



Together for Children

Toolkit for Reaching Priority and Excluded Families

Version 2
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Foreword

This toolkit on reaching priority and excluded families has been developed to complement the recently published Sure Start Children's Centres Practice Guidance (November 2006).

It includes signposting to key data sources and suggestions on capturing a baseline and identifying gaps. There are practical checklists to prompt discussion and identify where services could make changes.

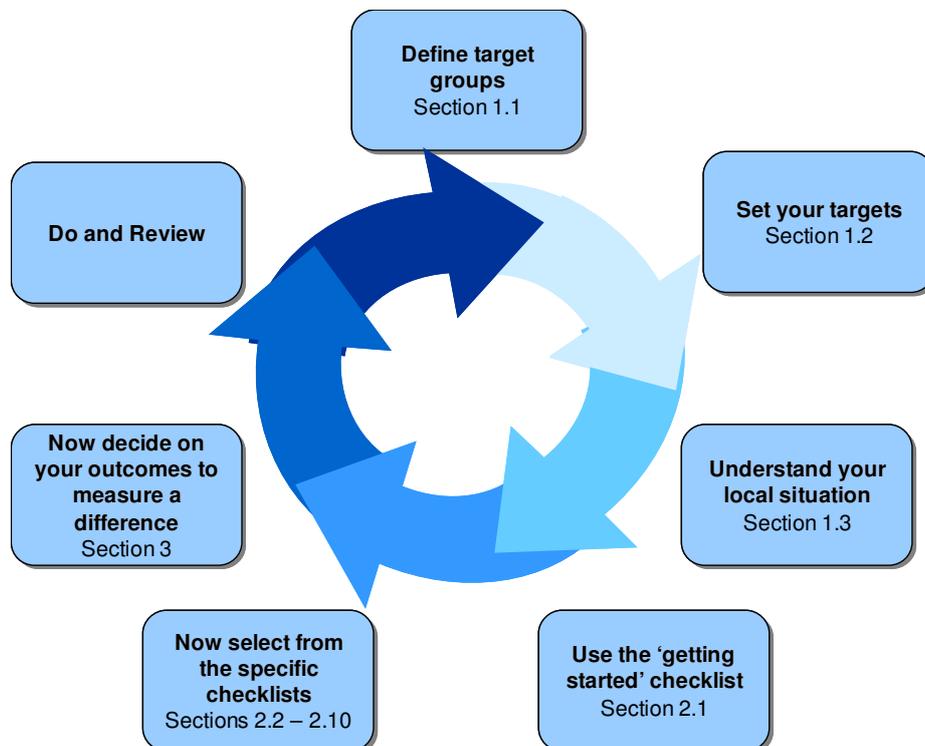
This is a real time resource that will be extended and updated in response to local authority participation and feedback.

Tell us how you have used parts of the toolkit or tell us about your own local approach to identifying and reaching families who may otherwise not access the services available through children's centres.

If you have found ways that work for your local authority or in particular children's centres then talk to your TfC Regional Programme Lead or Local Programme Adviser or alternatively email us at mail@togetherforchildren.co.uk or call our helpline on 0870 990 8945.

The first update to this toolkit will be at the end of January 2007.

How to use this toolkit



Introduction and background

This toolkit identifies which families are more likely to be excluded from services and provides tools to help organisations identify the barriers facing certain groups within the community, and to help collect information and develop action plans to address them.

The central role that children's centres have to play in improving outcomes for children as part of Every Child Matters is well established. The role of children's centres in 'reducing the inequalities in outcomes between the most disadvantaged children and the rest' which forms part of the overarching Vision for Children's Centres has been further reinforced in the recently published Sure Start Children's Centres Planning and Performance Management Guidance (November 2006). This builds on the Guidance issued in 2005 and includes a specific focus on supporting children from those families most in need within the community and highlights the importance of Centres delivering responsive services which are more tailored to their needs.

Many organisations, not just services for children and families, struggle with the idea, either evidence based or anecdotal, that their service is not being used fully by all sections of the population; those people they really think will benefit from what they have to offer. Others, who are planning or commissioning services for families, worry that they are consulting the 'usual suspects' which could result in consultation fatigue or a misrepresentation of views.

Rather than trying to identify specific groups as 'priority and excluded families' it is important to first consider if your service is 'hard to reach' for some individuals such as those who:

- have competing things to do with their time, like working
- dislike 'groups' or don't like or approve of the group care offered to their young children
- for whom English is an additional language
- cannot use some buildings or transport or find it hard to leave the home
- may feel culturally isolated, alienated, suspicious or fearful of unwanted 'interference'
- worry they will be criticised or judged
- are geographically isolated or living in temporary accommodation or refuges
- are living with a long-term illness or disability; their own, a child's or a family member's
- may prefer, trust and rely on the network of support they receive from family and friends
- may have negative experiences in their own childhood such physical, sexual or emotional abuse within the family or poor experience of services

A study into delivering services to priority and excluded families carried out by National Foundation for Educational Research found three broad definitions in use by service planners and providers;

- minority groups
- those slipping through the net
- service resistant

Often services were being delivered according to the characteristics of each group rather than individual's perceived need. Consultation was limited and used three main methods - targeting members of minority groups, making links with other professionals involved and outreach work in community venues. The study recommends that all definitions must be evidence based, that worthwhile consultation needs to be budgeted for when planning services and that methods used are non-stigmatising.

The Sure Start Children's Centre Practice Guidance (November 2006) identifies the groups of *'families that are experiencing particular challenges that mean that their children may be at risk of poor outcomes'*, as teenage parents; lone parents; families living in poverty; workless households; families living in temporary accommodation; parents with mental health, drug or alcohol problems; families with a parent in prison or known to be engaged in criminal activity; families from minority ethnic communities; families of asylum seekers; parents with disabled children; disabled parents with children.

Although such families may be members of specific groups within the community, it also highlights the need to treat children, their parents and carers as individuals rather than make assumptions based on their membership of certain groups. Although families may share some of the characteristics of a particular group they will also have their own unique identity shaped by their own experiences. Conversely, there will be families who are disadvantaged, excluded and at risk of poor outcomes who are not a member of any of these groups. Families are likely to be members of more than one group within the community and so developing effective strategies to reach families must consider and reflect the complexity of families' lives rather than employ blanket solutions based on assumptions.

The guidance identifies some of the factors which may lead to some families being particularly vulnerable to poor outcomes, including families where parents, carers and the wider family may:

- have poor physical or emotional health, or feel isolated or depressed
- have problems with substance misuse
- have had poor experiences of statutory services
- be living in poor environments, with very limited financial resources, poor housing or temporary accommodation and limited means of transport
- be bringing children up on their own
- be teenage parents
- be experiencing domestic violence
- feel discriminated against because they are from Black and Minority Ethnic communities, or because they are refugees or asylum seekers
- have been poorly parented themselves, and so have few models of good parenting
- be experiencing particular difficulties with a child with behavioural problems
- be caring for a disabled child

Section 1

Understanding and planning for priority and excluded families

This section of the toolkit is intended to provide you with access to useful resources and a tool for capturing key data within your local authority. We have included case studies to illustrate what other authorities have done to understand their populations. Please refer to Section 4.

1.1 Defining your target groups

It is essential at the outset that there is clarity about what you are seeking to achieve from both the location of, and also the services offered, within your children's centres. It is also important to know what progress you expect to achieve and over what timescale.

A key issue is establishing a good understanding of your priority and excluded target groups. These may include:

- teenage parents
- lone parents
- families living in poverty
- workless households
- families living in temporary accommodation
- parents with mental health issues or drug or alcohol problems
- families with a parent in prison or known to be engaged in criminal activity
- families from minority ethnic communities
- families of asylum seekers
- parents with disabled children
- disabled parents with children

Each of these groups may require different mechanisms to ensure they are consulted, engaged and included in service delivery. The challenge lies not only in identifying the mechanisms required to reach these groups but also in understanding the numbers in each of the target groups and therefore setting realistic targets for inclusion.

1.2 Setting your targets

The recently published Planning and Performance Management Guidance for Sure Start Children's Centres sets out the key indicators of performance for children's centres (see table below). The new Performance Management framework requires progress to be made against these indicators over time to ensure those families most at risk of exclusion have access to essential services.

Outcomes	Indicators
Learning and Development	% of children who achieve a total of at least 78 points across the Foundation Stage Profile (FSP) with at least 6 points scored in each of the personal, social and emotional development (PSED) and communication, language and literacy (CLL) scales.
Health	% of children in reception year who are obese % of mothers initiating breastfeeding
Child poverty	% of children aged 0-4 living in households dependent on workless benefits
Teenage Mothers	% of teenage mothers aged 16-19 in education, employment or training
Access for the most excluded groups	% of members of the following groups in the children's centre reach area, with whom the children's centre establishes contact: <ul style="list-style-type: none"> ▶ teenage mothers and pregnant teenagers; ▶ lone parents; ▶ children in workless households; ▶ children in Black and Minority Ethnic groups; ▶ disabled children and children of disabled parents; and ▶ other groups which are priority vulnerable groups in the children's centre area.
Parental satisfaction	% of parents in the children's centre area satisfied with services

It is therefore important – in designing services at local authority and centre level – that there is a baseline against which progress can be actively monitored and tracked.

