

**5 the critical
'building blocks' –
what makes the
difference in
more detail**





This section presents a series of papers, called ‘templates’, which pull together research and professional judgement to present hypotheses about what we feel should be in place, in all local areas, in order to narrow the gap.

The five themes that these papers cover are:

- what Children’s Centres and other early years settings can do to narrow the gap
- what needs to be in place between schools and other services (extended schools)
- what schools can do
- what constitutes effective practice in engaging with parents and carers
- how to re-orientate systems, processes and services towards early intervention and prevention.

The templates organise and present their material in two different ways: first, by reference to the layers of the *Every Child Matters* ‘onion’, that is, according to what is needed at the level of integrated frontline delivery, processes, strategy and governance; and second, by moving across the ‘progressive universalist’ spectrum, starting with what is needed for all children (universal services), then moving to what is required by vulnerable children with additional needs (targeted services), then children with complex and multiple needs (targeted/specialist services) and finally, children in need of care or protection (specialist services).

The templates effectively set out what is needed at every level of the system, locally, to narrow the gap. The previous section – golden threads – presented a series of hypotheses about ‘what works’ in narrowing the gap across all these dimensions. This section takes the themes one-by-one.

The templates present a detailed set of hypotheses about what should ideally be available in a local

area. Pulling together the headlines across the five themes, and grouping them within the four layers of the *Every Child Matters* onion, these can be summarised as follows:

integrated frontline delivery

Children’s Centres and other early years settings

- All children under five and their families (and particularly disadvantaged children) should have access to high quality early years services. Children’s Centres should provide a ‘one stop shop’ for young children and their families, including drop-in integrated education and care, health services and advice, access to training and employment opportunities for parents, family support and outreach services. They should work closely with community health services and CAMHS (child and adolescent mental health services) and child development teams.
- All children under five in schools and early years settings should access the child-centred, play-based early years foundation stage curriculum, which integrates social, emotional cognitive and physical development, and where they can develop positive dispositions towards learning.
- Children’s Centres and early years settings should be closely linked to local primary schools and support children as they transfer.

schools, Children’s Centres and early years settings

- All children and families should have access to extended services linked in to schools, including

play, childcare and health, and specialist support when needed.

- Effective practice in narrowing the gap should be identified and employed.
- All staff in schools and early years settings must believe that all children, whatever their circumstances, can and should achieve.
- Schools, Children's Centres and early years settings should engage effectively with parents (fathers and mothers) and develop a range of preventative services for parents with particular needs. Services should include support for parents in understanding and supporting their children's development and learning.
- Flexible, personalised services for vulnerable children are best delivered through Children's Centres and extended schools, working in partnership with other agencies. Children's Centres and schools should have access to a range of staff and programmes to provide a speedy response to serious and urgent needs.

engaging with parents and carers

- The quality of parent-child relationships is linked to all aspects of children's health and development. A range of community-based open access services should be available to parents, within Children's Centres and extended schools, offering a variety of support and opportunities; specialist services should be available for parents whose children have complex needs.
- Parental involvement in their children's schooling and support for their children's education at home is critical. Specific support should be offered to fathers and mothers in understanding and supporting children's learning. Engaging with parents should be embedded in Children's Centre and School Development Plans, and staff with appropriate skills identified to ensure their implementation.

- The needs of children in care should be given priority and Children's Centres and schools should work in partnership with adoptive parents, foster carers and residential care staff.

re-orienting services towards prevention and early intervention

- Early evidence of failure to thrive should trigger immediate action, in partnership with parents and whatever services are needed.
- Children should be supported in learning how to learn, with significant contributions from parents (supported if necessary) and the school/Children's Centre.

integrated processes

A skilled and appropriately trained workforce is critical to closing the gap across/ embedding all themes.

Children's Centres, early years settings and schools

- The most effective early years services are those staffed by well trained early years teachers and other practitioners. Staff teams in early years settings should include experienced leaders and qualified teachers.
- All staff in early years settings and schools should be trained to work both with children and parents. Training should include how children develop and learn, and how to work effectively with other professionals including the role of the Lead Professional and the use of the Common Assessment Framework. Staff should have specialist skills in outreach work, working with families with complex needs.
- Children's Centres should support training for early years practitioners in the local area; all settings should engage in systematic quality improvement, and be supported in doing so by the local authority.

- There should be clear plans for individual children and groups on a daily and weekly basis, with systems for tracking the progress of individual children and different groups.
- Systems should be in place for tracking all aspects of children's progress and for using the information to monitor different groups in order to identify priorities and support.
- Schools should work with wider children's services and other partners as early as possible to provide co-ordinated personalised support for children with additional needs or at risk of poor outcomes.
- There should be clear, strong protocols governing information sharing between partners, defining differences as well as common responsibilities; and clear protocols in place in respect of professional supervision and line management in multi-disciplinary teams.

schools

- There should be accurate assessment of learning, combined with teaching that sets clear and challenging goals and uses purposeful and engaging activities to reach them.
- Children and young people at risk of underperformance should be accurately identified and effectively supported. Close personal support and guidance should engage learners and help them to persevere with activities, see their purpose and gain benefit from them.

engaging with parents and carers

- In working and engaging with parents and carers, relationships, attitudes and how programmes and interventions are delivered are key. Working with parents is a skilled job with requires appropriate training. Specialist staff should be skilled in working with families with complex needs.
- Foster carers, adoptive parents and residential care

staff should have access to training and information to enable them to work effectively with children with complex needs.

- Information about services should be easily accessible and communications should be clear and free from jargon.

re-orienting services towards prevention and early intervention

- Whole system training should provide the workforce with sufficient knowledge about child development to obtain specialist help when needed; lead professionals should understand learning, welfare, health and development issues.
- All those working with children should know what to do if they suspect a child might be at risk.
- Information about the full range of accredited services should be available locally, and readily accessible to lead professionals and the public.
- Integrated data sets and shared information should help practitioners to target effective intervention early.
- A multi-agency workforce development strategy and training plan should ensure there is sufficient capacity and skills to support the development of the CYP Plan.

integrated strategy

Children's Centres, early years settings and extended schools

- Heads of schools and early years settings should be focused on, and accountable for, narrowing the gap and take the necessary steps to do so.
- The local authority's early years service should assume responsibility for all children under five, including those in primary schools, private, voluntary and statutory nurseries and childminders.

- Free nursery education should be made available to two year old children in the most disadvantaged areas, with effective outreach to ensure high take up and support for parents.
- The Children's Trust should have a clear strategy for the sustainability of local nurseries, and secure funding from the PCT (Primary Care Trust) for the health contribution to Children's Centres.
- The Children's Trust should provide strong strategic leadership, brokering partnerships between extended schools and others, fostering links with the community and voluntary sector and promoting the sharing of learning and best practice.
- Children's Centres and extended schools should play an important community leadership role, providing a community hub for wider services.
- Local authorities with their partners should support extended schools to deliver integrated support to vulnerable children by ensuring that early intervention support is structured around them.

engaging with parents and carers

- Children's Trusts should have a parents strategy, central to the CYP Plan, which offers a continuum of appropriate support, including for vulnerable parents; the voluntary and community sector should be engaged in its development.
- The strategy should include the establishment of a Parents Forum and the employment of a parenting services co-ordinator.
- The CYP Plan should include a joint commissioning strategy which takes account of the views of parents and creates a single commissioner for parenting support.

re-orienting services towards prevention and early intervention

- All systems and processes must be aligned. The

most critical factor is clear leadership and the promotion of a single vision, driven by the Children and Young People's Partnership or Children's Trust.

- The CYP Plan should cover early intervention and prevention, strategies for narrowing the gap and plans for service integration, including clear milestones.
- The CYP Plan should be used to obtain agreement for reducing resources for 'high cost, high harm' work in favour of early intervention and prevention strategies.
- Building Schools for the Future (BSF), extended schools and Children's Centres should be targeted on communities with the greatest needs.

integrated governance

Children's Centres and schools

- The Children's Trust should be clear about governance arrangements for Children's Centres, particularly in respect of the 2006 Childcare Act requirements to improve outcomes and narrow the gap.
- Parents and community representatives should be formally involved in the governance of Children's Centres and extended schools.
- The governance arrangements of Children's Centres and extended schools should include regular reports on performance management, outcomes for children, priority needs and service development, child safety, safeguarding practice and audits of standards and complaints.
- Governing bodies should ensure that multi-agency staff working in and with Children's Centres and extended schools are co-ordinated, supported and receive joint training and supervision from their relevant professional organisation.

engaging with parents and carers

- All parents should have an opportunity to participate in decision-making, and governance arrangements should facilitate this.
- There should be broad representation on the Children's Trust Board, with input from parents and local neighbourhood groups.
- The DCS, lead member for children's services and senior officers should lead improvements in corporate parenting, and there should be effective scrutiny of provision for children in care.

re-orienting services towards prevention and early intervention

- The Children's Trust should ensure that all providers, including schools, know what is expected of them and that they are accountable for improving outcomes and implementing the CYP Plan.
- Children's voices should be heard throughout, including by the Children's Trust, and partnership working should have a high profile in all member organisations.
- School governance should be updated to take account of the range of users and providers in extended schools and Children's Centres, and should include pupils.

template one – what must be in place in all local areas to narrow the gap through Children’s Centres and other early years settings?

general conditions: (under-pinning principles which relate to all children) including systems and culture

- 1 Research shows that children who attend high quality preschools, employing trained early years teachers, are still showing both cognitive gains (higher reading and maths scores) and more ‘pro-social’ behaviour at age 10 than those who stayed at home or who attended low quality settings. This is particularly the case for the most disadvantaged children. **All children under five and their families (and particularly disadvantaged children) should therefore have access to high quality early years services, integrating education, care and health, staffed by well trained early years teachers and other practitioners and with appropriate support for parents.**
- 2 **Children’s Centres can play an important role in community capacity building and raising parental aspirations** and the Neighbourhood Nursery Initiative also showed that such nurseries can successfully reach the most disadvantaged families. Nurseries, however, in poor neighbourhoods are unlikely to be sustainable without additional funding.
- 3 **All children should have access to a curriculum which meets their developmental needs and interests**, and is personalised to reflect the individual child. There should be a strong emphasis on positive dispositions to life and to learning; on oracy (good speaking and listening skills); on creativity, play and first hand experience; on activities that engage and challenge their minds; and on children’s active participation in their learning.
- 4 Services for the most disadvantaged families should respond to the needs of both children and their parents, aiming to raise aspirations within local communities.
- 5 **A key to improving outcomes for children is the quality of the staff in early years services.** All practitioners should be well trained, to a minimum of NVQ Level 3 (or working towards it). **All settings should employ graduate leaders and trained early years teachers.** All practitioners should have high expectations for children, and all should take responsibility for children’s well-being and for their safeguarding. There should be a practical commitment to identifying and understanding the factors affecting the particular needs of children from minority ethnic groups, and children with disabilities and SEN should be integrated into early years settings with access to additional support where required.
- 6 All children should have a key worker in their early years setting, and all families should have at least one trusted adult to whom they can turn in time of need.
- 7 Parents are their children’s first and most important carers and educators and should be treated as partners. The support that parents give their young children’s development and the learning environment of the home are crucial to improving outcomes. Parents should also be able to access information about children’s learning and development, as well as opportunities for their own learning and, where appropriate, training for employment.

