Early Intervention Maturity Matrix: Self-Assessment Tool
Guidance Notes – Version 1, April 2014

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Note: this guidance will be further developed as we learn more about what works from evidence and evaluation, and from our pioneering Early Intervention Places – and others – who are delivering EI in practice.

We welcome all feedback, comments and suggestions for further development - please contact ann.griffiths@eif.org.uk if you would like to feed back or discuss.

PART 1: WHAT THE 'MATURITY MATRIX' IS AND HOW TO USE IT

1) What the Maturity Matrix is for

The Early Intervention Maturity Matrix is designed to support those involved in decision-making, planning, designing, and commissioning early intervention (EI) services in local areas. This includes amongst others, local authority children's services and adults services, public health, community safety, substance misuse services, mental health providers, housing, schools and other education providers, NHS, Police, Probation, JCP, and local and national Voluntary and Community Sector organisations. It may also be of interest to others involved in local delivery at a more operational level.

It is a tool that helps provide a structure to work through where you currently are in delivering effective early intervention, to identify areas of strength and areas for development. It sets out the activities, systems and conditions that demonstrate different progress levels towards 'maturity', a set of conditions that, if in place, will deliver an effective system of early intervention at a local level.

It does this using six different dimensions:
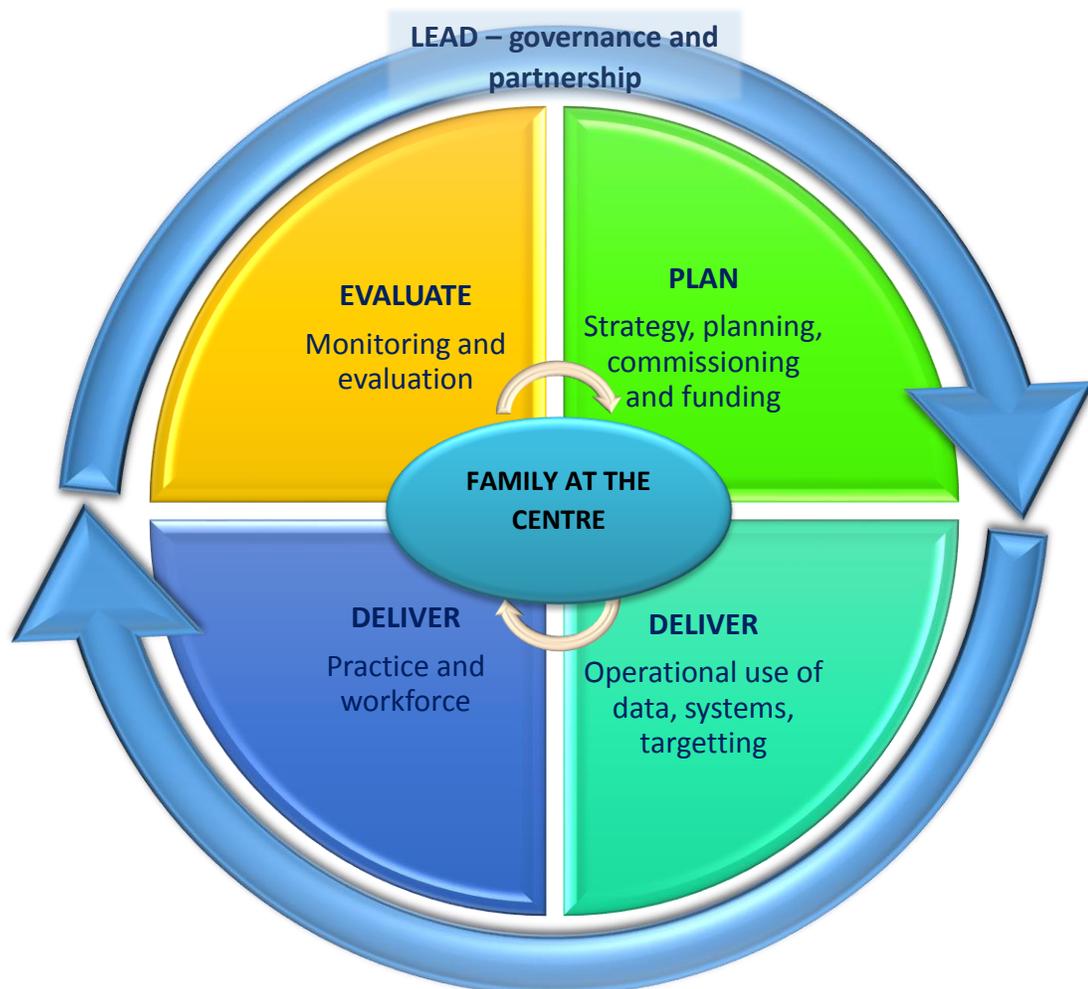
It is designed to be used by local partnership groups as a self-assessment, and potentially peer assessment, tool. It can be used as a tool to baseline and track progress over time in different areas of development essential to delivering early intervention effectively. It is not an inspection or audit tool; it is intended to support practical change through positive challenge within local partnerships, to help improve outcomes for children, young people and families.

