

Early Support and the New Integrated Care Pathway

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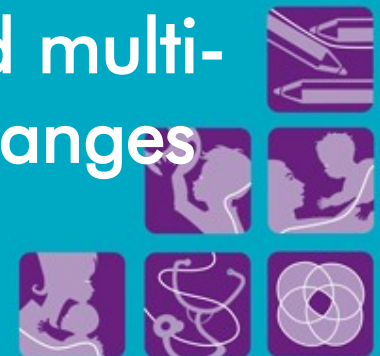
Introduction - Content

- What is Early Support?
- Families with children with significant needs placed at centre of service delivery
- Lead professionals and Key Workers
- Providing support to families at times of need
- What is happening in Tameside?
- The Integrated Care Pathway
- How this affects referrals you might make



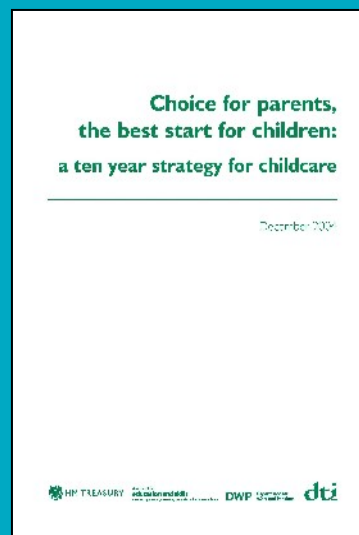
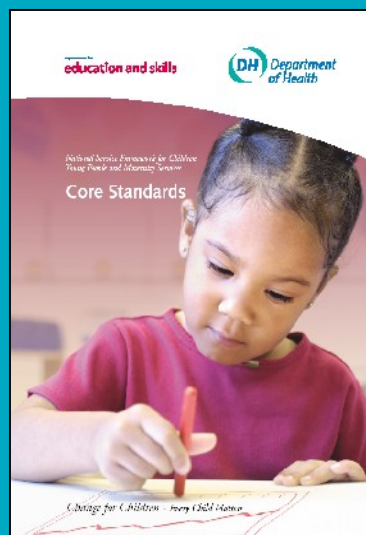
The Early Support Programme

- Designed to facilitate the development of family focused approaches across both universal and specialist services
- Supports a diverse population of families and children
- Involves a wide range of professionals across early years, childcare, health, education and social services
- Facilitates the development of improved multi-agency support for families, through changes at all levels



Within the context set by...

Early Support
Helping every child succeed



Child Care strategy

Joint Area Reviews

Framework for Inspection
of Children's Services



Early Support implements *Together from the Start*

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*Together from the Start-
Practical guidance for
professionals working with
disabled children (birth to
third birthday) and their
families*

Department for Education and
Skills & Department of Health
May 2003

	Guidance →
	Pupil Support
	Equal Opportunities
<p>Together From The Start – Practical guidance for professionals working with disabled children (birth to third birthday) and their families</p> <p>Executive summary</p> <p>This is guidance issued jointly by the Department for Education and Skills and the Department of Health.</p> <p>It is concerned with the delivery of services to disabled children in the age range birth to third birthday and their families.</p> <p>Central themes within the guidance are:</p> <ul style="list-style-type: none">● Initial assessment of need● Coordination of multi-agency support for families● Sector information and advice for families● Improved professional knowledge and skills● Service review and development● Partnership across agencies and geographical boundaries <p>This guidance has been produced by a multi-agency working party chaired by Paul Rennie OBE and is being issued in tandem with a separate but related piece of guidance, Developing Early Intervention Support Services for Deaf Children and their families.</p> <p>The guidance also informs the Early Support Pilot Programme (ESPP) funded by the DfES.</p> <p>Further information can be obtained from John Hill, Social Educational Needs Division, Area 2E, Department for Education and Skills, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT or by e-mail to: john.hill@des.doe.gov.uk</p>	<p>Audience: All LEAs in England, Health and Social Services in England, Special Educational Needs (SEN) Organisations</p> <p>Status: Guidance</p> <p>Date of Issue: May 2003</p> <p>Reference number: LEA/0067/2003</p> <p>Related documents: LEA/0068/2003</p>

Department for
education and skills
creating opportunity, raising potential, achieving excellence

DH Department
of Health



Why Early Support?