8 Local authorities and their Children's Trust partners have a key strategic role in developing and supporting early years services, particularly in respect of the requirements of the 2006 Childcare Act to secure sufficient childcare and improve outcomes for all children and narrow the gap between those who do well and those who do not. Studies have consistently found that the quality of provision in the maintained sector is better than that in the voluntary and private sectors.

all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
<p>integrated frontline delivery</p> <p>Children's Centres and other early years settings provide a range of centre based and outreach services for young children and their families including drop-in, integrated early education and care, health services and advice, family support and outreach services.</p> <p>Community health services (GPs, health visitors, midwives) are provided in or closely linked into early years settings. Healthcare support and advice, child health surveillance, immunisation, ante and post-natal support, nutritional advice, smoking cessation support and other child health services such as therapies, are available.</p> <p>Children's Centres and early years settings work closely with children's mental health professionals providing practitioners with information, advice</p>	<p>A child-centred approach ensures that opportunities are provided which are carefully targeted towards identified, minority or vulnerable groups of children.</p> <p>Early years settings provide both high quality work with children and structured parenting programmes and other support for parents. Services are organised to address the family circumstances as well as the child's developmental and learning needs.</p> <p>Early years practitioners take on the role of lead professional, becoming the single point of contact, and making early referrals to specialist services where appropriate.</p> <p>Swift and easy referral to targeted services is made possible through local multi-agency teams.</p>	<p>All children with complex multiple needs have a Team Around the Child (TAC), with a multi-agency Common Assessment Framework (CAF), Lead Professional and single service plan in place. Everyone involved with the child and their family is part of the TAC, can contribute to the service plan and knows their own contribution and responsibilities.</p> <p>All early years settings provide the Early Support Programme, as part of specialist support to children with disabilities and their families, including access to therapies and Portage services. The staff are confident in and trained to use specialist equipment to support children with special needs.</p> <p>Specialist staff are linked to a number of early years settings, working within their own professional discipline but</p>	<p>Specialist staff responsible for supporting and working with children in need of care, protection and acute services have knowledge of and can link to children's centres.</p> <p>Foster carers and adoptive parents are supported to access Children's Centre and early years services, are fully involved in discussions and decisions, and are able to access a range of groups and advice sessions with other parents/carers.</p> <p>The lead professional (LP) has access to/ authority over a wide range of resources and budgets to do what is required to keep the child safe and coordinates the protection plan across all agencies.</p> <p>Children's Centres host and/or support family group conferences in crisis situations and maximise the</p>

<p>and support, to maintain emotional well-being amongst the children and their families.</p> <p>Children with special needs can access mainstream services, as well as specialist support.</p> <p>Children attending early years settings access the early years foundation stage, integrating social, emotional, cognitive and physical development through a child-centred play-based curriculum. There is a combination of adult-led and child-led activities and children are encouraged to develop perseverance and self-regulatory skills (self restraint, problem-solving, social interaction, listening and negotiating).</p> <p>Early years settings have behaviour policies in place whereby staff support children's behaviour through reasoning and talk.</p> <p>Children's Centres and networks of early years settings provide high quality and flexible child care,</p>	<p>There is an outreach programme in place in each Children's Centre working with children and families who have been identified as likely to benefit from the Children's Centre's services but who have not taken them up. Staff are trained for this home visiting role, and there are clearly defined roles and protocols.</p> <p>Early years settings build up trust with parents to increase take up from those groups.</p> <p>Good teamwork between health, education, social services and other agencies provides effective cross sector working, better understanding of each other's roles and responsibilities, improved communication and an understanding of the whole child.</p> <p>Isolated children and families (including rural families) receive support, advice and guidance and access to services to promote their child's well-being through outreach.</p>	<p>sharing in the operational aspects of the settings they are linked to.</p> <p>Children's Centres and other early years settings have swift access to social workers, specialist family support staff, intensive family work programmes, outreach and home based programmes of support, counselling, mentors and specialist health services such as substance abuse advice and support, child & adolescent mental health services (CAMHS), support for children with complex disabilities, special educational needs and behavioural problems.</p> <p>The Children's Centre is the focus for co-ordinating services around the child/family.</p> <p>There is effective collaboration between the team around the child (TAC), and adult social care to respond more flexibly to child and parent's needs.</p>	<p>opportunities they provide to maintain the child within their community.</p> <p>Children in care are supported by multi-agency services which engage with the staff in early years settings.</p> <p>Health assessments for children in care are done sensitively and appropriately in the centre where appropriate.</p> <p>When a change of care placement is made the centre contributes to the discussions and plans and works with the relevant practitioners to provide optimum support through the move.</p>
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<p>supporting parents who wish to work. Children's Centres support a network of childminders and other early years providers, allowing parents to use the centres services flexibly.</p> <p>Children have a strong sense of ownership of what happens in their setting and there are systematic ways of listening to their views.</p> <p>All early years settings work in partnership with parents, supporting them to foster their children's development.</p> <p>Parents can make links to employment services through Children's Centres and are supported to acquire skills to help them gain paid employment.</p> <p>Parenting support programmes using evidence based approaches are available.</p> <p>Programmes provided at the centre are designed to engage with children and their families on safeguarding,</p>	<p>Multi-disciplinary assessments of disabled children are undertaken within early years settings rather than in health settings wherever possible and integrate the child's CAF with any assessment of Special Educational Needs and any specialist health assessments.</p> <p>Parents and carers can access specialist health advice and groups dealing with mental health problems, smoking cessation, substance abuse, and eating disorders through the Children's Centre.</p> <p>Children's Centres provide a range of adult education opportunities for parents, including basic skills and learning English as an additional language, as well as skills in preparation for employment.</p> <p>Isolated, vulnerable and unemployed parents gain in confidence and progress from attending groups or activities to volunteering to vocational training and/or paid employment.</p>	
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<p>and enable children to take acceptable risks.</p> <p>Children's Centres are integrated with or linked to their local primary schools and support children as they transfer.</p> <p>Good quality advice and guidance is available to parents at and through the centre on issues such as benefits, debt counselling, and careers/employment.</p>	<p>Staff are aware of and confident in dealing with incidents of racial abuse or bullying within the setting. They are also aware of the effects which such abuse can have on the families which use their services even when it takes place outside the setting.</p>		
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all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
integrated processes			
<p>All staff working in early years settings are appropriately trained to work with both children and parents. All settings are led by graduates (preferably with National Professional Qualification for Integrated Centre Leadership (NPQICL)), with input from qualified teachers and early years professionals. All staff know when specialist help might be needed.</p> <p>A high priority is put on training leaders and managers in early years settings.</p> <p>Staff recruited to early years settings reflect the ethnic make up of the local community, and include men as well as women.</p> <p>The curriculum in early years settings is based on the Early Years Foundation Stage, informed by the ongoing observation and assessment of all the</p>	<p>Children's Centres are part of and able to use contact point, the Common Assessment Framework (CAF), have trained staff who can act as a Lead Professionals (LP), contribute to the team around the child (TAC) and share in the agreed service plan process. Staff actively promote the use of the CAF, understanding their additional roles and responsibilities and are recognised for their skill in their accreditation/pay.</p> <p>There is effective co-ordination and supervision of CAF/LP/TAC process from a team manager who is confident about child protection and is well connected to, and familiar with, the Children's Centres and early years services in their area.</p> <p>All settings employ staff with specialist skills in outreach work, working with families with complex</p>	<p>There is a clear shared understanding of appropriate thresholds for referral to specialist services for s47 investigations, and initial and comprehensive assessments, which build on the CAF.</p> <p>Specialist child protection or safeguarding services provide advice and consultancy to other partners to better inform the actions staff take when there is a need to intervene with formal processes.</p> <p>Swift and easy referral to specialist services is made possible through multi-agency arrangements and clear referral protocols with agreed frameworks for communication and accountability built in.</p> <p>Referral systems become bridges to bring partners together to provide complex and comprehensive</p>	<p>Children with complex needs are subject to detailed individual monitoring and review at regular intervals.</p> <p>Specialist professionals working as part of multi-agency teams retain ongoing professional supervision by, accountability to and management from their own professional organisations/agencies as well as operational management and co-ordination by a centre manager.</p> <p>Practitioners can access a shared set of procedures for dealing with acute situations such as child protection rather than individual agency procedures.</p> <p>Practitioners are alert to the risks involved in working with families whose children are in care or subject to a child protection plan and are</p>

<p>children in the group. There are clear plans for individual children and for the group on a daily and weekly basis.</p> <p>Systems are in place for tracking children's progress and for using this information to monitor how different groups of children are making progress.</p> <p>All early years settings provide five days training a year for all staff (as in schools), with CPD linked into further qualifications.</p> <p>There is clarity and agreement about the aims and objectives of settings and services between partners, and between individuals working in multi-agency or collaborative ways so that differences do not become barriers to effective practice, including good safeguarding.</p> <p>There are clear, strong protocols governing information sharing between partners, which define differences as well as common</p>	<p>needs.</p> <p>Contact point is understood and used appropriately to support the information given by parents/carers about new children attending the Children's Centre, to identify who else might be involved with a child and to aid in transfers and tracing children who have moved on unexpectedly.</p> <p>There are strong effective processes and protocols in place to assist in early identification and the co-ordination of provision for children with additional needs or at risk of poor outcomes.</p> <p>The lead for child protection is well trained and working with all practitioners in the early years setting to understand concerns and support individual children.</p> <p>Practitioners understand the relationship between confidentiality and information sharing and are confident about when to share information and why. Successful information sharing is supported by</p>	<p>safeguarding services, individualised, targeted and carefully managed.</p> <p>Interventions build on a shared history of support prior to an intensive intervention, and improve information sharing as a consequence.</p> <p>Practitioners in the Children's Centre have enhanced knowledge and skills enabling them to act to assess and support children and families beyond their core role or responsibilities.</p> <p>Where a parent or child discloses domestic violence there are clear protocols for referral to the most appropriate local agency, and in some service settings multi-agency programmes such as the Freedom Programme (based on the Duleth approach).</p> <p>Practitioners working with disabled children with complex needs are alert to the greater risk of abuse for those children and have multi-agency protocols for responding to concerns.</p>	<p>confident about the tasks they have to undertake in the light of those risks.</p> <p>Children with multiple health problems are supported with a comprehensive health care plan, designed in collaboration with specialists, the parents, the child and centre staff.</p> <p>Targeted and specialist health care services are provided in liaison with, through or by specialist services in an integrated way.</p>
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<p>responsibilities and provide staff with confidence that they are acting in accordance with the relevant legal requirements as well as good practice. All professionals are clear about thresholds for escalating concerns.</p> <p>Settings have effective processes in place to support and react when problems first arise for a child, and can create a rapid, co-ordinated and personalised response.</p> <p>There are clear protocols in place in respect of professional supervision and line management for the Children's Centre co-located, multi-agency or multi-disciplinary team.</p> <p>NHS practitioners know about all the services available through early years settings, can use and contribute to the children's information service and signpost parents and carers to the service.</p> <p>Children's Centres support early years development and training in the local area.</p>	<p>professional relationships as well as written procedures and technology systems. There are clear straightforward standard procedures and protocols in place and ongoing dialogue.</p> <p>Children are regularly assessed, as they are likely to move in and out of risk.</p>	<p>Staff are trained to manage particular conditions confidently.</p> <p>Increasing levels of specialist expertise are engaged via the Children's Centre to contribute to meeting the needs of children with complex multiple needs as part of the service plan.</p> <p>Multi-agency professional panels monitor children with long term and complex needs regularly, and jointly commission services to support them in liaison with early years settings and Children's Centres.</p> <p>Parent's involvement in their child's specialist health care (eg Portage, speech and language programmes etc) is maintained as children move from Children's Centres to primary schools.</p>
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<p>All practitioners who work with young children are trained in the core competences of effective communication, child development, safeguarding and promoting welfare, supporting transitions, multi-agency working and sharing information.</p> <p>Settings engage in systematic quality improvement processes and are supported to do so by the local authority.</p>			
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all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
integrated strategy			
<p>The local authority's early years service includes responsibility for children of three and four in primary schools as well as those in private, voluntary and statutory nurseries and with childminders. The service is managed at a senior level, by an officer with understanding of the early years, and is an integral part of the Children and Young People's Partnership and the CYP Plan.</p> <p>The Children's Services Authority employs someone with the understanding and skills to collect and use the data provided by Foundation Stage profile (used by local authorities in order to comply with the 2006 Childcare Act requirement to improve outcomes and narrow the gap). This data is used to track the progress of individual children, linking in with health data.</p>	<p>Free nursery provision is made available to two-year-old children in the most disadvantaged areas, with a particular emphasis on outreach to ensure high take up and support for parents.</p> <p>The CYP Partnership has a clear strategy for the sustainability of local nurseries, and provides subsidies in the most disadvantaged areas, in order to ensure that parents can afford childcare places as they return to work.</p> <p>There are close links between the CYP Plan and adult services.</p> <p>Groups which may in particular benefit from the development of new services or activities are actively engaged in consultation about the development of services.</p>	<p>Children's Centres and early years settings are part of a local clusters of services based on schools, which contribute to the CYP Partnership and to the strategic commissioning plans for children with complex needs.</p> <p>Clusters of early years services work together to develop a strategy for pooling resources and commissioning shared specialist integrated services for children with complex needs.</p> <p>The impact of parental mental health problems, substance misuse, domestic violence, serious family conflict, criminality and neglect is understood, recognised and addressed within the Children's Centre as part of a wider LSCB protection plan.</p> <p>Specialist building requirements to support children with multiple</p>	<p>The development of effective services for children who are in care is a key element of the CYP Plan, and features in Children's Centres strategic plans as a priority regardless of the number of children likely to be involved.</p> <p>The Children's Centre strategic plan includes plans for developing safeguarding services with children at high risk, or subject to protection plans that are non-stigmatising, effectively targeted and focused and are wherever possible mainstream in their execution.</p> <p>Children's Centres contribute to the local strategy for children in care.</p>