We recognise that some local authorities may already have good needs assessment and recording mechanisms in place. If this is the case, please contact us to share your good practice in later versions of this toolkit.

For those authorities that don't yet have a robust approach for identifying their needs or recording progress, then we commend this toolkit to you. It provides a methodology and associated key data sources which will help you establish your baseline and also enable efficient monitoring.

It also provides you with advice and guidance on the mechanisms to help you reach the priority and excluded families.

1.3 Analysing and understanding your local situation

This section of the toolkit is intended to provide you with an approach for capturing your baseline and also providing access to useful resources. We have included case studies to illustrate what other authorities have done to understand their populations.

The first step for both local authorities and individual children's centres is to 'know your population'. The importance of this aspect is described in the recently published Planning and Performance Management Guidance for Sure Start Children's Centres. At the local authority level, this can be achieved in a theoretical way – by using all the statistical data available to local authorities such as population, deprivation, homelessness, demographic and ethnicity data. For individual children's centres this can be achieved in a more real way by 'walking' the area, making contact with the

families through key community groups, schools and normal points of contact like GP surgeries, health centres and even libraries.

It is easy to be overwhelmed by too much data and yet have insufficient information and knowledge. We have set out a simple five- step approach to try and help you work through this analysis phase efficiently.

- Step 1 Know your target groups**
- Step 2 Know what data sources are available**
- Step 3 Capture your baseline**
- Step 4 Identify any gaps**
- Step 5 Measure success – monitor and review**

Step 1 Know your target groups

Be clear at the outset of your analysis what you are looking to achieve. For example, be clear who your priority and excluded target groups are. In Section 1, we detailed the full list but some of these groups may not be applicable to your local situation. It is therefore important to assess what the key target groups are in your area and whether they pose a smaller or greater challenge than the national average.

You can determine this by comparing your authority with national averages. We have included within this toolkit, a spreadsheet which details some of the key national level data – illustrated in the following diagram.

This template seeks to illustrate the type of data you will need to collect and the possible sources of that data. It is not comprehensive - it focuses on national sources of data. You will be able to complement with local data.

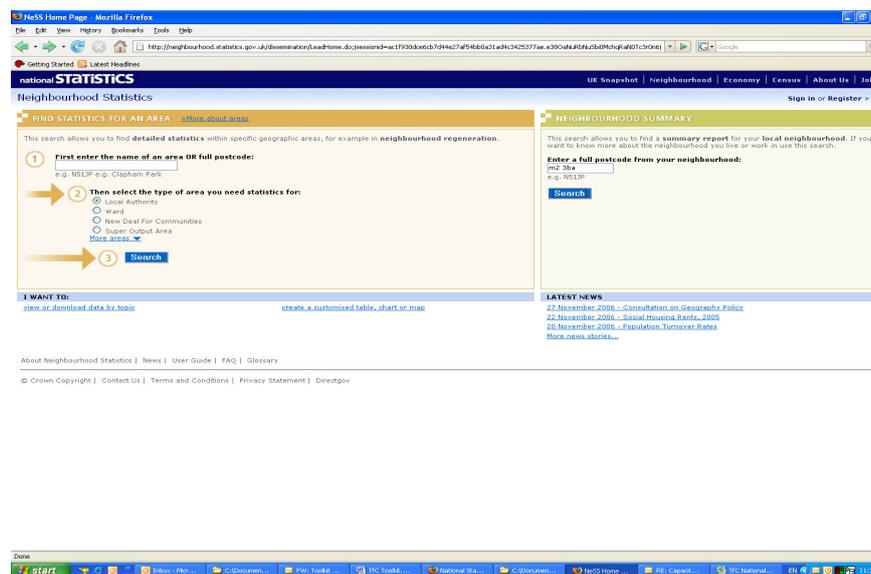
LOCAL AUTHORITY	Illustration LA	England total	LA Total	Date source	Web link
General information					
Total Population	49,138,831		259,536	Census, ONS	Census Neighbourhood Statistics
0-4 population (%age)	5.96		5.49	Census, ONS	Census Neighbourhood Statistics
Claimant count	669,879		5,025	Census, ONS	Census Neighbourhood Statistics
Ethnic groups					
<i>Ethnic group - Total</i>	100		100	Census, ONS	Census Neighbourhood Statistics
Ethnic group - white	90.92		93.12	Census, ONS	Census Neighbourhood Statistics
Ethnic group - mixed	1.31		0.88	Census, ONS	Census Neighbourhood Statistics
Ethnic group - Asian or Asian British	4.38		4.38	Census, ONS	Census Neighbourhood Statistics
Ethnic group - Black of Black British	2.3		0.37	Census, ONS	Census Neighbourhood Statistics
Ethnic group - Chinese or other Ethnic Group	0.89		1.24	Census, ONS	Census Neighbourhood Statistics
Household composition					
Lone parent households with dependent children (households)	1,311,974		7,895	Census, ONS	Census Neighbourhood Statistics
Male (households)	125,099		360	Census, ONS	Census Neighbourhood Statistics
Female (households)	1,186,875		7,535	Census, ONS	Census Neighbourhood Statistics
Lone parent households (people)	5,046,507		30,331	Census, ONS	Census Neighbourhood Statistics
Health & Social Care related data					
Low birthweight live births	46,233		243	Census, ONS	Census Neighbourhood Statistics
Teenage conceptions	39,553		268	DfES Teenage Pregnancy Unit	DfES Teenage Pregnancy Unit
<i>Rate per 1000</i>	42.1		55.3	DfES Teenage Pregnancy Unit	DfES Teenage Pregnancy Unit
Registrations to child protection registers - age 0-4	13,300		130	DfES Child Protection Data	Child Protection data
Percentage of children under 11 who are obese	13.7%			Childhood obesity	
Breastfeeding mothers			42.7%	Breastfeeding data	Breastfeeding initiation data
Homelessness (numbers)	121,179		906	Census, ONS	Census Neighbourhood Statistics
Homelessness (%age)	7.8		6.9	Census, ONS	Census Neighbourhood Statistics

You can access this spreadsheet by [clicking here](#).

Step 2 Know what data sources are available

There are a significant number of data sources available which will help you develop the baseline you need. We have provided a summary of the links to some key data sources below.

The Census provides a wealth of data and can be sourced on the Office for National Statistics site (www.statistics.gov.uk). It provides a vital source for national demographic data, which can be investigated at a neighbourhood level in order to plan for service delivery to priority and excluded communities. It has an easy to navigate website which will provide a good starting point for your analysis.



This information is particularly useful when used in conjunction with other data relevant to ethnicity and identity ([Ethnicity and Identity data](#))

In addition to Census information, there are a number of the large **Central Government Departments** that collect and publish useful information including:

- Department of Work and Pensions – www.dwp.gov.uk. You can find statistical reports produced by the Information and Analysis Directorate (IAD) on this website by clicking on Resource Centre link, top, right hand of Home Page. There is a wealth of ward level data here
- Department of Health – www.dh.gov.uk click on 'Statistics' link. This section covers health care, workforce, public health, social care and links to the Information Centre for health and social care (IC) website
- Jobcentre Plus – www.jobcentreplus.gov.uk – click on 'Partners Home' link, then 'Provider Statistics'

- Department for Trade and Industry <http://www.dti.gov.uk/employment/research-evaluation/index.html> Employment Market Analysis and Research conducts periodic socio-economic benchmark surveys
- Home Office Equality Unit – <http://www.homeoffice.gov.uk/equality-diversity/> relates to Home Office responsibilities such as crime, the justice system and immigration. Click on ‘Science, Research and Statistics’ link
- <http://www.dfes.gov.uk/cgi-bin/inyourarea/dist.pl> Calculates distances between postcodes to enable mapping of accessibility of services when considering individual children’s centres

There are also some **specialist sources of national information** including:

- Teenage pregnancy – www.dfes.gov.uk/teenagepregnancy provides statistics on teenage pregnancy rates
- Youth Services – www.ncvys.org.uk www.connexions.gov.uk or through your local Youth Service
- Sector Skills Council profiles – www.ssda.org.uk – provides statistics relating to standards and qualifications, women in work and labour market intelligence
- Children’s Workforce Development Council – www.cwdc.org.uk click on ‘Resources’ link to access Agency Nannies Training Survey and Survey of Education Support Staff and Volunteers in Nursery
- Commission for Racial Equality - www.cre.gov.uk are producing a new series of fact files, the first published relates to Employment and Ethnicity
- Disability Rights Commission – www.drc.org.uk click on ‘Library’ link, then ‘Research’ link. Provides information on access to services and transport and education and employment for people with disabilities
- Women and Equality Unit - www.womenandequalityunit.gov.uk click on ‘Research and Publications’ link for a wealth of statistics relating to women

You can also access regional and local data through the following website - Communities and Local Government – www.communities.gov.uk.

Finally, your local Planning, Housing or Community Safety Department. Your Neighbourhood Management structures, or your Regeneration / Economic Development Department will hold population data by deprivation indices at postcode / super output level.