The ultimate goal of all activity set out in the matrix is to improve outcomes for children, young people and families. It does not cover this in detail, but the overall measure of success of local approaches will always be whether outcomes for children and families are improving.

Understanding how different elements in the matrix contribute to this ultimate impact is an important part of evaluation at a local level and the work of EIF, and will lead to further development of the matrix over time. We welcome all feedback and comments to inform this.

2) How it has been developed, and current limitations

The maturity matrix has been developed using learning from experts involved in delivering early intervention, and from an understanding of effective practice in local places where early intervention is happening successfully.

It is not a rigorous, systematically developed evidence-based tool at this stage. We do not yet know in detail what it is about different approaches and practices that lead to success or otherwise of an overarching approach to early intervention in a place; whether different parts of the system are more important than others in driving success; or exactly what different factors in the local environment might have an impact of the success of the things that we have set out.

However, we have drawn from guidance that already exists around the core principles and practice of effective implementation, and the experiences of those delivering early intervention in our 20 Pioneering Early Intervention Places ('EI Places'), where EIF is working in depth to support further development and success on Early Intervention.[1] We will be increasing the robustness of the tool over time to take account of EIF's growing understanding and analysis of the evidence base, and a more in-depth review of key sources of guidance and evidence on effective implementation.

The matrix has been through initial testing with representatives of agencies working in different parts of the early intervention field, and will continue to be tested and refined. It has also drawn from approaches used in existing matrices, primarily those developed by the Good Governance Institute.[2]

We recognise that effective practice and understanding of 'what works' on early intervention is continuously evolving. We will update the matrix regularly to reflect our journey of learning with local agencies and places delivering approaches to early intervention, the evolving evidence on effective EI, and our developing research on the evidence base. We will report on our findings and lessons learned as we go along this journey.

If you have any comments on the matrix and its use, or sources of information and evidence that might help us develop it further, please email ann.griffiths@eif.org.uk to let us know.

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[1] For more information on our 'EI Places' see http://www.eif.org.uk/pioneering-places/

[2] http://www.good-governance.org.uk/Product%20Menus/maturity-matrices.htm, also http://www.sustainsuccess.co.uk/maturity-matrices

3) How to use the matrix

The matrix is designed to be used in a number of ways.

- EIF is supporting and facilitating workshops with our Pioneering EI Places to explore with key partners their current levels of progress, and areas for improvement. This is intended to help identify areas that are prioritised in their 'Statement of Intent' for work with EIF, and their priority actions in developing refreshed local EI plans and strategies. It will also help understand progress over time in implementing Early Intervention effectively.

- EIF is also introducing the matrix tool at some of our events, notably our regional 'EI Masterclasses'.[3] These provide an opportunity to introduce this tool to a wider audience, and consider how it might be used more widely.

