

EARLY INTERVENTION AND PREVENTION STRATEGY FOR SUFFOLK

Introduction

1. Early intervention and prevention have been at the heart of the national and local change for children plan following the Children Act 2004 ("Every Child Matters") which brought all children's services together within each local authority and with all partner agencies through Children's Trusts.
2. The Early Intervention and Prevention Strategy brings all of the various initiatives together for the first time as a coherent whole. The implementation of the strategy will be through the Children's Trust's second Suffolk Children and Young People's Plan, 2009-2011. Outcomes will be monitored through the Children's Trust Partnership, and by the County Council, against national and local indicators set for each theme. Performance monitoring will be reported to the Children's Trust on a quarterly basis with an annual review. These indicators will be a key factor in the forthcoming Comprehensive Area Assessment (CAA).
3. In Suffolk there is a strong ambition for children and young people to succeed. It is essential to give them the best possible start in life and, whenever and wherever they experience problems, be able to provide flexible responses to ensure that support is given and initial problems do not become barriers that prevent children and young people achieving.
4. Over the last four years, all agencies have been working to bring together service strategies and priorities through the Suffolk Children's Trust Partnership, and to bring services together at a local level through the 18 Community Clusters.
5. The Children's Trust vision is:

"to enable all children and young people in Suffolk to aspire to, and achieve their full potential, giving them the basis for a successful life as active members of their community".
6. The National Children's Plan, "Building Brighter Futures", sets out the national strategic framework for the development and delivery of effective, integrated services for children and families over the next 10 years:

"Some children and young people, often from disadvantaged backgrounds, are still underachieving...too many children and young people suffer unhappy childhoods because of disadvantage or problems that are addressed or picked up too late". One of five principles that underpin the National Children's Plan states: "it is always better to prevent failure than to tackle a crisis later".
7. The Early Intervention and Prevention Strategy for Suffolk is designed to provide the framework within which all partners can co-operate, prioritise and co-ordinate their collective efforts. It will help to provide an equitable

coherent service that can identify and respond flexibly to potential difficulties and ensure wherever possible children and families can thrive.

8. Early Intervention and prevention are at the heart of what the Suffolk Children's Trust Partnership is seeking to achieve for children, young people and families in Suffolk. Improving outcomes will only be possible if the focus can be shifted from dealing with the consequences of difficulties in the lives of children and young people, to preventing things from going wrong in the first place.
9. The Early Intervention and Prevention Strategy underpins Suffolk's second Children & Young People's Plan, which sets out the Children's Trust's vision and aspirations for children, young people and their families for the next two years (2009-11). These aspirations are articulated through 11 priorities, based on an extensive needs assessment and consultation exercise, and are attached as Appendix 2.
10. The Children and Young People's Plan will drive the work of the Children's Trust Partnership, and its individual partner organisations, aligned to the five Every Child Matters outcomes:
 - Be Healthy
 - Stay Safe
 - Enjoy and Achieve
 - Make a Positive Contribution
 - Achieve Economic Well-being
11. Preventing problems or intervening as soon as they are identified is essential to support children's development and achievement. Well targeted early intervention is likely to lead to better outcomes later or improve a child's resilience against poor outcomes.
12. The Early Intervention and Prevention Strategy will help improve the way that schools, statutory services and partners in the voluntary and community sector work together for children, young people and families across the county. Indications of need, i.e. those children and young people who are not reaching their full potential or who are suffering harm, are set out in the Children's Trust needs assessment and a high level analysis is set out in Appendix 1.
13. This Strategy supports the re-focusing of resources to provide access to a broad range of services that meet children's needs earlier, alongside the appropriate use of specialist services that meet the needs of children with more complex and severe problems. This will help ensure that more progress is made to improve the lives of children, young people and families who need most support.

What will the Strategy Achieve?

14. A genuinely preventative approach seeks, at every point, to prevent "something worse" happening, whatever that may be. There are several key outcome measures against which the effectiveness of the strategy must be measured over time. For example, through the earlier assessment and the provision of effective, well coordinated support services to families,

there will be an expectation that the numbers of children for whom the need to become Looked After or subject of a Child Protection Plan will reduce.

15. Similarly, early access to support services for schools to address barriers to learning caused by social disadvantage, and to promote parental involvement, will help to narrow the gap in educational achievement. More effective joint working between primary health professionals, schools, and youth workers, focused on those areas where teenage pregnancy is highest, should result in a reduction in the numbers of teenage parents. Schools, health professionals and providers of leisure services working together to promote healthy lifestyles for children and parents is likely to be more successful in addressing childhood obesity and its associated problems.
16. The strategy will build on preventative approaches and joint working arrangements already being developed in Suffolk to bring about further improvements, in particular:
 - a) The Strategy will lead to a more targeted approach to deliver services to those families in Suffolk who would benefit from additional information, advice and support, but who are not gaining access to services now.
 - b) Developing new ways of working to ensure that the right response can be given to children, young people and families at the first point of need by building on the strength of families and local communities.
 - c) A shared understanding of preventative priorities between partners will make sure that, in future, existing resources and new investment are targeted more effectively within the Children's Trust Partnership's joint commissioning approach.
 - d) Joint commissioning in support of shared preventative priorities will more clearly define the important role the voluntary and community sector can play in contributing to early intervention and prevention.
 - e) The Strategy will build on good practice, improve consistency and avoid duplication across all service delivery within the Children's Trust Partnership.
 - f) There will be a clearer understanding of how universal services, schools and primary health services in particular, are central to successful preventative work.
 - g) The impact of the existing Children and Young People's Workforce Development Strategy will be strengthened.
 - h) Co-ordinated development of systems and process that are intended to support and enable the delivery of preventative approaches and early interventions, such as the Common Assessment Framework, and bringing teams and services together at local level through the Community Clusters, which will in time become Local Children's Trust Partnerships.
17. The Suffolk Children's Trust Partnership, made up of agencies and organisations working with children, young people and families in the County, will oversee the delivery and progress of this strategy. An overview of the Children's Trust and how it works is included as Annex 1.