In addition, there are a number of **research reports and guidance** that have been published which may provide useful background reading.

[A question of balance: Lone parents, Childcare and Work](#)

This report presents findings from qualitative research to increase understanding of lone parents' attitudes towards and experiences of childcare, their decisions about childcare and work, and their views and experiences of recent and imminent policy initiatives and changes.

[Ethnic Minority Outreach: An Evaluation](#)

This report is concerned with the evaluation of the first two years of the Department for Work and Pension's (DWP) Ethnic Minority Outreach (EMO) initiative.

[The role of work in low income families with children - a longitudinal qualitative study](#)

This report is based on the findings of a qualitative study designed to explore the longer term effects of working on families with children.

[Children in Britain: Findings from the 2003 Families and Children Study \(FACS\)](#)

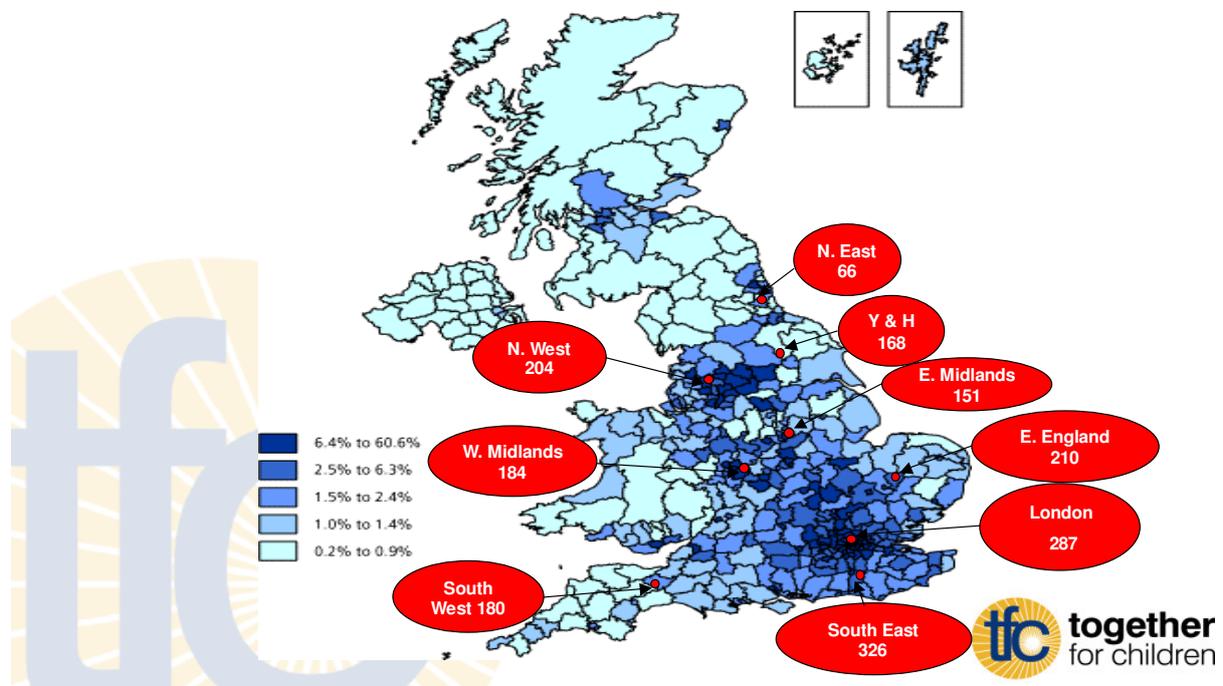
The 2003 Families and Children Study (FACS) is the fifth in a series of annual surveys, which investigates the circumstances of British families with dependent children. This report presents descriptive findings, representative of all children in 2003, and is divided into a number of chapters, each of which looks at distinct features of children's lives.

Step 3 Capture your baseline

You will already have established the footprint of children's centres in your Local Authority, reflecting both phase 1 and phase 2 centres (albeit there may be some movement as you confirm phase 2 centres).

It is a helpful starting point to map statistics associated with your priority and excluded groups, for example, 0-4 populations in socially disadvantaged areas, ethnic minorities and overlay your centre footprint. It may look something like the map below.

Children's Centres Numbers Vs Ethnic Minority Demography



These maps will help inform your baseline in relation to accessibility to services and the reach potential of each centre. Capture this information for each centre. The following spreadsheet may be a useful starting point for you.

[Click here](#) to access it.

Step 4 Identify any gaps

You will at this point have a good understanding of your key target groups and also the data required to establish your baseline and monitor progress at centre level.

It may be that the nationally available data, e.g. from the Census, and any local plans you have will provide you with sufficient data to manage performance towards your targets. However, if there are any gaps – particularly associated with parental satisfaction with the services – you may choose to commission a discrete, rapid piece of local research.

There is no single approach to be adopted regarding the commissioning process but we would recommend you consider best value, timeliness and coverage when you undertake any consultation exercise.

We have included two examples of good practice from local authorities who undertook consultation exercises as part of their evidence gathering.

Who?	East Riding of Yorkshire	Bradford
What?	Consultation aimed at understanding service needs of new children's centre.	Consultation with families aimed at understanding childcare provision in area.
How?	Questionnaires aimed at GPs, existing providers, parents etc. with a focus on priority and excluded target groups.	In depth interviews were conducted with respondents - combination of door knocking, street interviews and interviews conducted in community centres.
Outcomes?	Better informed service delivery including, for example, identification of need for advertising of services, rural outreach and involvement of existing care providers.	Understanding of influences re. choice of childcare, provided evidence base for an informed childcare strategy with focus on excluded families.

Step 5 Measure success – monitor and review

The final step in the approach outlined here is measuring success. The baseline you have established, including the targets set for each priority and excluded group, will need to be routinely monitored and reviewed to determine success and also to inform any remedial action.

Capturing information from each centre is critical to success as the centre managers are best placed to know the extent to which they are reaching their priority and excluded groups. The template included in Step 3 can be used to monitor progress locally.

The remaining sections of this toolkit provide you with advice and guidance on mechanisms to help you deliver your targets and ensure that your services reach those children identified in our key target groups. Your success in making your services attractive and accessible to these groups should be monitored formally – not only to satisfy the performance management requirements but also to enable the identification and sharing of good practice.

Section 2

Helpful checklists for reaching priority and excluded families

The checklists have been designed to offer you practical guidance within a flexible framework.

Each checklist is split into three sections:

- Questions for local authorities
- Questions for children's centre managers
- Questions for partner agencies

Please note these checklists are intended for prompting and planning. They are neither prescriptive nor comprehensive but should be used as a means of prompting discussion and consideration of the range of issues you will face. Many centres will have developed innovative approaches and practices to ensure families can access services.

Getting started – questions to ask ourselves

The generic checklist will help you consider some of the overarching issues in reaching priority and excluded families.

Specific prompt and planning checklists

The prompt and planning checklists should be used in conjunction with the Sure Start Children's Centres Practice Guidance (November 2006).

1. Working with parents with mental health issues
2. Working with fathers
3. Working with teenage parents
4. Working with minority and ethnic families
5. Working with disabled children
6. Working with parents with learning disabilities
7. Working with partners and families of prisoners
8. Working with parents with drug or alcohol problems
9. Working with the homeless and families in temporary accommodation

1. Getting started – questions to ask ourselves

	Action	Responsibility and timetable
Local Authorities:		
Provide all children's centres with demographic information and other available data relating to the community they serve		
Have/establish protocols with PCTs on the sharing of information with children's centres regarding births in the local community and priority and excluded families		
Have/establish protocols or agreements with other agencies that provide services for young children that relate to the work of children's centres		
Have/establish protocols or agreements with other agencies that provide services for parents of young children that relate to the work of children's centres – eg Jobcentre Plus, etc		
Have mechanisms in place for consulting regularly with potential users of children's centres who are often excluded from or find it difficult to access services		
Children's Centres should:		
Use all available data to understand the nature of the local community and the children and families who are often excluded from services		
Ensure that the local authority provides up to date information on a regular basis to enable the children's centre to understand the community from a theoretical point of view		
Have/draw up a plan of how you intend to/ identify groups of families who are often excluded from services and how you intend to reach them. (Please refer to specific checklists in the toolkit for particular groups of families)		

	Action	Responsibility and timetable
Record attempts to reach groups of families who are often excluded from services and the outcomes		
Ensure that you are notified of all births in the community you serve		
Have/establish a protocol with the health visiting service to ensure that you are notified of all their visits within ten days of the birth of a child		
Ensure that someone from the centre visits all families with new babies within two months of the birth and identifies any potential priority or excluded families		
Ensure that all community groups understand the role of the children's centre and encourage them to explore how they can assist in ensuring that priority and excluded families are encouraged to access children's centre services		
Ensure that all visits to families identified as priority and excluded families are recorded together with the outcome and any plans to engage them unless/until they are engaged with services. (Please use the checklists relating to specific groups of children/families in the toolkit)		
Have mechanisms in place for consulting users of children's centres who have previously had difficulties in accessing services and use such information to continue to improve access to services		
Ensure that information regarding priority and excluded families is included explicitly within a monitoring system for tracking trends in centre usage		
Ensure that information is used proactively to identify the use (or lack) of the centre by priority and excluded families		
Ensure that a performance management system in accordance with Planning and Performance Management Guidance is in place		