'poor co-ordination of services puts a burden on parents to join up advice and support and co-ordinate what can be a large number of appointments. It leads to greater risk that information is not shared and that disabled children are passed between agencies, falling through gaps, delaying provision of services and interventions. One parent told us that the co-ordination of 21 different individuals and services permanently involved in her daughter's life exhausted her and her family to the point of breakdown, as well as ruling out any possibility of work'

Policy review of Children and Young People

Treasury department for Education and Skills Jan 2007



Why Early Support?

- It build's on current good practice
- It's what families want
- It's what the majority of professionals have wanted to do and tried to do with little support from strategic level
- Services working together to improve delivery to families
- Reduces Stress for families
- It is Child and Family focused



The Early Support Philosophy/Ethos

- Puts the child and family at the centre of the team
- Empowers parents to make informed choices and have their voice heard
- Acknowledges parents as the expert regarding their child
- Is a shift away from professionals telling the family the child's problems and what they need to do to and instead, listening to the family's priorities and feelings and delivering services accordingly.
- Sees professionals working together to provide the best possible care for the child and family

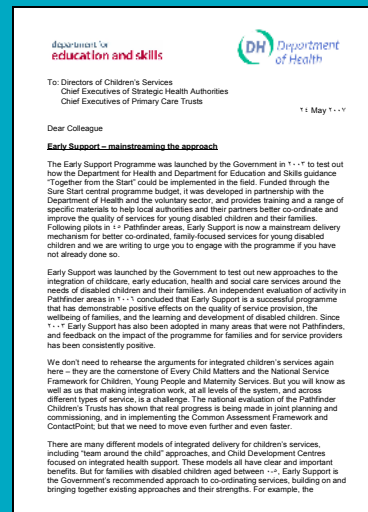


Letter to Chief Execs PCTs, SHAs and Directors Children's Services

Early Support
Helping every child succeed

'It is vitally important that all local authorities and their partners engage with the Early Support approach and think seriously about how they can develop effective multi-agency working arrangements that will make a real difference to the lives of disabled children and their families.'

Beverley Hughes, Minister of State for Children,
Young People and families
Ivan Lewis, Minister for Care Services
May 2007



Early Support Materials



Early Support Family file

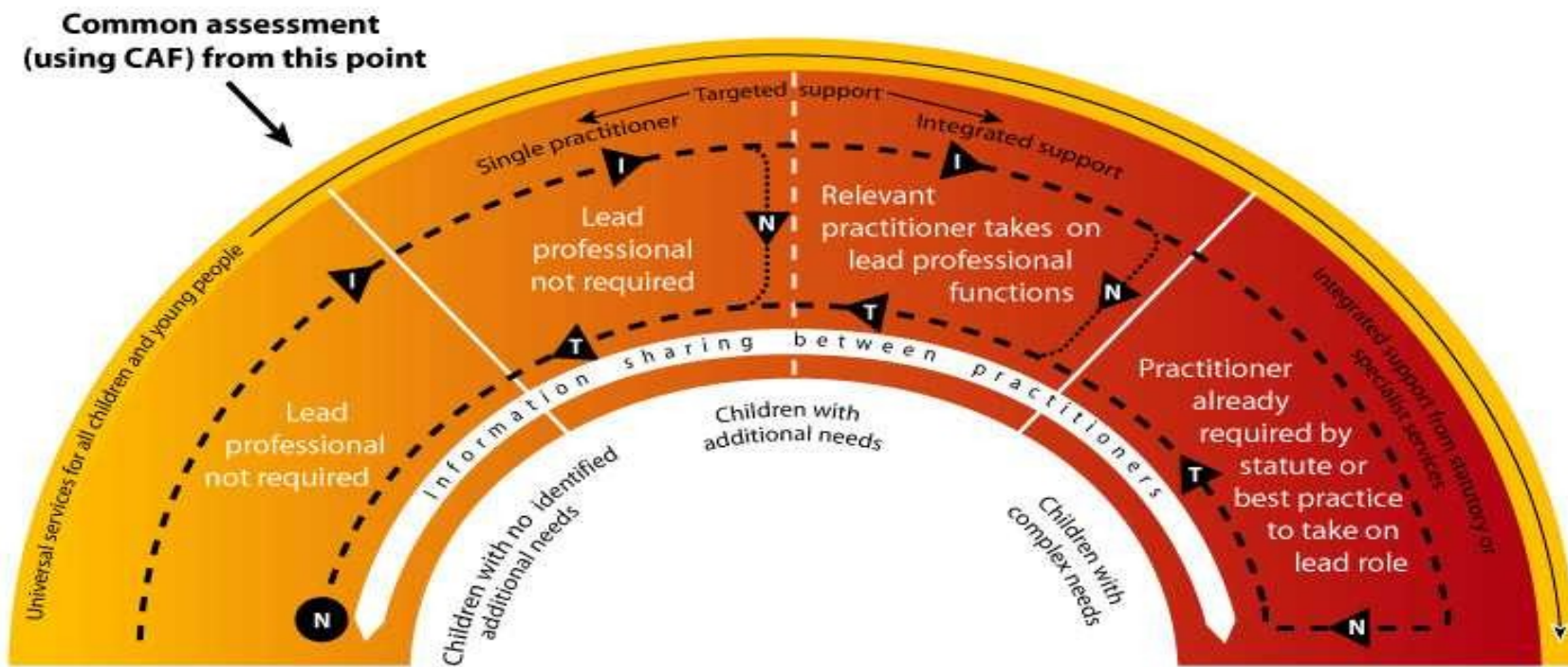
Standard, family-held materials that help with the coordination of service delivery, where there are multiple contacts