<p>The CYP Partnership has secured, through formal legal agreement, ongoing funding for the health contribution to Children's Centres.</p> <p>Children's Centres are seen as part of a strategic approach to neighbourhood transformation and renewal, community capacity building and community well-being.</p> <p>Dialogue takes place at a strategic level between partners about how best to manage a change from reactive approaches to safeguarding to approaches based on prevention, early identification, risk management and empowerment.</p> <p>Children's Centres are part of, properly engaged in, contribute to and use the LSCB Strategic planning processes. There is a strategic plan in place at LSCB level to ensure all staff have sufficient and high quality training and gaps are filled.</p> <p>Employability and skills deficits information from early years providers</p>	<p>Children's Centres develop an appropriate range of preventative services in liaison with the CYP Partnership and the Local Safeguarding Children's Board (LSCB), including services suitable for particular groups of parents (single parents, fathers, non-resident parents, parents from Black and Minority Ethnic (BME), parents with disabilities or mental health problems, parents from traveller, asylum seeking or refugee communities).</p> <p>Domestic violence is given a high profile by children's services in CYP Plan setting and services are developed accordingly.</p> <p>Children's Centres have good information about the health of local children, and of local health inequalities and use it to ensure they plan for and target specific resources activities and services to meet the health needs of more disadvantaged groups.</p> <p>Children's Centres know the number</p>	<p>disabilities in mainstream settings are considered and included in local Children's Centre investment programmes.</p>
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<p>is used to inform the content of the CYP Plan.</p> <p>The local authority is aware of and actively meets the requirements for ethnic monitoring and equality impact statements.</p> <p>The requirement in the Childcare Act 2006 to incorporate the views of young children into the development of policy and strategy uses children's own practitioners to gather their views.</p> <p>The local authority has systems for monitoring improvements in quality across settings and for supporting settings to undertake continuous quality improvement processes.</p>	<p>of disabled children locally and plan accordingly, using needs analysis to assist it in identifying which specific services are needed to support children with learning or physical disabilities.</p> <p>The drug action team's strategic plans are developed with the active contribution of early years settings and use local data to support their needs assessments.</p>		
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all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
integrated governance			
<p>There is clear leadership in developing early years services at member and officer level.</p> <p>There is clarity on the CYP Partnership about governance arrangements for Children's Centres and other early years settings, particularly in respect of the 2006 Childcare Act requirements to improve outcomes and narrow the gap.</p> <p>The governance arrangements of early years services include regular reports on child safety, safeguarding practice, and audits of standards and of complaints.</p> <p>Parents bring a positive contribution to the governance of Children's Centres and are formally involved in the governance arrangements as are local community representatives.</p>	<p>Unmet need is audited, and information systematically passed on to the children's partnership commissioners.</p> <p>All parents including the most excluded have an opportunity to participate in decision-making, and governance arrangements are tailored accordingly.</p>	<p>Near misses and incidents are properly reviewed in a no blame way and lessons are reviewed and learnt.</p>	<p>A lead for safeguarding is appointed on the governing body of early years settings and that individual holds the staff, managers and governance colleagues to account for ensuring good safeguarding practices are in place.</p> <p>Children who are in care are represented in the various governance and participation arrangements made.</p>

Regular satisfaction surveys are undertaken and reported to the governing body/management committee.

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template two – what must be in place in all local areas to narrow the gap through extended schools?

general conditions: (under-pinning principles which relate to all children and young people) including systems and culture

- 1 Research shows that low income is a strong predictor of low educational performance and to wider outcomes but that a range of other factors are also crucial to improving outcomes for children and young people including health, parenting, emotional well-being and resilience. This is particularly the case for the most disadvantaged children. **Extended schools improve attendance, removing barriers to learning, open up new skills and interests, improve resilience, emotional health and well-being, take up of preventative health services and reaching hard to access communities.** Health services accessed through extended services are important in tackling health inequalities and targeting previously unmet health needs. Childcare support is also crucial to support parents to work or train.

All children and young people of school age and their families (and particularly **disadvantaged children**) should therefore have access to **high quality extended schools, integrating education, play and positive activities, childcare and health as well as wider specialist support when needed, and staffed by skilled staff, with appropriate support for parents.** Extended services and support should be a key aspect of any School Improvement Plan and will work in partnership with wider services to ensure that personalised support is available for all children and young people and their families throughout school age.
- 2 Parents are their children's first and most important carers and educators and should be treated as partners of the extended school. The support that parents give their children's development and the learning environment of the home are crucial to improving outcomes. Parents should also be able to
- access information about children's learning and development, as well as opportunities for their own learning and, where appropriate, training for employment around the extended school.
Extended schools can play a key role in raising parental aspirations.
- 3 Responsibility for improving outcomes rests with children's services as well as schools. Combining these responsibilities will be crucial in identifying and delivering effective support for children and young people. **Local authorities with their Children's Trust partners have a key strategic role in developing and supporting a wide range of cross sector services in partnership with extended schools in response to need.** Partnership working is important in order to improve outcomes as well as maximise resources. Everyone must share a sense of purpose, contribute to the vision set out in the local Children and Young People's Plan and understand their role. Partnerships underpin the development of a cohesive programme of evidence based interventions and services to support children, parents and the wider community. Leadership at all levels is critical to raising standards and improved outcomes. Managers need to lead by example, forming effective professional alliances and establishing new working practices, identifying and planning for challenges in implementing extended school ways of working and effectively supporting their practitioners to embrace the culture of integrated working.
- 4 **Extended schools play an important role in community capacity building** and act as important community hubs to wider services and support for children and young people and families. Extended schools should be a key aspect of the

integrated youth offer.

5 **All children and young people are consulted and should have access to a range of opportunities and support** which meets their developmental needs and interests and are personalised to reflect the individual. There should be a strong emphasis on positive dispositions to life and to learning; on creativity, play and first hand experience; on activities that engage and challenge; and on children and young people's active participation in their learning and development.

6 Multi-agency collaboration must be designed to ensure swift and effective support to children at risk of slipping through the net and help them develop key skills and raise their self esteem. **Flexible, properly targeted and evidence based personalised services to vulnerable children are designed and delivered through extended schools.**

7 Research evidence informs the identification of **children at risk of involvement in anti-social behaviour and criminality, the development of school linked interventions to divert children** and the development of services that support children who have offended. Research evidence also informs the way in which services are organised to identify children at risk of failing, opting out, or becoming detached and withdrawn.

8 **A key to improving outcomes for children and young people is the quality of the staff in extended schools.** All practitioners should be well trained and have high expectations for children, and all should take responsibility for children and young people's well-being and for their safeguarding. There should be a practical commitment to identifying and understanding the factors affecting the particular needs of children from minority ethnic groups. Children with disabilities and Special Educational Needs (SEN) should be integrated into extended schools with access to additional support where required. Leadership at all levels is critical to raising standards

and improved outcomes. Managers need to lead by example, forming effective professional alliances and establishing new working practices, identifying and planning for challenges in implementing extended school ways of working and effectively support their practitioners to embrace the culture of integrated working.

9 All children and young people should have at least one trusted adult to whom they can turn in time of need.

all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
integrated frontline delivery			
<p>Extended schools (or clusters) work in partnership with the local authority, Children's Trust and wider partners to provide access to a range of centre based, community based and outreach services for children, young people and their families including positive play and activities, childcare, health services and advice, family and parenting support and outreach services to improve opportunities and outcomes.</p> <p>Extended schools act as a community hub and work closely with and support the PVI sector to ensure access to services and with community based youth and play provision to ensure an integrated approach within the wider community.</p> <p>Community health services (GPs, health visitors) are provided in or</p>	<p>Children's Centres and extended schools work together to provide, jointly with the Children's Trust and partner agencies, a network of health and cross sector community services to lift children and young people out of poverty and generate high aspirations.</p> <p>A child-centred approach ensures that opportunities are provided which are carefully targeted towards identified, minority or vulnerable groups of children and young people.</p> <p>Specialist staff and multi-agency teams are based around extended schools/clusters to maximise the impact of locally co-ordinated and locally based services and ensure swift and easy access.</p> <p>Good teamwork between health, education, social services and other</p>	<p>Extended schools have strong partnerships with specialist children's services and health partners to support children with complex needs to support a Team Around the Child (TAC) approach, with a multi-agency Common Assessment Framework (CAF), Lead Professional and single service plan in place. Everyone involved with the child and their family is part of the TAC, can contribute to the service plan and knows their own contribution and responsibilities.</p> <p>Intensive family support, parenting support, outreach and home visiting services, and intensive behaviour support services are all available and co-ordinated in liaison with or through the extended schools to improve outcomes.</p> <p>Extended Schools form partnerships</p>	<p>Children and young people in care and those with complex disabilities are priorities for extended schools and are supported by multi-agency services.</p> <p>Specialist staff responsible for supporting and working with children in need of care, protection and acute services have knowledge of, link to and work closely with extended schools They work together to maximise the contribution extended schools can make.</p> <p>Foster carers and adoptive parents are supported to access extended schools, are fully involved in discussions and decisions, and are able to access a range of services, groups and advice sessions with other parents/carers.</p> <p>The lead professional (LP) has access</p>

