

# Early Support Service Audit Tool

2<sup>nd</sup> Edition

'By putting the needs of children and families first, we will provide a service that makes more sense to the parents, children and young people using them, for whom professional boundaries can appear arbitrary and frustrating.... joining up services is not just about providing a safety net for the vulnerable – it is about unlocking the potential of every child.'

**The Children's Plan 2007**

'The Government is committed to improving the physical, mental and emotional health and well-being of children and young people from conception to adulthood – for children who are in relatively good health, those particularly vulnerable to poor health outcomes, and those who are disabled, as well as those who are ill.'

**PSA Delivery Agreement 12, HM Government 2007**

## Introduction

The Early Support Service Audit Tool is designed to inform and underpin service improvement for young disabled children and their families. It enables multi-agency groups and service users to review services, identify service development priorities and track progress over time.

The material has a particular contribution to make in facilitating the introduction and use of the **Early Support programme**, as a core element within the joint planning and commissioning of services for disabled children and young people by Children's Trusts, or local authority working with their health partners, in the context set by the Children's Act (2004), the National Service Framework for Children (2004) and Aiming High for Disabled Children (2007).

Early Support is the Government's recommended approach to achieving co-ordinated, family-focused service delivery for children under five, with known or emerging disabilities. The material enables a particular focus on services for the youngest children, within the context set by a range of mainstream policy initiatives relating to universal and targeted services. Using the material requires evidence to be collected and considered that may be useful for a number of other planning, audit and inspection purposes. Key policy statements from broader initiatives are therefore reproduced on the front page of each section to make the relevance of this material to workforce development, the emerging practice of Children's Centres, the Early Years Foundation Stage (EYFS) and other areas of work explicit.

To streamline service review and planning at local level and minimise duplication of activity, a **Background Mapping Document** which spells out the links between this material and other service improvement and review cycles, can be downloaded separately from [www.earlysupport.org.uk](http://www.earlysupport.org.uk). The **Disability Audit Tool**, published in January 2009, is of particular relevance, as the relationship between this material and the **Early Support Service Tool** is reciprocal. The **Disability Audit Tool** considers services for children and young people of all ages, while this material enables a particular focus on children under five within that bigger picture. Relevant items from the Disability Audit Tool are identified throughout this Early Support material to make it easier for users to cut and paste information from one place to another easily.

## Early Support Service Audit Tool January 2009

The material replaces an earlier edition of the Early Support Service Audit Tool, which was published in 2004 and it is only available as a downloadable document from [www.earlysupport.org.uk](http://www.earlysupport.org.uk). Training is available to help colleagues using the material for the first time - find out more on the website.

## How to use the material

A series of numbered **Early Support in action** statements are identified and presented as **standards** against which service provision and service improvement may be considered and evidenced on the charts overleaf. They are grouped under **10 principles** that guide and underpin service delivery for families and children, using Early Support. The principles are:

1. The uniqueness of children and families is valued and provided for.
2. The care that disabled children receive is based on joint assessment, planning and review processes that keep parents and carers at the heart of discussion and decision-making about their child.
3. Service delivery for children and families is integrated and experienced by them as holistic, co-ordinated and seamless.
4. Families experience continuity of care through different phases of their engagement with services.
5. Children's learning and development is monitored and promoted.
6. Families are able to make informed decisions.
7. Wherever possible, families are able to live 'ordinary lives'.
8. Families and children are involved in shaping and developing services.
9. Working practices and systems are integrated.
10. Families can be confident that the people working with them have the training, skills and experience required to meet their child's needs.

Each section of the material presents a single principle, with associated **Early Support in action** statements or **standards**. The material can be used to produce a comprehensive 'snapshot' of current performance and to identify areas requiring particular attention, using most, or all of the **Early Support in action** statements or **standards**. Alternatively, users may choose to concentrate on a few **standards** as they focus and concentrate on particular areas that have already been identified as priorities for action.

The charts encourage users to:

- reflect on how services for families and children are provided

- acknowledge where services are already well developed
- identify priority actions
- identify and present evidence of activity that provides evidence that a standard is achieved or achieved in part.

The **Evidence**, **Comments** and **Action** cells all open up as content is typed into them. The **Action** section is particularly relevant where an area has been identified as a priority for development – it encourages users to formulate time limited objectives and next steps as part of a coherent action plan to improve services and outcomes for families.

Current performance may also be rated against each of the **Early Support in action** statements or **standards** using a simple red, amber green, or number system, against each of the standards identified, as follows:

		Colour	Rating
White	1		No information available/not known.
Red	2		No evidence that Standard is met and no action plan formulated. An area of challenge to be addressed.
Light amber	3		Action to address issues planned.
Dark amber	4		Progress being made. There is an action plan to improve service provision against this Standard and some action has already been taken as part of that plan.
Green	5		Very good. Evidence that Standard is being met and/or evidence that any actions taken have improved outcomes for families and children.

Where the material is being used for the first time, enter a rating in the **Rating now** column. Where the material is being revisited periodically as a core part of planning and delivering service improvement and action has been taken, change the rating in the first column, enter 'Yes' in the **Change?** Column, and then add a statement about the changed rating in the **Comments** section – for example, '*Changed from red (April 2009) to light amber, in September 2009*'.

# **Early Support Service Audit Tool Service improvement audit and development charts**

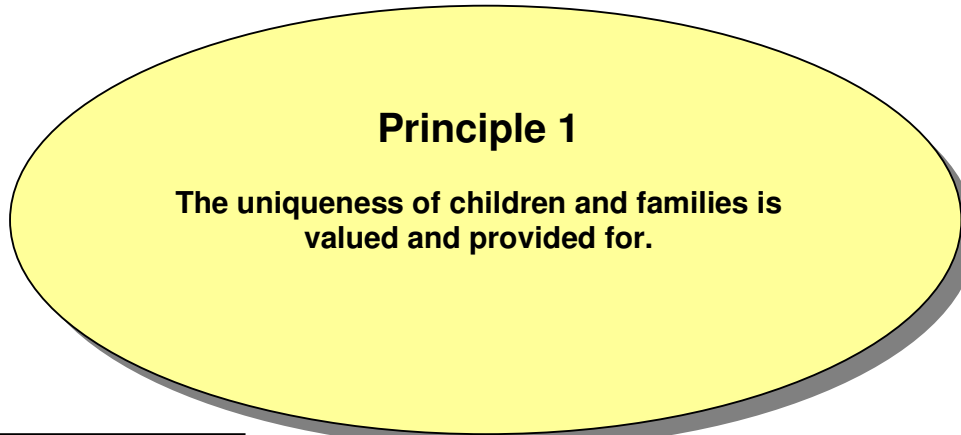
2<sup>nd</sup> Edition

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

'Providers have a responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.'  
**Statutory Framework for the Early Years Foundation Stage 2007 1.14**

'Children's Centres should use the Early Support Family Pack to help them personalise services for individual children and their families and the information booklets for parents about particular conditions to help parents make choices about the support they need.'  
**Sure Start Children's Centres Practice Guidance DCSF/DH 2006**

'Services are available for all disabled children and young people, including those with complex health needs, autistic spectrum disorders and multiple disabilities, such as deaf-blind children.'  
**Disability Audit Tool 14.5**