Background information file

Standard information about services that are available and how they operate



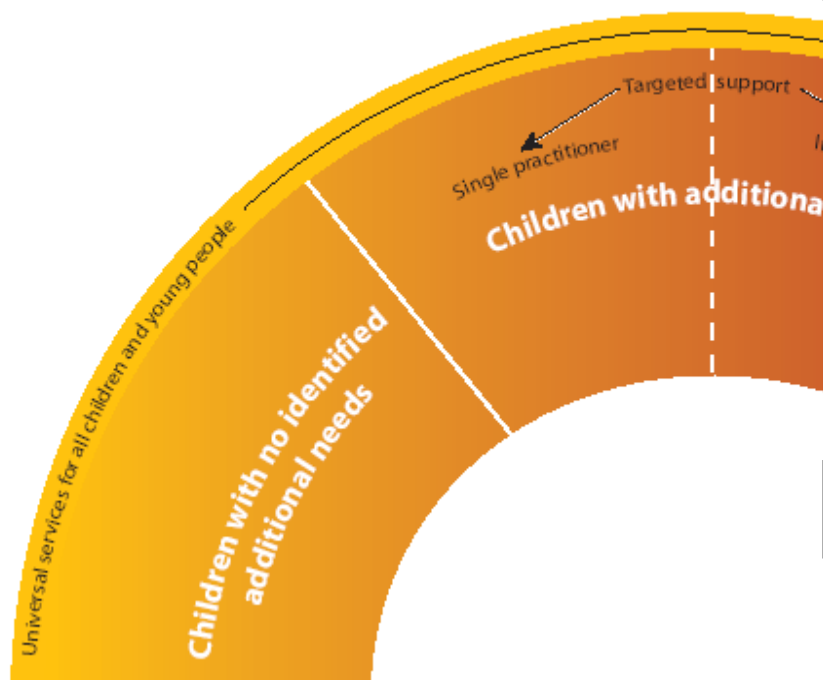
The lead professional: Practitioners' guide – spectrum of lead professional support



