

What do we know?

Not all services are genuinely and actively inclusive and there is a wide variety in the definition of inclusion. Inclusion should provide a choice for disabled children, young people and their families.

Early years	Access	Differentiation
<ul style="list-style-type: none"> • The overall verdict on family-centred early years interventions is positive. • High quality pre-school education can reduce the need for special education at primary school, especially for the most vulnerable children. • Improving parent's ability to cope is as important as the child's developmental progress. • Efficient key worker systems are an essential part of effective early years' provision. • The most effective services are shaped by parents, The more complex a service, the less effective it seems to be. • Services must compensate for social disadvantage. Families with less capacity benefit more from careful and thorough assessment of their needs 	<ul style="list-style-type: none"> • Access to positive and inclusive activities improves disabled children's health and wellbeing. • Disabled children and their families need the active involvement of trained staff to benefit from their experience. • Improving participation is as important as improving access. • Disabled children and their families need to be involved in decision-making about what is on offer as well as their own participation. 	<ul style="list-style-type: none"> • The most pressing problems affecting some children from BME backgrounds are poverty and social disadvantage, • Asylum-seeking families may not report the child's impairment for fear of altering their immigration status. • Many parents believe that earlier intervention would have prevented away-from-home placement.

Who has the information you need?

- | | |
|--|---|
| <ul style="list-style-type: none"> • parents and children and young people • managers working at a strategic level delivering services • PCT managers • early years practitioners, Sure Start programme managers • family parent programme managers | <ul style="list-style-type: none"> • psychologists (e.g. educational, in CAMHS) • SEN coordinators • family centre managers • health visitors • speech and language therapists and others providing a service for physical or neurological impairment. |
|--|---|

What do you want to do next?

The last three years has seen investment of £770 million. How can you be sure that it is being used appropriately in your locality and that your services for disabled children and young people will improve?

Questions to facilitate improvement

Q1	What are your aspirations for disabled children in your locality? What outcomes (quality-of-life conditions) do you want?
Q2	What would the outcomes look like if you could see or experience them? <i>(Experience is the bridge between outcomes and indicators.)</i> For example disabled children and young people will be participating in positive activities suited to their needs, parents will say that they are receiving good quality and timely services;
Q3	<i>What milestones are you setting to support the achievement of locally defined outcomes? And how can you measure them?</i> The indicators emerge from descriptions of the experience. Appropriate indicators from the National Indicators Set, Other measures specific to your locality should be defined so that you will be able to see whether you are achieving your defined outcomes, to what extent your plans need amendment and to provide feedback to your local communities
Q4	Where are you now? How are you currently doing on the most important measures? The web-based C4EO Progress Mapping tool will provide relevant data
Q5	Who are the partners for improvement? Who from the Children's Trust should be round the table? * education * health * Sure Start programme managers * disabled children and young people * youth * social care * inclusion * parents and carers * relevant local authority departments/agencies such as housing and leisure. You may choose to undertake a 'turning the curve' exercise on the measures where improvement is needed.
Q6	What really works to improve the outcomes you want? C4EO's in-depth research reviews on this priority provide the evidence for what works (see below).
Q7	What do you propose to do next? .

Centre for Excellence and Outcomes in Children and Young People's Services (C4EO)
8 Wakley Street
London
EC1V 7QE
tel 020 7843 6358
www.C4EO.org.uk