- Beyond this, the tool is intended to be able to be used independently by local partnerships (Early Intervention or Early Help Boards, Children's Partnerships/Trusts, Local Safeguarding Children's Boards, Health and Wellbeing Boards, Community Safety Partnerships, Local Strategic Partnerships, or other groups that lead Early Intervention locally) to self-assess, and to engage in peer challenge and support sessions.

- It is intended to be able to be used by these local partnerships, and/or management teams within local agencies involved in the partnership, to support strategy development, business and service planning, and the prioritisation of performance goals, by helping identify areas for development to support or direct resource towards.

- It is also hoped that the matrix will be able to support team discussions about priorities and barriers, help reveal differences in views and the need to work through these, demonstrate the need for all parts of the system to work together to deliver EI effectively, or to help create scenarios of what excellence may look like. It could even be used to help tailor the focus for surveys and feedback sessions with service users.

- We have already heard some great examples of how the Matrix has been used by local authorities and their partner agencies beyond our pioneering EI Places. For example, it has been used a tool to help identify the priority areas to ask about, and to frame the questions asked, in an independent research project being conducted to review areas for improvement in one Council's approach to EI. In another area it is being used to identify actions for prioritising in a brand new Early Intervention Strategy.

- We are always keen to hear how the matrix is being used and how we can make it more useful – please do let us know your feedback. Please also feel free to contact us (ann.griffiths@eif.org.uk) if you would like advice or have questions about its use.

If you would like to use the Maturity Matrix locally, in order to get an accurate picture of your level of development, we recommend that it may be useful to complete the matrix using the following guidelines.

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[3] For more information about upcoming EIF events, please see http://www.eif.org.uk/events/

A. Things to consider before you begin

- The matrix should be worked through and completed by, or at least in consultation with, a number of different representatives from different teams and partner agencies involved in delivering early intervention locally. We suggest that a minimum of five different views are required to ensure that development levels are assessed robustly, and that an overview of how things are working, from different perspectives, is achieved.

- Challenge from peers may be useful to ensure that self-assessment is challenging and realistic, and assured by independent, external perspectives. While this may not always be possible, it may be worth considering if a neighbouring local authority or partner agency, or external facilitator, could help challenge and facilitate discussion and assessment objectively.

- It will be helpful to secure an understanding of any confidentiality requirements and agreed ways of working at the outset. We appreciate that areas for development in services working with children and families can be challenging and sensitive to discuss and identify. This tool is designed to help overcome challenges, and address areas where development is necessary, and benefits from an honest assessment of what's working well and what needs improvement. If needed, an understanding of the extent to which this information is shared more broadly than the group working through the matrix should be established at the outset. EIF does not intend to make any of the detail from our EI Places' completed matrices public without the consent of places involved.

- We recommend that after initial use, the matrix is repeated (after 6 or 12 months), to consider the 'journey' of a local place, areas that have improved well, and 'sticking points' that could benefit from further focus. EIF will be facilitating workshops to consider progress and development in our pioneer Places, and the overarching messages from these will be incorporated into our developing guidance on implementation.

B. Completing the matrix

There are **several potential approaches** to using the matrix effectively. Some approaches that testing suggests may be most feasible and useful are as follows:

- Individual discussions are held with key leads from partner agencies key to delivering local Early Intervention to obtain a perspective from each on matrix scores, reasons for this, areas for development and actions needed. These are summarised in one document. All partners attend a meeting or workshop to review this, challenge and agree a view on any areas where there was disagreement, and plan actions for next steps.

- Several key leads involved in EI across a local partnership complete an initial assessment individually. They then bring these to a meeting to discuss and agree an overall assessment and the evidence for this, and plan action together on areas for development.