'Systems are in place to provide interpreting and translation services and bilingual advocates in the main locations where health, social care or education services are provided.'  
**Disability Audit Tool 17.10**

'All practitioners have, or are developing the necessary skills to communicate effectively with each child and encourage all children to develop ways of communicating with each other.'  
**All of us – the framework for quality inclusion F**

'Palliative care services need to be designed around the needs of children and families.'  
**Better care: better lives**

'Children and young people who are disabled or who have complex health needs receive co-ordinated, high-quality child and family-centred services which are based on assessed needs, which promote social inclusion and, where possible, which enable them and their families to live ordinary lives.'  
**NSF for Children, Young People & Maternity Services Standard 8**

'Access to services is regularly reviewed and improved, in partnership with disabled children and their parents, paying particular attention to the needs of minority ethnic communities.'  
**Disability Audit Tool 18.4**

'A range of flexible, sensitive services available to support those affected by the death of a disabled child or a child with a life-limiting illness.'  
**NSF Standard 8 Marker of Good Practice**

### Early Support in action

**All families feel welcome.**

**Lead professionals/key workers and others help families to ask questions and to identify and communicate their priorities and decisions - in particular when Early Support Family Service Plans are being written or up-dated.**

**Service delivery takes account of the diversity of families and of children's needs 0-5 years and the practical issues surrounding day-to-day life with very young children.**

**Settings and services comply with the requirements of disability discrimination legislation and all families can access them.**

**Families receive relevant and appropriate information that is accessible, using everyday language and where appropriate, alternative formats and community languages.**

**Budget planning takes account of the diversity of families and resources are allocated to enable all families to make use of local services and expertise, local parent and carer groups, and training opportunities associated with their child's disability.**

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

<b>1</b>	<b>The uniqueness of children and families is valued and provided for.</b>		
1.1	<p><b>All families feel welcome.</b>  <b>For example:</b>                      - services are accessible                      - families are welcomed on arrival and wished well on departure, in a way that suits them                      - families are encouraged and helped to use the <b>Introducing ourselves</b> section in the <b>Early Support Family File</b> to identify any particular cultural, language or religious preferences                      - the person with overall responsibility understands the need to change practices and attitudes to achieve an inclusive culture and environment.</p>	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
1.2	<p><b>Lead professionals/key workers and others help families to ask questions and to identify and communicate their priorities and decisions - in particular when Early Support Family Service Plans are being written or up-dated.</b>  <b>For example:</b>                      - by meeting with families often enough to build a relationship and identify particular issues                      - by offering families the opportunity to meet informally ahead of any meeting at which an <b>Family Service Plan</b> will be discussed and written.</p>	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
1.3	<p><b>Service delivery takes account of the diversity of families and of children's needs 0-5 years and the practical issues surrounding day-to-day life with very young children.</b>  <b>For example:</b>                      - hospital departments and clinics synchronise their appointment systems to minimise the number of visits families have to make</p>	Rating now	Change?

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

<b>1</b>	<b>The uniqueness of children and families is valued and provided for.</b>		
	<ul style="list-style-type: none"> <li>- where possible, multiple appointments are offered on the same day</li> <li>- double booking times or first/last appointments for the day are available for disabled children</li> <li>- systems are place to ensure children who find it hard to wait (e.g. those with autistic spectrum disorders or with learning difficulties) are seen as quickly as possible</li> <li>- reasonable adjustments are made to accommodate families with a number of children – particularly when more than one child is using targeted services</li> <li>- some services are delivered in the home.</li> </ul>		
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
1.4	<b>Settings and services comply with the requirements of disability discrimination legislation and all families can access them.</b>	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
1.5	<b>Families receive relevant and appropriate information that is accessible, using everyday language and where appropriate, alternative formats and community languages.</b> For example: <ul style="list-style-type: none"> <li>- the <b>Early Support Background Information Booklets</b> and <b>Information for Parents Booklets</b> are used</li> <li>- families are helped to find local and national organisations that may be useful to them</li> <li>- families are supported to understand information, using an interpreter, where this is appropriate.</li> </ul>	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		



**Early Support Service Audit Tool: Service improvement audit and development charts**

<b>1</b>	<b>The uniqueness of children and families is valued and provided for.</b>		
	<b>Actions (Who will do what, by when?)</b>		
1.6	<b>Budget planning takes account of the diversity of families and resources are allocated to enable all families to make use of local services and expertise, local parent and carer groups, and training opportunities associated with their child's disability.</b> <b>For example:</b> - interpreters are provided to support discussion with families who use a language other than English - transport is provided where families are not able to travel easily or independently.	<b>Rating now</b>	<b>Change?</b>
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		

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

'All children and young people with additional needs (including complex needs), who require integrated support from more than one practitioner, should experience a seamless and effective service where one practitioner takes the lead to ensure that services are co-ordinated, coherent and achieving intended outcomes.'

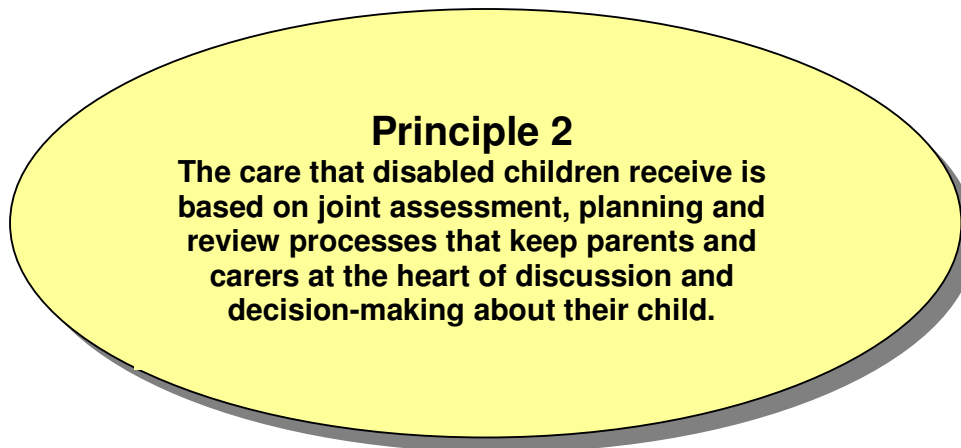
**The Lead Professional: Manager's Guide**  
CWDC 2007

'The care that disabled children and young people receive is based on good multi-disciplinary care planning and treatment.'

**Disability Audit Tool 13**

'Assessments are holistic, multi-agency and co-ordinated, undertaken as far as possible in the same place and at the same time and are provided as early as possible, with minimum waiting times.'

**Aiming High for Disabled Children**  
National Core Offer 2008



'Parents and carers, children and young people are active partners in decisions about rehabilitation or therapy services, with agreed goals for what it is intended to achieve.'

**Disability Audit Tool 18.5**

Providers must 'meet the needs of disabled children through good information, early identification, shared assessment and coordinated provision.'

**PSA Delivery Agreement 12 (2007)**

'Partnership with parents is the unifying theme of the Children's Plan.'

**Children's Plan**

'Children and young people who are disabled or who have complex health needs receive co-ordinated, high-quality child and family-centred services which are based on assessed needs, which promote social inclusion and, where possible, which enable them and their families to live ordinary lives.'

