Early Support

for children, young people and families

Multi Agency Planning and Improvement Tool

May 2012

Important notes to read before using this version of MAPIT

Early Support is reviewing all the resources and training that it offers to support parent carers, young people, local authorities, health partners and others in their planning for and delivery of integrated services and partnership working with families. These include the Early Support Service Audit Tool (ESSAT). ESSAT has been revised following consultations with a working group and a wider consultation with sector partners including parent carers, voluntary organisations and practitioners.

The tool is now called the Multi Agency Planning and Improvement Tool (MAPIT), to make clear its purpose of supporting integrated service improvement.

The original version of the tool was found to be very useful resource for agencies when planning their shared development and improvement. Our consultations to date indicate that MAPIT has been very positively received and parents, schools, local authorities, voluntary organisations and multi agency groups all feel that it will help them secure the Early Support principles within their practice.

Early Support regional facilitators are available to advise on how MAPIT might be used and specific training is now available.

Early Support

Early Support is a way of working, underpinned by 10 principles, that improves the delivery of services for children and young people with additional needs and their families. It enables services to coordinate their activity better and provide families with a single point of contact and continuity through key working. It focuses on ensuring that service delivery is child, young person and family centred and that services and practitioners work in partnership with families. In 2011, *'Support and aspiration: A new approach to special educational needs and disability'*, the Government's Green Paper identified Early Support as a key approach to meeting the needs of disabled children and young people, from birth to adulthood, and their families.

Throughout this material:

The word '**service**' means any service used by families, including health, education and social care services, statutory services, public services and services provided by voluntary or community groups.
The word '**family**' describes families of all kinds and from every community, culture, background or heritage. It recognises the important role of parents, extended family and carers.

This version of the Multi-agency Planning and Improvement Tool (MAPIT) replaces all earlier editions of the Early Support Service Audit Tool. It is available as a downloadable document from http://www.ncb.org.uk/early-support/resources/multiagency-planning.

Training to help those using the material for the first time is now being made available.

Find out more at http://www.ncb.org.uk/early-support/training.

MAPIT was up-dated and distributed by the Early Support Consortium in May 2012.

‘There needs to be a radical recasting of the relationship between parents, schools and local authorities to ensure a clearer focus on the outcomes and life chances for children with SEN and disability. The cultural change required will not be straightforward to implement – or always immediate – but should deliver greater ambition for our most vulnerable children and much greater engagement with their parents.’
Lamb Inquiry: Special Educational Needs and Parental Confidence (2009)

’Parents rely on health services, early years settings, schools and other people to help look after their child and help him or her have a happy childhood and fulfil his or her potential. Disabled children and children with SEN may require a different approach in these health and education settings to their peers, or extra support from social care or specialist services. It is crucial to families that these services work well together and that parents are empowered to make decisions about their child.’
Support and aspiration: a new approach to special educational needs and disability (2011)

Introduction

The Multi-Agency Planning and Improvement Tool (MAPIT) supports service improvement for children and young people with special educational needs and disabilities and their families. It enables multi-agency groups, including schools and service users to review current arrangements, identify service development priorities and track progress over time. The evidence collected as the material is used is relevant for a range of other planning, audit and inspection purposes. Links are therefore made throughout to other policy areas and other aspects of work.

MAPIT contributes to the joint planning, development and commissioning of services by supporting the introduction of two key ingredients for service improvement – an Early Support approach to working in partnership with people who use services and key working. Early Support is the Government’s recommended approach to achieving co-ordinated, family-focused service delivery for children and young people with disabilities. It is not a programme, a project or an intervention, but an approach to working with families, children and young people who use services.

In 2011, the Government Green Paper said:

> ‘*Early Support is highly regarded by parents and professionals alike and has been proven to make a significant difference to families… [It] has been used by many local authorities for families with children under 5, but the approach of clear information and resources with parents holding the plan for their child’s support is relevant to older children too.’*
> **Support and Aspiration: A new approach to special educational needs and disability**

The Early Support Consortium became a core delivery partner for the implementation of the proposals set out in the Government's Green Paper for children and young people of all ages in September 2011.

MAPIT is designed to support change over time, building on current practice. It encourages critical reflection, review and evidence-gathering and promotes:

- better information exchange with families and between service providers
- the co-ordination of assessment, planning and review processes, using a single plan
- the integration of service delivery
- the development of key working
- increased partnership working with families and young people, expressed in shared decision-making about priorities and next steps.

How to use MAPIT

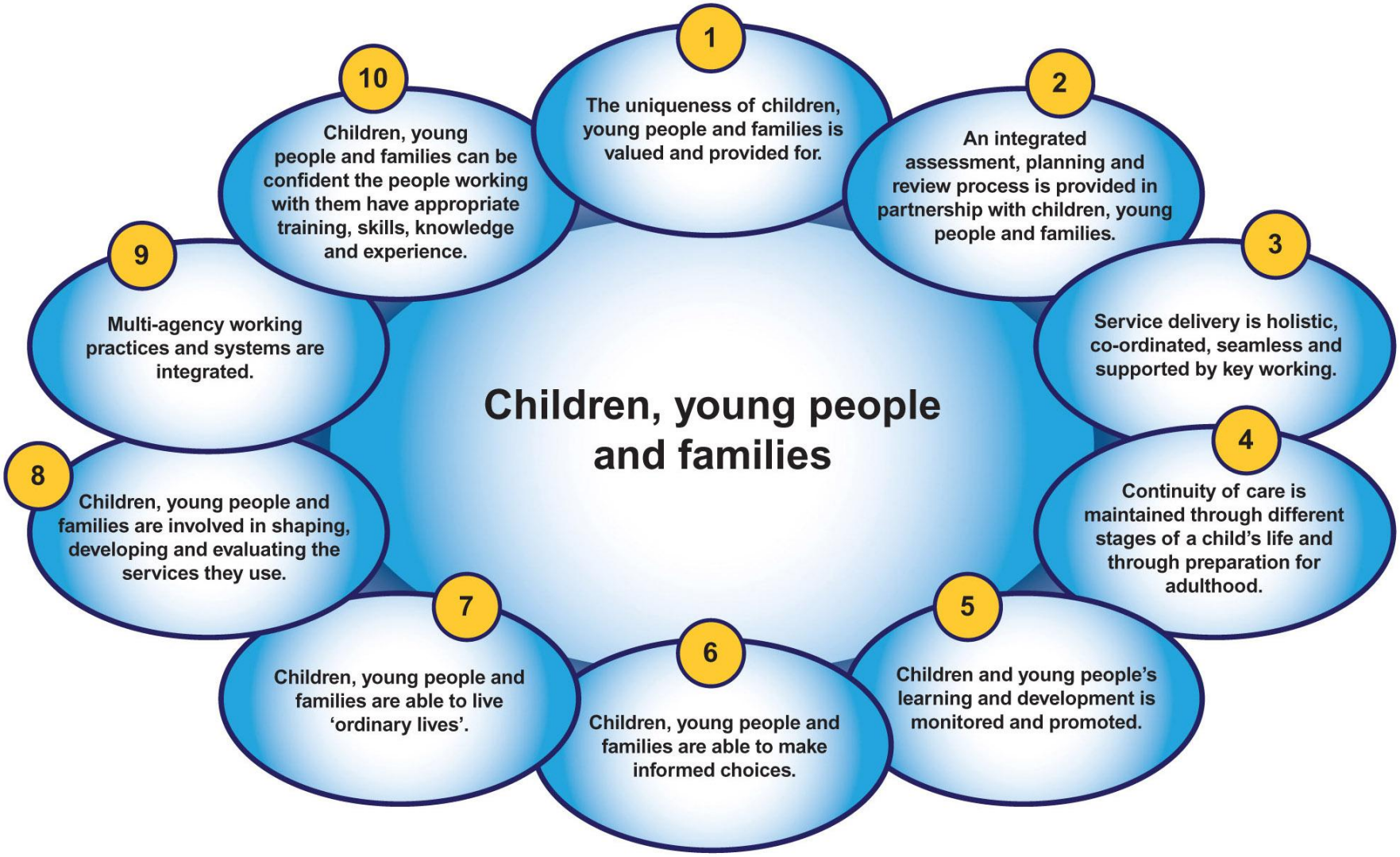
10 **principles** underpin the delivery of Early Support. The principles, which are set out overleaf, are equally weighted and linked. MAPIT elaborates each principle, by adding **Principle into action statements**. The Statements can be used as standards or indicators against which to consider particular aspects of service provision, as improvement is planned and implemented.

The **Service improvement planning and development charts** which follow present **principles** and associated **Principle into action statements** in a format that can be used to support discussion and planning. **Principles** and **Statements** are all numbered on the charts for ease of reference. Those using the material may wish to:

- consider all **Principles** and most **Principle into action statement**s, to build an overview of performance and to identify priorities
- repeat this exercise to achieve a periodic 'audit' of change and progress
- use a small number of **Principle into action statement**s, to focus attention on particular aspects of working practice or service provision.

MAPIT is flexible and can make a contribution to the work of many different groups. It is particularly powerful when used by multi-agency groups thinking about integrated delivery and/or by groups bringing families and young people together with service providers to shape services.

Principles


Children, young people and families
1
The uniqueness of children, young people and families is valued and provided for.
2
An integrated assessment, planning and review process is provided in partnership with children, young people and families.
3
Service delivery is holistic, co-ordinated, seamless and supported by key working.
4
Continuity of care is maintained through different stages of a child's life and through preparation for adulthood.
5
Children and young people's learning and development is monitored and promoted.
6
Children, young people and families are able to make informed choices.
7
Children, young people and families are able to live 'ordinary lives'.
8
Children, young people and families are involved in shaping, developing and evaluating the services they use.
9
Multi-agency working practices and systems are integrated.
10
Children, young people and families can be confident the people working with them have appropriate training, skills, knowledge and experience.