	Action	Responsibility and timetable
Ensure that the centre provides training in relation to the needs of priority and excluded families, that staff have been involved in identifying their own training needs and that this is an integral part of the centre training plan		
Ensure that staff understand the role of the centre in attempting to reach priority and excluded families and understand the key role and potential impact a children's centre can have in improving outcomes for the most vulnerable children		
Ensure that staff understand the limitations of the children's centre role and that there are clear arrangements for signposting and/or referring families to other services		
Have a policy for using the Common Assessment Framework together with plans for training in its use		
Have clear procedures and a systematic approach to risk assessment for home visiting and outreach work that addresses issues of staff safety		
Have a confidentiality policy that is clear about how it relates to information sharing and recognises necessary limitations		
Ensure that a senior member of centre management has the responsibility for developing and co-ordinating outreach services to meet the needs of priority and excluded families and that this member of staff has a training plan to fully equip them for this role		
Ensure that other agencies are appropriately involved in providing training for centre staff in specialist areas of work to improve the centres' ability to meet need and to improve multi-agency working		
Ensure that your training plan/strategy includes issues identified in checklists for specific groups and in relation to child protection, domestic violence, etc		
Ensure that other agencies are identified who can provide advice and assistance to staff providing services for particular groups of families		

	Action	Responsibility and timetable
Ensure that a key worker is allocated to each potential priority and excluded family who can provide consistency to families until they are engaged with the centre (and on a longer term basis where needed)		
Ensure that plans for reaching priority and excluded groups of children and families are regularly reviewed and updated based on experience of what works and is identified as good practice		
Other Partners:		
PCTs should have/establish protocols with local authorities to share information regarding births in the community between maternity and health visiting services and children's centres		
Maternity services should have/establish a protocol for informing the local children's centre of births in the community they serve so that families can receive a visit and be made aware of the services available for them and potential priority and excluded families identified		
Health visiting services should have/establish a protocol with local children's centres to notify them of their initial visits to the families of new babies and to advise the centre of families who may have difficulties in accessing the services		
Other agencies providing services for children and families in the community should inform those families of the services available in children's centres		

2. Prompt and planning checklist - working with parents with mental health issues

Please use in conjunction with Sure Start Children's Centres Practice Guidance (November 2006), Section 13, page 76

	Action	Responsibility and timetable
Local Authorities:		
Ensure that departments in the Council that provide services for adults with mental health issues who are parents, are aware of the importance of their parenting role		
Provide information to mental health services of the services provided for young children and their parents in children's centres and to encourage parents to access their local children's centre		
Encourage the development of protocols or agreements between services for adults with mental health issues and children's centres to enable joint working		
Ensure that children's centres are provided with information about services for adults with mental health issues		
Children's Centres:		
Ensure that there are protocols or agreements with services for adults who have mental health issues which enable joint working or information sharing in working with individual families		
Ensure that staff working with families where there is a mental health issue understand the support services available - such as community mental health teams, in what circumstances it may be necessary to refer people and how to make referrals		
Provide awareness training regarding potential stress following the birth of a baby and enable staff to work sensitively with a parent suffering from post natal depression jointly with, or with the support of, health staff		

	Action	Responsibility and timetable
Ensure that staff can access support from other professionals when working with families where there are mental health issue		
Ensure that where parents feel unable to access services in the children's centre, services can be provided through outreach in the family home		
Consider identifying a member of staff who will develop knowledge and skill in this area of work that can be shared with, and provide support to, other staff		
Other partners:		
Health and social services for adults with mental health issues should have/develop protocols or agreements for information sharing and/or joint working with children's centres		
Health staff, including GPs and hospital based staff, should be conscious of the patients parenting role when treating adult mental health issues		
PCTs and/or CMHTs should ensure that health staff are able to provide training and support to children's centre staff who are working with parents with mental health issues		

3. Prompt and planning checklist - working with fathers

Please use in conjunction with Sure Start Children's Centres Practice Guidance (November 2006), Section 14, page 81

	Action	Responsibility and timetable
Local Authorities:		
Work with Fathers is highlighted and celebrated in the Children and Young Peoples Plan		
There is a 'fatherwork/father' champion in the LA		
'Work with fathers/men' is a specific strand of the LA Participation/Consultation Strategy		
'Father/male carer' work is an important priority of the LA Parenting strategy		
Awareness raising and training in working with men and fathers is a priority strand of the Children's Workforce Development Plan and is subsidised through the Sure Start grant		
Children's centres are set targets to recruit and retain male workers		
The Children's Information Service actively promotes recruitment opportunities for male workers, and celebrates role models in children's centres		
The LA website has a chat room for fathers and male carers		
Connexions in partnership with schools and colleges run parenting classes for young men		
Children's centre plans and SLA's are required to develop a framework and actions for work with fathers as part of their requirement to deliver parenting support		
Working in partnership with national and regional 'father support' networks and the LA holds father-focused events and networks		

	Action	Responsibility and timetable
Children's Centres:		
Have 'work with men and fathers' as a priority strand of the business plan		
Have prioritised a 'fatherworker' working from the Centre		
The ethos, imagery and language used in the centre is male friendly		
Innovative approaches to engaging with fathers, male partners and carers is carried out through proactive consultation		
Registration or other administrative forms have a specific section for men		
There are male employee recruitment targets		
All staff are trained in 'working with men'		
All parenting courses emphasise the value and role of fathers		
There are father and mother courses, and separated partners are actively encouraged to attend		
Men are actively encouraged to volunteer act as ambassadors and support the developments of the centre and its services		
A programme of male focused events/health support/training are offered		
A regular review of activities for fathers and men is carried out to ensure needs and aspirations are being met/exceeded		
Home visiting protocols implicitly include the 'father'		
Events are held at appropriate times to encourage male involvement		

	Action	Responsibility and timetable
Other Partners:		
Connexions, Jobcentre Plus and adult guidance services proactively encourage men to consider opportunities in children's centres		
Fostering, 'looked after children'/other support and referral agencies work closely with the children's centres in advocating the opportunities for men		
Youth and community services, colleges and schools actively work together to promote training services for men		
Health partners provide men-friendly services and male workers where appropriate		

4. Prompt and planning checklist - working with teenage parents

Please use in conjunction with Sure Start Children's Centres Practice Guidance (November 2006), Section 15, page 86

	Action	Responsibility and timetable
Local Authorities:		
There is a priority strand of the Children and Young People's Plan focusing on the engagement and inclusion of young fathers and mothers and the work of the teenage pregnancy service		
Work with young parents is a key objective of the LA parenting strategy		
A multi agency development group has been established to support younger parents with their education, training, job search and parenting skills		
All schools and colleges offer parenting courses and support through children's centre services		
A service level agreement or a 'team around the child approach' exists between education, the midwifery service, doctors and social services in supporting the inclusion and achievement of young parents: this is coordinated and commissioned through the Children's Trust arrangements		
The teenage pregnancy support coordinator has established a memorandum of understanding with all children's centres		
Consultation with young parents is an important cohort of the LA participation strategy and communications strategy		
Children's Centres:		
A range of flexible support is in place in and from each centre, working with young mothers, fathers and their families, if appropriate		

	Action	Responsibility and timetable
Referral arrangements are in place with a range of services and, wherever possible, support is coordinated around the young parent and the children's centre		
Strong links are in evidence between the centre, teenage pregnancy units, schools, colleges, Connexions and JobcentrePlus, in developing progression and support opportunities		
The midwifery, family support and health visitor services work in partnership to personalise services for the young parent(s)		
The childcare provider offers flexible childcare solutions, an opportunity to observe effective practice and understand the contribution they, as parents, can give to their child's early learning		
Parenting support is offered in the home, school or other agency as well as from the centre		
Young parents are proactively encouraged to participate in planning and reviewing the centre services		
Young parents can join a centre user group which they coordinate and manage, to ensure services meet the needs of younger people		
All centre staff are trained in inclusive ways of welcoming and working with younger people and the specific needs of young parents		
All centre staff are knowledgeable about the range of entitlements, including financial support that is available to young people		
Young parents are actively encouraged to 'volunteer' and mentor their peers, when appropriate		
Other Partners:		
The teenage pregnancy coordinator has a memorandum of understanding to deliver support through the centres		
Jobcentre Plus, guidance services and school/college liaison officers deliver support through the centres, and referral mechanisms are in place and regularly reviewed		

5. Prompt and planning checklist - working with minority and ethnic families

Please use in conjunction with Sure Start Children's Centres Practice Guidance (November 2006), Section 16, page 93

