audit Tool 17.12
- Children who young people who are disabled or have health conditions or other needs are supported to learn and to participate in all educational activities and to have the opportunity to learn alongside their peers. Early Years Framework Stage 2017/18
- Children's Centres should use the Early Support Early Years Help to Plan tool to develop strategies for individual children. This should be done in partnership with the parent. The tool should be used to develop a plan for the child and to ensure that the plan is reviewed and updated as needed. Practice Guidance 2020/21 2018
- Children's Centres should use the Early Support Early Years Help to Plan tool to develop strategies for individual children. This should be done in partnership with the parent. The tool should be used to develop a plan for the child and to ensure that the plan is reviewed and updated as needed. Practice Guidance 2020/21 2018
- Services are expected to 1) create a plan for each young person, including their needs and interests, and 2) ensure that the plan is reviewed and updated as needed. Disability Audit Tool 1.6.5
- Services are expected to 1) create a plan for each young person, including their needs and interests, and 2) ensure that the plan is reviewed and updated as needed. Disability Audit Tool 1.6.5
- Services are expected to 1) create a plan for each young person, including their needs and interests, and 2) ensure that the plan is reviewed and updated as needed. Disability Audit Tool 1.6.5

Early Support
Helping every child succeed

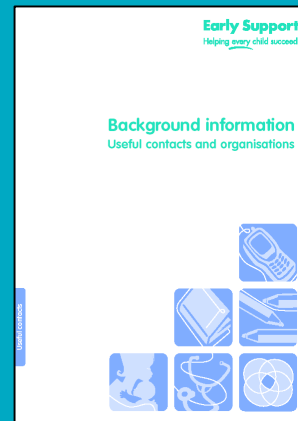
- [illegible]