MAPIT enriches service improvement cycles at operational and strategic level, by encouraging people to:

- reflect on how services for families and children are currently provided
- acknowledge existing good practice
- provide evidence when **Principle into action statements** are reflected in current practice (i.e. when a standard has been achieved or achieved in part)
- identify gaps, priorities and next steps.

The **Evidence**, **Comments** and **Action** cells on the tables all open up as content is typed into them. The **Action** section is key when an aspect of service delivery has been identified as a priority for development. It encourages users to identify key actions to improve services and outcomes for families, with deadlines for delivery. Current performance can be rated against each of the **Principle into action statements** using a simple colour or number system:

		Colour	Rating
Blue	1		There is clear evidence that the actions taken have improved outcomes for families and children. The Standard set by the **Principle into action statement** is being met or exceeded.
Green	2		Progress is being made. There is a plan to improve service provision and some action has already been taken as part of that plan to improve this aspect of service provision.
Amber	3		Issues have been identified and action to address issues is planned.
Red	4		An area of challenge to be addressed. No evidence that the standard set by the **Principle into action statement** has been met and no action plan has been formulated.

When the material is being used for the first time, enter a number or colour in the **Rating now** column. Where the material is being revisited as a core part of service planning and improvement, change the rating in the first column, enter '**Yes**' in the **Change?** Column, and then add a statement about the changed rating in the **Comments** section – for example, *'Moved from red (September 2012) to amber, in March 2013'*.

Early Support

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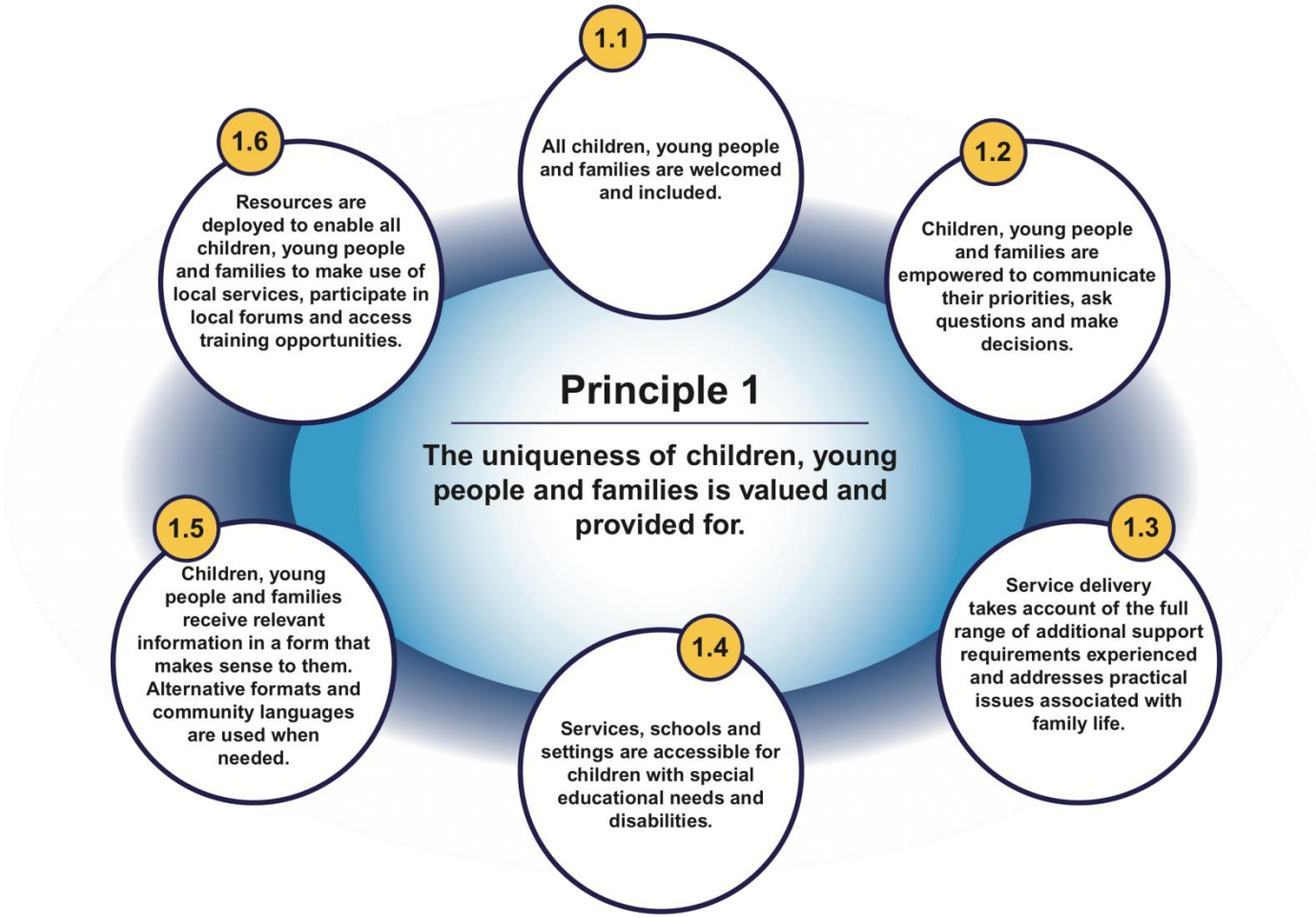
Multi Agency Planning and Improvement Tool
Service improvement planning and development charts


1.1
All children, young people and families are welcomed and included.
1.2
Children, young people and families are empowered to communicate their priorities, ask questions and make decisions.
1.3
Service delivery takes account of the full range of additional support requirements experienced and addresses practical issues associated with family life.
1.4
Services, schools and settings are accessible for children with special educational needs and disabilities.
1.5
Children, young people and families receive relevant information in a form that makes sense to them. Alternative formats and community languages are used when needed.
1.6
Resources are deployed to enable all children, young people and families to make use of local services, participate in local forums and access training opportunities.
Principle 1
The uniqueness of children, young people and families is valued and provided for.

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Principle 1

The uniqueness of children, young people and families is valued and provided for.

Links to…

‘The needs of children, young people and their families will be met when:

- parents can rely on services that are accessible, equitable, comprehensive, sustainable and flexible for all children and young people with a nursing need regardless of geography or diagnosis;
- there is no discrimination on the grounds of race, disability, gender, age, sexual orientation, religion or belief…’

NHS at Home: Community Children’s Nursing Services (2011)

‘Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.’

Development matters in the Early Years Foundation Stage (2012)

‘Teachers have a professional responsibility to teach children – including children with SEND. The parents of children with SEND will have experienced, and be experiencing, complicated feelings about their child. In all likelihood it will be very difficult, and counterproductive, to attempt to entirely separate these feelings from the task of engaging with the parent in raising the child’s academic and social achievement.’

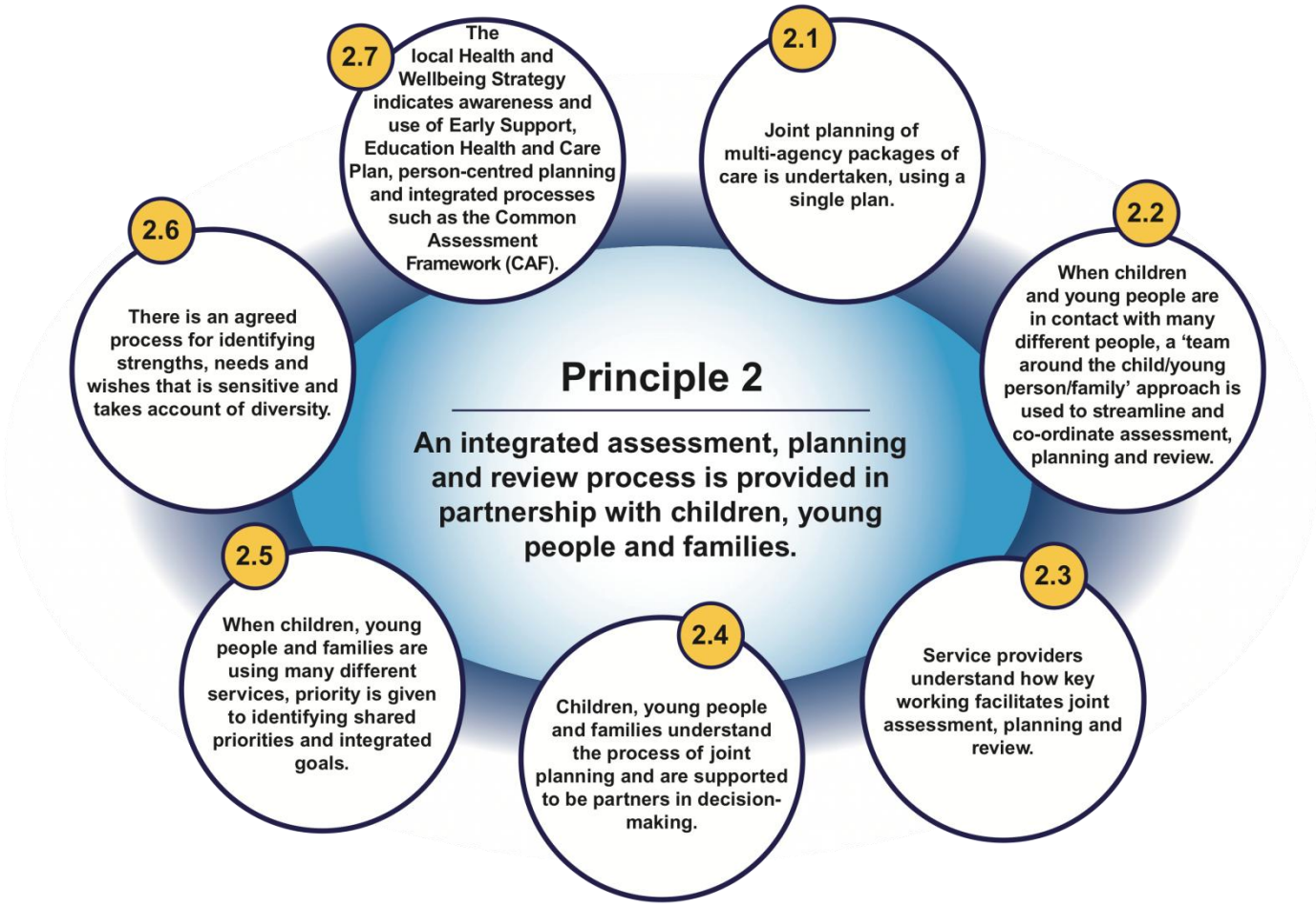
Achievement for All
The Structured Conversation: Handbook to support training (2009)