	Action	Responsibility and timetable
Local Authorities:		
Children's Trust arrangements or the Children and Young People's Board have prioritised the development of an authority-wide, multi-agency sub-group responsible for diversity, equality, cultural and inclusion targets, performance indicators, outputs and outcomes		
The Children and Young People's Plan prioritises integrated service delivery in support of minority ethnic families, refugees and asylum seekers and travellers		
Audit and mapping of the ethnic, cultural and linguistic composition of the community has taken place, and resources have been targeted accordingly through the children's centre service plans, and relevant locality services		
A clear framework is in place for the monitoring of take up, the identification of gaps in delivery, and community satisfaction		
A consultation strategy and implementation plan is in place to ensure that the diversity of the community is reflected in children's centre developments		
There is an action plan and guidance in place to support children's centres in the implementation of the Race Equality Scheme, which is a requirement of the Race Relations (Amendment) Act 2000		
There is an agreement for the community language, interpretation and translation service or bilingual support for families services to work with the Children's Information Service and children's centre development team to provide appropriate support for information and marketing information and materials		
There is an agreement for the refugee and asylum seeker support service to work through and with the children's centres		

	Action	Responsibility and timetable
The ethnic minority advisory service actively works with and through the children's centres to support the delivery of English as an additional language and the improvement of service access to families with young children. Their multi-lingual development team work from the children's centres		
There is an agreement in place for the travellers' education development team to work with and through the children's centres		
A staff training programme on equality and diversity awareness is in place, and all staff are required to undertake the course as part of their appraisal entitlement		
The local Children's Workforce Development strategy has a positive action recruitment policy in place to ensure that children's centre staffing reflects the communities they are expected to serve		
Where appropriate, representation from the CRE, faith groups, ethnic community leaders and local businesses are actively engaged in children's centre governance arrangements		
There is a comprehensive range of English as an additional language training, and colleges and training providers are working from the children's centres in taking the learning to the potential learners either in the centre or in appropriate community venues and homes		
Children's Centres:		
Have their race equality scheme in place, and arrangements for monitoring and review are clear and regularly reported		
Have a cycle of consultation in place to ensure that the different and changing needs of the community are reflected in their service delivery both in the centre and on an outreach basis		
The recruitment and staffing establishment reflects the diversity of the community it serves		
All staff have equality awareness raising and more specialist training as part of their induction and ongoing professional development		
A range of adult language courses are available in and from the centre, delivered by training providers		

	Action	Responsibility and timetable
Multi-lingual family support and childcare services		
Multi lingual support for health visitors, midwives and speech and language practitioners		
Appropriate specialist childminder/carer networks		
Targeted mailing in community languages		
Materials and equipment reflect a range of backgrounds, and celebrate diversity		
There is a proactive strategy in place to attract volunteers from different cultures to contribute to planning and running of the centre		
A range of outreach delivery venues has been sourced to encourage access and inclusion		
Other Partners:		
The local authority ethnic minority achievement service works with and through the children's centres		
Faith groups and religious leaders actively support and advise the centres on their potential delivery to members of their communities		
The CRE and ethnic minority voluntary groups support and encourage partnership working with and from the centres		
The refugee and asylum seeker councils and staff work with and support delivery from children's centres		
The travellers education support service works with and through the children's centres		
Local business and community leaders are actively encouraged to support the development of the children's centres		
Colleges, training providers and guidance services recognise the value of delivering their EAL/ESOL provision through and with the children's centres		

6. Prompt and planning checklist - working with disabled children

Please use in conjunction with Sure Start Children's Centres Practice Guidance (November 2006), Section 17, page 98 and the Early Service Audit Tool. Refer to www.dfes.gov.uk Early Support > Rationale/Materials/Case studies.

'The way in which services are designed and delivered to support disabled children and their families in the early years has a huge impact on disabled young people's prospects and expectations as they become adults. This has repercussions for the whole family, including the parents' ability to care for their children and participate in education, training and employment.'

(Department of Work and Pensions; 8th Annual Report 2006)

'It is expected that the principles of Early Support, and use of its materials, become routine with mainstream practice in Children's Centres and other early years settings.'

(Department of Work and Pensions; 8th Annual Report).

A new resource, *Implementing the Disability Discrimination Act in Schools and Early Years Settings*, has been designed to support schools, local authorities and early years settings in understanding their duties under the Act and developing their approach to improve access for disabled children, young people and their families. Also under development is supplementary guidance for extended schools and children's centres to help them develop accessible services for disabled children, young people and their families.

The Disability Discrimination Acts 1995 and 2005 require local authorities to drive forward equality of opportunity for disabled children, improving access to schools and early years services.

Local authorities may also wish to refer to practical Early Support materials:

- Early Service Audit Tool. This is a planning tool, providing standards across four key areas that will effect coordinated/integrated service provision across authorities.
- Early Support Professional Guidance
- Early Support Information Booklets for Parents
- Early Support Family Pack
- Early Years Monitoring Protocol materials

In 2004-6 Early Years Support worked with 45 funded LA Pathfinders to explore how best to achieve improvements for young disabled children and their families.

	Action	Responsibility and timetable
Local Authorities:		
<p>Does your audit of need give a clear picture of children's services required by the children with disabilities and their families in your Local Authority? You will need information on the number of children and the range of disabilities. Sources of information:</p> <ul style="list-style-type: none"> • Health Early Screening. Develop a protocol for sharing information • Your LA Inclusion/ SEN/ Educational Psychology department. They will have data on any child from the age of two who has been put forward for statutory assessment • Portage services (and other specialist service provision such as occupational therapy, SPLD, physiotherapy) • Parent Partnership service • Young Carers service • Lead worker/key worker provision/ children with disabilities social work team <p>How has this information been shared with children's centre managers?</p>		
<p>Have you identified services that are a priority within your LA? A growing number of children with complex and severe difficulties will attend nurseries/ schools for children with Severe Learning Difficulties (SLD) from birth. An issue common to many parents who wish to return to work is that of childcare during school holidays. Others require sessional care, so that they can take up training opportunities and access some respite. Groups, like deaf signing children, will have very specific needs for peer interaction. Numbers of such children are often small. It will therefore be necessary for the LA to ensure that it is clear which CCs are developing such support to ensure groups are viable and clearly signposted to parents</p>		

	Action	Responsibility and timetable
and other agencies. Training in signing (Makaton and BSL) is frequently requested by families. Families are often under a significant degree of additional stress as a result of the care needs of their disabled child. There may be opportunities to offer parent support groups. This may need LA coordination. Accessible and accurate information is also a necessity for families in the early phases of identification		
Have you ensured that your strategic plan to develop services has been agreed through your CYPSP to ensure all agencies are aware of initiatives, changes and that there are no gaps or duplications? Are all agencies tied into regular reviewing/ reporting on work to support children with disabilities through children's centres		
Does your strategy for developing services for children with disabilities through children's centres link with that for extended schools?		
Does your LA Policy on Inclusion specifically state that it covers children's centres?		
Are responsibilities for developing this aspect of the work of children's centres clearly identifiable and do officers have sufficient seniority/ authority to make things happen?		
Do your local authority policies on SEN transport and medical needs cover children in children's centres and have you taken account of the financial implications?		
Have you identified staff training needs and planned and budgeted accordingly? Have you planned to ensure that children's centre staff that need specialist training in medication/procedures can access this easily and promptly?		
Have you trained children's centre staff on the structure of referrals/ identification of need so that where they have concerns these are picked up as quickly as possible?		

	Action	Responsibility and timetable
Children's Centres:		
Do you have a clear inclusion policy, which mirrors the LA policy on inclusion, ensuring that this is explained to all parents (including those with minority ethnic language needs) and staff?		
Does this include reference to the Local Authority's SEN transport policy? Do you have in place procedures for accessing SEN transport services?		
Are children with disabilities allowed the same rights to access play and childcare provision as non-disabled children? Have you made specific provision for children with severe learning difficulties who may be in specialist nurseries/ schools during term time but whose parents may need out of term time provision?		
Are you aware of other children's centres providing support e.g. for deaf/signing children who may need a specific peer group and where you may not have sufficient numbers? Do you ensure parents are aware of these?		
Are your play areas fully accessible to those with mobility challenges? Are DDA requirements met in full?		
Have all staff undertaken disability awareness training? Have children's centre staff been trained on the structure of referrals/ identification of need so that where they have concerns these are picked up as quickly as possible?		
Do you follow the local authority's medication policy and procedures? These will have been agreed with health partners.		

	Action	Responsibility and timetable
Do you have good links with referral and support teams and partners such as Children with Disability teams and health support workers, occupational therapists, speech and language therapists, child mental health teams, portage teams, local and national voluntary support agencies, child psychologists/ LA Early Years area SENCOs?		
Do you know where to request appropriate equipment?		
Do you know who to contact if specialist training is required?		
Are your staff able to advise on routes to financial support/other sources of information and support?		
Do you provide support and training to your childminder network about children with disabilities?		
Have you considered the need for parent support groups? Have you identified whether there is a need to provide training for parents e.g. in Makaton/ BSL?		
Are you able to support the parent with the child's transition to school, access to respite care, etc. and advocate on their behalf if required?		
Do you make information on your inclusive service known through a range of methods?		
Do you have a programme for checking parental needs? These might include regular questionnaires/ telephone contact. You will need to have regular contact with health, your Parent Partnership officer, and your Children's Information Service to ensure information to and from parents is up to date and specific		

	Action	Responsibility and timetable
Have you taken into account the needs of families where English is an additional language? Have their needs have been sought and acted upon?		
Have you taken into account the needs of siblings of children with disabilities? The Young Carer service may have useful information, and work with you on developing services or extending existing ones		
Other Partners:		
Do your strategic plans identify how your services contribute towards meeting the needs of disabled children through children's centres?		
Are there regular opportunities for senior managers to meet with other partners to identify increasing opportunities for joint delivery and to contribute to monitoring and evaluation?		
Are agreements for sharing information on children with disabilities with children's centres in place? Are these reviewed regularly?		
Are protocols for providing equipment in place?		
Have you identified services to be delivered from children's centre sites?		
Have joint funding issues been addressed and protocols/ SLAs agreed?		
Is the training you are able to provide children's centre staff clearly identified and promoted?		
Have you clarified with children's centre staff the routes to specialists within your agency where appropriate?		
Do the staff in your agency understand the remit of children's centres and their own role in delivery of services? How is their role monitored and reviewed?		
Do you provide specialist information for parents through children's centres? Do you request feedback from children's centre parental satisfaction surveys?		