Key Principles of the Early Intervention and Prevention Strategy

18. The Suffolk approach is underpinned by these key principles:
- a) **Access:** children, young people and families should be able to access a range of appropriate services at the time they need them and in places that make sense to them.
 - b) **Early intervention:** effective early assessment and intervention will reduce the need for more costly, and possibly less successful, provision later.
 - c) **Reducing dependency:** working with families at all levels of need to reduce dependency and promote self reliance.
 - d) **Shared responsibility and response:** getting the best for children is everyone's business and services need to develop shared responsibility and response to children, young people and their families.
 - e) **Consultation and participation:** children, young people and families should be active participants in designing, planning and reviewing the services they receive.
 - f) **Equality of opportunity:** services should continue to work together to remove the cultural, geographical and economic barriers to opportunity, which some children and young people face.
 - g) **Workforce development:** all staff will have access to learning and development experiences related to early intervention and prevention.

What Are We Trying To Prevent?

19. Preventative Themes:
- a) Reducing the impact of poverty and poor housing
 - b) Preventing exclusion from school and wider education and training
 - c) Preventing underachievement
 - d) Preventing children and young people from becoming involved in anti-social behaviour and offending
 - e) Preventing isolation from recreational, cultural and social opportunities
 - f) Preventing barriers to inclusion
 - g) Preventing harm to all children and young people, especially those who are vulnerable or disadvantaged
 - h) Preventing health related issues that impact adversely on children and young people's well-being
 - i) Reducing risk-taking behaviour
20. A further theme has been discussed by the Children's Trust Partnership, based on the national initiative to prevent isolation and violent extremism. The aim is to develop resilience of vulnerable people and build cohesive communities. The Department for Children, Schools and Families (DCSF) has developed a toolkit, "Learning to be Safe Together", to support schools and colleges in staff training, reviewing school practice and developing partnership working, particularly with the Police. Due to the close links with

the other Strategic Partnership Delivery theme on community safety and social inclusion, there will be further discussion on how the two partnerships can work together on this important topic.

21. It is important that all the preventative themes set out above closely adhere to the Children and Young People's Plan priorities and the document at Appendix 3 sets out this will be achieved.

Early Intervention and Prevention Strategy – Priority Activities: 2009-2011

22. An Action Plan to support the Strategy will be developed through the Children's Trust Partnership as an integral part of the Children & Young People's Plan.
23. The priority activities for taking the strategy forward are set out below:
 - a) To incorporate early intervention and prevention into all strategies and service delivery relating to children and young people.
 - b) To develop integrated cluster-based teams that provide well co-ordinated responses to meet the needs of local children and young people.
 - c) To identify early intervention and prevention work undertaken by all Children's Trust partners.
 - d) To co-ordinate across the Partnership the different strands of early intervention and prevention work with children and young people in order to avoid duplication.
 - e) To identify service gaps and direct resources to fill them.
 - f) To ensure awareness across the workforce and the general public, of the newly developing community and school based services across the county intended to deliver early support to children, young people and families.
 - g) To identify critical transitions and life events that can be made simpler by the provision of Children's Trust wide information, for example a starting school pack.
 - h) To take collective accountability for all aspects of preventative work by supporting an evaluation framework through the Children's Trust Partnership that enables early intervention work to be monitored and the outcome for children and families captured.
 - i) To agree on the use of specific evidence-based intervention programmes using national research and local intelligence and preferences and to train staff across the Partnership and allocate resource accordingly. This will mean making decisions to stop doing some things we are currently doing.
 - j) The Children and Young People's Workforce Development Strategy to promote preventative approaches and early intervention as underpinning principles for staff development in all agencies represented within the Children's Trust Partnership.
24. Appendix 1 sets out definitions of early intervention, prevention, levels of need and describes the strategic approach that will be taken to achieve the aims of the strategy.

25. Consultation on the developing Strategy has been undertaken with key partners of the Children's Trust partnership, and the draft Strategy was reviewed by the Children's Trust Partnership Board on 19th March, and approved by the County Council's Cabinet on 7th April. There will be further involvement of the partners as the Strategy develops and the Action Plan is agreed.

APPENDIX 1 - PREVENTION AND EARLY INTERVENTION: A STRATEGIC APPROACH

1. Key Definitions

Early Intervention: Services that target children, young people and families identified as being vulnerable so they can receive support when they need it.