‘Local Health Watches will need to truly reflect the communities they serve, taking steps to increase participation of under-represented groups where necessary.’

The Public Sector Equality Duty: a way forward for the health sector (2011) Equalities and Human Rights Commission

1	The uniqueness of children, young people and families is valued and provided for.		
1.1	**All children, young people and families are welcomed and included.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
1.2	**Children, young people and families are empowered to communicate their priorities, ask questions and make decisions.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
1.3	**Service delivery takes account of the full range of additional support requirements experienced and addresses practical issues associated with family life.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

1	**The uniqueness of children, young people and families is valued and provided for.**		
1.4	**Services, schools and settings are accessible for children with special educational needs and disabilities.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
1.5	**Children, young people and families receive relevant information in a form that makes sense to them. Alternative formats and community languages are used when needed.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
1.6	**Resources are deployed to enable all children, young people and families to make use of local services, participate in local forums and access training opportunities.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		


Principle 2
An integrated assessment, planning and review process is provided in partnership with children, young people and families.
2.1
Joint planning of multi-agency packages of care is undertaken, using a single plan.
2.2
When children and young people are in contact with many different people, a 'team around the child/young person/family' approach is used to streamline and co-ordinate assessment, planning and review.
2.3
Service providers understand how key working facilitates joint assessment, planning and review.
2.4
Children, young people and families understand the process of joint planning and are supported to be partners in decision-making.
2.5
When children, young people and families are using many different services, priority is given to identifying shared priorities and integrated goals.
2.6
There is an agreed process for identifying strengths, needs and wishes that is sensitive and takes account of diversity.
2.7
The local Health and Wellbeing Strategy indicates awareness and use of Early Support, Education Health and Care Plan, person-centred planning and integrated processes such as the Common Assessment Framework (CAF).

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Principle 2

An integrated assessment, planning and review process is provided in partnership with children, young people and families.

Links to…

‘It is important to avoid a ‘tick box approach’ when undertaking a health and development review, and it should always be undertaken in partnership with parents. Parents want a process that recognises their strengths, concerns and aspirations for their child. Health professionals need to … ensure that the goals of the CHPP are aligned with the goals of the parents – while not losing the focus of the review.’
Child Health Promotion Programme 2008

‘Use person-centred planning and reviews to inform support planning and ensure individual budgets lead to life outcomes for young people.’
10 key **ideas (2012) Preparation for Adulthood**

‘By 2014, children and young people who would currently have a statement of SEN or learning difficulty assessment will have a single assessment process and ‘Education, Health and Care Plan’ for their support from birth to 25.’
Support and aspiration: a new approach to special educational needs and disability Government Green Paper (2011)

‘Services will work together with the family to agree a straightforward, single plan that reflects the family’s ambitions for their child from early years to adulthood, which is reviewed regularly to reflect their changing needs, and is clear about who is responsible for provision.’
Support and aspiration: a new approach to special educational needs and disability
Government Green Paper (2011)

‘Our White Paper declaration, ‘no decision about me without me’ aspires to an NHS where patients are involved fully in their own care, with decisions made in partnership with clinicians, rather than by clinicians alone.’
Government response to the Future Forum report (2011)

‘Every family should receive a multi-agency assessment of their needs as soon as possible after diagnosis or recognition, and should have their needs reviewed at appropriate intervals.’
ACT Care Pathway Standard 3

2	**An integrated assessment, planning and review process is provided in partnership with children, young people and families.**		
2.1	**Joint planning of multi-agency packages of care is undertaken, using a single plan.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
2.2	**When children and young people are in contact with many different people, a 'team around the child/ young person/family' approach is used to streamline and co-ordinate assessment, planning and review**.	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
2.3	**Service providers understand how key working facilitates joint assessment, planning and review.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

2	**An integrated assessment, planning and review process is provided in partnership with children, young people and families.**		
2.4	**Children, young people and families understand the process of joint planning and are supported to be partners in decision-making.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
2.5	**When children, young people and families are using many different services, priority is given to identifying shared priorities and integrated goals.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
2.6	**There is an agreed process for identifying strengths, needs and wishes that is sensitive and takes account of diversity.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

2	**An integrated assessment, planning and review process is provided in partnership with children, young people and families.**		
2.7	**The local Health and Wellbeing Strategy indicates awareness and use of Early Support, Education Health and Care Plan, person-centred planning and integrated processes such as the Common Assessment Framework (CAF).**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

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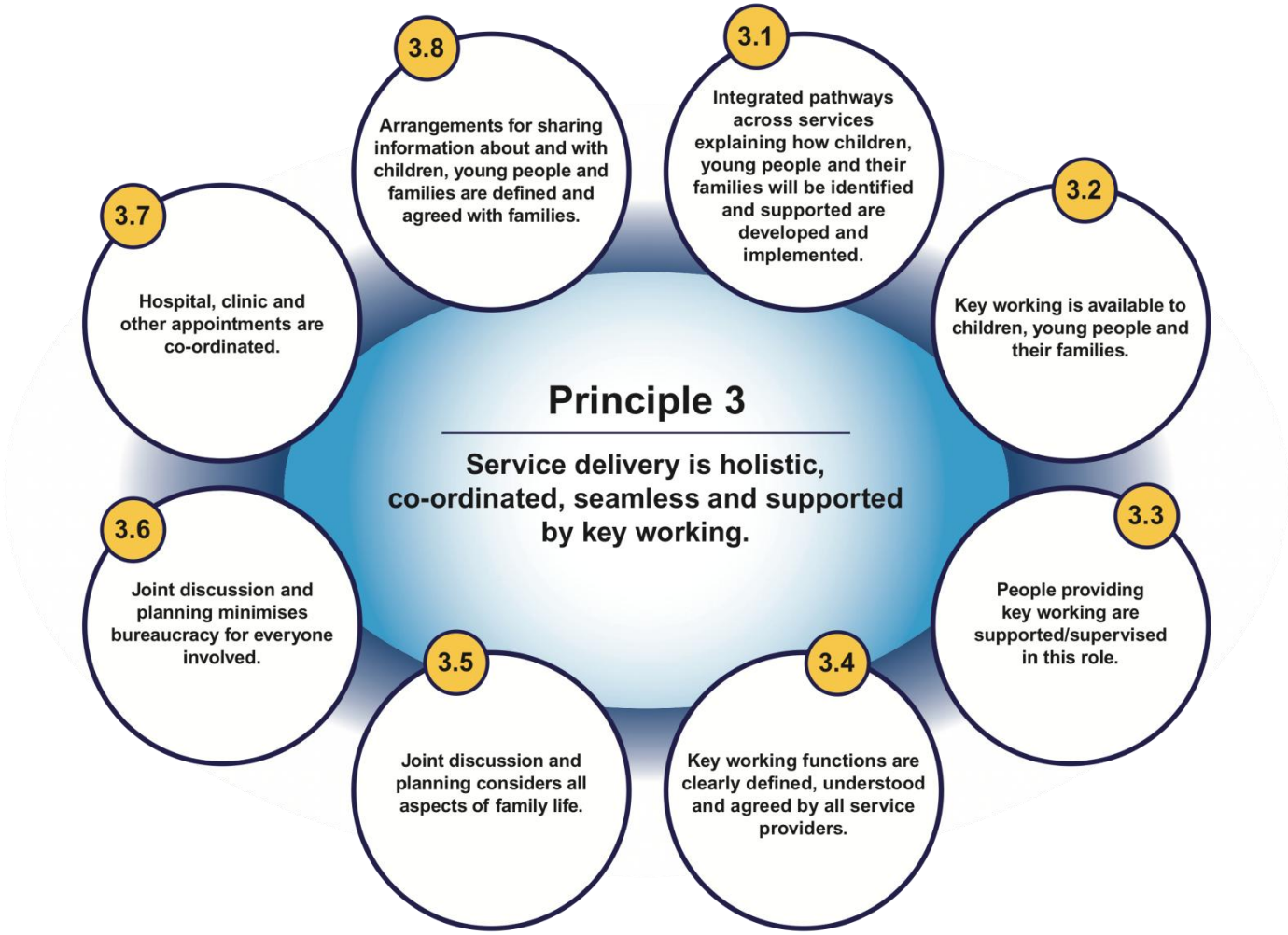

Early Support
for children, young people and families

Principle 3

Service delivery is holistic, co-ordinated, seamless and supported by key working.