**NSF for Children, Young People & Maternity Services Standard 8**

'Disabled children, young people and families can expect participation through choice over the support provided to them through full involvement in assessment and design of their packages of care.'

**Aiming High for Disabled Children**  
National Core Offer 2008

### Early Support in action

When families are using many different services, practitioners work together and with parents and carers, as a team (using a 'team around the child' or 'team around the family' approach).

The role of lead professionals or key workers in facilitating joint assessment, planning and review processes is clearly defined and understood.

The knowledge and understanding that a family has of a child's needs and strengths is valued and used as a core part of joint assessment, planning and review processes.

Family service plans are used to encourage the joint planning of multi-agency packages of care with families.

When families are using many different services, assessment planning and review arrangements enable the development of agreed, shared priorities and integrated goals.

The contributions of the Common Assessment Framework (CAF) and Early Support to local joint assessment, planning and review processes are clearly defined and understood.

There is an agreed process for identifying family strengths, needs and wishes that is sensitive and takes account of family diversity.

**Early Support Service Audit Tool: Service improvement audit and development charts**

<b>2</b>	<b>The care that disabled children receive is based on joint assessment, planning and review processes that keep parents and carers at the heart of discussion and decision-making about their child.</b>		
2.1	<b>When families are using many different services, practitioners work together and with parents and carers, as a team (using a 'team around the child' or 'team around the family' approach).</b>	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
2.2	<b>The role of lead professionals or key workers in facilitating joint assessment, planning and review processes is clearly defined and understood.</b>	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
2.3	<b>The knowledge and understanding that a family has of a child's needs and strengths is valued and used as a core part of joint assessment, planning and review processes.</b> <b>For example:</b> - the <b>Early Support Developmental Journals</b> are routinely used as shared resources with families - where families find the <b>Developmental Journals</b> useful, their ownership of the material is emphasised - parents and carers use the <b>Early Support Family File</b> to share information about their child	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		

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

<b>2</b>	<b>The care that disabled children receive is based on joint assessment, planning and review processes that keep parents and carers at the heart of discussion and decision-making about their child.</b>		
	<b>Actions (Who will do what, by when?)</b>		
2.4	<b>Family service plans are used to encourage the joint planning of multi-agency packages of care with families.</b>	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
2.5	<b>When families are using many different services, assessment planning and review arrangements enable the development of agreed, shared priorities and integrated goals.</b>	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
2.6	<b>The contributions of the Common Assessment Framework (CAF) and Early Support to local joint assessment, planning and review processes are clearly defined and understood.</b> <b>For example:</b> - clear written information is provided for professionals and families explaining how local CAF and Early Support processes interact - local CAF and Early Support processes avoids duplication and minimises demand for families.	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		

**Early Support Service Audit Tool: Service improvement audit and development charts**

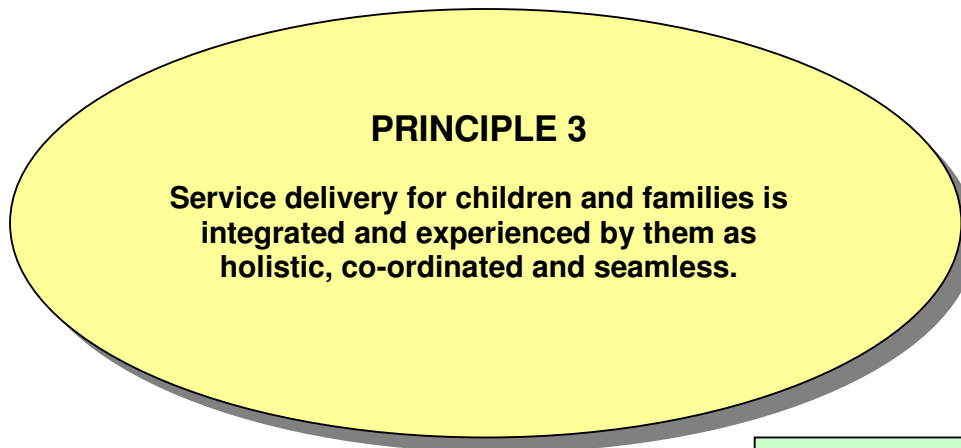
<b>2</b>	<b>The care that disabled children receive is based on joint assessment, planning and review processes that keep parents and carers at the heart of discussion and decision-making about their child.</b>		
<b>2.7</b>	<b>There is an agreed process for identifying family strengths, needs and wishes that is sensitive and takes account of family diversity.</b>	<b>Rating now</b>	<b>Change?</b>
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		

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

'Families caring for a disabled child or young person with high levels of need have a key worker/care manager to oversee and manage the delivery of services from all agencies involved in the care and support for the child and family, and to ensure that the family has access to appropriate services.'  
**Disability Audit Tool 16.1**

'Disabled children, young people and their families can expect assessments to include consideration of the need for a key worker or lead professional.'  
**Aiming High for Disabled Children National Core Offer 2008**

'Indications of health or developmental problems or abnormalities trigger early referral to a specialist team and a package of additional support and monitoring.'  
**Child Health Promotion Programme 2008**



'Disabled children and young people receive child-centred multi-agency co-ordinated services from the point of referral through identification and assessment to delivery.'  
**National Service Framework for Children, Young people and Maternity services Standard 8**  
**Marker of good practice**

'Key worker services are provided in line with the advice in *Every Child Matters*, and using the Early Support Programme for children under 5.'  
**Disability Audit Tool 16.2**

'Adopting the CAF and the principles and approach of the Early Support Programme, including training, 'key worker' schemes, and information and guidance for parents, will provide better co-ordination and delivery of services for disabled children, leading to higher standards and improved outcomes.'  
**Raising Standards-Improving Outcomes Statutory Guidance 2008**  
**Early Years Outcomes Duty Section 87**

'Children and young people who are disabled or who have complex health needs receive co-ordinated, high-quality child and family-centred services which are based on assessed needs, which promote social inclusion and, where possible, which enable them and their families to live ordinary lives.'  
**NSF for Children, Young People & Maternity Services Standard 8**

'The Early Support Family File is used with families with disabled children under 5 to improve service co-ordination and partnership working with parents and carers.'  
**Disability Audit Tool 12.2**

'Children's centre staff may be the ideal people to become key workers.'  
**Sure Start Children's Centres Practice Guidance DCSF/DH 2006**

### Early Support in action

An integrated pathway by which families with young disabled children are identified, referred and supported is defined and understood.

Lead professional or key worker services are available to support families with young disabled children and the developing practice of those taking on the role of lead professional or key worker is supported and supervised.

Joint discussion and the writing of Family Service Plans is managed in a way that promotes partnership working with families and reflects their priorities.

Joint discussion and planning is managed in a way that shares skills and minimises workload for everyone involved.

Where possible, appointments and the delivery of support and intervention are co-ordinated, so that family life is disrupted as little as possible.

Practices for sharing information about individual children and their families are defined and agreed with families.