Key: I = Identification and action
T = Transition
N = Needs met

How Early Support helps

Figure 1: Continuum of needs and services



Lead Professional & Key worker

Managing multiple contacts

Joint planning and Reducing overlap

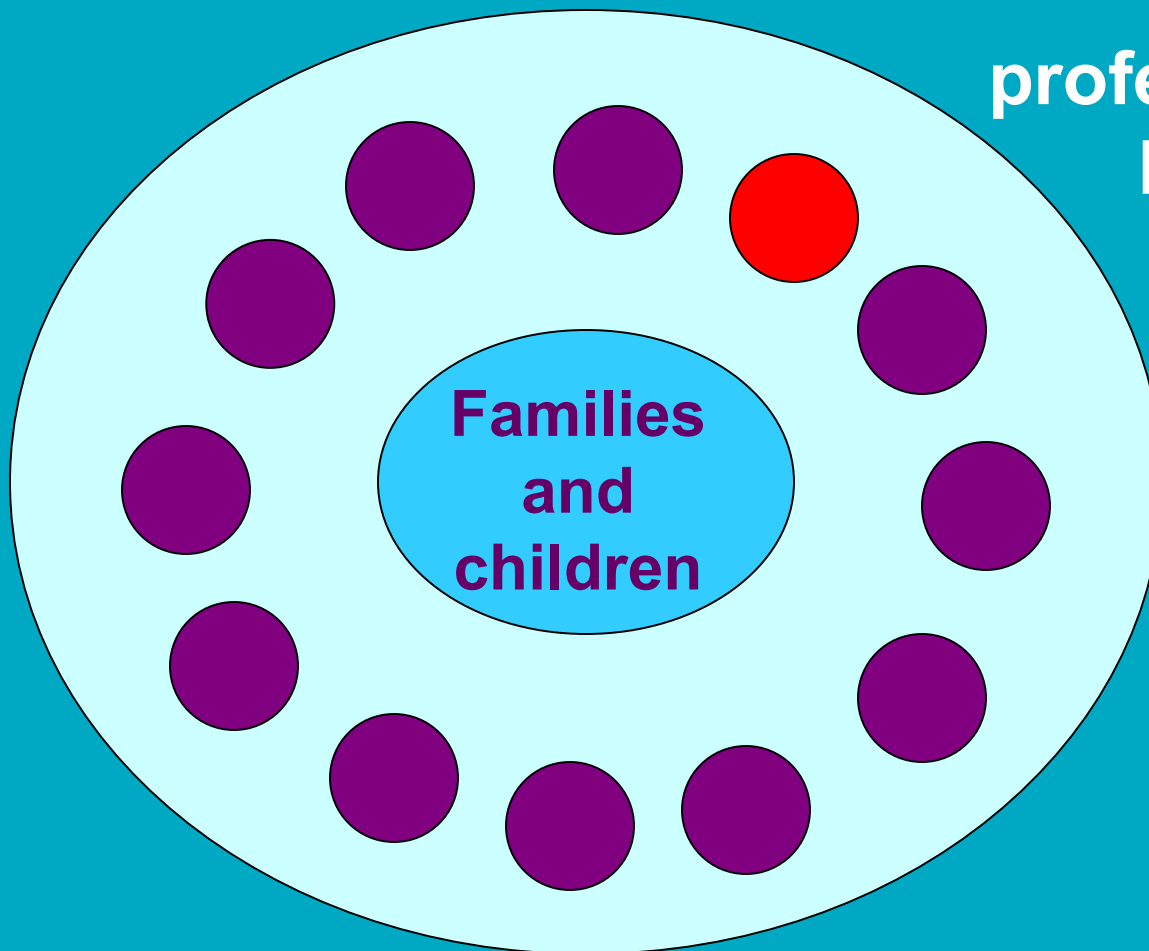
Sharing information

Partnership working with families



A Person to Help

**Lead
professional or
key worker**



The lead professional: Practitioners' guide – vision and functions of lead professional

Vision

All children and young people with additional needs who require support from more than one practitioner should experience a seamless and effective service in which one practitioner takes a lead role to ensure that services are coordinated, coherent and achieving intended outcomes

Core Functions

Act as a single point of contact for the child or family

Coordinate the delivery of actions agreed by the practitioners involved

Reduce overlap and inconsistency in the services received



What do Key Workers do?

- Provide timely, accurate and appropriate information
- Identify & address the needs of whole family
- Provide emotional and practical support within a supportive, open relationship with proactive regular contact
- Work across agencies to assist families
- Coordinate the support given by different agencies
- Work with the families' strengths
- Act as an advocate or enabling parents and children to access advocacy support as required.
- Have the power to access resources and credibility with the agencies involved with the family

(Based on CCNUK key working standards)



Early Support in Tameside

- Kristy Nuttall and Barbara McDowell working as Early Support and Portage Development Leads until March 2009
- Reporting to the Children with Disabilities Partnership Group
- Main aims of project:
 - Promoting awareness of Early Support principles
 - Setting up a pilot Key working service for children 0-3 years where there is multi agency involvement



Early Support in Tameside (Cont'd)

- Introducing and promoting the use of the Family Service Plan and Family File
- Implementing recommendations from the Tameside Portage Review
- To promote Early Support principles and practices within multi-agency service developments to reflect the needs of families as described in Together from the Start



Integrated Working

- Bev Connolly in post for last 13 months, commissioned by the Children with Disabilities Partnership group
- Integrated strategy and proposal
- Karen Kromolicki in post as Clinical lead for 6 months from Sept 07 to look at care Pathways and complete a review of Community OT and Physiotherapy