Links to…

‘To improve the experiences of children, young people and their families, care needs to be delivered across integrated pathways of services: primary, secondary and in some cases tertiary care; transition into adult services; and health, children’s social care, education and housing services.’
NHS at Home: Community Children’s Nursing Services (2011)

‘Problems with joint working locally are not solved in Whitehall but by individuals, professionals and organisations taking responsibility for devising solutions and achieving the right outcomes for children and families locally. This works best within a clear framework of responsibilities.’
Achieving equity and excellence for children (2011)

‘Parents with disabled children are likely to face higher levels of stress and they value the practical and emotional support of a key worker. Key workers can help to reduce this stress, help parents to navigate the system and help them agree the right support for their child.’
Support and aspiration: a new approach to special educational needs and disability
Government Green Paper (2011)

‘The children and young people’s continuing care process requires a whole system approach that should be reflected in an integrated continuing care pathway. This will ensure that:

- primary, secondary or tertiary care is co-ordinated;
- the need to refer to local authority children’s and young people’s services is identified, if not being met already; and
- appropriate referrals to or input from specialist assessments, such as those by Child and Adolescent Mental Health Services, are made.’

National Framework for Children and Young People’s Continuing Care (2010)

3	**Service delivery is holistic, co-ordinated, seamless and supported by key working.**		
3.1	**Integrated pathways across services explaining how children, young people and their families will be identified and supported are developed and implemented.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
3.2	**Key working is available to children, young people and their families.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
3.3	**People providing key working are supported/supervised in this role.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

3	**Service delivery is holistic, co-ordinated, seamless and supported by key working.**		
3.4	**Key working functions are clearly defined, understood and agreed by all service providers.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
3.5	**Joint discussion and planning considers all aspects of family life**.	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
3.6	**Joint discussion and planning minimises bureaucracy for everyone involved.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

3	**Service delivery is holistic, co-ordinated, seamless and supported by key working.**		
3.7	**Hospital, clinic and other appointments are co-ordinated.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
3.8	**Arrangements for sharing information about and with children, young people and families are defined and agreed with families.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

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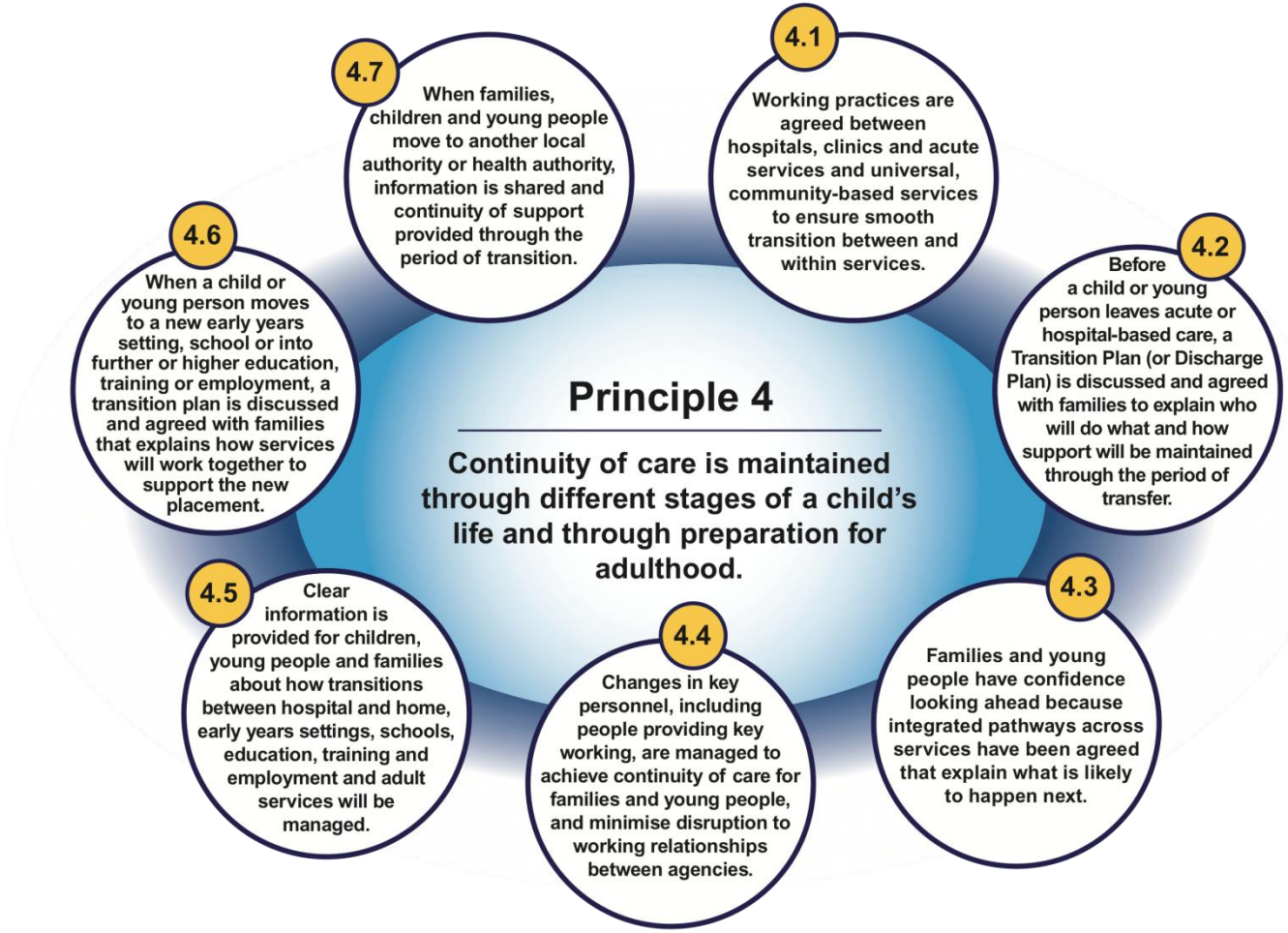

Early Support
for children, young people and families

Principle 4

Continuity of care is maintained through different stages of a child's life and through preparation for adulthood.

Links to…

'Successful transition involves ensuring that services are properly planned so that the young person can move seamlessly into adult care at a time appropriate to them and their family. The successful transition process will:

- start early;
- be flexible;
- be individually tailored to meet the needs of the young person and family; and
- continue, if necessary, following the transfer to adult care.'

Better care: Better Lives
Improving outcomes and experiences for children, young people and their families living with life-limiting and life-threatening conditions (2008)

'Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs… to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.'

Statutory Framework for the Early Years Foundation Stage (2012)

4	**Continuity of care is maintained through different stages of a child's life and through preparation for adulthood.**		
4.1	**Working practices are agreed between hospitals, clinics and acute services and universal, community-based services to ensure smooth transition between and within services.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
4.2	**Before a child or young person leaves acute or hospital-based care, a Transition Plan (or Discharge Plan) is discussed and agreed with families to explain who will do what and how support will be maintained through the period of transfer.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
4.3	**Families and young people have confidence looking ahead because integrated pathways across services have been agreed that explain what is likely to happen next.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

4	**Continuity of care is maintained through different stages of a child's life and through preparation for adulthood.**		
4.4	**Changes in key personnel, including people providing key working, are managed to achieve continuity of care for families and young people, and minimise disruption to working relationships between agencies.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
4.5	**Clear information is provided for children, young people and families about how transitions between hospital and home, early years settings, schools, education, training and employment and adult services will be managed.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
4.6	**When a child or young person moves to a new early years setting, school or into further or higher education, training or employment, a transition plan is discussed and agreed with families that explains how services will work together to support the new placement.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

4	**Continuity of care is maintained through different stages of a child's life and through preparation for adulthood.**		
4.7	**When families, children and young people move to another local authority or health authority, information is shared and continuity of support provided through the period of transition.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