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

<b>3</b>	<b>Service delivery for children and families is integrated and experienced by them as holistic, co-ordinated and seamless.</b>		
3.1	<b>An integrated pathway by which families with young disabled children are identified, referred and supported is defined and understood.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
3.2	<b>Lead professional or key worker services are available to support families with young disabled children and the developing practice of those taking on the role of lead professional or key worker is supported and supervised.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
3.3	<b>Joint discussion and the writing of Family Service Plans is managed in a way that promotes partnership working with families and reflects their priorities.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
3.4	<b>Joint discussion and planning is managed in a way that shares skills and minimises workload for everyone involved.</b>	Rating now	Change?
	Evidence		

**Early Support Service Audit Tool: Service improvement audit and development charts**

<b>3</b>	<b>Service delivery for children and families is integrated and experienced by them as holistic, co-ordinated and seamless.</b>		
	Comments		
	Actions (Who will do what, by when?)		
3.5	Where possible, appointments and the delivery of support and intervention are co-ordinated, so that family life is disrupted as little as possible.	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
3.6	Practices for sharing information about individual children and their families are defined and agreed with families.	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

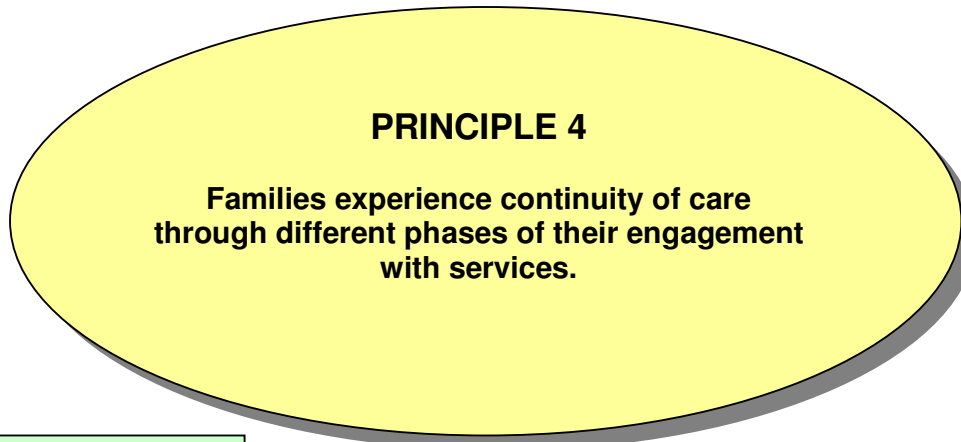


## Early Support Service Audit Tool: Service improvement audit and development charts

'Diagnosis and identification of disability (which may not be a single consultative event) is followed quickly by a CAF and multi-agency comprehensive needs assessment. This follows the Framework for the Assessment of Children in Need & their Families and, for children under 5, draws on the Early Support Programme.'  
**Draft Disability Audit Tool 11.2**

'Disabled children and their families should be able to benefit from services which are easily accessible at key transition points in their life, designed around the child and family, and delivered in a coordinated and timely manner.'  
**Aiming high for disabled children**

'All children have the right to the best possible start to life. Where children have special needs and disabilities, it is important that these are identified at an early stage and that identification leads directly to effective early intervention and support for families and children.'  
**Together from the Start (2003)**



'Where children receive education and care in more than one setting, practitioners must ensure continuity and coherence by sharing relevant information with each other and with parents.'  
**Statutory Framework for the Early Years Foundation Stage 2007 1.16**

'To ensure effective transition to the school, liaison between early years SENCOs and reception class teachers is essential, particularly where special provision or equipment is required.'  
**Sure Start Children's Centres Practice Guidance DCSF/DH 2006**

'Interagency Care Pathways and care packages are used to facilitate continuity of care and anticipate service provision, as the child or young person grows older and/or their disability or health condition changes.'  
**Disability Audit Tool 13.1**

'Children and young people who are disabled or who have complex health needs receive co-ordinated, high-quality child and family-centred services which are based on assessed needs, which promote social inclusion and, where possible, which enable them and their families to live ordinary lives.'  
**NSF for Children, Young People & Maternity Services Standard 8**

'Mobility is well-managed.'  
**CWDC One Children's Workforce Tool**

### Early Support in action

Working practices are agreed between hospital trusts, clinics and acute services on the one hand and universal, community-based services on the other to ensure smooth transition between services for families.

When a child is moving from acute or hospital-based care home, a transition plan is discussed and agreed with families that outlines who will do what, and how the transition needs of the whole family will be met.

The relationship between early discussions when a child is discharged from hospital or acute care and later use of family service plans and support from a lead professional or key worker is clearly defined and understood.

Changes in key personnel, including lead professionals and key workers, are managed to achieve continuity of care for families, and minimise disruption to working relationships between agencies.

Clear information is provided for families about the range of early years settings available in their area, options, and about how transition into and between settings will be managed.

When a child is moving into a new childcare, early years or school setting, a transition plan is discussed and agreed with families that outlines how specialist and universal service providers will work together to support the child within the new placement and at home.

When families move to another area or service, arrangements are in place to secure continuity of support and continued access to resources through the period of transition.

**Early Support Service Audit Tool: Service improvement audit and development charts**

<b>4</b>	<b>Families experience continuity of care through different phases of their engagement with services.</b>		
4.1	<b>Working practices are agreed between hospital trusts, clinics and acute services on the one hand and universal, community-based services on the other to ensure smooth transition between services for families.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
4.2	<b>When a child is moving from acute or hospital-based care home, a transition plan is discussed and agreed with families that outlines who will do what, and how the transition needs of the whole family will be met.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
4.3	<b>The relationship between early discussions when a child is discharged from hospital or acute care and later use of family service plans and support from a lead professional or key worker is clearly defined and understood.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

**Early Support Service Audit Tool: Service improvement audit and development charts**

<b>4</b>	<b>Families experience continuity of care through different phases of their engagement with services.</b>		
4.4	<b>Changes in key personnel, including lead professionals and key workers, are managed to achieve continuity of care for families, and minimise disruption to working relationships between agencies.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
4.5	<b>Clear information is provided for families about the range of early years settings available in their area, options, and about how transition into and between settings will be managed.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
4.6	<b>When a child is moving into a new childcare, early years or school setting, a transition plan is discussed and agreed with families that outlines how specialist and universal service providers will work together to support the child within the new placement and at home.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
4.7	<b>When families move to another area or service, arrangements are in place to secure continuity of support and continued access to resources through the period of transition.</b>	Rating now	Change?

**Early Support Service Audit Tool: Service improvement audit and development charts**

<b>4</b>	<b>Families experience continuity of care through different phases of their engagement with services.</b>		
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		

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

'It is important to avoid a 'tick box approach' when undertaking a health and development review, and it should always be undertaken in partnership with parents. Parents want a process that recognises their strengths, concerns and aspirations for their child. health professionals need to ... ensure that the goals of the CHPP are aligned with the goals of the parents – while not losing the focus of the review.'

**Child Health Promotion Programme 2008**

'All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development.'

**Statutory Framework for the Early Years Foundation Stage 2007 1.15**

'Working in partnerships with families is particularly important when a child has additional support needs. Joint planning that involves parents and carers and two-way exchange of information about a child is critical to success.'

**Early Years Foundation Stage CDRom**

### PRINCIPLE 5

**Children's learning and development is monitored and promoted.**

'Each parent feels welcomed and valued as being knowledgeable about their child, with a continuing role in supporting practitioners to enable their child to feel safe, involved and be genuinely included.'