- Partners attend a workshop where they are facilitated to work through the matrix collaboratively, discuss differences of views and evidence during this discussion, and conclude with a consensus view. They then – or in a subsequent session – consider the action plan to move forward.
- This requires more time to work through, and preparation for how best to structure the exercise for agreeing scores and areas for development. One of the most rigorous ways we have seen this done to date is by allocating a section of the matrix ('Plan', 'deliver' etc) each to a table, and rotate groups around these tables to consider scores and evidence; then hold an action planning activity after this, based on combined views from this prior exercise.

To complete the matrix self assessment:

- To assess your level of progress, simply consider whether, for your local area, organisation or partnership, the requirements set out against each aspect are met fully.

- Where there are several things you must have done to reach a level, and you cannot meet all of them, consider which level you can meet the majority of requirements for.

- If you cannot reach the requirements of a level of progress, consider the level before. For example, if you can meet one or two requirements of 'level 3' for a category, but you can meet all or almost all the requirements of 'level 2', you would be 'level 2'.

- If 'level 1' progress is not yet met, places should note a 'level 0' – 'no progress to date'. This includes where development has not gone beyond meeting minimum statutory requirements.

- You will find in **_Part 2_ an overview of the types of evidence that could be used at different levels of development in the matrix, to demonstrate progress against different aspects of effective approaches to early intervention.**

- **Some suggested areas of action that may support improvement across the matrix are set out in _Part 3._** Consider these and any initial ideas for key activities that need to happen to develop. These may be useful to inform EI Plans and Strategies.

- On completion of the matrix you will have a consensus view of your current position, areas for development, and actions to enable progress to the next level. The intention is that you will be able to use the initial matrix assessment as a baseline against which to test your future development and review progress, as well as a tool to have informed priority areas for develop – and areas for success to celebrate!

PART 2: EVIDENCING YOUR PROGRESS: SUGGESTED THINGS TO LOOK FOR

This section of the guidance sets out the kind of evidence that you could use to demonstrate development in different sections of the matrix.

You will need to consider for every section of the matrix which levels of development you can demonstrate robustly with this sort of evidence. If there is disagreement about the extent to which achievement of a certain level can really be demonstrated, this may indicate an area to explore and consider in more detail.

The ultimate goal of all activity is to improve outcomes for children, young people and families. The evidence of your long term impact will be your delivery of better outcomes that have been defined as the goals of your work on EI. Steps that we think are important on the journey to these are set out below.

This list will be further developed as our work on the evidence base for effective early intervention grows, and as we learn more from the practice, systems and implementation approaches our pioneering Early Intervention Places – and others – are using to good effect to deliver successful EI.

PLAN: Strategy, Planning, Commissioning and Funding

- Strategies and plans robustly setting out EI approach - goals and activities to deliver EI across multiple services, considering totality of support across social, emotional, behavioural, parenting support, not just education and cognitive development.
- EI mentioned in multiple strategies across partnership and actions can be cross-referenced across all action plans.
- Demonstration of strategy affecting practice – e.g. action plan monitoring, project delivery plans.
- JSNA includes rigorous analysis of data with an EI perspective.
- Changes from legacy structures and grant funded projects to mainstreamed EI can be demonstrated – e.g. service reviews, process maps.
- Service mapping demonstrating evidence based programmes across 0-19 cycle (and plans to address any gaps, which are clearly making progress).
- Services commissioned specifically to meet needs identified through strategic assessments – demonstrated in contract specifications and criteria.
- Spend mapping and reporting on budgetary data.
- Joint commissioning posts and funding streams.
- Pooled funding – shared budgets or documents that set out agreed joint use of funding.
- Business cases clearly setting out the case for the local approach to early intervention, services and practice used and resources for this.

