

Early Support – promoting inclusive practice to improve outcomes



What is Early Support?

Early Support is

the national, central Government
mechanism for achieving better
coordinated, family-focused services for
young disabled children and their families
across England



The aim

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



**Early Support - is about
people, partnership
working and materials**



Early Support is about ...

Co-ordination of
contact and service
delivery

Partnership

Enabling
Choice

Information

Joint planning

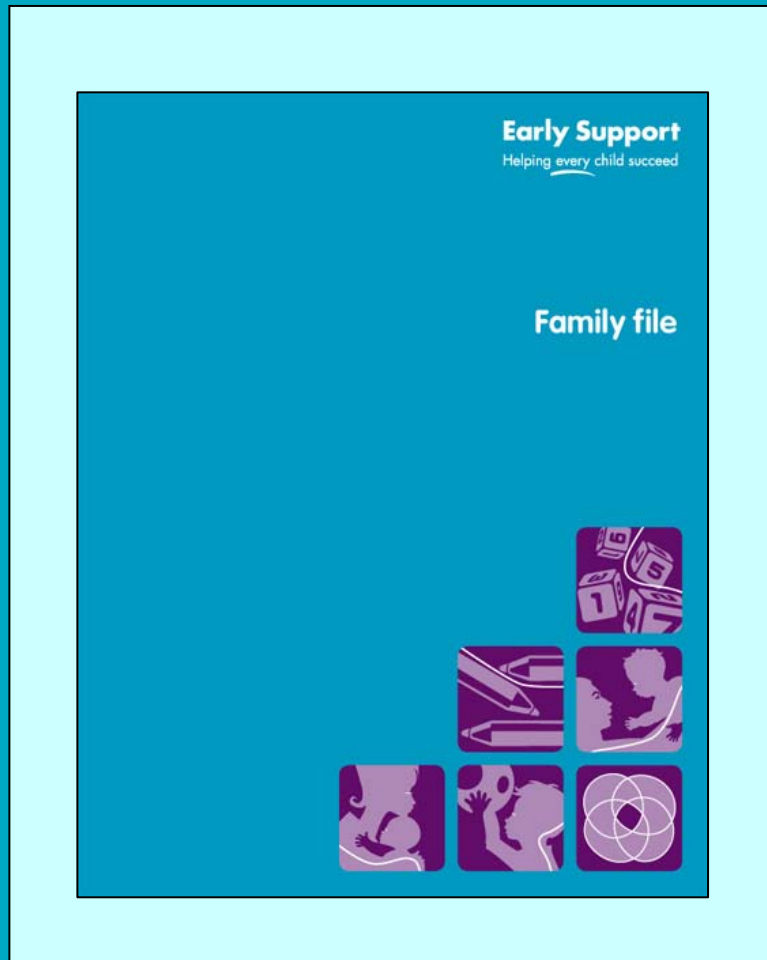
Continuity of contact
and emotional
support



How does Early Support help you?



Family File



Keeping track of
contacts and
appointments

Sharing information

Family-centred
planning



Keeping track of contacts

Ask new people you need to write their names here
Need more sheets? Add as many as you want

Early Support
Helping every child succeed

List of people working with us

Name:

Professional role:

Address:

Telephone or mobile:

Email:

Date of first contact:

Name:

Professional role:

Address:

Telephone or mobile:

Email:

Date of first contact:

Name:

Professional role:

Address:

Telephone or mobile:

Email:

Date of first contact:

List of people working with us Date:

Provides families with a complete and accurate list of contacts

Helps them pass on accurate information to other people

Gives professionals a snapshot on first contact



Introducing ourselves

Stops families having to repeat their story to every new person they meet

Helps professionals find a starting point


Supports transitions

Enables children and their families to have a voice

Add any photos or other information that you would like to this section. Sheets can be downloaded from www.earlysupport.org.uk

Early Support
Helping every child succeed

Introducing ourselves



Child's name: _____

Date of birth: _____

NHS number: _____

Family contact address: _____

Parent or carer names: _____

Telephone number: _____

Mobile: _____

Email: _____

Introducing ourselves Date: _____



Joint, family-centred planning



Enables everyone working with a family to review how things are going and to agree joint, shared priorities