**All of us – the framework for quality inclusion**

'Assessments record the child's abilities and strengths as well as difficulties, and lead to plans that aim to maximise the child's developmental progress and achievement and promote the child's inclusion in family and community life'

**Disability Audit Tool 11.3**

'Children and young people who are disabled or who have complex health needs receive co-ordinated, high-quality child and family-centred services which are based on assessed needs, which promote social inclusion and, where possible, which enable them and their families to live ordinary lives.'

**NSF for Children, Young People & Maternity Services Standard 8**

'Practitioners should focus on each child's individual learning, development and care by:

- removing or helping to overcome barriers for children where these already exist
- being alert to the early signs of needs that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary
- stretching and challenging all children.'

**Statutory Framework for the Early Years Foundation Stage 2007**

'Ongoing assessment is an integral part of the learning and development process... As judgements are based on observational evidence gathered from a wide range of learning and teaching contexts, it is expected that all adults who interact with the child should contribute to the process, and that account will be taken of information provided by parents. An essential feature of parental involvement is an ongoing dialogue, building on the partnership begun by any previous practitioner(s).'

**Statutory Framework for the Early Years Foundation Stage 2007 2.19**

### Early Support in action

Parents are encouraged to observe and discuss change in their child and to share what they know about their child's learning and development.

The Early Support Developmental Journals are routinely used as shared resources to track children's learning and development and to build consensus about how best to help them.

Information about a child's learning and development is used to plan the allocation of resources and programme of support, including specialist teaching time and therapies.

Shared information about a child's learning and development is integrated into discussion about Early Support Family Service Plans and agreement of shared priorities with families.

Services provide a relevant and sensitive approach to monitoring change in children who are not developing new skills or are losing existing ones.

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

<b>5</b>	<b>Children's learning and development is monitored and promoted.</b>		
5.1	<b>Parents are encouraged to observe and discuss change in their child and to share what they know about their child's learning and development.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
5.2	<b>The Early Support Developmental Journals are routinely used as shared resources to track children's learning and development and to build consensus about how best to help them.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
5.3	<b>Information about a child's learning and development is used to plan the allocation of resources and programme of support, including specialist teaching time and therapies.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
5.4	<b>Shared information about a child's learning and development is integrated into discussion about Early Support Family Service Plans and agreement of shared priorities with families.</b>	Rating now	Change?
	Evidence		

**Early Support Service Audit Tool: Service improvement audit and development charts**

<b>5</b>	<b>Children's learning and development is monitored and promoted.</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
5.5	<b>Services provide a relevant and sensitive approach to monitoring change in children who are not developing new skills or are losing existing ones.</b>	<b>Rating now</b>	<b>Change?</b>
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		

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

'Families experience transparency about how resources are decided and allocated and the basis on which services for disabled children are commissioned.'

**Aiming High for Disabled Children National Core Offer 2008**

'Children's centres should provide timely, appropriate, accessible and accurate information to enable parents and carers of disabled children to make choices about the support and services they wish to use, including how to find good childcare for their child.'

**Sure Start Children's Centres Practice Guidance DCSF/DH 2006**

'Specific information pertinent to particular conditions is provided.'

**Disability Audit Tool 17.4**

### PRINCIPLE 6

**Families are able to make informed decisions.**

'Disabled children, young people and their parents are routinely involved and supported in making informed decisions about their treatment, care and services, and in shaping services.'

**Disability Audit Tool 18.1**

'The information provided should be tailored to the individual needs of children and their parents and be readily accessible in a range of formats.'

**Duty to provide information, advice and assistance: guidance for local authorities DCSF 2008**

**Childcare Act 2006**

'Children and young people who are disabled or who have complex health needs receive co-ordinated, high-quality child and family-centred services which are based on assessed needs, which promote social inclusion and, where possible, which enable them and their families to live ordinary lives.'

**NSF for Children, Young People & Maternity Services Standard 8**

Disabled children, young people and their families can expect information which is:

**Accessible:** using everyday language, alternative formats, the internet and community languages as necessary

**Available:** 'to hand' without delay in places where families routinely go, including schools and colleges, health centres and GP surgeries and Sure Start Children's Centres

**Relevant and Accurate:** appropriate for every stage of a child's life and up-to-date with what is actually provided

**Joined up:** co-ordinated across local authorities, schools and colleges, PCTs, provider trusts and the voluntary and independent sector

**User focussed:** always focusing on the desired outcome i.e. families know where and how to get help and support.'

**Aiming High for Disabled Children National Core Offer 2008**

### Early Support in action

Families receive information that is accurate, up-to-date, relevant, joined up and tailored to their individual needs.

Families receive information that describes all the services available in their local area.

Policies and practices are in place to support the sensitive sharing of information about disability or complex health needs with families in the early days, as recommended by Right from the Start.

Families are given clear information about assessment procedures and practices, why they are needed, and how their contribution will be valued.

Families are given copies of any assessment results and reports relevant to their child.

Families are supported to understand information over time and in the context of their own circumstances.

Families are given information about the role of lead professionals or key workers and other services and how they can help.



**Early Support Service Audit Tool: Service improvement audit and development charts**

<b>6</b>	<b>Families are able to make informed decisions.</b>		
6.1	<b>Families receive information that is accurate, up-to-date, relevant, joined up and tailored to their individual needs.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
6.2	<b>Families receive information that describes all the services available in their local area.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
6.3	<b>Policies and practices are in place to support the sensitive sharing of information about disability or complex health needs with families in the early days, as recommended by Right from the Start.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
6.4	<b>Families are given clear information about assessment procedures and practices, why they are needed, and how their contribution will be valued.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

**Early Support Service Audit Tool: Service improvement audit and development charts**

<b>6</b>	<b>Families are able to make informed decisions.</b>		
6.5	<b>Families are given copies of any assessment results and reports relevant to their child.</b>	<b>Rating now</b>	<b>Change?</b>
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
6.6	<b>Families are supported to understand information over time and in the context of their own circumstances.</b>	<b>Rating now</b>	<b>Change?</b>
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
6.7	<b>Families are given information about the role of lead professionals or key workers and other services and how they can help.</b>	<b>Rating now</b>	<b>Change?</b>

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

'Children's Centres should be aware of their responsibilities under the Disability Discrimination Act 1995 (as amended 2005) to ensure they plan and provide services in ways, and make reasonable adjustments, to meet the needs of disabled children, parents and carers. The local authority's Disability Equality Scheme should include details of how the authority will improve outcomes for disabled children, young people and adults and cover the role of children's centres and early years settings.'

**Sure Start Children's Centres Practice Guidance DCSF/DH 2006**

'Families are offered a range of appropriate family support services that are flexible and responsive to their needs and that promote their inclusion in the local community.'

**NSF Standard 8 Marker of Good Practice**

'Through their attitudes and behaviour, children, practitioners and parents demonstrate how unremarkable it is that disabled children are part of the wide cross-section of the local community using the setting.'

**All of us – the framework for quality inclusion**

### Early Support in action

Families know about the universal services and support networks that are available in their local area.

Training and advice is offered to service providers and local groups to enable families with young disabled children to be included.