DELIVER: Operational use of data, targeting

- Multi-agency threshold documents.
- Common/single assessment templates or tools, and multi-agency guidance for implementation of this.
- Information sharing agreements, protocols and action plans.
- Monitoring of implementation of single assessment approaches – breadth, depth and quality of use.
- Demonstration that thresholds, referral and assessment processes are well understood – staff performance monitoring, monitoring of timely allocation of cases and their outcomes.
- Linked data sets, single databases accessible by multiple teams and/or case management systems.
- Case file audits that demonstrate partnership responses that have delivered positive outcomes, supporting by initial data and information sharing.
- Case management includes defined outcomes.
- Customer journey mapping demonstrating improved, efficient and positive journeys through local systems.
- Monitoring data – real time data on impact feeding into more strategic evaluation evidence, demonstrating positive change, for example, fewer families identified late.

DELIVER: Practice and workforce

- Staff survey evidence
- Performance appraisals
- Recruitment and retention – standards set (e.g. values and experience sought), quality of applicants, attrition rates
- Training needs assessments and skills audits
- Multi-agency training being delivered
- Use of evidence-based or accredited training programmes
- Feedback and measures of impact from attendees on training programmes
- Supervision notes
- Case audits demonstrating high quality development activity and supervision
- Workforce 'healthchecks'
- Practitioners describe how coordinated working happens in practice, in surveys or face-to-face discussions
- Evidence of staff championing EI – involvement in projects, positive publicity, internal events.

EVALUATE: Monitoring and evaluation

- Early intervention related measures are present in performance monitoring
- Analytical and data officer capacity dedicated to EI
- Evaluations, including comparison groups and baselining
- Collecting and using data in real time
- Published partnership-agreed EI outcomes framework
- Published partnership-agreed evaluation framework
- Record of evaluations tracking research-validated outcomes
- Demonstration projects that apply robust evaluation methods and produce new evidence on validated local practice
- Quantitative impact evaluations and deep-dive/qualitative process/pathway studies
- Evaluation-oriented culture - using evaluation throughout policy and delivery cycle
- Business cases referring to evidence bases (strategic needs assessment, CBA, implementation evidence).

LEAD: Leadership, governance and partnerships

- Partnership events targeted at defining way forward or next steps on EI.
- Analysis of who the agencies are that need to be actively involved in making EI happen well – identifying strengths, areas for development, who's engaged and championing, where there are gaps that need addressing and plans for doing this.
- Combined or virtual multi-agency team that support links and sharing and coordinating across multiple agencies
- A key strategic group acts as governance board for EI. All partners at the table and actively contributing – demonstrated through meeting TORs, minutes with clear decisions and actions, joint projects, multi-agency action plans being monitored
- Named specified roles and responsibilities for different parts of the EI strategy across breadth and depth of local services
- Leaders articulate same vision and definition, and their role and their organisations' role in delivering it, e.g. in meetings, events, surveys or face-to-face interviews
- Evidence of staff at all levels across agencies, and particularly senior leaders, championing EI - evidenced in notes of partnership meetings, events, workshops and management meetings for relevant services, national publicity and involvement in pioneering work on EI
- Evidence that structures deliver effectively – customer journey mapping, process mapping, output and outcome improvements
- Increasing range and evidenced impact of collaborative projects and further engagement of additional services where joint approaches already exist.

FAMILY FOCUS: Putting the family at the centre of everything done

- Single point of contact acting as a 'gateway' into all services; or a virtual process that links all referrals through one route to decide where to allocate family
- Customer journey analysis demonstrates that families only have to tell their story once
- Plans for families include actions that have been signed off and agreed by family as well as workers in multi-agency team
- Case audits and casework reviews demonstrate team around family working and family-centric actions being taken
- In focus groups, surveys, and interviews, families say that they get joined up coordinated support that is focussed on their needs and strengths
- Mystery shopping of contact points, or referral processes confirms ease of access and family centred approach
- Ethnographic studies produce case studies showing the effect of changed processes and working practice on families' lives and experiences
- Service user representatives on boards, projects groups, panels and involved in service planning and events
- Targeted codesign events held – demonstrated by agendas, attendance and outputs
- Capacity building projects in communities can demonstrate positive impact – evaluation and monitoring of these projects
- Evidence of peer support, resilience and capacity-building work being delivered by families and communities, as part of holistic service offer and evaluation.