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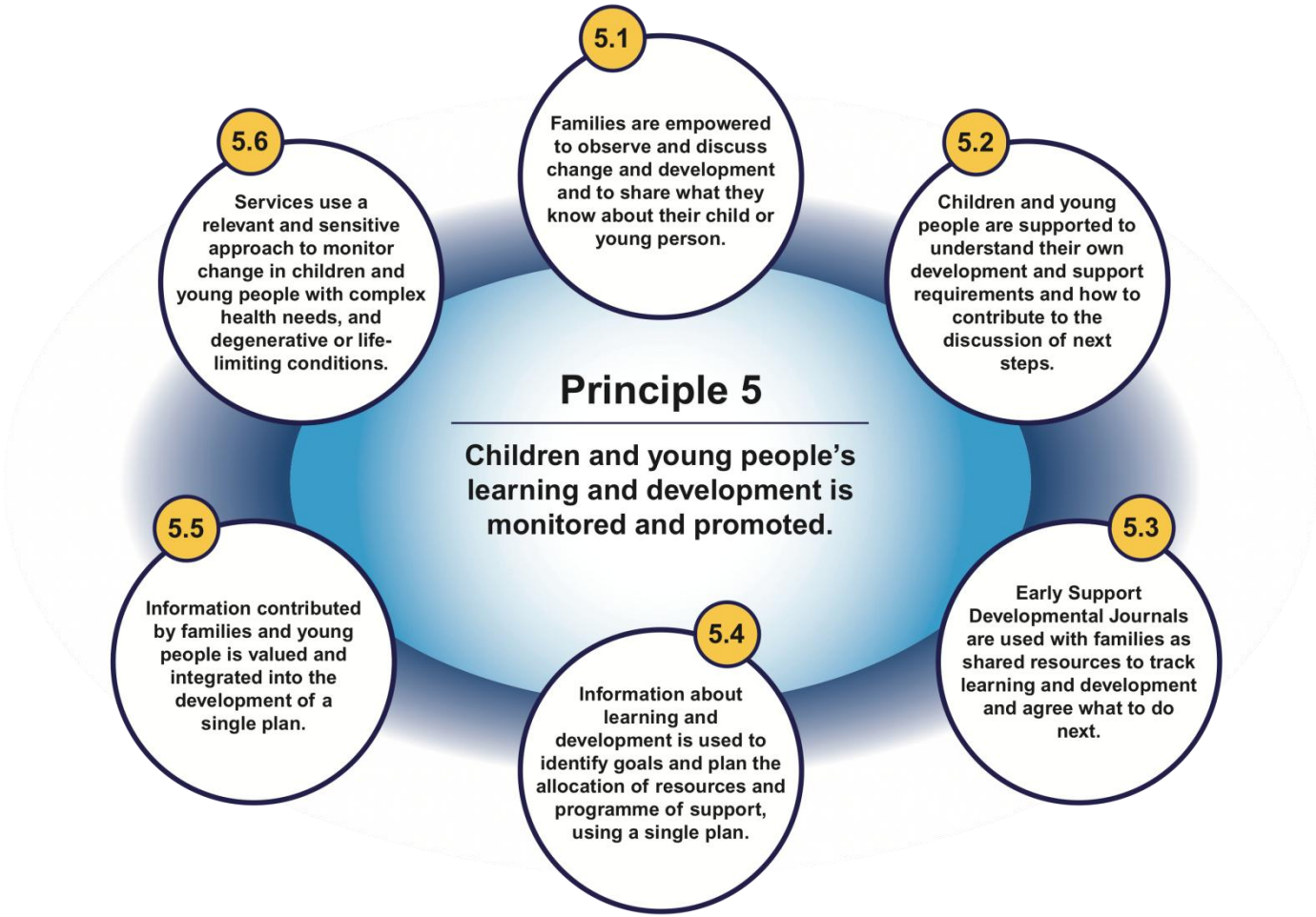

Early Support
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Principle 5

Children and young people's learning and development is monitored and promoted.

Links to…

'A starting point for all assessment should be an acknowledgement that parents know their children best. They are their child's first and most enduring educators, with in-depth knowledge of their child's, physical, emotional and language development over time. This knowledge should be reflected in both on-going dialogue and in the progress check.'
The EYFS progress check at age 2 (2012)

'When developing the guidance we consulted widely on the principles that underpin action to promote the progress of learners with SEN/LDD. Emerging from that consultation, and amended in the light of it, are three principles:

1. High expectations are key to securing good progress.
2. Accurate assessment is essential to securing and measuring pupil progress.
3. Age and prior attainment are the starting points for developing expectations of pupil progress.'

Progression Guidance 2009-10
The National Strategies

'SEN should not be used as a label or as an excuse for failing to understand the challenges to achieving their potential that some pupils face.'
Support and aspiration: a new approach to special educational needs and disability
Government Green Paper (2011)

'When evaluating the achievement of pupils, inspectors **must** consider… how well disabled pupils and those who have special educational needs have achieved since joining the school.'
Framework for School Inspection
The evaluation schedule for the inspection of maintained schools and academies (2012)

5	**Children and young people's learning and development is monitored and promoted.**		
5.1	**Families are empowered to observe and discuss change and development and to share what they know about their child or young person.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
5.2	**Children and young people are supported to understand their own development and support requirements and how to contribute to the discussion of next steps.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
5.3	**Early Support Developmental Journals are used with families as shared resources to track learning and development and agree what to do next.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

5.4	**Information about learning and development is used to identify goals and plan the allocation of resources and programme of support, using a single plan.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
5.5	**Information contributed by families and young people is valued and integrated into the development of a single plan.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
5.6	**Services use a relevant and sensitive approach to monitor change in children and young people with complex health needs, and degenerative or life-limiting conditions.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

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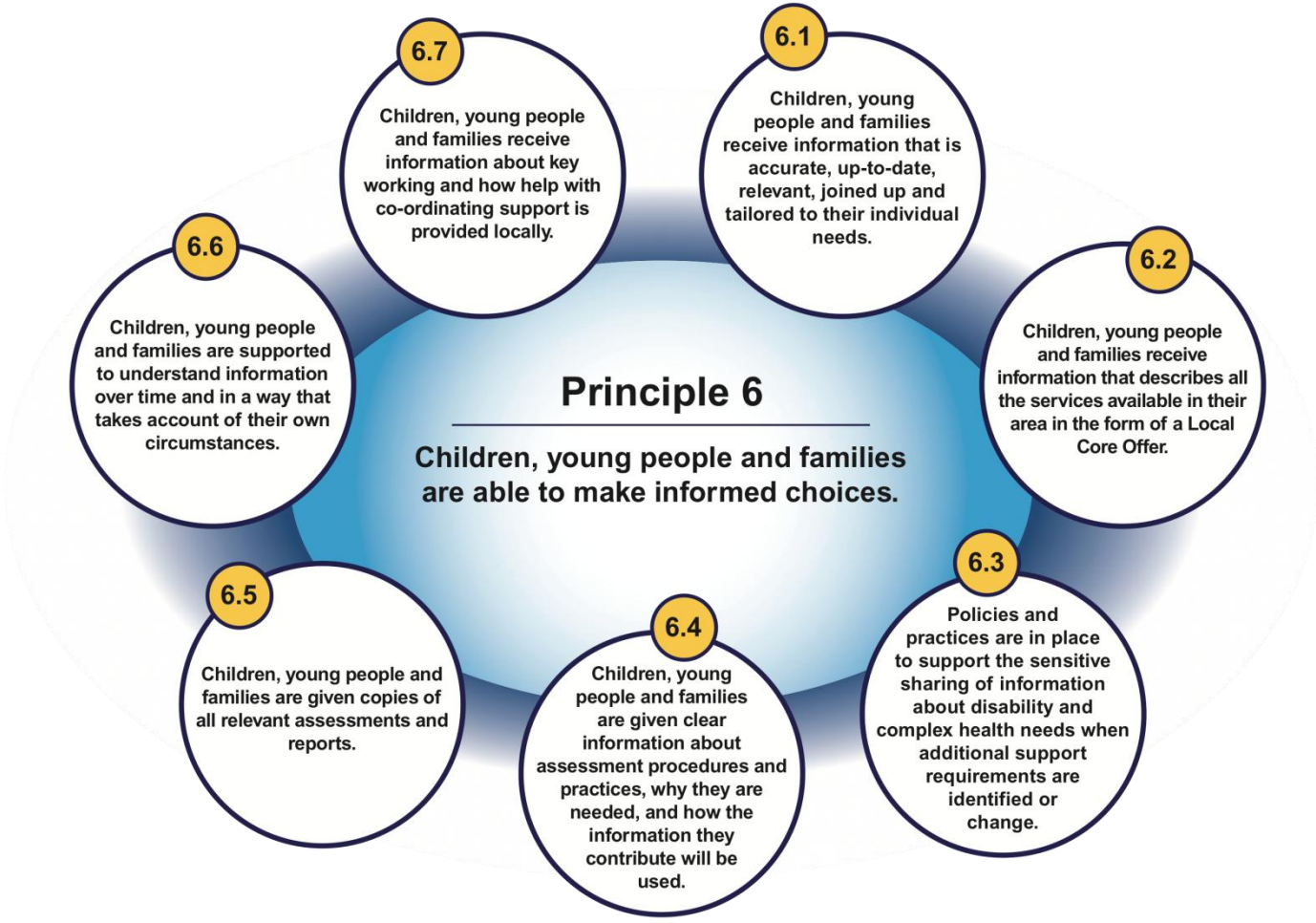

Early Support
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Principle 6

Children, young people and families are able to make informed choices.

Links to…

‘Every family should receive the news of their child’s prognosis in a face-to-face discussion in privacy and should be treated with respect, honesty and sensitivity. Information should be provided for the child and family in language that they can understand.’
ACT Care Pathway Standard 1

‘It is vital that children and young people are involved in decisions about their care. As we make clear in *Equity and excellence: Liberating the NHS,* there should be *no decision about me without me*. Shared decision making relies on good information and a culture that enables patients and carers to make use of it. Choice, control, personalised care, collective voice and ensuring equity all depend on children, young people and families having reliable, salient information available to them.’
Achieving equity and excellence for children (2011)

‘Develop information with families and young people themselves.’