Local early years and childcare provision and other services are aware of their responsibilities under the Disability Discrimination Act and are taking action to increase accessibility.

Where appropriate and possible, services work closely together to improve the quality of life for families in the home.

Resources are allocated to enable families to access universal services or to receive services in their home.

**The effectiveness of inclusive practice is reviewed as part of the local Service Improvement Plan.**

## PRINCIPLE 7

Wherever possible, families are able to live 'ordinary lives'.

'Disabled children should be fully included in all services provided by Sure Start Children's centres. All disabled children, along with their families, should be able to participate in activities and take part equally alongside their peers.'

**Sure Start Children's Centres Practice Guidance DCSF/DH 2006**

'Disabled children and their parents (and disabled parents) should be able to fully access early years services. In meeting the Childcare Sufficiency Duty under section 6 of the Act, LAs are required to have regard to the needs of parents for childcare which is suitable for disabled children.'

**Raising Standards-Improving Outcomes Statutory Guidance Early Years Outcomes Duty Section 87**

'All providers must have and implement an effective policy about ensuring equality of opportunities and for supporting children with learning difficulties and disabilities. The policy on equality of opportunities should include:

- information about how the individual needs of children will be met;
- information about how all children, including those who are disabled or have special educational needs, will be included, valued and supported and how reasonable adjustments will be made for them;
- a commitment to working with parents and other agencies;
- information about how the SEN Code of Practice is put into practice in the provision (where appropriate);
- arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices;
- information about how the provision will promote and value diversity and difference.'

**Statutory Framework for the Early Years Foundation Stage 2007**

'Disabled children are able to access all mainstream children's services. These promote active participation and inclusion in childhood, family and community activities.'

**NSF Standard 8 Marker of Good Practice**

'Children and young people who are disabled or who have complex health needs receive co-ordinated, high-quality child and family-centred services which are based on assessed needs, which promote social inclusion and, where possible, which enable them and their families to live ordinary lives.'

**NSF for Children, Young People & Maternity Services Standard 8**

**Early Support Service Audit Tool: Service improvement audit and development charts**

<b>7</b>	<b>Wherever possible, families are able to live 'ordinary lives'.</b>		
7.1	<p><b>Families know about the universal services and support networks that are available in their local area.</b>  <b>For example:</b>                      - practitioners check that families with young disabled children have received information about 'mainstream' services for families in their area in addition to information about services for children and young people with disabilities                      - families are offered the opportunity to participate in Early Support Parent Workshops</p>	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
7.2	<p><b>Training and advice is offered to service providers and local groups to enable families with young disabled children to be included.</b></p>	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
7.3	<p><b>Local early years and childcare provision and other services are aware of their responsibilities under the Disability Discrimination Act (DDA) and are taking action to increase accessibility.</b>  <b>For example:</b>                      - a local authority disability equality scheme has been formulated and is available                      - action has been taken to raise awareness of the DDA across a range of services and settings                      - services and settings are encouraged to identify barriers to inclusion and to develop solutions.</p>	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		

**Early Support Service Audit Tool: Service improvement audit and development charts**

<b>7</b>	<b>Wherever possible, families are able to live 'ordinary lives'.</b>		
	<b>Actions (Who will do what, by when?)</b>		
7.4	<b>Where appropriate and possible, services work closely together to improve the quality of life for families in the home.</b> <b>For example:</b> - by providing any specialist equipment required quickly - by assessing and responding to the need for any adaptations to the home associated with disability promptly	<b>Rating now</b>	<b>Change?</b>
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
7.5	<b>Resources are allocated to enable families to access universal services or to receive services in their home.</b>	<b>Rating now</b>	<b>Change?</b>
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
7.6	<b>The effectiveness of inclusive practice is reviewed as part of the local Service Improvement Plan.</b>	<b>Rating now</b>	<b>Change?</b>
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		

**Early Support Service Audit Tool: Service improvement audit and development charts**

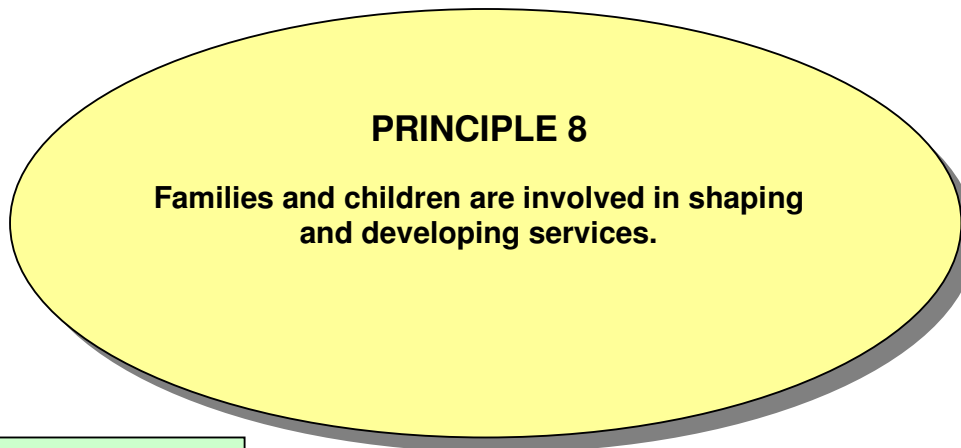
7	Wherever possible, families are able to live 'ordinary lives'.		

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

A variety of opportunities and methods exist for all parents to be involved in formal and informal consultations, to influence what happens in the setting, and to feel comfortable in approaching practitioners without feeling they are imposing.  
**All of us – the framework for quality inclusion**

'Parents of disabled children should be consulted on the development and implementation of services.'  
**Sure Start Children's Centres Practice Guidance DCSF/DH 2006**

'Disabled children and young people and their families are routinely involved and supported in making informed decisions about their treatment, care and support, and in shaping services.'  
**NSF Standard 8 Marker of Good Practice**



'Policies, practices and procedures of all services are regularly reviewed, in partnership with children and their parents, to remove barriers and progressively improve access, and to ensure that disabled children and their families are not disadvantaged.'  
**Disability Audit Tool 18.3**

'Outcomes for children and families are at the heart of service design and workforce reform.'  
**CWDC One Children's Workforce Tool**

'Services and facilities comply with responsibilities under Disability Discrimination legislation, including the duty to take the views of disabled children and their families into account.'  
**Disability Audit Tool 18.7**

'Children and young people who are disabled or who have complex health needs receive co-ordinated, high-quality child and family-centred services which are based on assessed needs, which promote social inclusion and, where possible, which enable them and their families to live ordinary lives.'  
**NSF for Children, Young People & Maternity Services Standard 8**

'Disabled children and their families are involved regularly in decisions about service planning, commissioning, innovation and re-design.'  
**Disability Audit Tool 18.6**

### Early Support in action

The views and experiences of families are used to inform local reviews of policy and practice, and planning for service improvement.

Parents and carers are encouraged and enabled to contribute to the strategic planning and development of services.

Budget planning anticipates the need to meet the costs of involving families in service design and development.

Service review and planning focuses on outcomes for children and families and reflects the priorities of people who use them.

Family and child perspectives are used to build understanding of barriers to inclusion, so that these can be addressed at a strategic level.