PART 3: YOUR EI JOURNEY: SUGGESTIONS ON HOW TO DEVELOP YOUR APPROACHES TO REACH THE NEXT LEVEL

EIF will be building a developing set of tools, guidance and case studies to support places to improve their approaches on different areas of the matrix that are vital to delivering EI effectively.

To do this, we will be learning from our growing understanding of the evidence base as well as our learning about how implementation is happening in the local areas we are working with.

We offer here an **initial set of suggestions** that may be able to support local places to develop from the basic and early progress levels of development in the matrix, towards maturity.

These are developed from our learning to date about the sorts of things that local partners in our 'Early Intervention Places' have found it helpful to do to make progress on EI, as well as expert perspectives and existing guidance on effective implementation in children's services, other early intervention programmes, and beyond.

At this stage it ought not to be seen as a definitive set of answers or rigorously reviewed advice at this stage, but rather prompts and suggestions that may be of use in identifying activities locally that can support EI, if relevant to local need and priorities. Over time as we test out the matrix and use it in practice with our pioneer EI Places working to improve their approaches to EI, as we understand more about the actions they are working to take places from one level to the next, and as we conduct further analysis of the evidence about what works on EI, we will develop this to be more detailed and robustly tested guidance on implementation.

PLAN: Strategy, Planning, Commissioning and Funding

- Visioning, strategy workshops bringing all relevant partners together to agree priorities and goals for EI. Work towards buy-in of everyone who needs to be involved in delivering, from the outset of developing an approach.
- Develop common language and understanding across services about what early intervention means.
- Work through, challenge and set out 'logic model' – the 'theory of change' about how you will create the change you want through actions, resource, and outputs, delivering the outcomes you want to achieve.
- Take papers to strategic partnership meetings, board meetings and senior management groups to make case and move EI up agenda.
- Ensure that holistic vision and aims around EI for whole system of local services are set out clearly in local strategic plans.
- Consider how to ensure actions, milestones and responsibilities are set out clearly and agreed – potentially a written and jointly approved specific EI Plan, with an action plan core to it, will be very valuable in achieving this.
- Ensure clear decisions taken about EI, any written EI Plan, and accountability, including taking through formal decision-making structures as appropriate locally.

- Embed EI discussions into business/service planning process; ensure EI is on agenda for all business planning meetings, included in templates and guidance; consider EI being a core component of Community Strategy / Corporate Planning.
- Learn from other areas' existing strategies; invite peer challenge and support workshops.
- Consider how existing strategic needs assessments, eg. JSNA can be adapted and focussed to inform targeting and prioritisation of EI activity.
- Review different perspectives on priority 'vulnerable groups' or groups to target – e.g. hold workshop to review. Is there consensus? If not, consider using existing needs analysis to look at where differences lie and how improvement can occur.
- Improve rigour of analysis of local needs and range of sources from which needs analysis drawn.

- Map where Evidence Based Programmes are being used and how effective these are locally – review existing service offer – including targeting, cost, outcomes and evidence base – and use this to inform analysis against what is known a place needs. Where are the gaps and duplication? How can this inform commissioning?
- Consider coherence of different services – how is fit and coordinated delivery currently planned, e.g. between parenting programmes and new programmes delivered through TFP? Are there areas that could be more joined up? Consider actions to go into action plan for EI, or other change plans / working group to address.
- Get clarity and clear expectations about the role of universal services and different targeted services.