<p>closely linked into extended schools. Healthcare support and advice, child health surveillance, immunisation, nutritional advice, smoking cessation support, teenage pregnancy and other child health services such as therapies, are available.</p> <p>Children with special needs can access mainstream services, as well as specialist support.</p> <p>Children attending extended schools access social, emotional, cognitive and physical development through a child/young person centred play-based programme. There is a combination of adult-led and child-led activities and children are encouraged to develop perseverance and self-regulatory skills (self restraint, problem-solving, and social interaction, listening and negotiating) as well as learning new skills, building confidence and developing resilience.</p> <p>Extended schools have behaviour policies in place whereby staff support children/young people's behaviour</p>	<p>agencies provides effective cross sector working, better understanding of each other's roles and responsibilities, improved communication and an understanding of the whole child</p> <p>Extended schools provide early intervention through both high quality opportunities and support for children and young people and structured parenting programmes and other support for parents. Services are evidence based and focused on outcomes.</p> <p>Funding to ensure access for disadvantaged or vulnerable children is in place to ensure that positive activities and childcare are affordable.</p> <p>Help with childcare costs through the Working Tax Credit is publicised to parents for their children 0 – 14 and they are supported to apply.</p> <p>Extended schools staff can take on the role of lead professional, becoming the single point of contact, and</p>	<p>with special schools to support children and young people with complex multiple needs and to share expertise and knowledge.</p> <p>Extended Schools ensure they have swift access to family support, Behaviour Education Support Teams (BEST), youth justice staff, and specialist support to provide a range of intensive interventions such as functional family therapy, Multi-Systemic Therapy (MST) and Cognitive Behavioural Therapy (CBT) approaches.</p> <p>Dedicated targeted activity programmes (based on the Positive Activities for Young People (PAYP) programme model) designed to divert and support individual children at risk through participation in positive activities, are run in partnership with extended schools or clusters.</p> <p>Specialist staff are linked to a number of extended schools, working within their own professional discipline but sharing in the operational aspects of</p>	<p>to/ authority over a wide range of resources and budgets to do what is required to keep the child safe and coordinates the protection plan across all agencies.</p> <p>Extended schools host and/or support family group conferences in crisis situations and maximise the opportunities they provide to maintain the child within their community.</p> <p>Health assessments for children in care are done sensitively and appropriately in the extended school.</p> <p>Children with long terms conditions in hospital and at home are supported as far as possible through multi-agency services and schools to access extended school opportunities.</p> <p>Children and young people who are permanently excluded are supported through extended schools with learning mentors and teachers and others working together in a coordinated way with wider partners</p>
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<p>through reasoning and talk.</p> <p>Extended schools and clusters of extended schools provide high quality and flexible child care, supporting parents who wish to work. Extended schools work closely with job centre plus to ensure that regular, reliable and safe activities are in place in secondary schools (8 – 6) to support parents to work.</p> <p>Children and young people have a strong sense of ownership of what happens in their setting and there are systematic ways of listening to their views and of involving them in decision-making.</p> <p>Parents can make links to employment services through extended schools and are supported to acquire skills to help them gain paid employment.</p> <p>Extended schools support children as they transfer to secondary school.</p> <p>Young people gain access to advice</p>	<p>making early referrals to specialist services where appropriate.</p> <p>There is an outreach programme in place in each extended school working with children, young people and families who have been identified as likely to benefit from the services but who have not taken them up.</p> <p>Extended Schools are part of and able to use contact point and the CAF, have trained staff who can act as a lead professional, contribute to the Team around the child. Multi-disciplinary assessments of disabled children integrate the child's CAF with any assessment of SEN, and any specialist health assessments.</p> <p>The Behaviour Improvement Programme (BIP) is effectively delivered through a multi-agency approach. The same is true of the Social & Emotional Aspects of Learning Programme (SEAL), and similar mental health based programmes.</p>	<p>the settings they are linked to.</p> <p>Extended schools have swift access to social workers, specialist family support staff, intensive family work programmes, outreach and home based programmes of support, counselling, mentors and specialist health services such as substance abuse advice and support, Child & Adolescent Mental Health Services (CAMHS) services, support for children with complex disabilities, special educational needs and behavioural problems.</p> <p>There is effective collaboration between the Team Around the Child (TAC), and Adult Social Care to respond more flexibly to child and parent's needs.</p>	<p>until they return to full time education.</p> <p>When a change of care placement is made the extended school contributes to the discussions and plans and works with the relevant practitioners to provide optimum support through the move.</p>
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<p>and support through the extended school on a range of career and study options.</p> <p>Extending schools provide comprehensive and regular information for children, young people and families on the range of services available and on wider specialist issues including debt counselling.</p> <p>Volunteering is encouraged and enabled with volunteer opportunities organised and provided at the extended school and in the voluntary and community sector linked to the extended school.</p>	<p>Isolated children and families (including rural families) receive support, advice and guidance and access to services to promote their child's well-being through outreach.</p> <p>Multi-disciplinary assessments of disabled children are undertaken within extended schools rather than in health settings wherever possible and integrate the child's CAF with any assessment of SEN, and any specialist health assessments.</p> <p>Job Centre Plus works with extended schools to ensure that isolated, vulnerable and unemployed parents gain in confidence and progress from attending groups or activities to volunteering to vocational training and/or paid employment</p> <p>Staff are aware of and confident in dealing with incidents of racial abuse or bullying within the setting.</p>	
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all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
integrated processes			
<p>Extended Schools (and clusters) plan and work with local providers to ensure a co-ordinated approach to services provided in response to identified priorities from consultation with children, young people and families and other agencies.</p> <p>Extended services are a key aspect of any School Improvement Plan with the systems and processes in place to ensure that a personalised support is available for all children and young people and their families.</p> <p>All staff in extended schools are trained to understand the wider <i>Every Child Matters</i> (ECM) agenda and to work in partnership with others to deliver integrated support. All staff know when specialist help might be needed.</p> <p>A high priority is put on training</p>	<p>Extended Schools work with wider children's services and other partners to provide co-ordinated personalised support for children with additional needs or at risk of poor outcomes as early as possible. There are strong effective processes and protocols in place to assist in early identification and the co-ordination of provision for children with additional needs or at risk of poor outcomes.</p> <p>Extended schools are part of and able to use contact point, the Common Assessment Framework, have trained staff who can act as a lead professionals, contribute to the Team around the Child and share in the agreed service plan process. Staff actively promote the use of the CAF.</p> <p>Extended schools have staff with specialist skills in outreach work, working with families with complex</p>	<p>There is a clear shared understanding of appropriate thresholds for referral to specialist services for s47 investigations, and initial and comprehensive assessments, which build on the CAF.</p> <p>Swift and easy referral to specialist services and health is made possible through multi-agency arrangements and clear referral protocols with agreed frameworks for communication and accountability built in.</p> <p>Referral systems become bridges to bring partners together to provide complex and comprehensive safeguarding services, individualised, targeted and carefully managed.</p> <p>Practitioners in the extended schools have enhanced knowledge and skills enabling them to act to assess and</p>	<p>Children's services staff work with extended schools on developing, co-ordinating, providing and supporting comprehensive individual, care, service or protection plans which cover activities to improve all five outcomes.</p> <p>Children with multiple health problems are supported with a comprehensive health care plan, designed in collaboration with specialists, the parents, the child and extended school staff, which ensures that the child receives appropriate care in a mainstream setting where there is a named lead health professional.</p> <p>Personal Education Plans (PEP) are in place for every looked after child and are monitored and integrated in the child's care plan and individual education plan in partnership with</p>

<p>leaders and managers in extended schools.</p> <p>Staff recruited to extended schools reflect the ethnic make up of the local community, and include men as well as women.</p> <p>The programme of extended schools includes a range of core developmental and positive activities as well as links to wider services and support. There are clear plans for individual children and for the group on a daily and weekly basis.</p> <p>Systems are in place for tracking all aspects of children's progress and for using this information to monitor how different groups of children are making progress and in identifying priorities and support.</p> <p>There is clarity and agreement about the aims and objectives of settings and services between partners, and between services, and between individuals working in multi-agency or collaborative ways so that differences</p>	<p>needs.</p> <p>Contact point is understood and used appropriately to support the information given by parents/carers about new children attending the extended school, to identify who else might be involved with a child and to aid in transfers and tracing children who have moved on unexpectedly.</p> <p>The lead for child protection is well trained and working with all practitioners in the school to understand concerns and support individual children.</p> <p>Practitioners understand the relationship between confidentiality and information sharing and are confident about when to share information and why.</p> <p>Children are regularly assessed, as they are likely to move in and out of risk.</p>	<p>support children and families beyond their core role or responsibilities.</p> <p>Integrated care pathways are developed jointly by schools with primary and specialist health professionals and CAMHS staff to support children with severe behaviour problems or mental ill health and integrated into the TAC service plan.</p> <p>Increasing levels of specialist expertise are engaged via the extended school to contribute to meeting the needs of children with complex multiple needs as part of the service plan.</p> <p>Multi-agency professional panels monitor children with long term and complex needs regularly, and jointly commission services to support them in liaison with extended schools.</p> <p>Parent's involvement in their child's specialist health care (eg Portage, speech and language programmes etc) is maintained as children move through school.</p>	<p>specialist services.</p> <p>Specialist professionals working as part of multi-agency teams retain ongoing professional supervision by, accountability to and management from their own professional organisations/ agencies as well as operational management and co-ordination by an extended school manager.</p> <p>Practitioners can access a shared set of procedures for dealing with acute situations such as child protection rather than individual agency procedures.</p> <p>Practitioners are alert to the risks involved in working with families whose children are looked after or subject to a child protection plan and are confident about the tasks they have to undertake in the light of those risks.</p> <p>Children with multiple health problems are supported with a comprehensive health care plan,</p>
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<p>do not become barriers to effective practice, including good safeguarding.</p> <p>There are clear, strong protocols governing information sharing between partners, which define differences as well as common responsibilities and provide staff with confidence that they are acting in accordance with the relevant legal requirements as well as good practice. All professionals are clear about thresholds for escalating concerns.</p> <p>Settings have effective processes in place to support and react when problems first arise for a child, and can create a rapid, co-ordinated and personalised response.</p> <p>There are clear protocols in place in respect of professional supervision and line management for the extended school co-located, multi-agency or multi-disciplinary team.</p> <p>Settings engage in systematic quality improvement processes and are</p>			<p>designed in collaboration with specialists, the parents, and the child and centre staff.</p> <p>Targeted and specialist health care services are provided in liaison with, through or by specialist services in an integrated way.</p>
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supported to do so by the local authority.

all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
integrated strategy			
<p>The Children's Trust Partnership provides strong strategic leadership, brokering partnerships between extended schools and partners, fostering links with the community and voluntary sector and promoting and facilitating sharing of learning and best practice.</p> <p>Extended schools (or clusters) are key agents that should be commissioned to deliver the identified priorities in the Children and Young Peoples Plan. Extended schools are key aspects of a range of strategic policies for local authorities and health authorities including supporting educational achievement, improving health, reducing poverty, regeneration and improving community safety.</p> <p>Local authorities have responsibilities to ensure there is sufficient childcare for children up to the age of 14 and</p>	<p>Local authorities with their partners have a key role in supporting extended schools to deliver integrated support to vulnerable children by ensuring that the services offered are part of a wider range of initiatives aimed at improving outcomes.</p> <p>Extended schools act as a community hub and leader of services to vulnerable children and families, and work with partners and clusters to deliver personalised support.</p> <p>Extended schools use data about children to target and track the progress of children from vulnerable groups and to measure outcomes.</p> <p>Access to positive activities and affordable childcare 4–14 and wider integrated support for vulnerable children and young people is available through extended schools in the most</p>	<p>Extended schools contribute to the CYP Partnership and to the strategic commissioning plans for children with complex needs.</p> <p>Clusters of extended schools work together to develop a strategy for pooling resources and commissioning shared specialist integrated services for children with complex needs.</p> <p>The impact of parental mental health problems, substance misuse, domestic violence, serious family conflict, criminality and neglect is understood, recognised and addressed by the extended school as part of a wider Local Safeguarding Children's Board (LSCB) protection plan.</p> <p>Specialist building requirements to support children with multiple disabilities in mainstream settings are</p>	<p>The development of effective services for children who are looked after or have highly complex needs is a key element of the CYP Plan, and features in extended schools strategic plans as a priority regardless of the number of children likely to be involved.</p> <p>The extended school strategic plan includes plans for developing safeguarding services with children at high risk, or subject to protection plans that are non-stigmatising, effectively targeted and focused and are wherever possible mainstream in their execution.</p> <p>Extended schools contribute to the local strategy for children in care.</p> <p>Youth offending teams and the police work with extended schools and clusters to co-ordinate strategic planning activity and contribute to</p>

<p>that youth support is available in response to need. Extended schools are key aspects of these programmes.</p> <p>An officer with understanding of services for and outcomes for school age children and young people has responsibility for extended schools in the local authority, and extended schools are an integral part of the Children and Young People's Partnership.</p> <p>Extended schools recognise that extended services are central to sustainable school improvement and to improving outcomes for children and young people including educational attainment.</p> <p>Data is used to track the progress of individual children, linking in with health data.</p> <p>The CYP Partnership has secured, through formal legal agreement, ongoing funding for the health contribution to extended schools</p>	<p>disadvantaged areas, with a particular emphasis on outreach to ensure high take up and also support for parents.</p> <p>Targeted health support is a key aspect of extended schools in disadvantaged areas including support for young people.</p> <p>The local authority has a clear strategy for the sustainability of integrated services in and around schools and works with schools and wider partners to ensure access in the most disadvantaged areas.</p> <p>Groups which may in particular benefit from the development of new services or activities are actively engaged in consultation about the development of services.</p> <p>Extended schools develop an appropriate range of preventative services in liaison with the CYP Partnership, LSCB and local Children's Centres including services suitable for particular groups of parents (single parents, fathers, non-resident</p>	<p>considered and included in BSF programmes.</p> <p>The development of services for children at risk of involvement in anti-social behaviour and criminality is agreed jointly with extended schools and wider Children's Trust partners, police and youth justice service as part of the community safety strategy in the area.</p>	<p>joint commissioning.</p>
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<p>Extended schools are seen as part of a strategic approach to neighbourhood transformation and renewal, community capacity building and community well-being. The way that Building Schools for the Future (BSF) funds are used reflects this. The extended school links closely with wider community provision including play provision.</p> <p>Dialogue takes place at a strategic level between partners about how best to manage a change from reactive approaches to safeguarding to approaches based on prevention, early identification, risk management and empowerment.</p> <p>Employability and skills deficits information from extended schools providers is used to inform the content of the CYP Plan.</p> <p>The local authority is aware of and actively meets the requirements for ethnic monitoring and equality impact statements.</p>	<p>parents, parents from Black and Minority Ethnic (BEM) groups, parents with disabilities or mental health problems, parents from Traveller, asylum seeking or refugee communities).</p> <p>Domestic violence is given a high profile by children's services in the CYP Plan and in each service setting and services are developed accordingly.</p> <p>Extended schools have good information about the health of pupils, and of local health inequalities and use it to ensure that they work with health colleagues to plan for and target specific resources activities and services to meet the health needs of more disadvantaged groups.</p> <p>The Drug Action Team's strategic plans are developed with the active contribution of extended schools and use local data to support their needs assessments.</p>	
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<p>The requirement in the Childcare Act 2006 to incorporate the views of children and young people into the development of policy and strategy uses children and young people's practitioners to gather their views.</p>			
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all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
<p>integrated governance</p> <p>There is clear leadership in developing extended schools at member and officer level.</p> <p>There is clarity on the CYP Partnership about governance arrangements for extended schools, particularly in respect of local authority's requirements to improve outcomes and narrow the gap for school age children.</p> <p>Extended school governing bodies understand their responsibility for the delivery of services and take a strategic overview of how to best enable access to what is needed.</p> <p>The governance arrangements of extended schools include regular reports on performance management, outcomes for children and young people, priority needs and service development, child safety,</p>	<p>Knowledge and information is shared to identify unmet need, and information systematically used to commission the services needed in response.</p> <p>Governing bodies ensure that multi-agency staff working within and with extended schools are co-ordinated and supported and that they receive effective joint training whilst professionally supervised by their relevant professional organisation.</p> <p>All parents including the most excluded have an opportunity to participate in decision-making, and governance arrangements are tailored accordingly.</p> <p>Vulnerable children feel they have a stake in and are involved with the development of the services they use in and around extended schools.</p>	<p>Children with complex multiple needs are given the same opportunities to contribute as their peers and have additional tailored support to help them do so.</p> <p>Where there is shared responsibility for management of services to meet complex needs with partner agencies governing bodies need to be satisfied that accountabilities and reporting lines are explicit and clear.</p>	<p>A lead for safeguarding is appointed on the governing body of extended schools and that individual holds the staff, managers and governance colleagues to account for ensuring good safeguarding practices are in place.</p> <p>The needs of children who are in care are considered regularly by governors and they are represented in the various governance and participation arrangements made.</p> <p>Children with multiple disabilities receive the support and advocacy they need to contribute to and participate in the governance of the services they use.</p>

<p>safeguarding practice, and audits of standards and of complaints.</p> <p>Parents bring a positive contribution to the governance of extended schools and are formally involved in the governance arrangements as are local community representatives.</p> <p>Regular satisfaction surveys are undertaken and reported to the governing body/management committee.</p>			
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template three – what must be in place in all schools to narrow the gap?