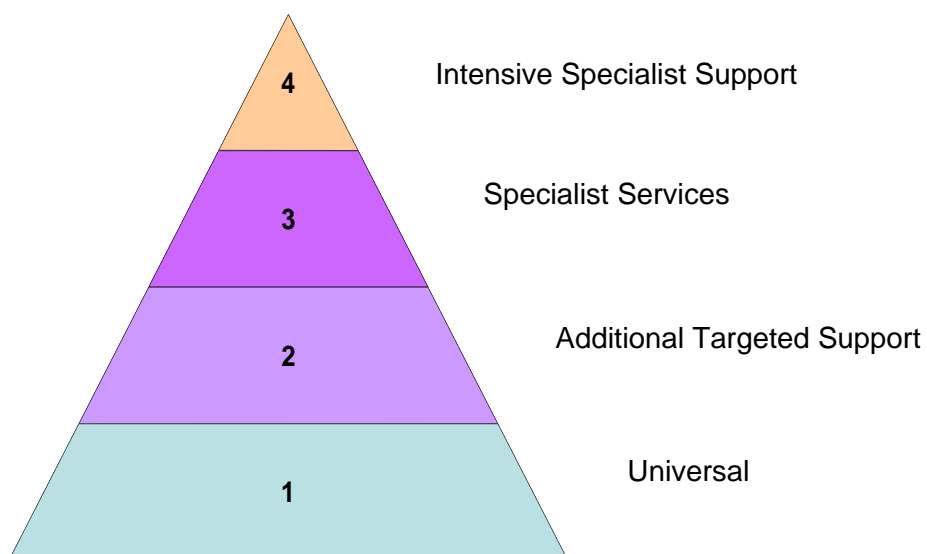
Prevention: The promotion of child well-being by enabling children and young people to live happy and fulfilled lives by having the opportunity to make positive choices. The promotion of family well-being by enabling parents and carers to meet the overall needs of their children and themselves. A genuinely preventative approach seeks, at every point, to prevent “something worse” happening, whatever that may be.

2. Levels of Need and Services

Children, young people and their families have different levels of need and their needs often change over time depending on their circumstances. Most children are able to go through their childhood needing only the support of their family, their community, their school and other universal services to which all children are entitled.

Some children and parents will need additional advice and support from time to time and a smaller number, with more complex needs, will need the involvement of one or more specialist agencies to offer more intensive support, protection and therapeutic help. A very small minority of children with very complex needs and a high level of risk will, at some point in their lives, be dependent on very specialist and intensive services requiring a high level of coordination.

The Children’s Trust has adopted a tiered model to enable a common understanding of levels of need. The intention of this approach is to identify actions we can take in the lower tiers to prevent children, young people and families requiring services in tiers three and four. This can be illustrated as follows:



Tier 1 Needs

Includes children and young people for whom there are no specific problems with regard to their emotional and physical development. Generally, their needs can be met through access to universal services. The key universal services for children and young people are:

- GP's, health visitors, midwives and school nurses
- Early education, childcare and Children's Centres
- Primary, middle and secondary schools, post-16 education and work based learning
- Leisure and community facilities

Most children fall into this category and are able to lead a fulfilled and happy childhood without the need for additional help.

Tier 2 Needs

Includes children and young people whose emotional health and development may be adversely affected by their circumstances. Early access to some additional support, possibly from more than one agency, will often be enough to restore them to tier 1.

These are children, for reasons including health or developmental problems, special educational needs, behaviour, parental capacity, social exclusion or financial hardship, who may need early, short term intervention to prevent problems becoming worse.

Tier 3 Needs

Includes children and young people for whom there is a risk of their emotional and physical health being significantly impaired, or of significant harm. They will generally require a specialist assessment of need and planned intervention from more than one specialist services.

Children in this tier will include those at risk of family breakdown, those needing protective services because they are at risk of neglect or some form of abuse, and those with complex health needs or significant learning disabilities.

Tier 4 Needs

Includes children and young people who, by virtue of their health, behaviour or family environment are at a high level of risk themselves or pose a similar level of risk to others. They require highly specialist services that may include a specialist residential placement.

Children in this tier will include those who need very specialist long term care or secure accommodation and often the intensive involvement of a large number of specialist agencies.

For a proportion of those children and families receiving services at tiers 3 and 4, earlier intervention and support, to prevent problems from becoming worse, may

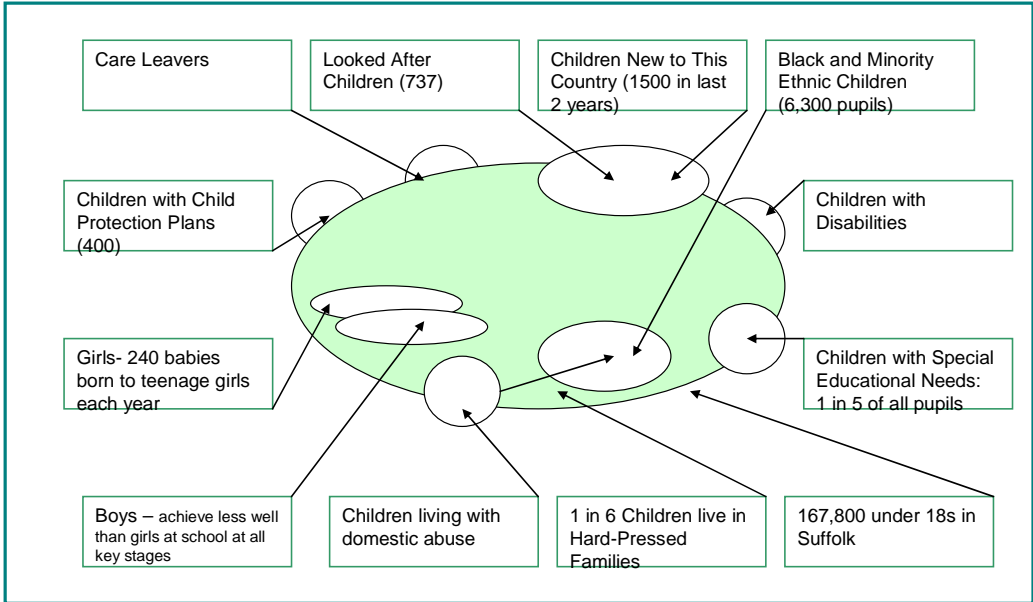
well have avoided the need for the more intensive and costly interventions that eventually became necessary later.

It is important to ensure that an interactive approach is adopted in working with families at all levels of need to reduce levels of dependency and to enable self determination and choice.