**Early Support Service Audit Tool: Service improvement audit and development charts**

<b>8</b>	<b>Families and children are involved in shaping and developing services.</b>		
8.1	<b>The views and experiences of families are used to inform local reviews of policy and practice, and planning for service improvement.</b>	<b>Rating now</b>	<b>Change?</b>
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
8.2	<b>Parents and carers are encouraged and enabled to contribute to the strategic planning and development of services.</b>	<b>Rating now</b>	<b>Change?</b>
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
8.3	<b>Budget planning anticipates the need to meet the costs of involving families in service design and development.</b> <b>For example:</b> - any costs incurred by families as a result of participating in local consultation and planning activities (e.g. transport and childcare costs) are anticipated and provided for - where parents and carers are paid for their time, resource requirements are identified at the planning stage.	<b>Rating now</b>	<b>Change?</b>
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
8.4	<b>Service review and planning focuses on outcomes for children and families and reflects</b>	<b>Rating now</b>	<b>Change?</b>



**Early Support Service Audit Tool: Service improvement audit and development charts**

<b>8</b>	<b>Families and children are involved in shaping and developing services.</b>		
	<b>the priorities of people who use them.</b>		
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
<b>8.5</b>	<b>Family and child perspectives are used to build understanding of barriers to inclusion, so that these can be addressed at a strategic level.</b>	<b>Rating now</b>	<b>Change?</b>
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		

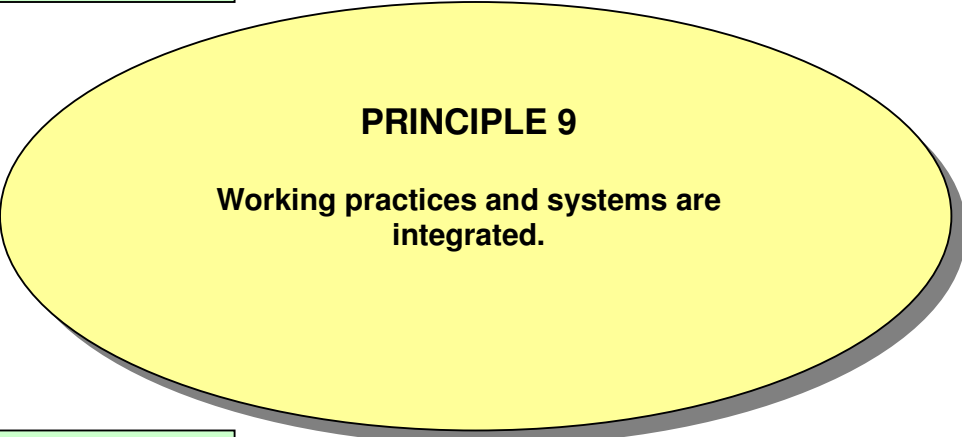
## Early Support Service Audit Tool: Service improvement audit and development charts

'People identify themselves as part of one children's workforce and share a common vision of success and purpose.'  
**CWDC One Children's Workforce Tool**

'Key worker services are supported by cross-agency senior management commitment through Children's Trust arrangements.'  
**Disability Audit Tool 16.3**

'Children's Trusts ensure that all agencies work closely together to commission services that provide integrated support to families with disabled children.'  
**Disability Audit Tool 14**

'Children and families are supported most effectively when CAF, the lead professional and information sharing procedures are planned and delivered in a co-ordinated way, to offer integrated support across the continuum of needs and services.'  
**Common Assessment Framework for Children and Young People: Manager's Guide CWDC 2007**



'Adopting the CAF and the principles and approach of the Early Support Programme, including training, 'key worker' schemes, and information and guidance for parents, will provide better co-ordination and delivery of services for disabled children, leading to higher standards and improved outcomes.'  
**Raising Standards-Improving Outcomes Statutory Guidance.**  
**Early Years Outcomes Duty Section 87**

'Children and young people who are disabled or who have complex health needs receive co-ordinated, high-quality child and family-centred services which are based on assessed needs, which promote social inclusion and, where possible, which enable them and their families to live ordinary lives.'  
**NSF for Children, Young People & Maternity Services Standard 8**

'Services can only meet children and young people's needs if the people who deliver them have the right skills, knowledge and experience. Effective commissioning therefore needs to reflect a deep understanding of, and set high expectations for, the skills, knowledge and experience that those delivering the service will possess. This will enable service providers to ensure that staff are supported to work in new ways where appropriate, for example to promote more integrated working, as well as having opportunities for continuing professional development.'  
**2020 Children and Young People's Workforce Strategy 5.20 DCSF 2008**

'Are all agencies tied into regular reviewing/reporting on work to support children with disabilities through Children's Centres?'  
Appendix H  
**Toolkit for Priority and Excluded families Together for Children 2008**

'A key part of the development of children's trusts and the reform of children's services is the integration of systems and processes. This is to ensure the needs of children and families are met in a more appropriate way.'  
**Common Assessment Framework for Children and Young People: Manager's Guide CWDC 2007**

**Early Support in action**

**Shared aims and values have been agreed across agencies, in discussion with people who use services for families and disabled children.**

**It is clear where strategic responsibility lies for reviewing and improving the quality of integrated service delivery for families with young disabled children.**

**Joint policies and protocols underpin integrated service delivery from time of first referral onwards, and associated roles and responsibilities are defined and understood.**

**Local policies and protocols supporting the sharing of information about families and children are defined and understood.**

**Multi-agency working, planning and practice reflect current guidance, research, and established good practice for integrated working at strategic and operational level.**

**Joint commissioning and pooled budgets are used to make efficient use of resources and develop integrated working practices.**

'From birth to transition to adulthood, local areas are establishing and developing new ways of encouraging coordinated provision designed around the child and family. This includes the Early Support Programme, which provides coordinated support for disabled children aged 0-5.'  
**Aiming High for Disabled Children (2007)**

**Early Support Service Audit Tool: Service improvement audit and development charts**

<b>9</b>	<b>Working practices and systems are integrated.</b>		
9.1	<b>Shared aims and values have been agreed across agencies, in discussion with people who use services for families and disabled children</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
9.2	<b>It is clear where strategic responsibility lies for reviewing and improving the quality of integrated service delivery for families with young disabled children.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
9.3	<b>Joint policies and protocols underpin integrated service delivery from time of first referral onwards, and associated roles and responsibilities are defined and understood.</b>	Rating now	Change?
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
9.4	<b>Local policies and protocols supporting the sharing of information about families and children are defined and understood.</b>	Rating now	Change?
	Evidence		