Over three-quarters of low achievers are white and British, boys outnumber girls and they come, in the main, from disadvantaged backgrounds; they are often from poor urban areas. There is also a considerable range of performance among children and young people from different ethnic groups. However, many pupils from the same background succeed, and some schools with high proportions of disadvantaged pupils do much better than others, even within the same local authority. The reasons for low achievement in school are complex and multi-faceted, but this must not be a barrier to identifying ways to narrow the gap between those who achieve highly and those who do not, and to implementing practices that raise standards for all and for low achievers in particular.

There are four specific factors for success in narrowing the gap that schools must embrace:

- a belief on the part of staff that all learners, whatever their circumstances, can and should achieve
- accurate assessment of learning combined with teaching that sets clear and challenging goals and uses purposeful and engaging activities to reach them
- intelligent concentration on the basic skills of literacy and numeracy and the skills of effective communication and independent learning
- close personal support and guidance that engages learners and helps them to persevere with activities, see their purpose and gain benefit from them.

under-pinning principles:

- 1 children and young people at risk of underperformance are accurately identified, and support is focused effectively and tailored appropriately to each individual's specific needs

The research literature places significant emphasis on groups of children and young people who are the most vulnerable and at the highest risk of underachieving. However, even within such groups there is significant variation between the capabilities, potential and performance of individuals; for example while boys outnumber girls as low achievers by three to two, the gender gap is larger for some ethnic groups such as Bangladeshi, Pakistani and Black African. Therefore, expectations of pupils' potential and achievements shaped primarily by stereotyping lead to inaccuracy and must be avoided. While recognising that particular groups of children and young people are more at risk than their peers, **it is essential that individual data and evidence of each pupil's progress and attainment are central to assessing the improvement required and the interventions needed to raise standards.**

Some children and young people are particularly disadvantaged and comprise a considerable proportion of those who underachieve; they include those with special educational needs and those who are in care. Longstanding failure to narrow the gap for such children and young people in part recognises the significant challenges in raising their attainment. On the other hand: closer collaborative working with partner agencies, parents and carers; more effective tracking as children and young people move through school

and into adult life; improved access to performance data to maintain academic momentum; and better recording systems, focusing on pupils' social and emotional development as well as the standards they are achieving, all have a contribution to make to ensuring that systematic weaknesses do not continue.

It should also be recognised that many children who start in the lowest categories of achievement in the primary school, such as White British boys and girls, are more likely than other ethnic groups to remain there at the end of secondary school. Research also shows that a good or high quality pre-school experience can have a significant and lasting impact on pupils' performance as they move through education. **It is, therefore, imperative that children's abilities are assessed and clarified early so that schooling can work to counter the negative impact of social, emotional and economic disadvantage.**

2 children and young people are engaged in their education and enjoy it

Children's experiences of school help shape their attitude to learning. The school itself, its ethos, expectations and the quality of interactions between staff and pupils have a significant and lasting impact on children's and young people's confidence, self esteem and engagement with schooling. Those who enjoy school and all that it offers are well placed to get the best from it: children from all backgrounds see the advantages of school, but those who are deprived are more likely to feel anxious and lack confidence.

If all schools demonstrated the most significant characteristics of the best, all pupils, especially those who are vulnerable, would have the opportunity to make progress and achieve highly. Good schools:

- are inclusive, ensuring that all children and young people have equal access to high quality education, with the curriculum and provision shaped to need

- have clear vision and plans to raise standards and improve outcomes, and the confidence to implement them
- have high expectations of all learners, organising services to meet the needs of each child regardless of their circumstances. They understand the need for strong partnerships with other schools and services and work actively within such partnerships by drawing on the specialist help of other professionals (such as the school nurse, health visitor, community police) to support pupils and their families
- provide strong support for children, young people, parents and carers at key transition points (early years to primary, primary to secondary, and into further education, employment or training)
- inform and engage parents, increasing their capacity to support their children's learning
- ensure that management structures and processes, such as behaviour management policies, contribute to improving outcomes
- ensure that the skills and capacity of the school workforce are developed sufficiently to provide personalised learning for children and young people through: effective teaching, assessment and learning; curriculum entitlement and choice; school organisation; and learning beyond the classroom
- make maximum and effective use of attainment and achievement data to track pupils' progress, with an emphasis on raising attainment of all learners
- focus on the progress of individual pupils as well as their attainment in order to tackle unfulfilled potential
- identify accurately where focused and targeted interventions are necessary and the nature of such interventions, which they promote and implement early to support pupils to best effect

- ensure that all children and young people leave school with functional skills in English, mathematics and ICT.

These schools are organised to **provide strong support for children and young people** through:

- adopting timely, accurate and responsive management systems, such as:
 - whole-school assessment and enquiry systems to collect, analyse and benchmark data and identify gaps in attainment and achievement
 - rigorous and robust pupil tracking systems to identify 'stuck', coasting and underperforming pupils
 - identification of a single member of staff, for each pupil, (such as a learning guide, class teacher or form tutor) who is able to co-ordinate support for the child's learning
 - regular provision of mentoring and coaching for pupils, supported, as relevant and necessary, by volunteers from business and the community
 - effective systems of data transfer relating to individual pupils within schools and on transfer to other schools
 - efficient knowledge transfer systems between schools as to which intervention strategies make the greatest contribution to closing attainment gaps.
- ensuring that **high quality teaching leads to effective learning** by, for example, staff:
 - ensuring that planning for progression is secure
 - setting the highest expectations and modelling positive attitudes to learning
 - deploying a range of teaching and learning strategies, matched effectively to the different

and developing abilities of the pupils

- using resources effectively, such as ICT and extra support staff
- marking work rigorously, helping pupils improve on their previous best.
- providing **additional support for specific groups and individuals**, depending on their particular needs, such as:
 - identification of specific strategies to support those at highest risk, such as use of reading recovery programmes
 - out-of-hours learning, for example through breakfast clubs, before-school support groups and extended learning opportunities after school and in holidays
 - small group tuition for those who have fallen behind or are at risk of underperforming, especially with regard to literacy and numeracy
 - well organised and timely 'catch-up' and 'booster' programmes, particularly related to literacy and numeracy, such as Every Child a Reader, Every Child a Writer and Every Child Counts
 - clearly-focused and time-limited intervention programmes, such as early reading, and the use of reading and writing buddies
 - one-to-one support from academic mentors or highly-trained teaching assistants to support the achievement of very specific targets
 - weekly one-to-one mentoring for the most vulnerable, such as children in care, by members of the school leadership team
 - opportunities to stretch gifted and talented pupils, for example through early entry for public tests and examinations, and provision of accredited

learning programmes.

- providing **focused support for those who are most vulnerable** because, for example, they have complex and multiple needs, so that:
 - work is matched effectively to their specific needs
 - teachers routinely share and analyse teaching strategies relevant to specific groups of children and young people to improve practice
 - there is a targeted and consistent focus on developing the basic skills of literacy and numeracy
 - individual education plans have clear and relevant targets and robust criteria to assess the extent to which targets have been met
 - moderation of teachers' judgements is embedded within assessment practice
 - teaching assistants provide consistent, informed and knowledgeable support for children and young people, both in whole-class and more specialised one-to-one situations.
- ensuring that for **children and young people in public care**:
 - Children's Centres and schools prioritise their needs and work in partnership with their carers
 - personal education plans are in place for all and that they are relevant, appropriate and up-to-date
 - designated teachers for children in care are present in all schools and that they are clear about their responsibilities
 - weekly one-to-one mentoring is available from members of the school leadership team
 - carers and pupils are given good careers advice to

enable them to make a successful transition to the post-16 stage of their lives.

Equally, if all children and young people, including those who are vulnerable, were provided with **structured guidance to help them learn**, they would understand better how they can make good progress, achieve highly and reach their full potential. They can be helped to learn and to be active in shaping their progress and attainment by:

- being given 'a voice' – the opportunity to give their views (for example on how teaching and learning could be improved in school), to have their opinions and ideas heard and taken seriously, and to be involved in decisions that affect them
- engaging as active partners in their curriculum programmes
- taking part in 'learning how to learn' programmes, especially at key transition points, and in thinking skills activities
- understanding, through 'assessment for learning' strategies, the standards of performance expected of them, how to monitor the quality of their performance against these standards, and what they must do to improve their performance
- knowing the learning objectives for each lesson and how to measure their success in achieving them
- having access to mentors and others for individual guidance and support, and to specific study support at critical points in their school careers
- having access to ICT to enhance their learning as and when desired.

3 parents and carers give effective support and help foster learning

Parents and carers also have significant roles to play in helping children and young people to reach their potential: parents of Chinese and Indian origin, for

example, place enormous importance on education and pupils from these cultures are very successful in avoiding low achievement. Parenting help, income support and other things that improve the home learning environment play major roles in reducing low achievement. If schools, in collaboration with parents and carers, identified, agreed and used a range of appropriate strategies to provide the strongest support possible, all children and young people, especially those who are vulnerable, would be in a powerful position to benefit most from their education. **Schools can best provide strong support for parents and carers through, for example:**

- enabling parents and carers to have an influential voice in developing school policies with regard to behaviour, homework, rewards and sanctions
- organising regular consultation events with parents and carers to review the child's progress and agree targets for further improvement
- enlisting their help in getting pupils to complete course work, and to attend study support and revision classes
- establishing home/school contracts to support learning at home in co-operation with the school
- offering curriculum workshops and other opportunities for parents and carers to enhance their own learning and better support their children.

In order to support parents and carers in the more vulnerable families, good schools:

- establish systems to identify hard-to-reach families, and make and maintain contact with them
- are active partners in partnerships that focus on identifying and meeting the diverse needs of children and their families, such as case reviews and meetings of specialist multi-agency teams

- provide opportunities for family learning, such as language and literacy classes, especially for those learning to speak English as an additional language or wanting to improve their spoken and written English
- help adoptive parents, foster carers and residential care staff provide support for their children's education, and in managing their behaviour as part of the local adoption and fostering support strategy.

4 effective practice in narrowing the educational gap is identified and deployed

There is considerable and documented consensus about what constitutes effective practice in helping deliver improvement and raised standards for most children and young people. However, there is much less certainty, agreement or evidence about the specific ways in which the progress and attainment of the most vulnerable, for whom outcomes are generally lower than their peers, can be improved and the gap narrowed. Even if the bar is raised for all in order to drive improvement, while shifting the baseline upwards successfully, it will not narrow the gap. Therefore, when defining what has the greatest impact on improving the performance of children and young people, **schools and practitioners must also analyse and identify specific practice that makes most difference to those who underachieve already or are, for a variety of reasons, at risk of doing so.**

5 initiatives to raise standards have positive impact and lead to sustained improvement

While the short-term impact of initiatives to raise standards can be measured through, for example, improved outcomes such as better test results, the longer-term impact and whether improvement is sustained are more difficult to assess. However, without sustainability, improvements will not lead to narrowing the gap. **Procedures for monitoring and evaluating the progress and impact of interventions and initiatives must be clear,**

rigorous and robust, and focused on long-term improvement rather than short-term gains.