- Use a commissioning approach that contributes directly to different elements of need and makes a holistic service offer – ensure that all different services commissioned to serve an EI purpose contribute towards same goals (set out in outcomes framework).
- Look at how commissioning cycle could be made more consistent across different teams and agencies. Are there ways to make arrangements and processes more coherent and aligned?
- Supporting increasingly integrated commissioning and using the provider most able to meet different needs, including the VCS.
- Ensure that robust measures of success relating to EI are built into all relevant contracts and that commissioned services understand their role in contributing to early intervention and prevention.
- Use commissioning to act as a lever to achieve other things aimed at – e.g. building into commissioning processes evidence and evaluation requirements, use of specific tools, engagement requirements etc.
- Commit to using only services and approaches that have a strong or developing evidence base – and reviewing services on the basis of local evidence periodically to inform commissioning.
- Explore the potential for use of social investment to support early intervention in future years.

DELIVER: Operational use of data, targeting

- Share data and information – review what info is stored and held and currently shared, what mechanisms for sharing and accessing information across different teams and organisations.
- Establish protocols, systems and train people to do differently as required.
- Ensure accountability and ownership is agreed for outcomes monitoring and reporting arrangements. Requires analytical, strategic and delivery leads working together.
- Consider how case management systems are being utilised – are they accessible by those who need them? Are there ways to increase this, appropriately? Could the analysis and reporting from them better support EI?
- Discuss cases across agencies; review where common assessment of cases is not occurring, why, and identify actions to address this.
- Review how well monitoring of impact is feeding back into and affecting the system. Is real change happening as a result of information being collected on the ground? How is that connecting up to more strategic monitoring?
- Review thresholds and tiers of need – re-examine tier 2/3 thresholds and ensure clear understanding of these across all services and partners
- Develop holistic assessments - Review use of CAFs, Early Intervention / Early Help Assessments or other single assessment approaches. Relaunch and retrain around coordinated assessment as required – or consider localised CAF/'Early Help Assessment' approaches if offers best solution to meet local needs.
- Consider whether holistic assessments should/could be mandatory, or how could they be incentivised or encouraged or made easy and effective to complete? Prioritise them to work in a co-ordinated way. Who holds responsibility in different situations? Does any action need to occur to strengthen this?
- Review data to check whether families at risk of poor outcomes are identified at the earliest opportunity.
- Assess key teams' awareness of how to access others' services, and knowledge of processes, including increasingly consistent, joined up approaches to assessment – identify gaps and plan to address these.

DELIVER: Practice and workforce

- Training audit / review to identify gaps in delivery - Define core skills for all staff supported by strong leadership, supervision and on-going learning and training opportunities.
- Conduct skills audits to identify skills gaps in workforce.
- Review workforce development plans – are there ways to build in actions to all partners' plans related to EI, to support clarity of roles, responsibilities from different agencies and teams contributing to EI?
- Consider whether it would be feasible and help meet local needs to offer consistent widespread training on key themes and priority areas everyone needs to know about who's involved in EI – e.g. attachment.
- Challenge partners to ensure consistency in staff development activity and common goals
- Ensure effective communication of the EI approach – eg. through websites, team meetings, staff newsletters, events.

- Review how well communications are working – how much do people understand about EI and roles? What do the workforce say? Look at staff feedback and staff surveys to inform targeting of communications and training activity.
- Review and update protocols and guidance for joint working with clarity about decision making and responsibility.

EVALUATE: Monitoring and evaluation

- Develop a consistent outcome framework, signed off and agreed by all agencies who need to be involved in reporting and taking action on it.
- Define key accessible dataset to underpin measuring outcomes and how this is going to be collected, reported and monitored, where, by whom and when.
- Work through issues to making this happen: location, information sharing, consent, quality, different systems / reporting requirements, way of presenting which is accessible to practitioners. Consider establishing working group of relevant experts across agencies to own driving things forward.
- Review what data and information is already collected across all partners relevant to EI that could be used to inform evaluation and measurement of success and impact.
- How are evaluations currently done across different EI services? What is being measured? Do they tell an overall story of measurement of success on EI against agreed outcomes? Are there examples of CBA?
- Review current evaluations against standards of evidence – see paper to be developed by EIF.
- Develop evaluation framework – there will be future EIF support and advice on specifics of this.
- Consider whether there are existing or potential partnership with local universities or research institutions that could support evaluation and how this could add to local and national evidence base.
- Develop a business case for Early Intervention – using specific cost-benefits measures and analysis from local services.