7. Prompt and planning checklist - working with parents with learning disabilities

Please use in conjunction with Sure Start Children's Centres Practice Guidance (November 2006), Section 18, page 106

	Action	Responsibility and timetable
Local Authorities:		
Ensure that information about children's centres is made available in appropriate formats for parents with learning disabilities		
Ensure that local authority services for adults with learning disabilities are provided with information about children's centres		
Have/develop protocols or agreements between services provided for adults with learning disabilities who are parents and children's centres to enable access to services for their young children		
Ensure that voluntary organisations and community groups working with adults with learning disabilities are provided with information about children's centres		
Children's Centres:		
Ensure that information is available in an appropriate format to enable parents with learning disabilities to access centre services		
Ensure that children's centre staff are trained to respond to the particular needs of parents with learning disabilities in an appropriate way		
Ensure that centre staff are aware of services for adults with learning disabilities to enable information sharing, appropriate signposting and/or referral processes		
Have or develop protocols or agreements with services for adults with learning disabilities that enable joint working or information sharing to assist families with caring for their young children		
Ensure that staff are trained to recognise when children's needs are not being adequately met as a result of parents learning disabilities and provide additional services to assist them		

	Action	Responsibility and timetable
Ensure that staff are able to recognise if the disabilities are more than the children's centre can assist with and there is a need to refer the family to an appropriate service		
Ensure that the children's centre is aware of the services available to assist adults with learning disabilities who are parents in other aspects of their lives in addition to parenting their children		
Ensure that voluntary organisations and community groups working with adults with learning disabilities are included in protocols and/or agreements in relation to training and joint working		
Other Partners:		
PCTs should ensure that services for adults with learning disabilities have/develop protocols with the children's centre service to enable joint working and/or information sharing when adults with learning disabilities using their services become parents		
PCTs should ensure that services for adults with learning disabilities are aware of the services provided by children's centres and have information from the local authority in an appropriate format to enable parents to access children's centres		
PCTs should ensure that maternity and health visiting services are aware of the need to assist adults with learning disabilities who become parents to access services from their local children's centre		
Social services for adults with learning disabilities should have/develop protocols or agreements with children's centres if those adults become parents to enable joint working or sharing information		
Education services for adults with learning disabilities should ensure that they have information about children's centre services to pass to those who become parents		
Voluntary organisations or community groups working with adults with learning disabilities should have information regarding services provided by children's centres and should be involved in training, information sharing and joint working arrangements		

8. Prompt and planning checklist - working with partners and families of prisoners

Please use in conjunction with Sure Start Children's Centres Practice Guidance (November 2006), Section 19, page 112

	Action	Responsibility and timetable
Local Authorities:		
Have mechanisms in place through Community Safety and CYP plans for liaising with probation, Community Safety, social services, police and local prisons; in providing a support plan for the children and partners of prisoners or offenders		
Have a joint planning and review group to ensure information flows and access to appropriate support before sentence, during imprisonment and after release		
Provide an awareness-raising training programme for children's centre staff on the issues and potential personalised approaches and solutions that can be offered		
Ensure that the Children's Information Service is aware of national, regional and local advocacy and support groups; and wherever possible is able to signpost to named agency staff		
Other Partners:		
Members of the Local Joint Safeguarding Board are aware of the potential for support and preventative actions that can be put in place through children's centres		
Local CABs, credit unions and other financial support services are able to provide children's centres with potential advice on supporting families facing financial disabilities		
The probation service is aware of and actively involved in the support that can be offered through children's centres		
Community safety officers and community police have developed positive links and relationships with children's centres		
Prison education service has established links with the children's centre and local authority		
The assisted prison visits unit has developed effective referral and advice arrangements with the local authority and children's centres		
If relevant, the local prison liaison or development officer has established an agreement with the local authority to advise on children's visiting sessions or aftercare.		

9. Prompt and planning checklist - working with parents with drug or alcohol problems

Please use in conjunction with Sure Start Children's Centres Practice Guidance (November 2006), Section 20, page 116

	Action	Responsibility and timetable
Local Authorities:		
Does the Drugs Action Team have clear shared policies and protocols for work with children's centres?		
Are local authority staff involved in drug and alcohol services informed of the services and activities available at children's centres?		
Do staff involved in drug and alcohol services maintain good links with children's centres?		
Children's Centres:		
Does your centre offer an effective multi-agency approach?		
Do you have arrangements for the early assessment of vulnerable children using the Common Assessment Framework?		
Do you have protocols in place to identify and refer children with unmet needs whose parents are misusing?		
Are all your staff fully trained to support parents with substance misuse problems including the possible effects on parenting capacity?		
Do you have specialist services including: <ul style="list-style-type: none"> • intensive structured parenting • child and family support • outreach and home visiting? 		
Does your centre provide access to further specialist substance abuse support services?		
Do you have support workers dedicated to working with parents with drug or alcohol problems?		

	Action	Responsibility and timetable
Do you have protocols for referral procedures and care pathways, in conjunction with the local DAT and other local agencies offering services to parents with drug or alcohol problems?		
Other Partners:		
<ul style="list-style-type: none"> • Are agencies represented on the DAT, ensuring that services, where appropriate, are offered through the children's centres? • Are maternity services provided to drug and alcohol users through the children's centre? • Are drugs support workers from local agencies and voluntary organisations supporting children's centre staff through training and joint working? 		

10. Prompt and planning checklist - working with the homeless and families in temporary accommodation

Please use in conjunction with Sure Start Children's Centres Practice Guidance (November 2006), Section 21, page 120

	Action	Responsibility and timetable
Local Authorities:		
Does your homelessness strategy include the role of children's centres?		
Are your housing department staff regularly informed of the services and activities available at children's centres?		
Do you have clear shared policies and protocols for housing department work with children's centres?		
Do your temporary accommodation staff in housing departments maintain good links with children's centres?		
Children's Centres:		
Does your centre offer an effective multi-agency approach?		
Do you have arrangements for the early assessment of vulnerable children using the Common Assessment Framework?		
Do you have protocols in place to identify and refer children with unmet needs whose parents are homeless or in temporary accommodation?		
Are all your staff fully trained to support parents who are homeless or in temporary accommodation?		
Does your centre maintain good links with temporary accommodation staff in the housing department?		
Does your centre provide outreach services to families in temporary accommodation?		
Do you provide courses and drop in sessions outreached at temporary accommodation sites?		

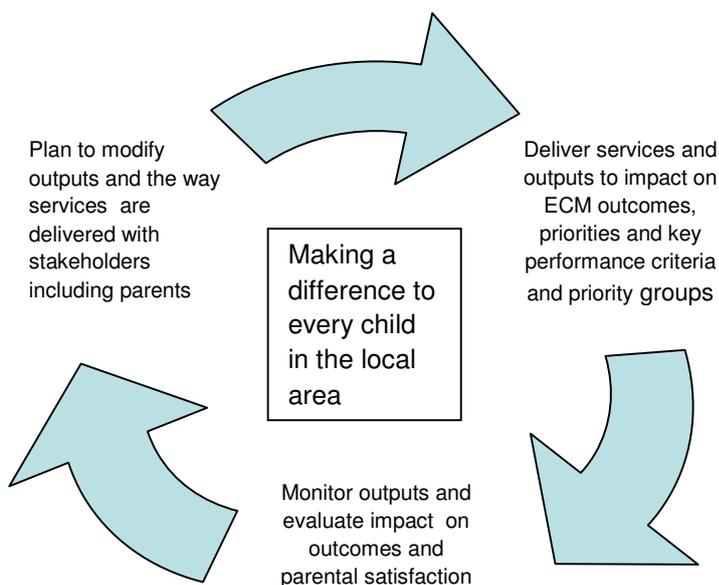
	Action	Responsibility and timetable
Does your centre provide regular and accessible information on children's centre services and activities to temporary accommodation sites?		
Other Partners:		
Are health and social services staff providing sessions in conjunction with the children's centre staff to homeless and temporarily accommodated families?		
Are mental health and drugs support workers working alongside the children's centre with homeless families?		