6 school leaders are focused on narrowing the gap and take the necessary steps to do so

The quality of school leadership is crucial to ensuring that the system delivers the best for all pupils, to ensure that their potential is reached and that firm foundations are laid for their futures. This requires school leaders to: have a clear vision based on firm evidence as well as on aspiration; motivate and enable good teachers to become excellent; develop a culture where there is individual and collective responsibility for pupils' achievement; and initiate and support change to drive improvement. **School leaders need to invest time, resources and commitment to narrowing the gap as well as to raising standards for all; they should:**

- maintain a clear focus on raising standards and on narrowing the gap in outcomes achieved by individual children and young people
- know how big the gap is and what needs to be achieved to narrow it appropriately and successfully for groups and individuals
- be able to select, plan, integrate and implement a range of strategies that have the potential, or are known, to make a difference in narrowing the gap and in enabling each child or young person to achieve their best
- be able to monitor and evaluate the impact of such interventions in both the short and longer term, using robust and appropriate procedures and success criteria
- plan for sustainable improvement
- consider and address the holistic needs of children, young people and their families as part of the intervention

- know when and how well partnership working can add value and have a productive and innovative partnership with the local authority. They should collaborate in the development of integrated Children's Centres and the extended school service, and understand their roles and responsibilities that are set out in the CYP Plan
- ensure that school staff have productive, regular and informed meetings with outside agencies as necessary in order to understand and plan for ongoing support and monitoring of the more vulnerable pupils. This ensures that all share a common set of agreed objectives and work within a common strategic framework, making best use of productive relationships with multi-agency teams.

7. schools and their partners are accountable for narrowing the gap

Mechanisms that focus on accountability – self evaluation, peer review, audit and inspection for example – should recognise the need to assess and evaluate the extent to which each school, with its relevant partners, recognises accurately the gaps that must be narrowed, is successful in doing so and is able to account for why the required improvements have been secured or why targets have not been achieved. Such mechanisms need to recognise that it is necessary to widen the scrutiny so that pre-school provision, out-of-school and after-hours activity and corporate parenting, for example, are seen as significant sources of contributory evidence when assessing whether the gap is being narrowed successfully and the reasons for success or failure to do so. Failure to make a difference in narrowing the gap should have a significant impact on the overall assessment of the quality of education provided; it should also have an impact on assessing the quality of corporate parenting for those children and young people in public care.

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template four – what must be in place in all local areas to ‘make the difference’ (in narrowing the gap in outcomes) – through engaging and supporting parents and carers (children 3–13) in helping their children to succeed?

general conditions: (under-pinning principles which relate to all parents and children) including systems and culture

- 1 Parents have overall responsibility for their children’s care and nurture, and are experts in their children. Mothers and fathers are the key people in their children’s lives and are in a position to create a healthy, stimulating, caring and secure environment in which to bring up their children. Parents are key to ensuring their children are happy and successful, safe and healthy, and able to develop and learn effectively and relate well to others. The evidence on the support that parents give their children’s learning, their aspirations for their children and the importance of the home learning environment is particularly compelling, for both intellectual and social development. Parental involvement in their children’s schooling (and particularly father’s interest at secondary level) and support for their children’s education at home is critical.

achievement, better relationships in adolescence, and better mental health if parents separate, and fathers’ involvement in their children’s education at secondary school level is especially important.
- 2 Parents and carers not only include fathers as well as mothers, but also step-parents, grandparents and foster and adoptive parents, as well as residential care workers.
- 3 The **quality of parent child relationships** is linked to all aspects of psychological, social, educational, intellectual and physical health. Authoritative parenting (warmth, empathy, conflict resolution, positive boundaries etc) is more effective than permissive or authoritarian. What parents do is much more important than family structures. The relationship between a child’s parents also has a powerful impact on the child.
- 4 Like relationships between mothers and their children, relationships with their fathers also have a profound effect on children – potentially both good and bad. Positive early involvement of fathers with their young children leads to better educational
- 5 Parenting is affected by the **‘permitting circumstances’** of life – employment, housing, financial circumstances, parental health etc, as well as by the behaviour of individual children. Poor health is particularly strongly associated with poverty – a healthy lifestyle and environment is much more difficult with limited resources, and incidence of ill health and chronic disease are more prevalent in low income families. Some of the permitting circumstances are beyond the power of local government, but many are not, and all relevant departments should be part of an integrated strategy for children and families.
- 6 In working with, and engaging parents and carers, processes (**relationships, attitudes, and how programmes and interventions are delivered**) are as important as the content (though content is still important and must be relevant). It is important to listen to what both fathers and mothers have to say, to build confidence and self-esteem, respect parents for their expertise, involve them in decision-making, provide support when and how it is required, develop strategies that are sensitive to their diverse needs, and not undermine parents’ autonomy.
- 7 Working with and engaging parents and carers (including those, mainly fathers, who do not live full time with their children) is a skilled job which requires appropriate training. In addition, all staff who come into contact with parents should be trained to refer parents on to specialist help when

appropriate.

8. Selective **parenting interventions**, particularly structured programmes, can substantially improve parents' skills and children's behaviour. When these are delivered to both parents (not necessarily together) outcomes tend to be better. Programmes may need to be adapted to meet the needs of young parents, fathers, and parents from different cultural backgrounds.

9. Most families are part of their **local communities** and services which are community based and open access are likely to be most effective in engaging with parents. Sure Start local programmes were based on the premise of empowering parents through strengthening their engagement with the local community and raising aspirations for themselves and their children. Community and neighbourhood initiatives remain an important way to engage with and support parents, (particularly mothers) and to raise aspirations. Communities should be seen as part of the solution rather than part of the problem. As children get older, the community creates an increasingly powerful influence. The most disadvantaged families, with the least social capital, tend to live in the most disadvantaged areas and to be the least engaged with their community. In poor neighbourhoods, the neighbourhood effect is more pronounced, so good parenting is less protective than it would be in better neighbourhoods. However, research shows that both parents and children in disadvantaged areas are able to develop effective coping skills.

all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
<p>integrated frontline delivery</p> <p>A range of community-based open access services are available, often part of Children's Centres and extended schools, through which more specialist services can be accessed, with specific strategies to engage fathers as well as mothers. These will include informal drop in, discussion groups and workshops and parenting classes relevant to children's development and parents' interests, plus home based support or 1:1 discussions – as well as preparation for becoming a parent.</p> <p>Engaging with parents/parental involvement schemes are embedded in Children's Centre and school development plans, and staff members with appropriate skills are identified who can ensure their implementation.</p> <p>Parents of children with disabilities</p>	<p>Family support services are available, including outreach/home visiting and parenting programmes with a specific focus on relationships and managing behaviour, eg Parenting Early Intervention Pathfinders, offering Webster Stratton, Triple P or Strengthening Families, Strengthening Communities (SFSC) and for parents of very young children, the Nurse-Family Partnership Programme.</p> <p>Child and Adolescent Mental Health Services (CAMHS) teams and child development teams are working closely with frontline services, and all parents have access to CAMH services, particularly for the first signs of conduct disorder.</p> <p>There is access to support and training for those parents not yet ready or currently unable to enter the labour</p>	<p>As for vulnerable children, but with a stronger focus on child protection and domestic violence, and working with fathers, mothers and children, together and separately. Some intensive home based care/support is available.</p> <p>The CAMHS team and child development team work in partnership with fathers and mothers whose children have complex needs, ensuring they are able to manage their children's health problems.</p> <p>There are opportunities for very structured work with parents – intensive home visiting, multi-systemic therapy, functional family therapy, counselling, therapeutic family centres.</p> <p>Services are available which challenge and change behaviour of fathers and</p>	<p>All children in care have significant adults to whom they can turn for help, and are aware of local complaints and advocacy arrangements.</p> <p>Children's Centres and schools prioritise the needs of children in care and work in partnership with their carers. All children in care have an up-to-date Personal Education Plan (PEP). Designated teachers for children in care are present in all schools and are clear about their responsibilities.</p> <p>Adoptive parents, foster carers and residential care staff are supported in providing support for their children's education, and in managing their behaviour as part of the local adoption and fostering support strategy.</p> <p>Foster carers are clear about their</p>

<p>can access Children's Centres, as well as more specialist services.</p> <p>There is sufficient accessible and affordable childcare for parents who are in paid work.</p> <p>There is specific support for both fathers and mothers in understanding and supporting children's learning, and the importance of educational activities, particularly playing and talking, and schools provide good feedback to parents on children's progress (including to non resident fathers).</p> <p>There is good support at times of transition (from early years to primary, and from primary to secondary) – Transition Information Sessions.</p> <p>Health workers provide advice for parents on healthy eating, contraception, smoking cessation.</p> <p>Fathers as well as mothers are involved, including fathers who are not living with their children.</p>	<p>market.</p> <p>Work with parents focuses on building self confidence, improving knowledge and understanding of child development (particularly needed by many fathers) and promoting resilience, so that both parents are better able to support their children.</p> <p>All professionals are aware of, and refer parents on to, Children's Centres, and Choice Advisors are available for parents needing help in navigating the secondary schools admissions system.</p> <p>Mainstream services create links with specialist community groups such as Saturday schools, Black & Minority Ethnic (BME) organisations.</p> <p>Parents are involved in specialist schemes to support children's reading and maths (Every Child a Reader, Reading Recovery, the new maths scheme, early literacy and maths in the Early Years Foundation Stage</p>	<p>mothers who have been abusive, including perpetrator programmes in domestic violence.</p> <p>Specific support is available for the birth parents of children who return home after having been in care.</p> <p>Parents are involved in curriculum-based work to improve children's behaviour, eg PATHS (Promoting Alternative Thinking Strategies), designed to prevent aggression and behaviour problems.</p> <p>A co-ordinated package of specialist support is offered to parents (eg as in Family Intervention Projects), including respite care.</p> <p>Families with children with severe and multiple disabilities have access to an integrated service (eg The Family Support (formerly Parent Adviser Model).</p> <p>Financial and practical support is available to families of children with disabilities, including short breaks and</p>	<p>responsibilities and know how to access specialist services and advice.</p> <p>Mental health advice is readily available to all those who care for Children in Care.</p> <p>Support, respite and specialist multi-dimensional treatment foster care is available where appropriate.</p> <p>Adoptive parents, foster carers and residential care staff can support their children to access leisure activities.</p> <p>Health records of children in the care system are routinely held by child and foster carer/social worker, and children in care have regular physical and dental checks.</p> <p>Supervised child contact arrangements are made for children separated from one or both parents, where contact is considered beneficial but there is risk of abuse or abduction.</p> <p>Family group conferences are used where appropriate.</p>
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<p>There is support for couple relationships and for parents who have separated.</p> <p>Multi-agency teams include health professionals (GPs, health visitors, school nurses).</p> <p>All parents are able to access libraries, sporting and recreational facilities, arts events, museums.</p> <p>A Parenting Forum exists, and a parenting services co-ordinator is in post. The Forum uses a variety of mechanisms to ensure voices of parents from across the community are heard.</p> <p>Parents and children are involved in developing policies, eg school attendance and behaviour policies, and initiatives such as Healthy Schools initiative, curriculum planning for Personal, Social and Health Education (PSHE).</p> <p>Fathers and mothers are involved on the governing bodies of schools and</p>	<p>(EYFS). Strategies to engage with and support fathers (eg National Literacy Trust) are adopted.</p> <p>Volunteers are trained to help mothers and fathers read to their children – Volunteer Reading Help and ROAR.</p> <p>Family workshops are available on SEAL (social and emotional skills to promote positive behaviour and learning) and Know IT all for Parents.</p> <p>There are opportunities for family learning, including literacy classes and (English as an Additional Language (EAL) classes for parents. Additional strategies may be required to attract and keep fathers involved.</p> <p>Parent Support Advisors (PSAs), based in extended schools, support both parents in removing barriers to children achieving their potential.</p> <p>Special Educational Needs Co-ordinator (SENCOs) and PSAs are effectively linked into local services.</p>	<p>extended day and holiday provision, to enable parents to work.</p> <p>The Early Support Programme is available for young disabled children and their families.</p> <p>Parent Partnership Services provide information, support and advice for parents of children with SEN.</p> <p>A menu of short breaks are available which meets the needs of both parents of children with disabilities and children themselves.</p> <p>Children's services work closely with adult services for parents with mental health and substance misuse problems.</p> <p>Parenting Orders, Parenting Contracts and Anti-Social Behaviour Orders (ASBOs) are only issued when other preventive approaches have failed, and are issued to fathers as well as mothers.</p>	<p>There is support for the birth parents – both fathers and mothers – of children in the care system.</p> <p>Family placements (where children are placed with the extended family) are supported both practically and financially.</p> <p>Family placements with non-resident fathers are considered.</p> <p>Families of prisoners, and parents in prison, are supported appropriately and family learning/parenting classes are available for fathers and mothers in prisons.</p>
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<p>Children's Centres.</p> <p>Parents are entrusted with their children's health record.</p> <p>There are opportunities for parents to be trained to work with and support other parents (eg Homestart).</p> <p>Parents can access training and there are job opportunities with Children's Centres and schools (eg teaching assistants, childcare workers).</p> <p>Voluntary and community organisations working with local families are supported.</p> <p>Interpreters and translators are available if required.</p>	<p>Child contact centres and other support services work effectively with parents who are separated to help focus fathers and mothers on the needs of their children.</p> <p>Community leaders are involved in supporting learning and improving attendance.</p> <p>There is effective counselling for parents with mental health problems, including mothers' post-natal depression and help for their partners.</p> <p>All services are culturally and gender relevant, bearing in mind that different strategies will be required to engage with and meet the needs of fathers, younger mothers and fathers and parents from different ethnic groups.</p>	
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all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
integrated processes			
<p>Staff in ALL services (education, social care, health, voluntary sector) are trained to work with both parents – to listen to parents’ views and concerns; to deliver services around the parenting role; to talk with parents about play and learning; and to know how to refer parents on to other services. In schools and Children’s Centres this training is available through the Parents, Early Years and Learning (PEAL) project and the National Primary Strategy training.</p> <p>Leadership of schools and Children’s Centres is recognised as key to effective work with parents.</p> <p>Opportunities are available to parents for training to enable them to make their voices heard in local decision-making (eg Community Consultants project).</p>	<p>All staff are appropriately trained to work with more vulnerable parents, including young fathers and mothers, and have regular supervision and Continuing Professional Development (CPD).</p> <p>Adequate and co-ordinated data is available on all children and families, including non-resident parents.</p> <p>Data on local communities enables the development of community profiles (eg the Communities that Care risk and protection profile).</p> <p>Mothers and fathers are engaged in the CAF process, which assesses the needs of all family members, not just the child.</p> <p>Parents have access to data entered into Contactpoint.</p>	<p>Services are offered on the basis of full and proper assessment.</p> <p>Staff turnover is low and there is consistency in relationships between staff and parents.</p> <p>Social workers, teachers, CAMHS teams, and child development teams are skilled in working with families with complex needs, including those with children with disabilities.</p> <p>All staff have regular supervision and CPD.</p> <p>The police are appropriately trained to work with parents and carers.</p> <p>Parents are involved in determining care packages and allocating available resources, particularly where there is chronic and long term illness or disability.</p>	<p>Foster carers, adoptive parents and residential care staff have the skills and knowledge to work effectively with children with complex needs.</p> <p>Placement decisions for children in care put a high priority on enabling them to stay at the same school, with appropriate additional support if required.</p> <p>Where children in care are placed out of authority, suitable arrangements are put in place to support their education.</p>