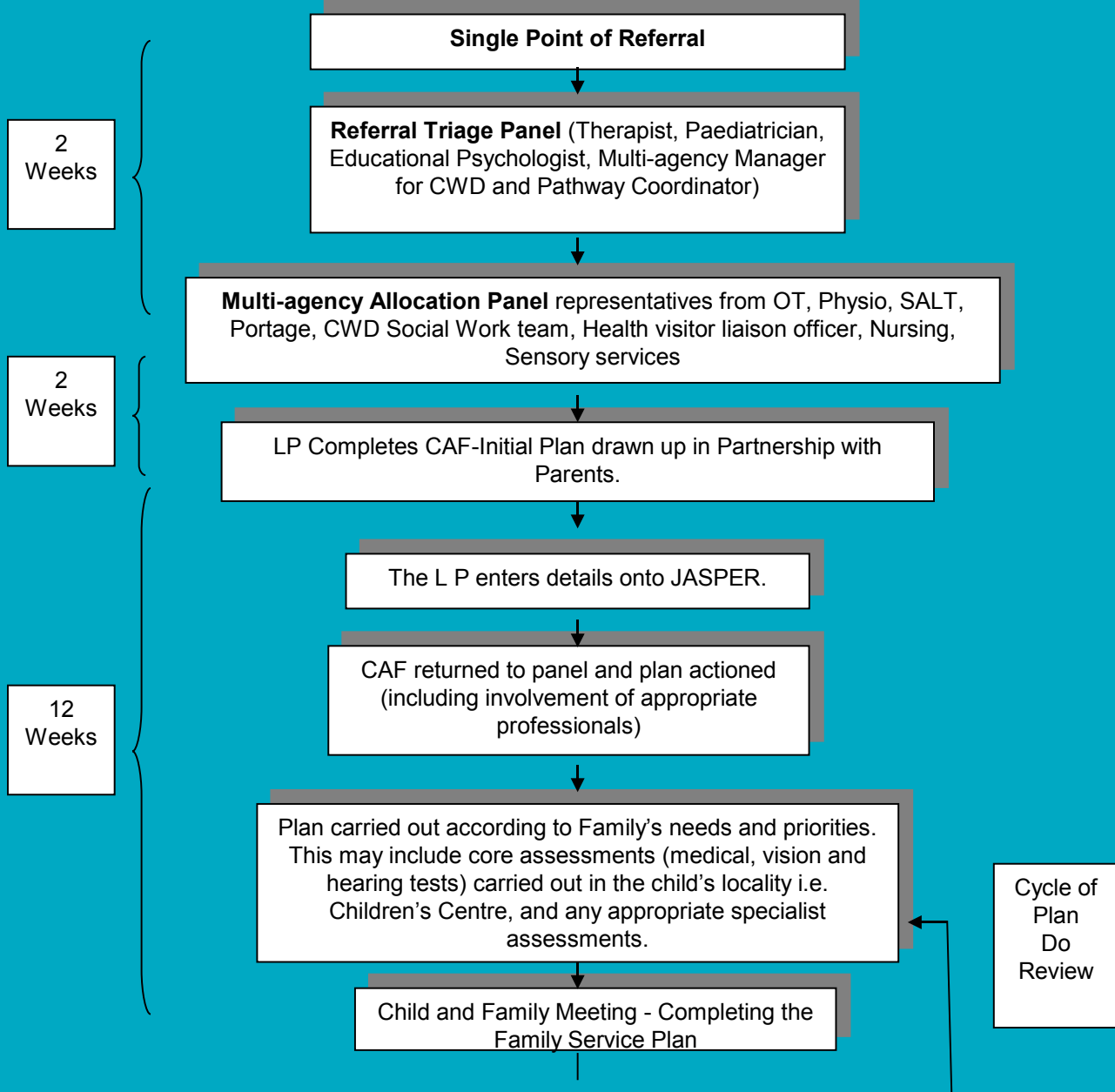


The Children's Integrated Team

- Physiotherapy
- Speech therapy
- Occupational Therapy
- Therapy assistants
- Disability nurses & Nurse practitioner
- Clinical Psychologist
- Nursery nurses
- Orthoptist
- Disability Social Workers
- Paediatricians
- Strong links to other universal services



Integrated Care Pathway for Children with additional needs requiring input from 2 or more services



Reasons for Referral to Integrated team

- Needs access to more than one specialist service
- Unmet need in more than one area
- Needs coordinated intervention (e.g. Speech Therapist, Physiotherapist, Occupational Therapist,)



What does this mean for you?

- If a child requires more than one specialist service- single point of referral to the integrated team using new referral form
- If need can be met by single service continue with current referral process
- Recognition of Lead Professional / Key worker role
- Recognise Family file
- Combine multi agency meeting with Action plans & School reviews



**Any
Questions?**