Section 3

Measuring the impact

This section provides some suggestions to managers for evaluating the impact of the children's centre on outcomes for children through its reach and home visiting, the provision of additional supports and its work on inclusive services for children in need.

- Monitoring is about collecting information in a planned, organised and routine way that will give information about how the centre is making a difference to children's lives. It is essential to gather evidence about whether the centre is delivering effective interventions and services to all children in the area and locally modify delivery if required, as well as agreeing any changes to priorities with the local authority
- Monitoring is best done regularly so the centre can work on a continuous cycle of improvement
- All the outputs must be measurable have a clear with an evidential link to how they impact on the 5 Every Child Matters outcomes for an individual child or groups of children



Section 2 of the Sure Start Planning and Performance Guidance (November 2006) contains a self evaluation form which asks for quantitative data (Part B Section 1) on specific groups in the reach area with whom the centre establishes contact and levels of parental satisfaction with services received. Part C Section 2 asks centres to outline in more detail how the centre supports access for the most excluded groups and the impact of this activity; for example, the services accessed and outcomes achieved for these groups. It will be necessary for centre managers to have a clear

understanding of how outputs achieved with and for these groups will impact on the five outcomes for children.

Understanding and measuring impact

- Understand the DfES performance indicators and think about how the centre can work with the priority communities to impact on the five ECM outcomes and the performance indicators
- Organise challenge discussions to see if current service and the measurable outputs of the centre impact on those performance indicators and ECM outcomes – the ‘so what’ test to really making a difference to children
- Through home visits identify with all parents what matters to them in how services are delivered and what they think will have most impact on outcomes for their children
- Identify and agree with centre stakeholders a series of centre level practical and measurable outputs from the services. Ensure that these outputs can be measured, so everyone will know they have been achieved and that there is a clear evidence base of those outputs impacting on the five ECM outcomes and performance indicators
- Decide exactly what impact the centre would expect to see from its services as a result of measures taken to ensure that services can be accessed and used by parents and carers in the priority groups
- Monitor the measurable outputs of the services provided for all children including priority groups
- Collect information on satisfaction levels of children (from observation) and parents with the services on an ongoing basis
- Identify what changes in capacity, new skills and seamless integration with other services, the common assessment framework and lead professionals is needed
- Set out a series of measures that will help identify whether broad outputs have been achieved over time. For example, record attendance figures of parents with disabilities at an ante natal group and compare numbers attending with numbers in the total population
- Where appropriate, analyse this information further and deeper e.g. the percentage of parents with disabilities who are lone parents, are young parents or are from BME groups who are attending and compare this to the proportion in the community. Is the proportion attending the same as the proportion in the community or less?

- Children attending provision will have their progress monitored by key workers. By comparing data over time and against other local centres or national data, the impact of centre attendance can be assessed
- Collect information on changes in behaviour e.g. have parents' attitudes to breastfeeding altered?
- When designing or reviewing services, use a variety of methods such as comment boxes, tape recording, pictograms, cameras, parents meetings, consultation groups, focus groups and consider the participation standards set by the local authority

Using surveys

- If written questionnaires are used, keep them simple and short and do not use often. Test the survey first to make sure the questions asked are clear and give meaningful answers. Translation into community languages and Braille and pictorial options should be offered as required
- Check that all sections of the community are represented by asking respondents to give their ethnicity which can be compared against local data
- If there are sections of the community missing establish other means of collecting their views, for example through a local community or support group

Surveys can be contracted out for anonymity.

Checklist

This checklist can be worked through with key stakeholders for each specific group of excluded children/families prioritised by the local authority or local community or children's centre. SMART measures can be agreed with specific groups of parents who need the services and will help demonstrate the impact of services in the short and medium and long term. SMART = specific, measurable, achievable, realistic and time-bound.

	SMART Measures agreed with specific groups of parents	Any new local performance indicators desired by parents/communities/LAs to track performance improvement
Baseline information for individual child: Identify the relevant centre assessments for universal services		
Baseline for children needing additional support: Common Assessment Framework identifies the assessment of need for additional support		
Baseline for children in need: The Child in Need Assessment identifies the assessment of need for services.		
Baseline information for the local community: Identify the current Performance Indicators for the community		
Measurable impact on the child of services: At Early Years Foundation Stage Profile (time lag)		
Proxy outcome measures: Milestones to the Early Years Foundation Stage Profile. ECM five outcome indicators for age and development		
Service outputs known to have an evidence base: professional/pragmatic/community evidence base		
Achievement of SMART measures known to link to good outcomes: professional/pragmatic/community evidence base		

Section 4 Case Studies

Please refer to the Sure Start Children's Centres Practice Guidance (November 2006) for a wide range of case studies.

This section of the toolkit will be regularly updated to give you access to 'real time' examples from local authorities.

Local authorities are invited to contribute by contacting Together for Children at mail@togetherforchildren.co.uk or calling the helpline on 0870 990 8945.

1. East Riding of Yorkshire

Overall aim of piece of work:

The consultation undertaken aimed to establish:

- The variety of facilities already available in Goole to children aged 0 – 5 years and their parents
- Difficulties in current service delivery
- The services required at the new children's centre

How was the work undertaken in practice?

The research and written report was conducted by the Council's Corporate Policy and Strategy Directorate

Methodology

The basis of the methodology was the production of five questionnaires for each of the major target groups:

- Existing care providers
- Voluntary organisations
- Health professionals and link workers
- GPs
- Parents, carers and the community

When investigating access to target group 5, parents, carers and the community, the focus was on priority and excluded families, who were identified as:

- Expectant parents
- Families of migrant workers
- Young parents
- Workless households
- Lone parents

- Families from ethnic minorities
- Fathers
- Parents who suffer domestic violence
- Grandparents
- Parents who are out at work all day
- Families needing support
- Parents who are on probation
- Parents involved in substance misuse

Hard copy questionnaires were made available at two 'neutral' locations, the library and the Council's Customer Service Centre, chosen as places where a high proportion of residents – regardless of their circumstances, would visit.

Further work was essential to access those defined as priority and excluded families:

- **Expectant parents** – The researcher approached the Modern Matron at the local Health Centre who then forwarded questionnaires to health visitors to distribute to expectant and new parents they came into contact with. They also accessed the Connexions Personal Advisor for Teenage Pregnancy who works directly with pregnant teenagers in the area. She distributed 20 questionnaires during one to one support sessions
- **Young parents** – The Adult Education Personal Adviser, who works with parents over 20 years as well as young parents, agreed to distribute 20 questionnaires to young parents accessing the service
- **Lone parents** – The Jobcentre Lone Parent Adviser was sent 20 questionnaires and distributed them to parents during one to one sessions
- **Grandparents** – Grandparents were approached at two local consultation events and 20 questionnaires were distributed through two local Women's Institute groups
- **Families needing support** – a total of 40 questionnaires were distributed through Homestart and ERYC Family Support Service with a request to target families living in the Marshlands area.
- **Fathers** – were approached at three local consultation events, sent home through Marshlands Primary School and through the Jobcentre Lone Parent Adviser
- **Workless households** – access through the Jobcentre Lone Parent Adviser
- **Parents suffering domestic violence** – Questionnaires were completed during support sessions offered by the Domestic Violence Accommodation Project
- **Parents from ethnic minorities** – The 2001 Census found there were only 1.9% ethnic minority households in the Goole South Parish. Additionally, Ofsted report for Marshlands Primary School states every child on roll is white, English speaking. Research subsequently

showed there were no current social or voluntary groups operating to support families from ethnic minorities.

- **Families of migrant workers** – There are a number of migrant workers living in the area. These were identified by participation in the adult education English for Speakers of Other Languages course, through the health visitor and through the adult education outreach worker who assisted in completion of the questionnaire during their support sessions.
- **Parents who are out at work all day** – through a consultation event held in the community on a Saturday
- **Parents who are on probation** – 15 questionnaires were forwarded by the Senior Probation Officer to Probation Officers to complete with parents they came into contact with
- **Parents involved in substance misuse** – through ERYC Family Support Workers. Various substance misuse charities were contacted but declined to distribute questionnaires

What were the outcomes of the project?

The number of questionnaires completed from the five target group is as follows:

- Existing care providers - 19
- Voluntary organisations - 2
- Health professionals and link workers - 7
- GPs - none
- Parents, carers and the community - 115

From the consultation events, wish boards of what services were needed were completed, barriers and possible solutions identified in several categories from activities, advice, childcare, health, training to transport. Responses to the questionnaires identified what difficulties parents had in accessing current services in the area to what types of services parents would access in a children's centre.

What new processes have been developed?

The research has provided East Riding of Yorkshire Council with a wealth of views and suggestions from priority and excluded families on the services they would like to see developed in the new children's centre and the barriers with possible solutions to access those services.

Conclusions of research

Overall common themes for priority and excluded families included:

- Access – majority walked to services, the bus routes, no transport for families in outlying villages
- Not enough activities for 0 - 5 year olds
- Difficult to access childcare during summer holidays and after school in order to find work

- That the centre will have common sense and not political correctness
- The activities will need to be advertised
- Needs to have flexible childcare

Summary of how this piece of work may assist other local authorities

A number of services were recommended for development; for example, drop in sessions, family support, young parents support group, various activities for children and Adult Education with crèche provision.