**Early Support Service Audit Tool: Service improvement audit and development charts**

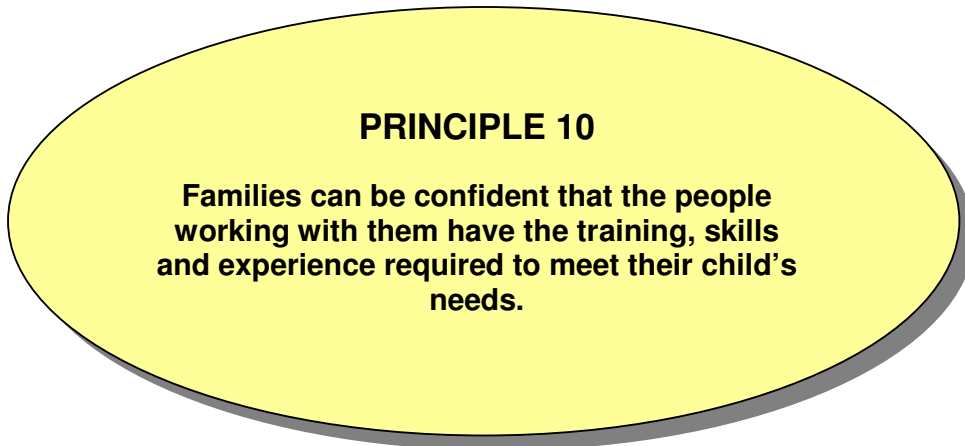
<b>9</b>	<b>Working practices and systems are integrated.</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
<b>9.5</b>	<b>Multi-agency working, planning and practice reflect current guidance, research, and established good practice for integrated working at strategic and operational level.</b>	<b>Rating now</b>	<b>Change?</b>
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
<b>9.6</b>	<b>Joint commissioning and pooled budgets are used to make efficient use of resources and develop integrated working practices.</b>	<b>Rating now</b>	<b>Change?</b>
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		

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

'There is a commitment to continuous professional and personal development for practitioners, with opportunities to reflect on their own attitudinal awareness of disability and other equality and diversity matters.'  
**All of us – the framework for quality inclusion**

'Joint training initiatives are implemented that support integrated multi-agency working and the best use of the skills of all staff groups, using the Early Support training programme for children under 5.'  
**Disability Audit Tool 24.3**

'Assessments are undertaken by staff with the right skills for onward referral or diagnosis, assessment, treatment and on-going care.'  
**Aiming High for Disabled Children National Core Offer 2008**



'Disabled children and young people who require ongoing health interventions have access to high quality, evidence-based care, delivered by staff who have the right skills for diagnosis, assessment, treatment and ongoing care and support.'  
**NSF Standard 8 Marker of Good Practice**

'Supporting disabled children requires staff to be trained in the skills to understand and meet the specific needs of each child. This includes training on disability equality and inclusion issues and on supporting children with particular health conditions or impairments. Good practice is evident when there are: staff workshops and training opportunities provided by specialist staff; co-working by specialists and generalists; and invitations to partner organisations to run sessions and take part in events.'  
**Sure Start Children's Centres Practice Guidance DCSF/DH 2006**

'To work successfully on a multi-agency basis you need to be clear about your own role and aware of the roles of other professionals; you need to be confident about your own standards and targets and respectful of those that apply to other services, actively seeking and respecting the knowledge and input others can make to delivering best outcomes for children and young people. These behaviours should apply across the public, private and voluntary sectors.'  
**Common Core of Skills and Knowledge for the Children's Workforce DfES 2005**

'Children and young people who are disabled or who have complex health needs receive co-ordinated, high-quality child and family-centred services which are based on assessed needs, which promote social inclusion and, where possible, which enable them and their families to live ordinary lives.'  
**NSF for Children, Young People & Maternity Services Standard 8**

### Early Support in action

Training on partnership working is provided for multi-agency groups as part of the development of integrated, family-focused services.

Practitioners are encouraged to undertake training to develop their skills, knowledge and expertise in working with children under 5 and their families.

Training includes the perspective of people who use services and is designed to include them as participants and/or as trainers.

Joint funding is available to support multi-agency training as part of the development of an integrated workforce.

Wider workforce and budget planning recognises the particular training needs of practitioners and families in relation to additional needs and disabilities.

The impact of workforce development activity is regularly reviewed.

'A high quality, appropriately trained workforce is available.'  
**CWDC One Children's Workforce Tool**

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

<b>10</b>	<b>Families can be confident that the people working with them have the training, skills and experience required to meet their child's needs.</b>		
10.1	<b>Training on partnership working is provided for multi-agency groups as part of the development of integrated, family-focused services.</b> For example: - the Early Support Working in Partnership training course is used	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
10.2	<b>Practitioners are encouraged to undertake training to develop their skills, knowledge and expertise in working with children under 5 and their families.</b>	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
10.3	<b>Training includes the perspective of people who use services and is designed to include them as participants and/or as trainers.</b>	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
10.4	<b>Joint funding is available to support multi-agency training as part of the development of an integrated workforce.</b>	Rating now	Change?
	<b>Evidence</b>		

**Early Support Service Audit Tool: Service improvement audit and development charts**

<b>10</b>	<b>Families can be confident that the people working with them have the training, skills and experience required to meet their child's needs.</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
10.5	<b>Wider workforce and budget planning recognises the particular training needs of practitioners and families in relation to additional needs and disabilities.</b> For example: - provision is made to fund local delivery of Early Support Parent Workshops	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		
10.6	<b>The impact of workforce development activity is regularly reviewed.</b>	Rating now	Change?
	<b>Evidence</b>		
	<b>Comments</b>		
	<b>Actions (Who will do what, by when?)</b>		

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

### References

Children's Workforce Development Council	<i>Common Assessment Framework: Managers' and Practitioners' Guides</i>	2007
Children's Workforce Development Council	<i>2020 Children and Young People's Workforce Strategy</i>	2008
Department for Children, Schools and Families	<i>Children's Plan: Building Brighter Futures</i>	2007
Department for Children, Schools and Families	<i>2020 Children and Young People's Workforce Strategy</i>	2008
Department for Children, Schools and Families	<i>Duty to provide information, advice and assistance: guidance for local authorities</i>	2008
Department for Education and Skills	<i>Every Child Matters</i>	2003
Department for Education and Skills	<i>The Early Years Foundation Stage</i>	2007
Department for Education and Skills	<i>Common Core of Skills and Knowledge for the Children's Workforce</i>	2005
Department for Education and Skills	<i>Together from the Start – Practical guidance for professionals working with disabled children (birth to third birthday) and their families</i>	2003
Department of Health		
Department for Children, Schools and Families	<i>Aiming high for disabled children: Short Breaks Implementation Guidance</i>	2008
Department of Health		
Department for Children, Schools and Families	<i>National Core Offer</i>	2008
Department of Health		
Department of Health	<i>Disability Audit Tool</i>	2009
Department of Health	<i>The National Service Framework for Children, Young People and Maternity Services</i>	2004
Department for Education and Skills		
Department of Health	<i>Our health, our care, our say: a new direction for community services</i>	2006
Department of Health	<i>Better Care: Better Lives</i>	2008
Department of Health	<i>Child Health Promotion Programme – pregnancy and the first five years of life</i>	2008
HM Government	<i>Raising Standards-Improving Outcomes</i>	2008
	<i>Statutory Guidance Early Years Outcomes Duty Childcare Act 2006</i>	
HM Government	<i>National Indicators for Local Authorities and Local Authority Partnerships:</i>	2008
Communities and Local Government	<i>Handbook of Definitions</i>	
HM Treasury	<i>Aiming high for disabled children: better support for families</i>	2007
Department for Education and Skills		
Together for Disabled Children	<i>Local Area Initial Self-Assessment: Determining Support</i>	2008
Sure Start	<i>Children's Centres Practice Guidance</i>	2006
Department of Health		