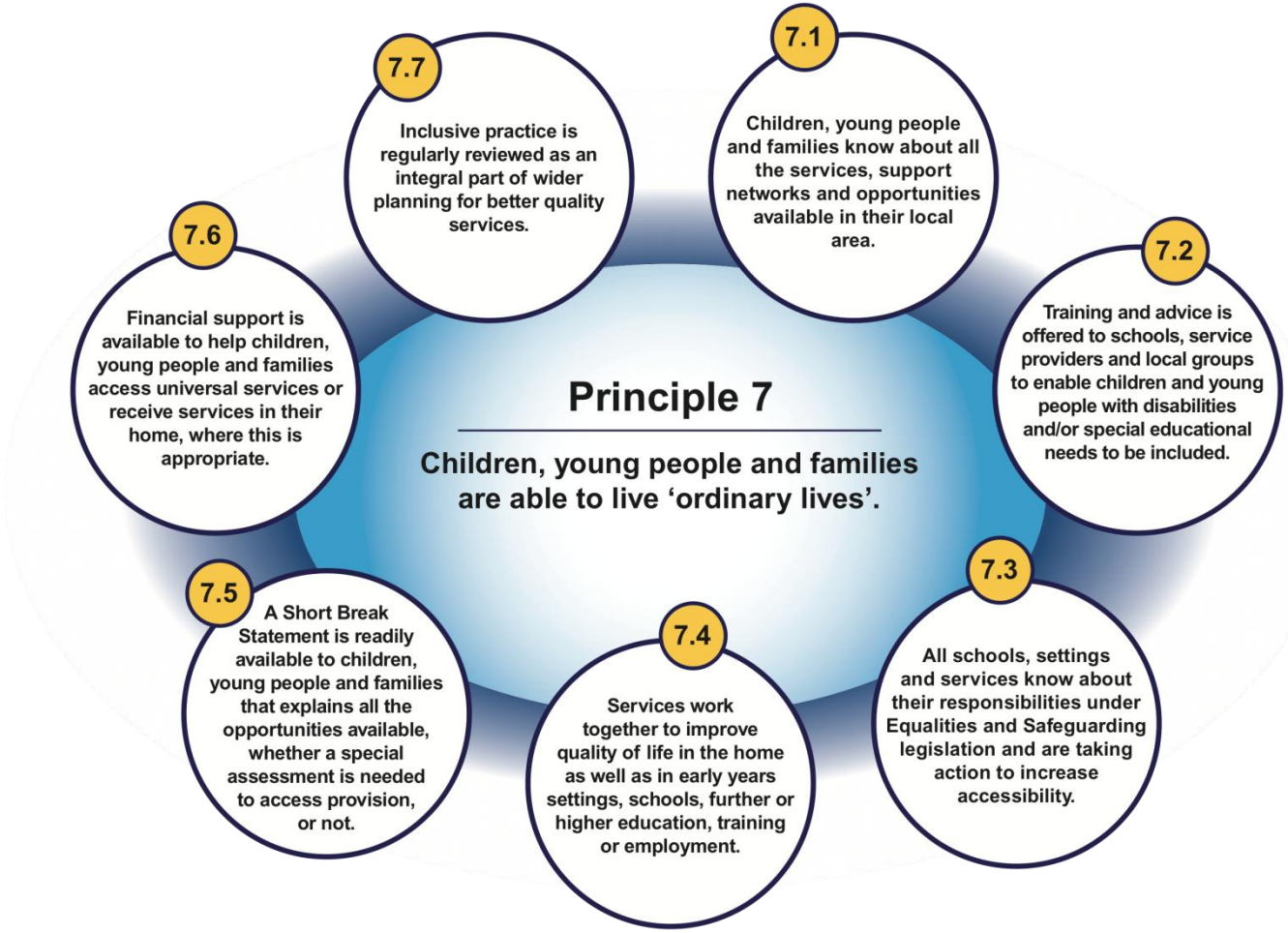
‘Raise aspirations for a fulfilling adult life by sharing clear information about what has already worked for others.’
10 key ideas (2012)
Preparation for Adulthood

‘For parents to be empowered to take greater control over their support, they need to be clear about their options and understand how decisions are made that affect their child’s support… We propose to ensure that local authorities set out a local offer of the support that is available for children with SEN or who are disabled and their families, and from whom.’
Support and aspiration: a new approach to special educational needs and disability
Government Green Paper (2011)

6	**Children, young people and families are able to make informed choices.**		
6.1	**Children, young people and families receive information that is accurate, up-to-date, relevant, joined up and tailored to their individual needs.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
6.2	**Children, young people and families receive information that describes all the services available in their area in the form of a Local Core Offer.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
6.3	**Policies and practices are in place to support the sensitive sharing of information about disability and complex health needs when additional support requirements are identified or change.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

6	**Children, young people and families are able to make informed choices.**		
6.4	**Children, young people and families are given clear information about assessment procedures and practices, why they are needed, and how the information they contribute will be used.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
6.5	**Children, young people and families are given copies of all relevant assessments and reports.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
6.6	**Children, young people and families are supported to understand information over time and in a way that takes account of their own circumstances.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

6	Children, young people and families are able to make informed choices.		
6.7	**Children, young people and families receive information about key working and how help with co-ordinating support is provided locally.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		


7.1
Children, young people and families know about all the services, support networks and opportunities available in their local area.
7.2
Training and advice is offered to schools, service providers and local groups to enable children and young people with disabilities and/or special educational needs to be included.
7.3
All schools, settings and services know about their responsibilities under Equalities and Safeguarding legislation and are taking action to increase accessibility.
7.4
Services work together to improve quality of life in the home as well as in early years settings, schools, further or higher education, training or employment.
7.5
A Short Break Statement is readily available to children, young people and families that explains all the opportunities available, whether a special assessment is needed to access provision, or not.
7.6
Financial support is available to help children, young people and families access universal services or receive services in their home, where this is appropriate.
7.7
Inclusive practice is regularly reviewed as an integral part of wider planning for better quality services.
Principle 7
Children, young people and families are able to live 'ordinary lives'.

Early Support
for children, young people and families

Principle 7

Wherever possible, families, children and young people are able to live 'ordinary lives'.

Links to…

'It may be difficult / inappropriate to expect all children to access inclusive services, but properly funded inclusion should become a normal choice for younger children and remain the norm as they become older. All mainstream services should be encouraged to be pro-active in inviting Disabled children.'
Strategies for inclusion
PIP Briefing paper (Kids 2008)

'A mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.'
UN Convention on the Rights of the Child (1989)
Article 23

'School inspection … encourages high-quality provision that meets diverse needs and fosters equality. School inspections will… focus on pupils' and parents' and carers' needs by…encouraging schools to strive to meet the diverse needs of all pupils.'
Ofsted Framework for School Inspection (2012)

'Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities. The policy should cover: how the individual needs of all children will be met (including how those children who are disabled or have special educational needs, will be included, valued and supported, and how reasonable adjustments will be made for them); the name of the Special Educational Needs Co-ordinator (in group provision); arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others.'
Statutory Framework for the Early Years Foundation Stage (2012)

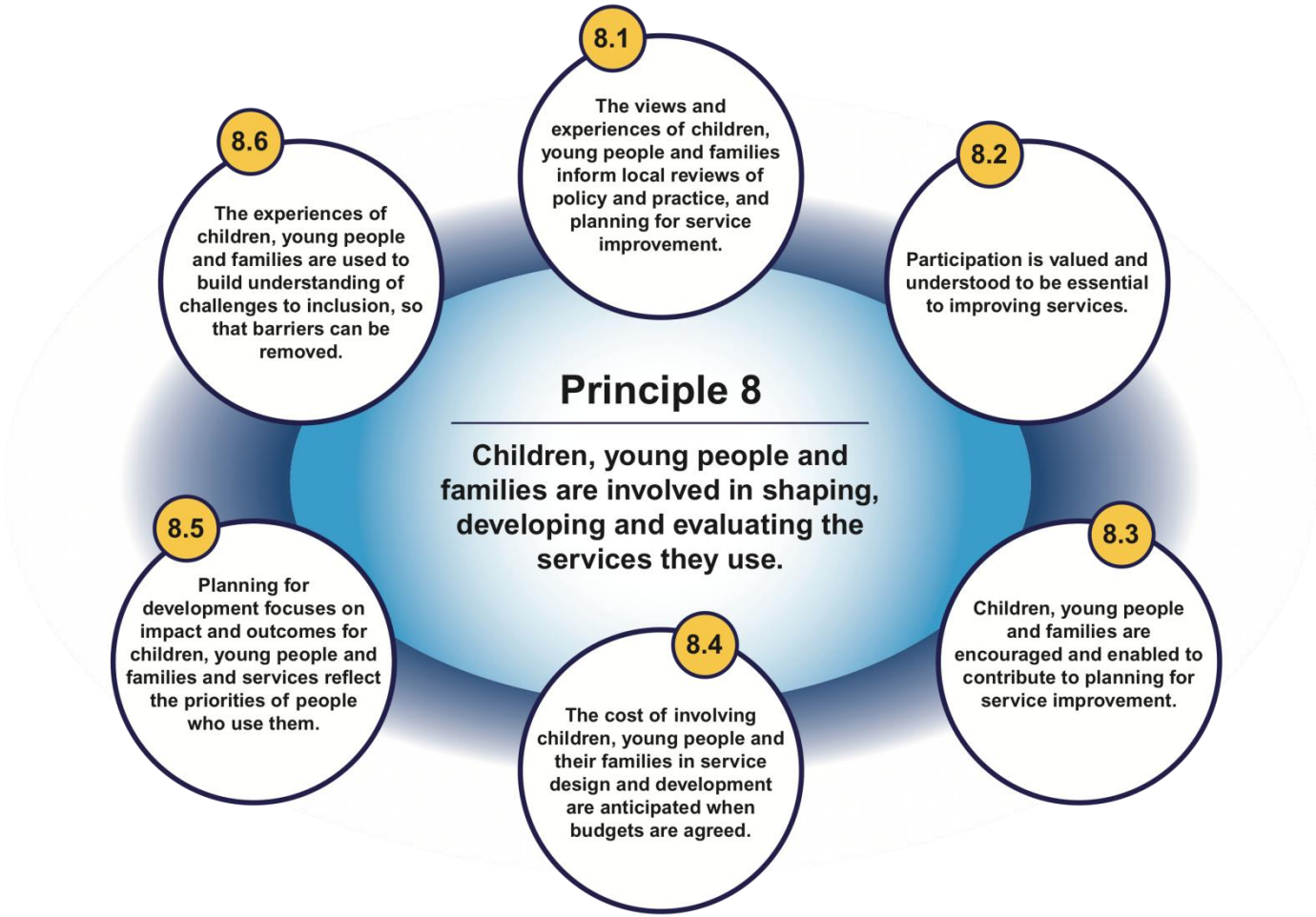
'Think inclusion and keep focused on life outcomes'.
10 key ideas (2012)
Preparation for Adulthood