Early Support programme

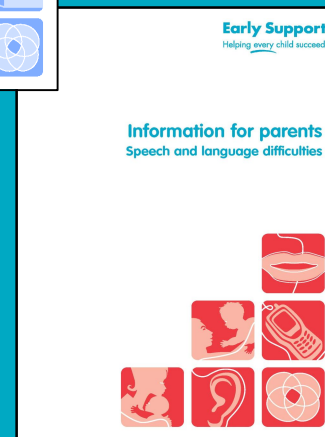
Shared information and decisions

Early Support
Helping every child succeed

Early Support Background Information Booklets Shared information



Early Support Information for Parent Booklets Shared information



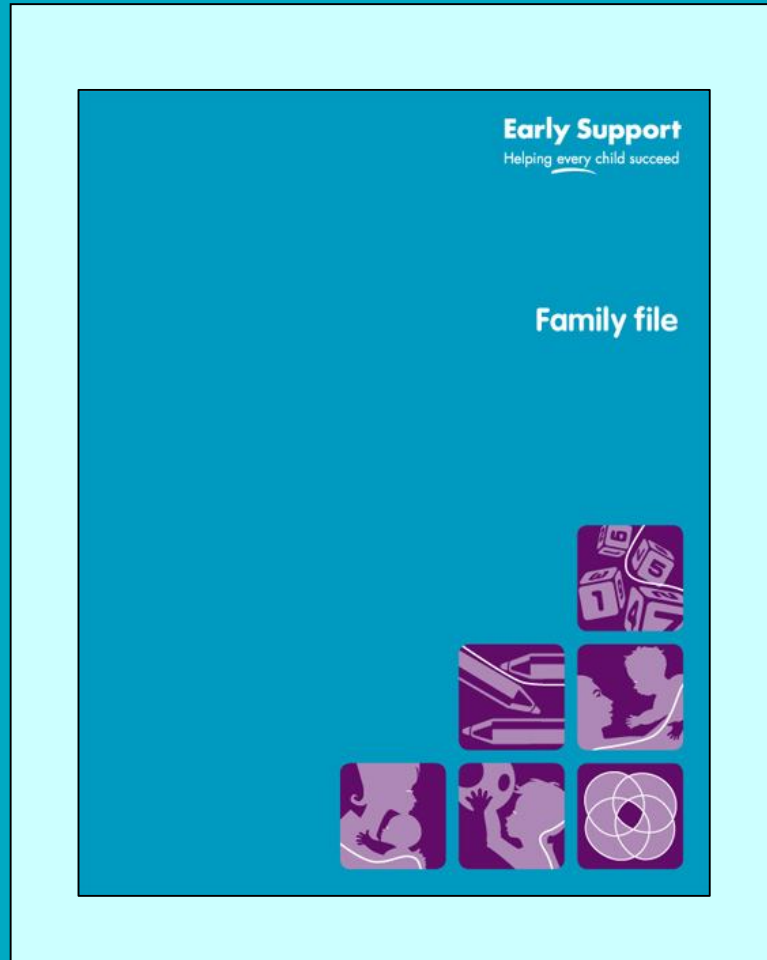
Early Support Developmental Journals

Reciprocal sharing of information and expertise

Early Support Family File

Help with co-ordination

Early Support
Helping every child succeed



**Keeping track of
contacts and
appointments**

Sharing information

**Joint planning with
families**

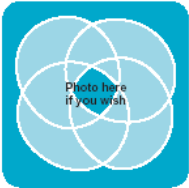
Sharing information

Early Support
Helping every child succeed

Add any photos or other information that you would like to this section. Sheets can be downloaded from www.earlysupport.org.uk

Early Support
Helping every child succeed

Introducing ourselves



Child's name: _____

Date of birth: _____

NHS number: _____

Family contact address: _____

Parent or carer names: _____

Telephone number: _____

Mobile: _____

Email: _____

Introducing ourselves

Date: _____

Stops families having to repeat their story to every new person they meet

Helps professionals find a starting point

Supports transitions

Keeping track of contacts

Early Support
Helping every child succeed

Ask new people you meet to write their names here
Need more sheets? Add as many as you want

Early Support
Helping every child succeed

List of people working with us

Name:
Professional role:
Address:
Telephone or mobile:
Email:
Date of first contact:

Name:
Professional role:
Address:
Telephone or mobile:
Email:
Date of first contact:

Name:
Professional role:
Address:
Telephone or mobile:
Email:
Date of first contact:

List of people working with us Date:

Provides families with a
complete and accurate list
of contacts

Helps them pass on
accurate information to
other people

Gives professionals a
snapshot on first contact

A single, shared, transparent plan

Early Support
Helping every child succeed



**Many assessments/people
but one plan**

**Enables everyone to review
how things are going
jointly and agree shared
priorities with one another
and with families**

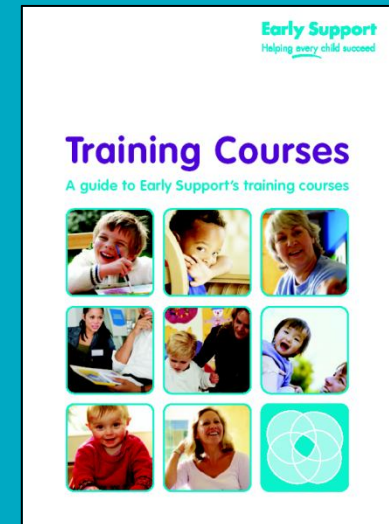
**Keeps families at the heart
of decision-making about
their child**

Workforce development and culture change

Early Support training

Early Support
Helping every child succeed

**Working in partnership through
Early Support and other courses**
**Underpins multi-agency workforce
development to achieve partnership
working with service users and
integrated front line service
provision.**



What people say...

‘Early Support isn’t a programme. It’s part and parcel of the way services should work with children with SEND. It’s not additional - it’s the way services should be delivered and it should just be a part of what we do.’

AHDC Lead and Service Manager - Special & Additional Needs

‘Care Co-ordination is everyone’s business.’

Principal EP and SEN Lead AHDC Lead