3. Indications of need in Suffolk and the prevention themes

The Needs Analysis undertaken in 2008-09 on behalf of the Children’s Trust Partnership for Suffolk’s second Children & Young People’s Plan 2009-11 (CYPP2), identified issues and outcomes across the county and at local level. In addition, the Partnership is developing local needs analysis for the 18 Community Clusters. This intelligence is available through www.suffolkcc.gov.uk/cypp2

Here is a high level diagram showing levels of need across the county.



Based on this analysis of need and the priorities for CYPP2, the following preventative themes have been agreed by the Children’s Trust Partnership Board to sit alongside CYPP2 and to guide collective activity:

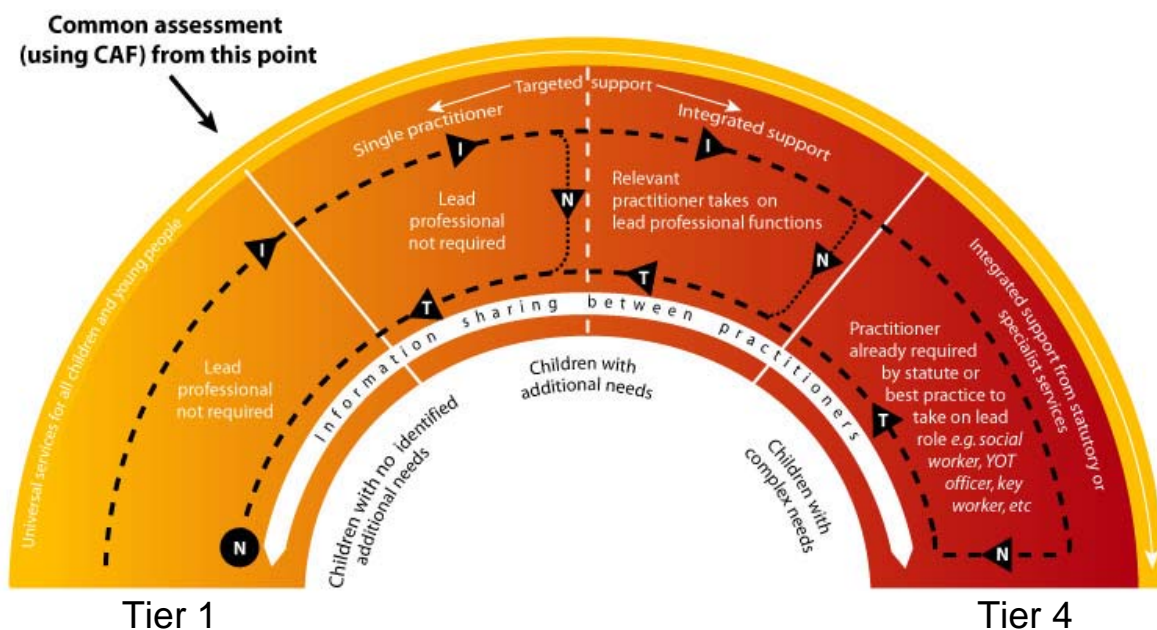
- Reducing the impact of poverty and poor housing
- Preventing exclusion from school and wider education and training
- Preventing underachievement
- Preventing children and young people from becoming involved in anti-social behaviour and offending
- Preventing isolation from recreational, cultural and social opportunities
- Preventing barriers to inclusion

- Preventing harm to all children and young people, especially those who are vulnerable or disadvantaged
- Preventing health related issues that impact adversely on children and young people's well-being
- Reducing risk-taking behaviour

4. A whole system approach to prevention and support

The diagram below shows how, in Suffolk, it is intended to provide services to children and families with differing needs as described under the four tiers above.

The diagram shows those children who are supported entirely through universal services and require no additional support (tier 1) on the left through to those with highly complex needs requiring intensive, specialist, multi-agency support (tier 4) on the right.



- I = Identification and action**
- T = Transition**
- N = Needs met**

Single Practitioner refers to circumstances in which only one professional is working with the child or family. This could be a health visitor, speech therapist, Parent Support Adviser.

Lead Professional refers to the role of one professional, in circumstances where a number of professionals may be working with the child or family, who takes responsibility for coordinating the involvement of the others and being the primary contact for the family

Integrated Support refers to professionals from different agencies working together to coordinate their efforts to support a child or family

Targeted Support refers to services intended to focus on vulnerable or disadvantaged groups whose needs may not be complex but who would benefit from early support. These groups may include teenage parents, socially isolated families and families who are economically disadvantaged.

5. How Services are planned and provided

Suffolk Children’s Trust Partnership comprises those agencies and organisations that provide services for children, young people and their families. Its primary purpose is to ensure coherent strategy, agreed priorities and resource allocation, service planning and integrated delivery through the 18 Community Clusters (see map below), which in time will become local Children’s Trust Partnerships.

The structure of the Children’s Trust Partnership is attached as an annex, together with the membership of the Children’s Trust Partnership Board.



6. Enablers

Enablers currently in development to move towards effectively delivering services within an early intervention and prevention strategy include:

- 1. Information Strategy
- 2. Parenting Strategy
- 3. Delivery of integrated service provision – Children’s Centres, Extended Schools services, Integrated Youth Support Services
- 4. Access, Referral and Assessment
- 5. Integrated Teams

6. Common Assessment Framework
7. Information Sharing and Contact point
8. Cluster level data, needs analysis and service mapping
9. Additional Investment

Further detail about each of these enablers and their strategies is provided below:

6.1 Information Strategy

Providing a wide range of good quality and up to date information in a timely way to members of the public and professionals is important in enabling people to make their own informed choices and enabling self reliance wherever possible.