<p>Information about the services available is easily accessible and all communications are clear, free of jargon and directed to fathers as well as mothers.</p> <p>Information about child development and bringing up children is available to all parents.</p> <p>The impact of involvement and engagement of both mothers and fathers is monitored and evaluated.</p>	<p>Appropriate lead professionals are identified, and work in partnership with parents and carers, sometimes as budget holders.</p> <p>All staff know where to refer parents for additional support if required.</p> <p>Training is available for parents in working with hard to reach parents to help them access support (as in Community Consultants).</p>		
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all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
integrated strategy			
<p>The Children's Services Authority has a Parents Strategy, central to the CYP Plan, which provides a continuum of support for parents and carers, based on sound principles, adequately resourced, and employing skilled practitioners.</p> <p>The strategy is clearly linked to frontline practice.</p> <p>Fathers and mothers are consulted and involved in the planning and design of services, as part of a broader focus on outcome based accountability.</p> <p>The CYP Plan recognises the need for parents to be able to balance the need to work with their responsibilities as parents.</p> <p>The Primary Care Trust (PCT) and other relevant health Trusts are fully</p>	<p>The CYP Plan and the Parenting Strategy have a strong emphasis on prevention.</p> <p>There are close links between the CYP Plan and adult services.</p> <p>The CYP Plan and the Parenting Strategy reflect the additional needs of parents of vulnerable children, particularly parents from some Black and Minority Ethnic (BME) communities, young parents, poor parents, Travellers, parents with mental health and substance misuse problems and parents who are refugees and asylum seekers.</p> <p>Housing managers and the police contribute to the strategy.</p> <p>The CYP Plan recognises the power of community engagement and develops specific initiatives to engage</p>	<p>There are incentives to work with families with multiple problems, and recognition that progress may be slow and change will take a long time.</p> <p>Families at risk of eviction as a result of anti-social behaviour receive intensive support (eg Family Intervention Projects).</p> <p>The CYP Plan prioritises children with disabilities.</p>	<p>As part of the strategy for implementing Care Matters, the local authority acts as a responsible corporate parent, putting in place a Children in Care Council, and setting out and implementing its Pledge to children in care.</p> <p>The strategy prioritises support for adoptive parents, foster carers residential care staff.</p>

<p>involved in developing the CYP Plan.</p> <p>The CYP Plan is informed by the National Service Framework for Children, Young People and Maternity Services.</p> <p>Leisure services, libraries, the arts and youth services contribute to the CYP Plan and the parenting strategy.</p> <p>The CYP Plan and overall children's strategy is closely linked into the Local Area Agreement (LAA) and Local Strategic Partnership (LSP).</p> <p>The CYP Plan includes a joint commissioning strategy, which takes account of the views of fathers and mothers, and the potential role of the voluntary sector, and creates a single Commissioner for Parenting Support.</p> <p>The CYP Plan recognises the broader priorities for children and parents around safe neighbourhoods, places to play, and housing.</p> <p>The CYP Plan recognises the strengths</p>	<p>with disadvantaged communities.</p> <p>The CYP Plan sees support for parents in its widest sense, including housing and employment, as central to economic well-being and the prosperity of the community.</p>	
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and diversity of local communities, and has consulted with community leaders about priorities.

Infrastructure support is available to enable the voluntary and community sectors to engage fully in developing the parenting strategy and in the joint commissioning process.

The local Parenting Forum drives this involvement.

Parents are supported in making their views known.

all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
<p>integrated governance</p> <p>There is strong leadership at member and officer level, with a clear vision and strategy.</p> <p>There is broad representation on the CYP Partnership Board, including senior representatives from the PCT and the voluntary and community sectors.</p> <p>Mothers and fathers involved in local Parenting Forums and local neighbourhood groups are able to feed their views into the Board.</p> <p>There is an effective structure for implementing policy.</p>	<p>There is a clear link between children's services and adults' services, particularly in relation to parents who have mental health or substance abuse problems.</p>		<p>The director of children's services (DCS), lead member for children's services and senior officers lead improvements in corporate parenting (eg, senior officers and councillors having particular concern for specific children).</p> <p>There is effective member scrutiny of the quality of service provision for children in care.</p>

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**template five –
using the systems and process brought into being by every child matters to
orientate services more towards prevention and early intervention so that fewer
children fall behind the rest.**

**general conditions: (under-pinning principles which relate to all children) including
systems and culture**

- 1 Systems and processes are only as good as the people who operate them. **Clear leadership**, individual behaviours and organisational culture are all important.
- 2 Every local authority (LA) has a director of children's services (DCS) who is passionate about improving children's lives, narrowing the gap and working with the Children & Young People's Partnership (CYP Partnership)/Children's Trust (CT). There is strong leadership to **promote a single vision and a single message**. A shared model for working together as lead commissioner of children's services is developed.
- 3 Every LA has a **Lead Member who champions children** in the Cabinet, may chair or participate in the CYP Partnership/CT and works closely with the director of children's services.
- 4 Governance of commissioning is provided by the CYP Partnership or Children's Trust. This approves and monitors the implementation of the Children and Young Peoples Plan (CYP Plan). The Partnership or Trust retains **ownership of those most critical outcomes the Partnership/Trust identifies as necessary to 'turn the curve'**, identified through a well evidenced joint needs analysis. The Partnership or Trust will monitor performance to ensure plans are followed by action.
- 5 The DCS, working with other commissioners, develops the CYP Plan and makes decisions about how best to use the total budget for children's services based on need, taking into account 'what works' in consultation with children, young people, parents/carers and provider organisations. **Resources are shifted to prevention and early intervention** with a focus on narrowing the gap and are deployed by trusted lead professionals (these include social workers on behalf of children in care and those with disabilities).
- 6 Every LA has an **effective Local Safeguarding Children's Board (LSCB)**. Whilst this Board sits and is chaired independently, it has a specific scrutiny role in relation to the whole system. LSCB priorities will be part of the agreed CYP Plan in which prevention and protection are seen as two sides of the same coin.
- 7 The CYP Plan includes plans for transforming and improving the system including **major decisions about investment, disinvestment and service transformation**. In most places this will include the planned transfer of resources into prevention and early intervention from elsewhere in the system and targeting resources on deprived groups and neighbourhoods where outcomes are poor.
- 8 **A highly visible cultural change programme** driven by the Children & Young Persons Partnership/Children's Trust (CYPP/CT) focused on behaviours and relationships. This should build respect and trust amongst practitioners and middle managers, reflected in practice and demonstrating the benefits of working differently through evidence based interventions.
- 9 The CYP Plan includes milestones for the **implementation of Common Assessment Framework/Lead Professional/Team Around the Child as a single assessment and planning process** used across the workforce in partnership with parents/carers, with dates when other assessment, planning and referral processes will

cease to be used.

- 10 Universal services work across all five outcomes, building on family and individual strengths, and **do their best to provide long term stability through relationships with caring and vigilant adults.**
- 11 The DCS ensures that there is sufficient capacity and skills to support the development of the CYP Plan and manages the performance of the system through a **multi-agency workforce development strategy and training plan.**
- 12 Service delivery is organised on a **locality basis through multi-disciplinary teams**, real and virtual, clustered around schools and Children's Centres, designed around the needs of the local community.
- 13 **Practitioners work appreciatively with parents/carers and children** building parent/carer confidence in them and the system. When problems arise a Common Assessment Framework (CAF) is completed based on a holistic view of the child, an appreciative supportive attitude to parents, incorporating both risk and protective factors.
- 14 **Lead Professionals (LP) become individual level commissioners.** They work and co-ordinate services for vulnerable children with additional and complex / acute needs providing personalised packages of support. These will be based on solutions to empower parents and children to take control of their lives. Outcomes achieved will inform strategic commissioning decisions.
- 15 **The CYP Plan is used and owned by all the children's workforce** through business, service and team plans, and personal and professional development plans starting with supervision and line management support. This includes new and amended job descriptions to incorporate new or emerging systems and processes.

all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
<p>integrated frontline delivery</p> <p>The aim is for every child and every family to have at least one trusted, observant adult who knows them and will respect, care and praise them. The 'trusted' adult will also notice and act on worrying changes. 'What every child needs is a quality attachment to a caring adult' (Camila Batmangheidi Guardian society 10.10.07). Particular attention needs to be paid to children where this is not provided from kith and kin. Personalised education encourages this.</p> <p>Health service, working with Early Years settings and schools, ensures all children and young people are inoculated and vaccinated. Child and parents receive health advice on a consistent basis between 3–13 years.</p> <p>All children are registered with a GP and schools take responsibility for</p>	<p>Early evidence of failure to thrive, meet milestones, bond, communicate should be the trigger for immediate action in partnership with parents and whatever services are needed.</p> <p>Early evidence of persistent unhappiness, withdrawal or/and uncontrolled anger should trigger extra vigilance and a conversation that may lead to action.</p> <p>Services use appreciative CAF/LP/TAC to work with families and children to agree effective early intervention.</p> <p>Services co-ordinate actions round a single plan.</p> <p>System and process based on co-production, working with rather than against parents and carers.</p> <p>LP/BHLP is empowered to commission and co-ordinate the services/support</p>	<p>There is a determined effort to reduce multiple referrals and assessments that waste time and undermine parent's confidence.</p> <p>Specialist professions are part of the Team Around the Child (TAC) and can act as Lead Professional (LP).</p> <p>Specialist practitioners share skills and knowledge in the TAC, understand the contribution of colleagues with different professional backgrounds.</p> <p>Family care workers can work in people's homes alleviating pressures and modelling effective behaviours.</p> <p>Lead Professionals understand learning, welfare, health and developmental issues.</p> <p>Social Workers and others promote and support learning, positive</p>	<p>For children in care and Children with Disabilities (CWD), social workers are the Lead Professional and use the CAF. They have authority over a wide range of resources and budgets to keep the child safe. They take on the role of Budget Holding Lead Professional (BHLP).</p> <p>Services are sensitive to and are trained (using the CAF) to be aware of the links between disabilities and mental ill health and address these early where they exist.</p> <p>Regular health appointments are made, taking account of school and leisure commitments and family convenience – so that they do not regularly get in the way of school and fun.</p> <p>Individual budgets for some children are calculated on a 'whole life basis'</p>