LEAD: Leadership, governance and partnerships

- Review who the agencies are that need to be actively involved in making EI happen well – is anyone missing from the picture currently? Where are there weaknesses? This could be done through a 'stakeholder analysis' exercise at a partnership group if it is a top priority area for improvement, and simply discussed and reviewed as part of matrix tool exercise.
- Identify key local decision-makers who need to be involved in leading the EI agenda, ensuring resource is dedicated to it, and championing locally.
- Are there any gaps in local leadership buy-in - people who need to be brought into the work? Are there any outstanding champions who could support getting others on board? Consider building network of strategic champions who can actively engage others in agenda.

- Clarify where financial decisions about EI are made across whole partnership. Is there sufficient engagement and support from those who can support the shift to investment in EI in practice?
- Consider whether there is a need for a partnership EI steering group or leadership group to specifically take forward EI agenda, if this does not already exist. Is there any other group that is actively taking a lead currently, or could do this? Is EI prioritised enough if it is led or owned as part of another partnership board that looks at wider issues? However, how will such a groups ensure it is actively influencing decision-making boards like HWBB and LSCB? What are the balance of these risks and opportunities locally? May be worthwhile considering pros and cons of options in local conditions and ensuring decision on accountability and governance taken by senior decision-maker who can champion and lead EI agenda.
- Clarify links and accountability for EI agenda across local partnership groups. What role does HWBB, LSCB, CSP, any Children's Trust/Partnership, any existing LSP or overarching governance Board play?
- Schedule partnership events, priority-setting and action planning days throughout stages of development and implementation of EI approach locally. These should be regular and actively engage key stakeholders throughout, as one of several ways to maintain buy-in.
- Review how EI is communicated. Are there ways to better get the message out? Consider e.g. whole partnership web-based information, newsletters, existing meetings and events that could pass on the EI message.
- Include work to build increasingly effective information and data sharing arrangements and access. Build and facilitate partnership working to ensure sharing across agencies to identify problems early relevant to their fields
- Ensure key partnership strategies have early intervention as a core underpinning theme. Ensure all major partnerships agree EI Strategy and agree to champion evidence-based programmes relevant to local need. (see 'Plan')
- Manage a coordinated message round EI for all services and for the community and local children and families. Develop a corporate responsibility for EI incorporating a culture shift at all levels.

FAMILY FOCUS: Putting the family at the centre of everything done

- Consider developing agreed standards for engaging and involving children and families across whole partnership involved in EI – are there consistent principles and ways of working everyone agrees will be valuable and can buy-in to doing, to support family focus in all EI services/activities?
- Consider customer journey mapping – looking at real experiences of children and families when they interact with services – not just separate consultations about a single service. Has work been done to look at family journeys, both mapping their 'journey' through the system of services, but also exploring what they experience and feel as individuals and as a family during that process? If not consider if this would be valuable research to learn from.
- Develop coordination and a single point of contact – single pathway into services understood by all partners and supported by joint actions and information sharing.
- Implement whole family working, TAFs, and support use of key workers where possible.
- Encourage parents and children to become involved in planning of services; set up mechanisms to formalise this if needed.

- Consider how to ensure that vulnerable children and young people are enabled to have a voice and input in appropriate ways.
- Deliver assertive outreach.
- Train staff to consider and work to meet the full range of needs within each family.
- Deliver approaches that strengthen the ability of family members to provide support to each other.
- Develop capacity building projects and activities with communities.
- Ensure voice of the child and family is seen as key in overall assessment of how well things are going locally. Consider how to ensure that information from children, young people, and families is a key part of assessment of needs, and a part of a holistic approach to assessment of impact and success, and get sign-off to this as part of local approach.