Government funding and local need have driven the development of a local information strategy. There are two elements of the strategy, firstly the provision of information about the services provided by Children's Trust partners to children, young people and families based on the development of the Family Information Service and Suffolk Infolink and, second, the provision of information to professionals who come into contact with children, young people and families. Both are currently being further developed to ensure that workforce and public are provided with the information they need to gain access to information, support, advice and guidance on a wide range of services through diverse access points.

The development of an information strategy alongside the new access, referral and assessment arrangements will offer the opportunity for better signposting and marketing of age-appropriate local services.

6.2 Parenting Strategy

The Suffolk Children and Young People's Plan acknowledges that "parents and carers have a vital role in helping children to become healthy, caring, successful adults". In order to ensure that support of parents is effective it needs to be planned as part of a coherent approach to family support and be delivered in a timely way. The Suffolk Strategy for Parenting Support, published in 2008, seeks to ensure that all parents will have timely access to the right level of information, advice and support to help them bring up their children to be to be safe, healthy and to achieve to their potential.

An essential element of the strategy is the introduction of Parent Support Advisers. There are 18 Parent Support Advisers (PSAs) deployed through schools within the Community Clusters. These staff are working closely with schools to actively engage parents in their children's learning, improve parenting skills and to provide guidance and signposting to other services where they are needed.

6.3 Integrated Service Provision for 0-19 Year Olds

Government has provided legislation, funding and guidance to support the development of integrated service provision for children, young people and their families. They have defined for 0-5's the Children's Centre offer and provided both capital and revenue funding to ensure local delivery for all young children and their families. The core offer is designed to provide integrated early support and consists of five elements, integrated childcare and early learning, health

service provision to meet local needs, family support and outreach, links to Jobcentre Plus and support for childminder networks.

Service provision for school-aged children is through the development of an extended services programme. This is centrally funded and most of the revenue is devolved to school clusters through a formula based on pupil numbers with a weighting for disadvantage. The funding is provided to ensure that children are enabled to make the best of opportunities for learning by supporting schools to deliver on all elements of the Every Child Matters agenda. Again the programme has five core elements, support for parents and families, swift and easy access to a range of services designed for and with young people, study support across a wide range of subjects, childcare for primary aged pupils and community access to a wide range of school-based facilities. Schools are encouraged to use local needs analysis to tailor service development to fit the needs of their local communities.

For older young people the implementation of the Integrated Youth Support Service is leading to the development of a Suffolk Youth Offer where all young people will know where to find the information they need and know where to go for confidential advice. They will be enabled to participate in their community and the decisions about services for them, participate in a range of recreational activities, have opportunities to volunteer and have an entitlement to the right learning opportunities to meet their needs. These services will form a continuum of support, universally available children, young people and their families.

6.4 Access, Referral and Assessment

The range of services in place for children, young people and families is complex and gaining access can be confusing for families. It is important that members of the public, and professionals working on their behalf, are able to access services in the right place at the right time. Work has been undertaken to explore ways in which access to our services for children, young people and their families can be improved to ensure that there is “no wrong door” through which to request a service. Starting in Ipswich, alongside the development of integrated teams (see below), new customer access arrangements are being implemented by the creation of a small, professional, multi-disciplinary ‘triage’ function that will provide a single point of contact to deal with Children in Need and child protection referrals, Social Care referrals, service requests through the Common Assessment Framework, referrals from families themselves and other professional referrals.

The team will provide readily accessible professional advice, guidance and information for professionals, schools, and the general public. Where additional help is needed the triage process will provide a ‘front door’ to Integrated Teams and specialist services and will ensure that service requests are passed to the most appropriate service quickly. The team’s work will be built on the benefits of Contact Point and the Common Assessment Framework and will support early intervention and the provision in integrated services from the beginning of the process

The new arrangements will eventually be implemented across the county alongside the development of integrated, multi-agency teams.

6.5 Integrated Teams

The National Children's Plan 2008 states that:

"...our vision means that practitioners need to work together as an integrated workforce, characterised by professional respect and trust, cutting across service boundaries to fit services around the needs of children, young people and families. This will involve working in teams made up of a range of people from different professional backgrounds."

In Suffolk, plans to introduce integrated multi-agency teams are well advanced. They will be developed as part of the same phased approach for the new access, referral and assessment arrangements. The first integrated teams will be implemented in the Southern Area of the County during 2009 with full implementation across the county to follow with the benefit of learning from the "early adopter" model.

6.6 Common Assessment Framework

The Common Assessment Framework (CAF) became fully implemented in Suffolk in April 2008. It is a key part of delivering frontline services that are integrated and focused on the needs of children and young people. The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. It can be used by practitioners across children's services in England.

The CAF will promote more effective, earlier identification of additional needs, particularly in universal services. It is intended to provide a simple process for a holistic assessment of a child's needs and strengths, taking account of the role of parents, carers, wider family and environmental factors on their development. Practitioners will then be better placed to agree, with the child and family, about what support is appropriate.

The CAF will also help to improve integrated working by promoting co-ordinated service provision through a 'lead professional'. In circumstances where a number of professionals are working with the child or family, the lead professional will act as a single point of contact for the child and family and coordinate the delivery of actions agreed by all of the professionals involved. Their role will be important in reducing duplication and ensuring a consistent approach.

6.7 ContactPoint

ContactPoint is a new national database for children's details which is being introduced in all councils in England. It will hold identifying information for all children and young people aged 0-18 years together with contact details for their parents or carers. It will also have the contact details of any agencies which are working with them, including their school and General Practitioner. There will also be an indication if they have worked with the Common Assessment Framework and whether they have a lead professional. However, the database will not include any details about the work being done with children and families and, where it is thought that disclosure of a child's whereabouts may lead to increased risk, their details can be "shielded".