<p>checking through the Local Index and future Contact Point.</p> <p>The Healthy Schools initiative is actively pursued in all schools and Children's Centres.</p> <p>Community Sports Centres actively promote quality time for families together.</p> <p>Planners of services ensure that parks, leisure, public transport are child friendly, accessible, welcoming and, where necessary, supervised.</p> <p>Children learn 'how to learn' and are rewarded by a shared celebration of step by step progress. Learning is triangulated with significant contributions from parents (who will be helped to provide this where necessary), the child and the Children's Centres or school.</p> <p>Schools and services encourage parents who are not in work to 'volunteer' in their communities, schools and Children's Centres.</p>	<p>required to meet need – sometimes having access to a cash budget and always knowing about (and trained to access) the full range of services available.</p> <p>The BHLIP process (and cash) is used to support deprived families living in poverty, where appropriate.</p> <p>Whole system training provides the workforce with enough knowledge about child development, especially speech and language development and mental health, in order to obtain early specialist help when needed.</p> <p>The whole workforce trained to persist and insist on meeting and seeing a child, in the family home, where there are concerns, even when parents resist.</p> <p>Providing stable and continuous relationships with a child and family is paramount. Every effort is made to achieve a good 'handover' when this is not possible.</p>	<p>outdoor pursuits and participation in enjoyable activities.</p> <p>Better access to counselling and other talking therapies for children and parents.</p>	<p>so that early decisions can be made about complex issues such as investment in housing and positive activities within the right family and community settings. These considerations are particularly important for children with long term difficulties.</p> <p>More domiciliary family care is made available where parent and care worker work closely together within the home.</p> <p>Children with communication difficulties have special help with communication about themselves.</p> <p>Foster and adoptive parents are fully involved in discussions and decisions about 'their' child's health issues.</p>
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<p>Children's Centres and schools ensure that there is a good balance between safeguarding and supporting children to learn, to make judgements and take reasonable risks, particularly in outdoor activities. Opportunities for appropriate 'risk taking' outdoors are available to all.</p> <p>Every child has a personal education plan, building on individual and family strengths, hobbies and extra curricular interests rather than on deficit and problem-solving. Home school liaison takes into account the Home Learning Environment (HLE) including family and work routines; school staff do more home visits for some children.</p> <p>Learning opportunities are widened, are not punitive and include supplementary weekend, summer schools and after school sessions, with the 'joining-up' of resources between schools, Further Education (FE) and Higher Education (HE).</p> <p>Early Years settings and schools working with families, ensure that all</p>	<p>Intensive work is undertaken with vulnerable new parents to secure attachment.</p> <p>Counselling is available and easier to access where there are problems such as bereavement, domestic violence, substance abuse, mental illness, long term illness and divorce at home.</p> <p>Adult services understand parenthood and refer children when the parents' situation is problematic.</p> <p>The local authority takes an active lead in providing targeted opportunities for work experience for vulnerable groups. More 'bespoke' opportunities in public services and across to third sector, at local level are secured.</p>	
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<p>children have an understanding of 'right and wrong' and are encouraged to communicate their feelings.</p> <p>All those working with children are able to use common sense in judging if a child needs additional help.</p> <p>Schools are particularly important for children with challenging home lives. Schools need to pay attention to children experiencing domestic violence, mental and physical ill health in the home, homelessness, bereavement and divorce – through school nurses, counsellors, Special Educational Needs Co-ordinators (Senco's) and teachers.</p> <p>When kith, kin, teachers and neighbours report problems, they are listened to by practitioners.</p> <p>Whole school behaviour policies developed with and monitored by children and are understood by parents. These are enforced fairly and consistently.</p>			
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Schools teach and practice democracy in the curriculum and throughout school life. This includes managing conflict and group decision-making.

Pupils are encouraged to 'volunteer' in ways that will add value to their CVs.

all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
integrated processes			
<p>The new duty on school Governors to collaborate is actively encouraged by the local authority and 'tested out' through school inspections.</p> <p>Children's Centres and schools have effective processes to support and react to a trusted adult (even when this is a relative or friend) where concerns about child welfare are raised.</p> <p>Children's Centres and schools have clear and consistent behaviour, discipline and bullying policies devised with, and understood by, parents and children and followed by everyone.</p> <p>Interdisciplinary training on integrated processes for all are backed by the same clauses in job descriptions, supervision, appraisal and personal development planning.</p>	<p>Everyone working with children knows what do to when they suspect a child might be at risk. LSCB requirements are applied.</p> <p>Information about the full range of accredited services available locally is shared and readily accessible to lead professionals and the public.</p> <p>The co-ordination and supervision of CAF/ILP/TAC process comes from an Integrated Team Manager who is confident about child protection, locally based, with good local knowledge.</p> <p>Descriptors exist through written guidance for practitioners, to help them identify children with additional needs.</p> <p>All services provided to meet additional needs are accredited by the</p>	<p>Specialist and statutory assessments are focused on specific behaviours and risks. These will build on the Common Assessment, not repeat what has already been done.</p> <p>Non prejudicial descriptors exist for those children with multiple needs to analyse the longer term consequences.</p> <p>Mental and physical health is taken into account for all children with emotional and behavioural difficulties, with healthcare professionals working as part of integrated Teams Around the Child.</p> <p>Practitioners are trained to communicate with children for whom this is difficult.</p> <p>Integrated data sets and shared information helps practitioners to</p>	<p>E-CAF is integrated with Information Communication Sharing (ICS), Achieving Student Success through Excellent Teaching (ASSET) and other relevant Content Management Systems (CMS) to achieve a fully integrated child record.</p> <p>Social Workers support the TAC to manage risks or initiate s47 enquiries.</p> <p>Descriptors and indicators help practitioners identify those children who may be at risk of harm.</p> <p>Children in Care and Children with Disabilities teams include health professionals and takes mental and physical health into account when working with children.</p> <p>Counselling is available to all children who are in care, when they request it.</p>

<p>The LSCB ensures that police, park wardens, bus drivers, housing officers etc are all trained to be aware of child safety and welfare and can act when they are concerned.</p> <p>Access to a service directory, information advice and guidance.</p> <p>Children's needs taken into account in the allocation of social housing.</p> <p>Leaflets and information are made available within the school and other public places (such as health centres and libraries) regarding CAF/LP and TAC.</p> <p>'Contact Point' available to registered staff to identify services currently supporting the child or young person with access to a service directory, information advice and guidance.</p> <p>There should be involvement of the head teacher or effective deputy in most contentious home school liaison.</p>	<p>Criminal Records Bureau (CRB) and are fit for purpose so that families, LPs and BHLPs can use them with confidence.</p> <p>CAF and single plan information is captured either in bespoke or remodelled ICS and is used to inform strategic commissioning decisions.</p> <p>Training supports the development of skills and competencies for LPs in assessment and using CAF and TAC.</p> <p>Housing authorities and social landlords work with schools and health services when a vulnerable family moves in or an eviction is under consideration.</p> <p>Data is used to target preventative services more effectively.</p>	<p>target effective intervention early.</p>	<p>Specialist training in communication with children who find this very difficult is provided for relevant staff.</p>
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<p>Funds are made available to enable children from poor families to enjoy outdoor activities, school trips, sports etc (could come through social landlord, community group or school).</p> <p>All those working with children and young people use E mail and intranet communication with each other and ideally with children and parents.</p>			
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all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
integrated strategy			
<p>The CYP Plan covers early intervention and prevention, narrowing the gap, plans for service integration, including clear milestones.</p> <p>System includes focus on attachment and 'chatter matters'.</p> <p>All local authorities adopt the model of Outcomes Based Accountability, using the Friedman 'four box model' to collect performance information. Knowledge about children's happiness, opinions and experiences and outcomes inform commissioning across the system.</p> <p>Until, if and when budgets are pooled, everyone understands that all budgets 'belong' to children not to departments, organisations and professional groups.</p> <p>Agreed commissioning standards</p>	<p>'Change champions' and joint multi-agency training is essential to give new processes and systems a high and common profile.</p> <p>The CYP Plan has agreed a commissioning (market management) policy and it is followed by all.</p> <p>The CYP Plan describes:</p> <ul style="list-style-type: none"> • individual commissioning • local commissioning • strategic commissioning <p>and has mechanisms in place to collect information to better inform planning.</p> <p>There is a system for providing information about providers of 'good services' and more attention is given</p>	<p>There is a higher profile for communication difficulties – as a strategic priority.</p>	<p>The CYP Plan is used to obtain agreement that overall, strategic direction is to reduce resources for 'high-cost, high harm' and that investment is needed for:</p> <ul style="list-style-type: none"> • prevention • early intervention • individual budgets • e-common assessment and new integrated children system, incorporates the CAF and use of a case management system for all practitioners • education and care closer to the home.

<p>require all those working with children and young people to narrow the gap.</p> <p>BSF, Extended Schools and Children's Centres are targeted on communities with the greatest needs as a priority.</p> <p>The PCT planning calendar and that of local authorities 'fit' together and all annual plans cite the CYP Plan.</p> <p>Local Transport Plans address need of Children and Families to travel. These are recorded in the CYP Plan.</p>	<p>to managing the market especially in deprived areas.</p> <p>Resources transferred from high level services to prevention.</p> <p>Post natal depression and other conditions preventing attachment are given more attention in CYP Plan.</p> <p>Domestic violence, mental health and homelessness are given a higher profile in CYP Plan and other plans.</p> <p>The Partnership/CT produces a 'change management plan' based from the workforce development strategy and the commissioning strategy.</p>	
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all children (universal services)	vulnerable children with additional needs (targeted services)	children with complex, multiple needs (intensive targeted/specialist services)	children in need of care or protection/acute needs (specialist services)
integrated governance			
<p>There is strong leadership at officer and member level with a clear shared vision.</p> <p>The LSCB scrutinises and holds the DCS and Partnership/CT to account for safeguarding and protection.</p> <p>The Partnership /CT understands what powers have been devolved by the PCT Board, cabinet, council and Local Strategic Partnership (LSP).</p> <p>The Partnership /CT delegate commissioning to subsidiary partnerships and schools clearly at all levels.</p> <p>The Partnership /CT ensures that all providers including schools know what is expected of them and are accountable for improving outcomes and implementing the CYP Plan.</p>	<p>Information sharing protocols are signed and agreed across partners.</p> <p>Practitioners and managers are engaged in the development of a common language and develop a better understanding of each others roles and responsibilities.</p>	<p>There are effective links with Crime and Disorder Partnership for example, on domestic violence, street crime and disorder, as these involve and affect children.</p>	<p>The LSCB will have a separate but related work plan delivering on their priorities in the CYP Plan and National Service Framework (5) and should incorporate security and stability within the home, as well as for children in care.</p>

<p>DCS, CEX of PCT, Police Commanders and other commissioners' work together to service the Partnership /CT with integrated whole system information, priorities and recommendations.</p> <p>Children's voices heard throughout, including by CYPSP/CT – partnership working has a high profile in all member organisations and is seen as the mechanism through which key strategic decisions are made affecting children and young people.</p> <p>Annual business calendars are co-ordinated.</p> <p>School governance is updated to encompass extended schools and Children's Centres and include students.</p> <p>The Partnership /CT has a communications strategy and provides clear messages widely and systematically to stakeholders and the public about its priorities and progress and celebrates success.</p>			
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- Integrated Commissioning for Children's Services* – Judith Smyth OPM Feb 2007
- Joseph Rowntree Foundation reports – including reports of link between housing, poverty and education, recent report on rewarding young people for pro social behaviour
- Neighbourhood Renewal Unit publications
- Good Governance Standard for Public Services* (JRF, CIPFA and OPM January 2004)
- Surestart and Children's fund evaluations
- Mark Freidman *Trying Hard is not Enough*
www.raguide.org
- EPPE research
- Ofsted 2007 *Narrowing the Gap*
- Carol Hayden *Children in trouble* Palgrave 2006
- Think Families Review 2007, HMT/DfES Children and Young People Review
- Audit Commission report, *Children's Trust evaluation*
- Reducing Inequalities: Realising the Talents of All* Feinstein and Hearn 2007