7	**Wherever possible, families, children and young people are able to live 'ordinary lives'.**		
7.1	**Children, young people and families know about all the services, support networks and opportunities available in their local area.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
7.2	**Training and advice is offered to schools, service providers and local groups to enable children and young people with disabilities and/or special educational needs to be included.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
7.3	**All schools, settings and services know about their responsibilities under Equalities and Safeguarding legislation and are taking action to increase accessibility.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

7	**Wherever possible, families, children and young people are able to live 'ordinary lives'.**		
7.4	**Services work together to improve quality of life in the home as well as in early years settings, schools, further or higher education, training or employment.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
7.5	**A Short Break Statement is readily available to children, young people and families that explains all the opportunities available, whether a special assessment is needed to access provision, or not.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
7.6	**Financial support is available to help children, young people and families access universal services or receive services in their home, where this is appropriate.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

7	**Wherever possible, families, children and young people are able to live 'ordinary lives'.**		
7.7	**Inclusive practice is regularly reviewed as an integral part of wider planning for better quality services.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

Early Support
for children, young people and families



Early Support
for children, young people and families

Principle 8

Children, young people and families are involved in shaping, developing and evaluating the services they use.

Links to…

‘If we are to meet the needs of children, young people, families and carers, it is vital that we listen to them in designing services, gather information on their experiences and priorities, provide them with the accessible information that they need to make choices about their care, and involve them in decision making.’
Achieving equity and excellence for children (2011)

‘People who use services are often the best judge of the quality of the service and whether it meets their needs.’
Joint Strategic Needs Assessment: a springboard for action (2011)
Local Government Improvement and Development

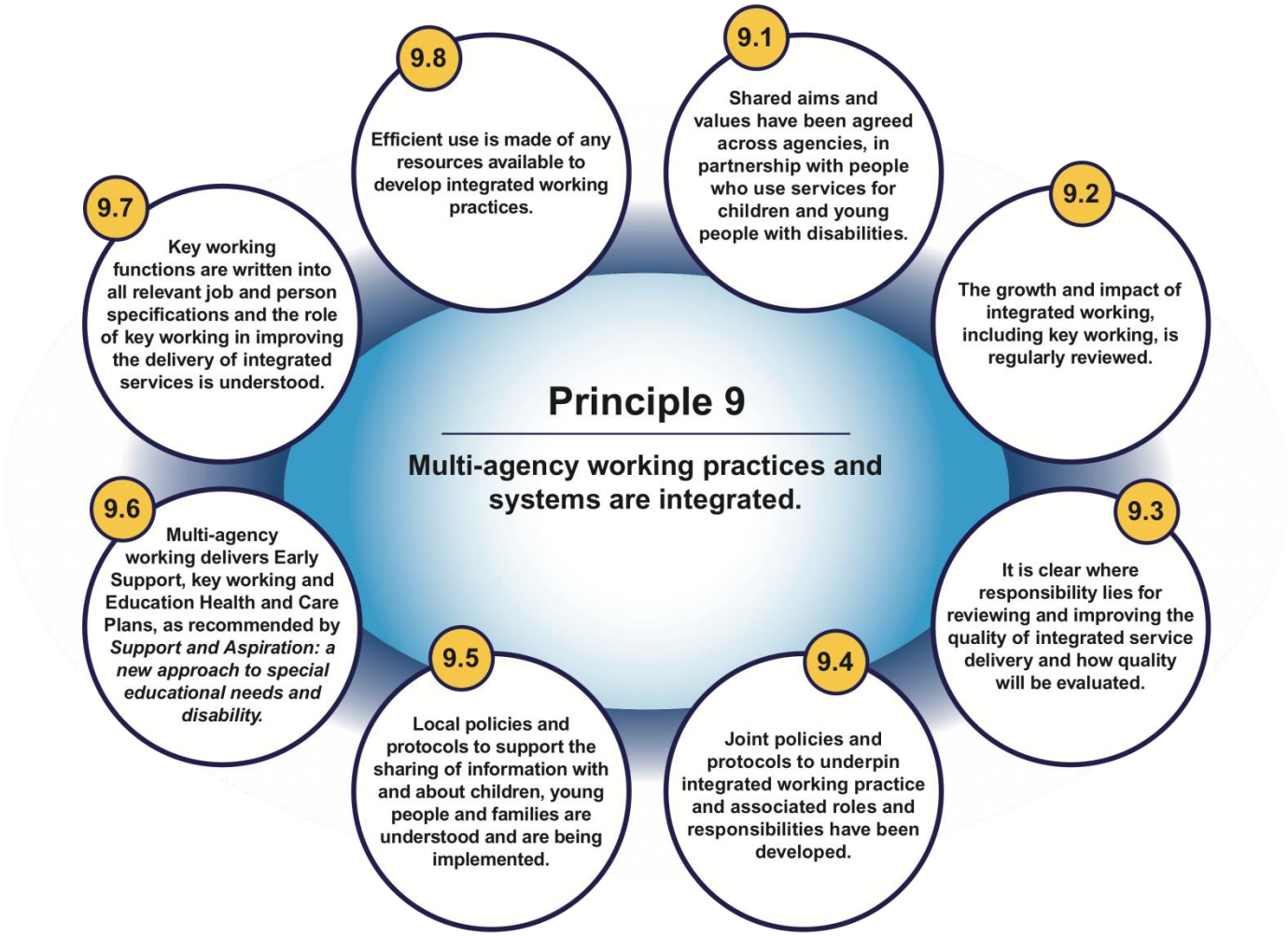
Co-production: Active production of solutions (for example, design of services) by the people who may use them alongside those who have traditionally provided or arranged them. It emphasizes that people have assets to contribute, rather than simply needs that must be met.’
Joint Strategic Needs Assessment: a springboard for action (2011)
Local Government Improvement and Development

‘Ensure the experience of young people and their families inform strategic planning and commissioning by using approaches such as working Together for Change.’
10 key ideas (2012)
Preparation for Adulthood

8	**Children, young people and families are involved in shaping, developing and evaluating the services they use.**		
8.1	**The views and experiences of children, young people and families inform local reviews of policy and practice, and planning for service improvement.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
8.2	**Participation is valued and understood to be essential to improving services.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
8.3	**Children, young people and families are encouraged and enabled to contribute to planning for service improvement.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

8	**Children, young people and families are involved in shaping, developing and evaluating the services they use.**		
8.4	**The cost of involving children, young people and their families in service design and development are anticipated when budgets are agreed.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
8.5	**Planning for development focuses on impact and outcomes for children, young people and families and services reflect the priorities of people who use them.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
8.6	**The experiences of children, young people and families are used to build understanding of challenges to inclusion, so that barriers can be removed.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

Early Support
for children, young people and families



Early Support
for children, young people and families

Principle 9

Multi-agency working practices and systems are integrated.

Links to…

‘Integration is particularly important for families with disabled children because, unlike other patients, they often use a range of services and meet many different people. Like other patients with long-term conditions, they are disproportionately and negatively impacted by a system that does not routinely organise services around them, and expect individual practitioners (only some of whom will be healthcare practitioners) to work as a team.’

Disabled Children and Health Reform
Every Disabled Child Matters (2011)

‘Parents tell us that when individual services and agencies work together effectively, it can make a real difference to families’ experience and the quality of the support they receive, including how their needs are assessed... This is why, as we have set out earlier in this Green Paper, we propose to explore how professionals can work together to assess children’s SEN, to plan how to provide the full range of support, and to provide parents with greater control over services for their family, including through a key worker and a personal budget.’