The database will become available in Suffolk in June but will not become fully operational until those staff who will have access are trained and authorised to have access to it.

6.8 Cluster Level Data, Needs Analysis and Service Mapping

A full local needs analysis has been carried out to inform the development of Suffolk's new Children and Young People's Plan. The data is available to all service planners and within each community cluster and enables services to be developed to meet very local need within a strategic framework. All cluster information is available on CD and in hard copy and services for children, young people and families have recently been mapped to ensure that provision is equitable, accessible and that gaps in service provision are identified and addressed.

6.9 Additional Investment

Commissioning plans are identified and shared for all new resources available to each commissioner in order to ensure effective use of resource and avoid duplication. This has been used to good effect with Children's Centres, extended schools, youth support services, Aiming High for disabled children, and the Parent Support Advisers.

A significant source of new resources this year is the additional investment in Children's Social Care Services. This investment will enable a wider reach of services to ensure that children are offered a service where they may in the past not have met service thresholds. There is also additional investment through the Children's Health strategy.

7. How the prevention strategy will be delivered

The Role of Universal Services in Prevention

Universal services are centrally important in ensuring early intervention and prevention since they engage with all children at some stage and are in a prime position to identify disadvantage or emerging difficulties. The most significant universal services are schools, other educational establishments and primary health care services.

Schools and Colleges

As described in the recent government publication, *'21st Century Schools'*, the main universal service, schools, are key to ensuring problems are identified early and addressed. School-based staff have an opportunity to recognise early signs that children might need more help and provide access to information, additional support and specialist services. The best early years settings, schools and colleges are already doing this.

No single approach is appropriate to meet the diverse needs of children young people and their families. Local plans will reflect local needs. The developing integrated cluster teams need to ensure that targeted and specialist links with universal settings are robust. Significant interaction between early years settings, schools, colleges and cluster services is necessary to ensure that children, young people and families do not experience a 'gap' in service delivery.

Schools are a vital community resource. Almost all children and young people spend time in school, both during the school day and outside it. Most families trust and are familiar with their school, and schools are also accessible to the wider community. The distinctive contribution of schools is in excellent teaching and learning and ensuring children achieve. Schools are also places where children develop confidence, self-respect and respect for others; learn about

teamwork and leadership and about responsibility and successful relationships. Schools can offer wider opportunities for children, young people and their families to take part in sport or cultural activities as well as learning.

Because schools know their pupils well, and understand what opportunities they need and what might prevent them from succeeding, they are places where emerging problems can be identified and addressed early and swiftly, either by the school itself or by engaging specialist help.

In order to do this, successful schools will:

1. Provide personalised learning that supports the aim to see all children achieve well by providing every child with a named teacher who knows them well and can act as their tutor. Work with parents as partners in their child's learning and development and actively contribute to all aspects of a child's life.
2. Actively engage and listen to parents and carers, making sure that their voices can help shape school policies.
3. Work in partnership with other schools to ensure local education is as good as it can be and play a central role in the wider community.
4. Open their facilities for the benefit of families and others and are conscious of their role in a sustainable society.
5. Are active partners in planning and delivery arrangements in the Children's Trust and help to define priorities for their area.
6. In order to meet the diverse needs of their children and young people, all schools will need to be part of a network, alongside targeted and specialist services, to ensure that additional help can be provided when it is needed.

Primary Health Services

General Practitioners, midwives and health visitors come into contact with all children and are well placed to identify emerging problems at an early stage and support parents and children in getting the additional information, advice and additional help they need.

In children's early years, health services are often those that parents use most. Alongside General Practitioners, Children's Centres are providing fully integrated services to local children and families with multi agency teams made up of midwives, health visitors and a range of early years and family support staff. This is of particular benefit to children who require early intervention, for example for reasons of delayed development. The location of health professionals in Children's Centres ensures that they are well placed to promote healthy lifestyles and to provide advice and support for parents on diet, nutrition and physical activity.

Good health is vital if children and young people are to enjoy their childhood and achieve their full potential. '21st Century Schools' describes the vision for schools of the future and specifically how they can offer a more integrated response in relation to early intervention and prevention in promoting children and young people's health and wellbeing. This can be done both through the curriculum and through the school nursing service.

Outreach Approaches

For a significant number of families the services we offer will need to be provided in a flexible way to alleviate difficulty accessing the full range of universal services. There are a number of barriers preventing service access including transport costs and availability, previous parental mistrust of services, illness both physical and mental, and times and days of service provision. For our early intervention and preventative services it is essential that we can offer support to families in a number of environments including their homes. Children's Centre staff, family support staff, parent support advisers and others are all delivering services in family homes when necessary. This will be regularly reviewed to ensure that we are offering services that match individual need.

The Early Intervention and Prevention Strategy identifies the contribution all services make to ensuring that every child achieves the five Every Child Matters outcomes. The strategy focuses on the work across the Children's Trust that will ensure that all children, young people and their families receive a support at a time and place and in a manner appropriate to them.

Workforce Development Implications

Taking a more strategic approach to early intervention and prevention will have significant implications for the children and young people's workforce and its development. The term workforce refers to all staff working across the Children's Trust partnership including those in the voluntary and community sector, early years settings, specialist services and all those working in schools.

Suffolk County Council's Children and Young People's Workforce Reform Strategy is based on the Suffolk Children's Trust core value statements on integrated working.