Keeps families at the heart of decision-making about their child

Prevents professionals working in a vacuum



Shared information – how services work

Early Support Background information booklets

- **People you may meet**
- **Childcare**
- **Financial help**
- **Social services**
- **Health services**
- **Education**
- **Statutory assessment- Education**
- **Useful contacts and organisations**

Available free of charge
Standard text
Developed with service users



Shared information – about known conditions

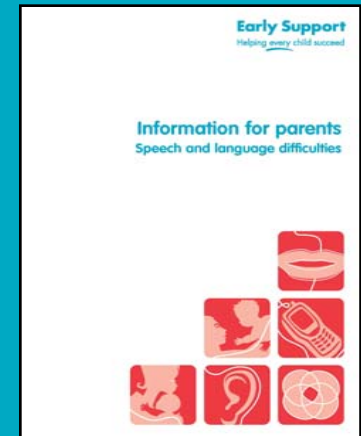
Early Support Information for parents booklets

- Autistic spectrum disorders
- Cerebral palsy
- Deafness
- Down syndrome
- If your child has a rare condition
- Multi-sensory impairment
- Speech and language difficulties
- Visual impairment
- When your child has no diagnosis

Available free of charge

Standard text


Developed with service users



Shared information about early child development

Cognition and play continued

Developmental Journal - Step 5

 Play	Emerging Behaviour is seen for the first time (date and child's age)	Developing Behaviour occurs sometimes (date and child's age)	Achieved Behaviour occurs often/usually (date and child's age)	Any notes or queries on how your child does this
Can play by focusing his/her attention on the same toy as another child at the same time				
Creates variations on familiar games (e.g. 'hides' in different ways during peek-a-boo games and frequently tries out new ways of 'hiding')				
Rolls ball or toy car to others				
Anticipates body movements that go with rhymes (e.g. bringing hands together for 'clap hands')				
Enjoys knocking down towers built by adult				
Engages in simple pretend play with soft toys (e.g. hugs and kisses teddy)				
Enjoys putting objects in and out of containers				



How does Early Support enable choice and voice?

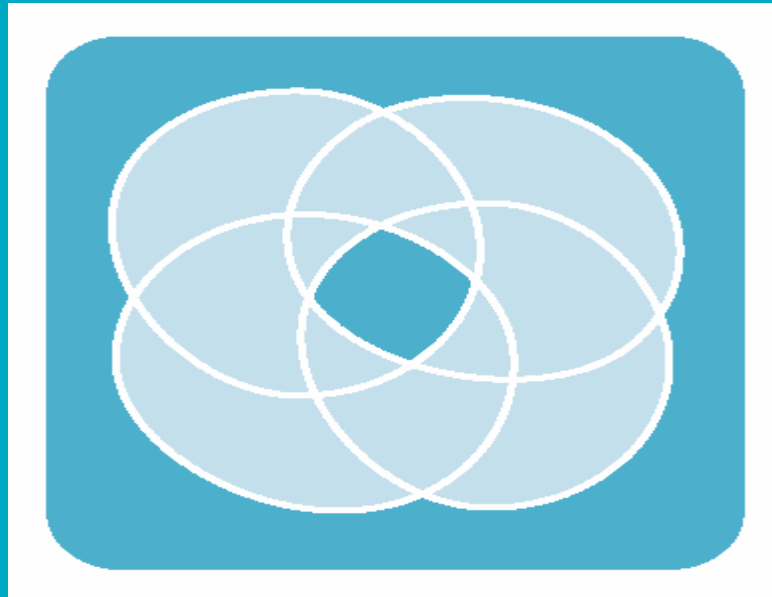
- **Family file** enables families being in charge of the information about their child and family and have a 'voice'
- **Family Service Plans** enable joint planning with families, families at the centre of planning
- **Information materials for parents** enables families to make informed choices



How does Early Support enable choice and voice

- **ES developmental journals** enables personalised learning for children with the most severe learning difficulties
- **Background information booklets** can help families find their way around 'the system'





www.dcsf.gov.uk/everychildmatters/earlysupport.org.uk