Additional recommendations include:

- Services offered all year round, not just term time
- Effective marketing to ensure services are published to parents in the area, particularly the surrounding rural areas
- Consider developing a rural outreach service or review of bus service to ensure full access for those in rural areas
- Partnership work should be continued with local care providers to reassure and avoid any bad feeling

2. Bradford, West Yorkshire

Overall aim of piece of work:

Consultation with families into the use and perceptions of childcare in the Bradford district.

How was the work undertaken in practice?

The research was designed to meet the following objectives:

- To gain a better understanding of parents (and carers) attitudes towards the usage of childcare
- To understand the views and behaviour of parents generally and of particular groups of parents, i.e. low income, in the transition from unemployment to employment, with children who have a disability and ethnic minority families

Methodology

- In-depth interviews were conducted with respondents identified through a combination of door knocking, street interviews and interviews conducted in community centres
- Respondents were given £25 per interview. 960 interviews took place
- The majority were five minute questionnaires and 15 in-depth interviews
- Booster interviews were conducted with specific priority and excluded families groups
- Fifty four interviews were conducted with parents of disabled children
- There were 32 interviews with residents for whom English is an additional language
- Interviews were conducted during the day, evening and weekend to include a broad sample of parents, working and non working

What were the outcomes of the project?

- Overall, just four out of ten parents said they knew about the childcare element of Family Tax Credit (a higher proportion was reported in families from whom English is an additional language)
- Parents of children with disabilities – just over half were aware of free nursery places and there was a lower use of day nursery and childminders in this group
- A higher proportion of families for whom English is an additional language relied on parents or others to look after their children than those of English speaking families

What new processes have been developed?

- The research has provided Bradford Early Years and Childcare Services with a wealth of information to further plan and implement a childcare strategy that delivers services to all families, including the priority and excluded families

Conclusions of research

The research has provided Bradford Early Years and Childcare Services with a wealth of information

- The decision of whether or nor to use childcare appears to be influenced by a range of factors including expectations of the parent, availability of support networks, availability of other carers, trust and cost
- Family and friends are the preferred choice of childcare
- Paid-for childcare is something parents consider in the absence of other support networks
- Less affluent parents (and to a certain degree, parents whose child/ren has a disability) felt more restricted by the choice of locally available childcare
- Paid-for childcare was seen by some parents to be an enabler, allowing them to live the life they choose

Summary of how this piece of work may assist other local authorities

It will assist other local authorities to target appropriate childcare services to meet the needs of children and families within their own area.

Section 5

Useful links and documents

This section provides links to national organisations and web-sites that provide data and other information on a national, regional and local level.

- National Statistics – www.statistics.gov.uk provides a huge range of statistics including employment rates, retail sales, population and health statistics
- Department of Work and Pensions – www.dwp.gov.uk. You can find statistical reports produced by the Information and Analysis Directorate (IAD) on this website by clicking on Resource Centre link, top, right hand of Home Page
- Department of Health – www.dh.gov.uk click on ‘Statistics’ link. This section covers health care, workforce, public health, social care and links to the Information Centre for health and social care (IC) website
- Department for Trade and Industry <http://www.dti.gov.uk/employment/research-evaluation/index.html> Employment Market Analysis and Research conducts periodic socio-economic benchmark surveys
- Jobcentre Plus – www.jobcentreplus.gov.uk – click on ‘Partners Home’ link, then ‘Provider Statistics’
- Children’s Workforce Development Council – www.cwdc.org.uk click on ‘Resources’ link to access [Agency Nannies Training Survey](#) and [Survey of Education Support Staff and Volunteers in Nursery](#)
- <http://www.dti.gov.uk/employment/research-evaluation/index.html> Employment Market Analysis and Research conducts periodic socio-economic benchmark surveys
- Home Office Equality Unit – <http://www.homeoffice.gov.uk/equality-diversity/> - relates to Home Office responsibilities such as crime, the justice system and immigration. Click on ‘Science, Research and Statistics’ link
- Teenage Pregnancy – www.dfes.gov.uk/teenagepregnancy provides statistics on teenage pregnancy rates
- Youth Services – www.ncvys.org.uk www.connexions.gov.uk or through your local Youth Service
- Sector Skills Council profiles – www.ssda.org.uk – provides statistics relating to standards and qualifications, women in work and labour market intelligence
- Children’s Workforce Development Council – www.cwdc.org.uk click on ‘Resources’ link to access [Agency Nannies Training Survey](#) and [Survey of Education Support Staff and Volunteers in Nursery](#)
- Commission for Racial Equality - www.cre.gov.uk are producing a new series of factfiles, the first published relates to Employment and Ethnicity

- Disability Rights Commission – www.drc.org.uk click on 'Library' link, then 'Research' link. Provides information on access to services and transport and education and employment for people with disabilities
- Women and Equality Unit - www.womenandequalityunit.gov.uk click on 'Research and Publications' link for a wealth of statistics relating to women
- Communities and Local Government – www.communities.gov.uk. Click on 'Research and statistics' link on left side tool bar.

SEN links

- Sure Start - www.surestart.gov.uk. SEN and Disability. Information on the funding for inclusion and role of SENCos. It also gives suggestions for the use of the New Transformation Fund to train EY staff to support disabled children 0-3
- Department of Health - www.dh.gov.uk. On the Department of Health site; Together from the Start; practical guidance for professionals working with disabled children 0-3 and their families. Published 2003. This site will also provide population statistics for England at Strategic Health Authority and primary Care Trust level for residents 0-30 by age band. These statistics have been produced for the Children and Young Persons' Policy Review of integrated services for disabled children and young people.
- Department for Education and Skills - www.dfes.gov.uk. Early Support. Rationale/ materials/ case studies

Useful Documents

- Preventing Social Exclusion of Disabled Children and Their Families; Literature review paper produced for the National Evaluation of the Children's Fund; Dr Harriet Clarke, Institute of Applied Social Studies, University of Birmingham (2006)
- HSE - Successful interventions with hard to reach groups (2004/5)
www.hse.gov.uk/research/misc/hardtoreach
- Delivering services to hard to reach children and their families in On Track areas: definition, consultation and needs assessment: National Foundation for Educational Research, Home Office Development and Practice Report, 2004 available through crimereduction.gov.uk
- Consultation toolkit produced by Cheltenham LA - www.cheltenham.gov.uk
- Policy for the children of prisoners in schools - Jenny Rathbone, Sure Start Hillmarton, Paradise Park Children's Centre, 164 Mackenzie Rd, London N7 8SE

This template seeks to illustrate the type of data you will need to collect and the possible sources of that data. It is not comprehensive - it focuses on national sources of data. You will be able to complement with local data.

LOCAL AUTHORITY		Illustration LA	England total	LA Total	Date source	Web link
General information						
1	Total Population	49,138,831	259,536	Census, ONS	Census Neighbourhood Statistics	
2	0-4 population (%age)	5.96	5.49	Census, ONS	Census Neighbourhood Statistics	
3	Claimant count	669,879	5,025	Census, ONS	Census Neighbourhood Statistics	
Ethnic groups						
4	<i>Ethnic group - Total</i>	100	100	Census, ONS	Census Neighbourhood Statistics	
a	Ethnic group - white	90.92	93.12	Census, ONS	Census Neighbourhood Statistics	
b	Ethnic group - mixed	1.31	0.88	Census, ONS	Census Neighbourhood Statistics	
c	Ethnic group - Asian or Asian British	4.38	4.38	Census, ONS	Census Neighbourhood Statistics	
d	Ethnic group - Black of Black British	2.3	0.37	Census, ONS	Census Neighbourhood Statistics	
e	Ethnic group - Chinese or other Ethnic Group	0.89	1.24	Census, ONS	Census Neighbourhood Statistics	
Household composition						
5	Lone parent households with dependent children (households)	1,311,974	7,895	Census, ONS	Census Neighbourhood Statistics	
a	Male (households)	125,099	360	Census, ONS	Census Neighbourhood Statistics	
b	Female (households)	1,186,875	7,535	Census, ONS	Census Neighbourhood Statistics	
6	Lone parent households (people)	5,046,507	30,331	Census, ONS	Census Neighbourhood Statistics	
Health & Social Care related data						
7	Low birthweight live births	46,233	243	Census, ONS	Census Neighbourhood Statistics	
8a	Teenage conceptions	39,553	268	DfES Teenage Pregnancy Unit	DfES Teenage Pregnancy Unit	
8b	<i>Rate per 1000</i>	42.1	55.3	DfES Teenage Pregnancy Unit	DfES Teenage Pregnancy Unit	
9	Registrations to child protection registers - age 0-4	13,300	130	DfES Child Protection Data	Child Protection data	
10	Percentage of children under 11 who are obese	13.7%		Childhood obesity		
11	Breastfeeding mothers		42.7%	Breastfeeding data	Breastfeeding initiation data	
12a	Homelessness (numbers)	121,179	906	Census, ONS	Census Neighbourhood Statistics	
12b	<i>Homelessness (%age)</i>	7.8	6.9	Census, ONS	Census Neighbourhood Statistics	