Staff who are part of the children and young people's workforce:

1. involve children, young people and families recognising and valuing their contribution
2. take action to ensure the needs of a child or young person are met
3. learn together so as to work better together
4. build effective communication through understanding, respect and trust
5. reflect on and learn from our experiences
6. plan and work in partnership to improve the lives of all children, young people and their families

The Workforce Development Strategy states that integrated working is fundamental to its intentions. It ensures "effective early intervention and prevents the escalation of problems. In workforce development terms this means using approaches that bring together a range of professionals, encourage the sharing of perspectives and develop an understanding of each other's roles".

Research into effective early intervention and prevention has identified three specific priorities for workforce development:

1. **Integrated working.** This means working in partnership with families and professionals to stop problems from arising or getting worse. Effective integrated working requires a family focused approach that

accepts and creatively uses the different perspectives and understanding that stakeholders bring.

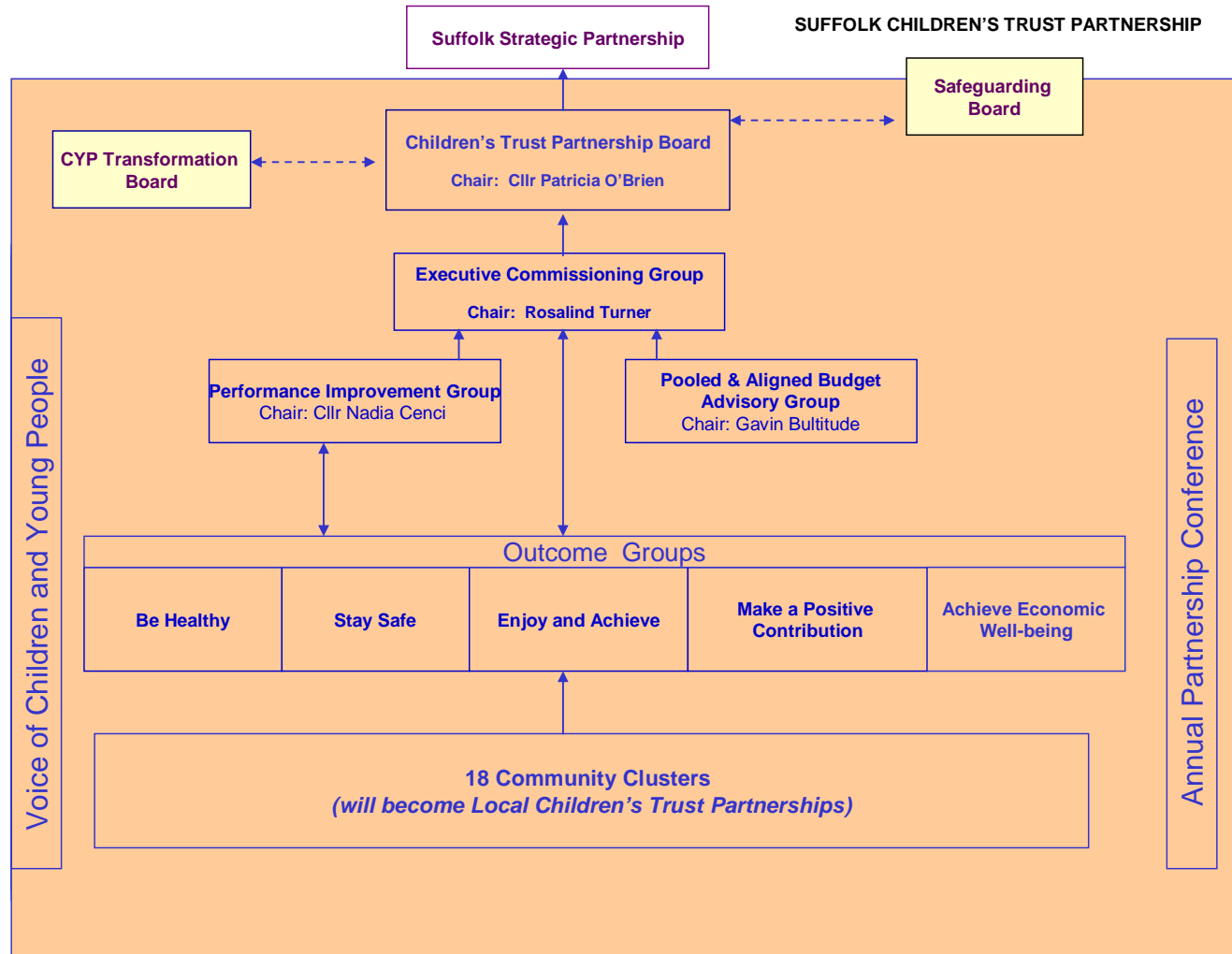
2. **Complementary roles.** A greater understanding of the services, roles and responsibilities of other professionals and services. This will lead to increased trust between practitioners and organisations and more effective referral and feedback processes.
3. **Induction.** The point of entry into the Children's Workforce provides an opportunity to articulate a vision and to set expectations in relation to culture, ethos and ways of working. All members of the children's workforce should be clear about the need for child-centred and family focused approaches that identify potential problems at an early stage.

These distinct but overlapping priorities will be supported through a range of workforce development activity which is outlined below:

1. Wherever appropriate, induction and ongoing training and development will be delivered in a multi-professional, multi-agency setting.
2. Work will be done with Human Resources and colleagues across the Children's Trust partnership to consider how induction related processes, including job and person profiles and induction information, reinforce the importance of integrated working, prevention and early intervention and signpost to sources of help.
3. The core workforce development programme will provide continuing opportunities for people working in the children and young people's workforce to update themselves on the roles, responsibilities and practices of other services and professionals. The way in which the 'pool' of expertise within the agencies that make up the Children's Trust is used to help with the design and delivery of this programme will continue to be developed.
4. Improved understanding of different services will be promoted through service directories, improved web-based information, multi-agency projects, cross-service mentoring, coaching, work shadowing, secondment and exchange opportunities.
5. Managers and team leaders will be equipped with the skills and confidence to support teams working pro-actively with children, young people, families and other professionals to identify potential problems and act swiftly to prevent them from getting worse.