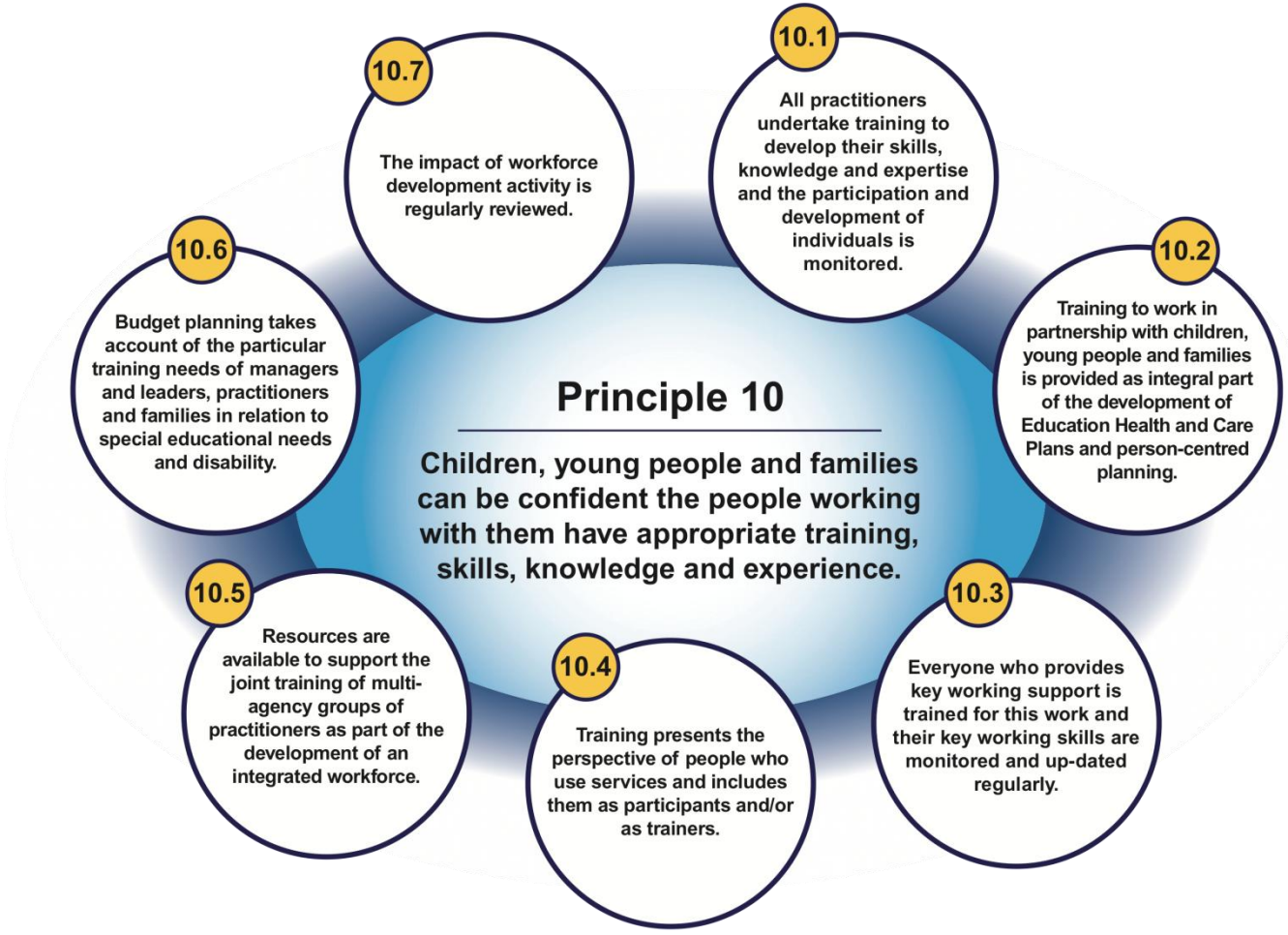
Support and aspiration: a new approach to special educational needs and disability
Government Green Paper (2011)

9	Multi-agency working practices and systems are integrated.		
9.1	**Shared aims and values have been agreed across agencies, in partnership with people who use services for children and young people with disabilities.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
9.2	**The growth and impact of integrated working, including key working, is regularly reviewed.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
9.3	**It is clear where responsibility lies for reviewing and improving the quality of integrated service delivery and how quality will be evaluated.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

9	Multi-agency working practices and systems are integrated.		
9.4	**Joint policies and protocols to underpin integrated working practice and associated roles and responsibilities have been developed.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
9.5	**Local policies and protocols to support the sharing of information with and about children, young people and families are understood and are being implemented.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
9.6	**Multi-agency working delivers Early Support, key working and Education Health and Care Plans, as recommended by *Support and Aspiration: a new approach to special educational needs and disability*.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

9	Multi-agency working practices and systems are integrated.		
9.7	**Key working functions are written into all relevant job and person specifications and the role of key working in improving the delivery of integrated services is understood.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
9.8	**Efficient use is made of any resources available to develop integrated working practices.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

Early Support
for children, young people and families



Early Support
for children, young people and families

Principle 10

Children, young people and families can be confident the people working with them have appropriate training, skills, knowledge and experience.

Links to…

‘Effective plans for workforce development need to reflect a broad range of views from patients and professionals working at all levels and across the NHS, public health and social care. They should be truly integrated across the professions, developing the values and skills that patients depend on from the whole workforce – not only clinical training.’
Government response to the Future Forum report (2011)

‘Solutions to children’s learning difficulties lie with teachers who are confident that they have or can access the skills and expertise that they need to promote children’s progress and secure the best possible outcomes for them. We need our best teachers deployed to help those who are having the greatest difficulty in learning.’
Lamb Inquiry: Special Educational Needs and Parental Confidence (2009)

‘Children, young people and their families need access to appropriately trained and qualified professionals in all services, including primary care. Many non-specialist services and professionals will see far fewer children and young people than adults, and some illnesses in children, particularly very young children, can be challenging to identify or diagnose. So training and education in dealing with children and young people are particularly important.’
Achieving equity and excellence for children (2011)

‘International evidence shows that the most important factor in effective school system is the quality of teachers and teaching. For those children that face the greatest educational challenges, high quality teachers trained to support pupils with a wide range of SEN will be the most powerful way to drive up attainment.’
Support and Aspiration: A new approach to special educational needs and disability (2011)

10	**Children, young people and families can be confident the people working with them have appropriate training, skills, knowledge and experience.**		
10.1	**All practitioners undertake training to develop their skills, knowledge and expertise and the participation and development of individuals is monitored.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
10.2	**Training to work in partnership with children, young people and families is provided as integral part of the development of Education Health and Care Plans and person-centred planning.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
10.3	**Everyone who provides key working support is trained for this work and their key working skills are monitored and up-dated regularly.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

10	Children, young people and families can be confident the people working with them have appropriate training, skills, knowledge and experience.		
10.4	**Training presents the perspective of people who use services and includes them as participants and/or as trainers.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
10.5	**Resources are available to support the joint training of multi-agency groups of practitioners as part of the development of an integrated workforce.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		
10.6	**Budget planning takes account of the particular training needs of managers and leaders, practitioners and families in relation to special educational needs and disability.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

10	Children, young people and families can be confident the people working with them have appropriate training, skills, knowledge and experience.		
10.7	**The impact of workforce development activity is regularly reviewed.**	**Rating now**	**Change?**
	Evidence		
	Comments		
	Actions (Who will do what, by when?)		

Service improvement planning and development charts

MAPIT was up-dated and revised in the context set by:

ACT	*The ACT Integrated Multi-agency Care Pathway for Children with Life-Threatening and Life-Limiting Conditions*.	2004
ACT	*A Guide to the development of Children's Palliative Care Services*	2009
British Association for Community Child Health (BACCH)	*The meaning of 'integrated care' for children and families in the UK Position Statement*	2012
Children's Workforce Development Council	*Early identification, assessment of needs and intervention* *The Common Assessment Framework for children and young people* *A guide for managers*	2009
Children's Workforce Development Council	*Early identification, assessment of needs and intervention* *The Common Assessment Framework for children and young people* *A guide for practitioners*	2009
Children's Workforce Development Council	*The Team Around the Child (TAC) and the lead professional: a guide for managers*	2009
Children's Workforce Development Council	*The Team Around the Child (TAC) and the lead professional: a guide for practitioners*	2009
Children's Workforce Development Council	*Integrated Working – the way forward*	2012
Department for Children Schools and Families	*Duty to provide information, advice and assistance: Guidance for local authorities Childcare Act 2006*	2008
Department for Children Schools and Families	*Achievement for All: The Structured Conversation* *Handbook to support training*	2009
Department for Education	*Draft Revised Early Years Foundation Stage*	2011
Department for Education	*Support and Aspiration: a new approach to special educational needs and disability – a consultation*	2011
Department for Education	*Short Breaks for Carers of Disabled Children: Advice for local authorities*	2011
Department of Health Department for Education and Skills	*The National Service Framework for Children, Young People and Maternity Services*	2004
Department of Health	*Guidance on Joint Strategic Needs Assessment*	2007
Department of Health	*Better Care: Better Lives* *Improving outcomes and experiences for children, young people and their families living with life-limiting and life-threatening conditions*	2008
Department of Health	*Child Health Promotion Programme – pregnancy and the first five years of life*	2008

Department of Health	*Working together for change: using person-centred information for commissioning*	2009
Department of Health	*National Framework for Children and Young People's Continuing Care*	2010
Department of Health	*Achieving equity and excellence for children: How liberating the NHS will help us meet the needs of children and young people*	2010
Department of Health	*NHS Outcomes Framework 2012/2013*	2011
Department of Health	*Government response to the NHS Future Forum report*	2011
Department of Health	*NHS at Home: Community Children's Nursing Services*	2011
Equalities and Human Rights Commission	*The Public Sector Equality Duty: a way forward for the health sector*	2011
Every Disabled Child Matters	*Disabled Children and Health Reform: Questions, Challenges and Opportunities*	2011
Local Government Improvement and Development	*Joint Strategic Needs Assessment: a springboard for action*	2011
Medical Conditions in Schools Alliance	*Medical Conditions at School Policy*	2007
National Parent Partnership Network	*Parent Partnership Services - increasing parental confidence Exemplification of minimum standards for PPS and Local Authorities*	2010
The National Strategies	Progression *guidance 2009-10*	2009
National Transition Support Team	*TransMap: from theory into practice*	2009
NICE	*NICE Quality Standard: Patient experience in adult NHS services*	2011
Ofsted	*The framework for school inspection*	2012
Ofsted	*The evaluation schedule for the inspection of maintained schools and academies*	2012
Preparing for Adulthood	*Ten Key Messages*	2012
United Nations	*UN Convention on the Rights of the Child*	1989
United Nations	*UN Convention on the Rights of Persons with Disabilities*	2006