The Workforce Development Team will be commissioned to co-ordinate this work. However, this strategy recognises that the development of a workforce is everyone's responsibility and depends on the active participation and involvement of all colleagues.

ANNEX 1 – STRUCTURE OF CHILDREN’S TRUST PARTNERSHIP



ANNEX 2 – MEMBERSHIP OF THE SUFFOLK CHILDREN’S TRUST PARTNERSHIP BOARD

Membership	Representative
Suffolk Governors Forum	Allison Coleman, Chair
Suffolk Local Government Association	<ul style="list-style-type: none"> • Cllr Doreen Savage, Suffolk Coastal District Council • Cllr Nadia Cenci, Ipswich Borough Council
Suffolk PCT Board	Tracy Dowling, Director of Commissioning & Development, PCT
Gt Yarmouth & Waveney PCT Board	Mike Stonard, Chief Executive, PCT
Suffolk Probation Board	John Babraff, nominated by Chair
Young Suffolk	<ul style="list-style-type: none"> • Dawn Henry (Young People representative) • Steve Allman (Children & Families representative)
Police Authority	Sue Thomas
Learning & Skills Council Board	Johanna Finn
Independent Chair of Safeguarding Children Board	Peter Worobec
Suffolk County Council	Cllr Rebecca Hopfensperger
Suffolk County Council Statutory Lead Member for Children’s Services (Chair)	Cllr Patricia O’Brien, Portfolio Holder

APPENDIX 2 – PRIORITIES FROM SUFFOLK’S CHILDREN & YOUNG PEOPLE’S PLAN (CYPP2) 2009-11

Every Child Matters Outcome	CYPP2 Priority
Be Healthy	1. We will promote healthy lifestyles for children in order to reduce childhood obesity
	2. We will promote programmes which support emotional well-being for all children and develop enhanced services which help build resilience in vulnerable groups of children and young people
Stay Safe	3. We will prioritise preventative work with families where children are likely to be at risk from harm or neglect, including as a result of domestic violence and/or substance misuse by parents
	4. We will address children and young people’s expressed concerns about bullying to increase their confidence and feelings of safety
	5. We will ensure that young people at risk of being homeless receive support and advice which keeps them safe and enables them to move to independent living
Enjoy & Achieve	6. We will increase the rate of improvement in Suffolk schools so that we exceed national attainment levels at all key stages
	7. We will support more young people to progress to further and higher education or work with training
Make a Positive Contribution	8. We will improve access to a range of social opportunities and sporting and cultural activities for young people wherever they live
	9. We will target areas where there are high rates of teenage conceptions so that teenagers are fully informed about the consequences of risk-taking behaviour and can take responsibility for avoiding unplanned pregnancies
	10. We will identify young people at risk of offending, and those who have been convicted of offending, and support them in choosing a more positive life path
Achieve Economic Well-being	11. We will work to ensure that families with children in areas of deprivation are supported in accessing all relevant benefits and support to mitigate against the effects of poverty

APPENDIX 3 – RELATIONSHIPS BETWEEN THE THEMES OF THE EARLY INTERVENTION & PREVENTION STRATEGY AND PRIORITIES FROM THE SUFFOLK CHILDREN & YOUNG PEOPLE’S PLAN 2009-11

ECM Outcome	Children & Young People’s Plan Priorities	Reduce the impact of poverty & poor housing	Prevent exclusion from school & wider education & training	Prevent under-achievement	Prevent involvement in anti-social behaviour & offending	Prevent isolation from recreational, cultural and social opportunities	Prevent barriers to inclusion	Prevent harm to all children & young people, especially those who are vulnerable or disadvantaged	Prevent health-related issues that impact adversely on well-being	Reduce risk-taking behaviour
Be Healthy	We will promote healthy lifestyles for children in order to reduce childhood obesity					✓	✓		✓	✓
	We will promote programmes which support emotional well-being for all children and develop enhanced services which help build resilience in vulnerable groups of children and young people			✓		✓	✓	✓	✓	✓
Stay Safe	We will prioritise preventative work with families where children are likely to be at risk from harm or neglect, including as a result of domestic abuse and/or substance misuse by parents			✓	✓	✓	✓	✓	✓	
	We will address children and young people’s expressed concerns about bullying to increase their confidence and feelings of safety			✓			✓	✓	✓	
	We will ensure that young people at risk of being homeless receive support and advice which keeps them safe and enables them to move to independent living	✓				✓	✓	✓	✓	✓

Enjoy & Achieve	We will increase the rate of improvement in Suffolk Schools so that we exceed national attainment levels at all key stages	✓	✓	✓			✓			
	We will support more young people to progress to further and higher education or work with training	✓	✓	✓			✓			
Make a Positive Contribution	We will improve access to a range of social opportunities and sporting and cultural activities for young people wherever they are	✓			✓	✓	✓		✓	✓
	We will target areas where there are high rates of teenage conceptions so that teenagers are fully informed about the consequences of risk-taking behaviour and can take responsibility for avoiding unplanned pregnancies	✓	✓	✓		✓	✓		✓	✓
	We will identify young people at risk of offending, and those who have been convicted of offending, and support them in choosing a more positive life path		✓	✓	✓		✓	✓	✓	✓
Achieve Economic Wellbeing	We will work to ensure that families with children in areas of deprivation are supported in accessing all relevant benefits and support to mitigate against the effects of poverty	✓			✓	✓	✓		✓	