

Parent/Carer Involvement Strategy

(February 2010)



Parental involvement strategy: how we will actively involve parents and carers in making decisions about services

February 2010

"it needs to be 'we' not 'them and us'"
(Parent 2008, Consultation for Cambridgeshire Parent Support Strategy)

"start with what parents want"
(pinpoint planning group member, 2008) Consultation for Huntingdonshire
on developing a model for parental involvement in strategic decision-making)

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Foreword



The benefit of actively involving parents¹ in decision-making is an integral part of much recent government legislation and plans, and evidence suggests that services are improved when parents are actively involved in shaping them (see Appendix 1).

In Cambridgeshire, we are committed to providing appropriate opportunities to involve all parents, whatever their ability, background or interest, to participate in the design, delivery and evaluation of the services and facilities that impact on their lives.

Services and organisations in Cambridgeshire have been working towards including more parents in decision-making, and there are some good examples of their involvement. However, much of this work has been completed in isolation and has not been consistent across Cambridgeshire, or over time.

In adopting this strategy, the Cambridgeshire Children and Young People's Strategic Partnership aims to build on good practice, and to embed the active involvement of parents into the day-to-day work of local services and organisations to ensure that parents can contribute meaningfully.

In order to achieve this, Cambridgeshire's Children and Young People's Strategic Partnership will lead by example, promoting parents' active involvement in action plans and policies, ensuring change happens as a result of parents' involvement and challenging where progress is not being made. We will also link this to the work that we are doing to actively involve children and young people so that service development in Cambridgeshire is driven by the needs of families.

[signature]
Gordon Jeyes
Director of Children and
Young People's Services;
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and Young People's
Strategic Partnership

[signature]

Martin Curtis
Cabinet Member for
Children

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Sarah Ferguson
Interim Parenting
Commissioner

¹ Throughout this strategy, we use the word 'parent' to include mothers, fathers, step-parents, carers and other adults with responsibility for caring for a child, including looked after children.

The purpose of this strategy

This strategy will build on existing good practice and help embed parental involvement into the day-to-day work of services and organisations represented on Cambridgeshire's Children and Young People's Strategic Partnership (CYPSP)² by securing support at a senior strategic and also delivery (operational) level.

It will provide a framework for expanding and co-ordinating parental involvement opportunities and help to ensure the quality and equality of those opportunities. Better co-ordination and partnership working will help make better use of existing resources, and reduce duplication and consultation fatigue.

The strategy will ensure we have the capacity and skills to support parental involvement, and that involvement work is monitored and evaluated. It will also support the development of effective communication and reporting systems so that parents can see how their involvement is influencing service development.

How the strategy has been developed

The strategy has been developed after consultation with parents, and representatives from statutory services and Voluntary and Community Sector (VCS) organisations, and alongside strategies for actively involving children and young people³ so that opportunities for joint participation activities can be planned, where appropriate, to gather the views of families.

It builds on what parents told us during our parent support strategy consultation about how they wanted to get involved⁴.

Reference was also made to existing good practice within, and beyond, Cambridgeshire.

What we mean by parental involvement

Parental involvement means providing opportunities for all parents to have a meaningful input to decisions that affect their, and their family's lives. This means:

² The Children and Young People's Strategic Partnership (CYPSP) is responsible for improving outcomes for children and young people in Cambridgeshire, so that every child achieves their potential. It involves representatives from education, social care, health, district councils, police, voluntary services, youth justice, child protection, and learning and skills council.

³ Cambridgeshire CYPSP Children and Young People's Participation Strategy 2006-2009; and Huntingdonshire Children and Young People's Area Partnership Children and Young People's Active Involvement Strategy Active 2009-2012

⁴ Cambridgeshire's Parent support strategy: how we will help parents bring up their children, December 2008

- Providing opportunities for all parents to respond to service providers' agendas;
- Providing opportunities for all parents to identify and raise issues they think are important;
- Providing opportunities for all parents to share in decision-making beyond consultation; and
- Making real changes to service provision or facilities based on what parents say.

Levels of involvement

Participation occurs at different levels which have been described by Wilcox⁵ as a ladder of participation. At the lowest level parents have little influence, at the highest level they are significantly empowered. Parents' active involvement is about parents participating at the highest level.

Level of involvement	<i>Typical process</i>	<i>Typical methods</i>	<i>The stance of the person in charge of the resources</i>
Information	Presentation and promotion	Leaflets, newsletters, displays	"Here's what we are going to do"
Consultation	Communication and feedback	Surveys, meetings	"Here are our opinions – what do you think?"
Participation	Partnership building	Working groups/forums	"We want to make decisions together."

(Adapted from Parent participation: improving services for disabled children; Professionals' guide, Council for Disabled Children and Contact a Family, 2004)

"Consultation is often mistaken for participation, but it is part of the whole process of participation. Participation is about parents playing a full part in the decision-making process and is usually a continuous exercise. This requires practitioners to create the right environment for this to happen...."

(Contact a Family and Council for Disabled Children 2004. Parent participation: improving services for disabled children Professionals' Guide)

In Cambridgeshire, we recognise that not all parents want to get involved at all levels. Some tell us they are too busy to get involved; many others say they are happy to respond to consultations; and, some want their voice to be heard at the highest strategic level.

Our aim in Cambridgeshire is to increase parental involvement to a point where parents share power and responsibility for the decisions that impact

⁵ Wilcox, David (1994) *The Guide to Effective Participation*, Joseph Rowntree Foundation

on their lives. In order to achieve that aim, we know that we need to provide more opportunities for making decisions together. To do this, action needs take place at three levels:

- **In the community**
Parents need support to engage in decision-making. This might be help with developing personal skills, or practical support such as 'out of pocket expenses' to cover childcare and transport costs. They also need to be provided with a range of appropriate opportunities to engage.
- **With service providers**
Staff working with parents also need practical support such as training, access to suitable venues and a budget. Services and organisations need to have policies and practices in place that embed parental involvement into Job Descriptions, and support staff to deliver effective involvement work with parents.
- **At a strategic level**
A shared commitment to parental involvement needs to be reflected in services' and organisations' policies, plans and budgets.

Parents have told us that they are not sure if their views are being listened to or not. We need to do more to show parents that we have listened to what they have said and tell them about the action we have taken as a result.

"It's not enough to simply ask people's views and tick the 'consultation' box. The responsibility is with councils and service providers to listen to what people say and act on it to make people's lives better."

(CSCI Chair Dame Denise Platt comments on 'Real Voices, Real Choices' 2006)

We also recognise how important it is that all parents receive accurate and timely information to enable them to make informed decisions about the services that will best meet their family's needs.

Why we want to involve parents

An appraisal of parental involvement carried out for the Office for Children and Young People's Management Team in 2005⁶ gave the following reasons why parents should be involved:

"Organisations should be open and accountable for how tax payers money is spent. People have the right to influence how public services develop. Parents and carers have a profound impact on the children and young people's health and well-being. The benefits of involving parents and carers include:

⁶ This work on parent/carer involvement was commissioned by the Children's Task Group in April 2005.

- Services and policies are likely to be more effective and better targeted and received if they are designed, delivered and evaluated on the basis of identified rather than presumed needs.
- Parents and carers can bring fresh perspectives and new ideas about services, policies and democratic processes, helping to tackle key objectives and promote social inclusion.
- Information can be gained from parents and carers about their changing attitudes and needs, their views about what constitutes quality in service provision and barriers to accessing services. This will lead to more appropriate and efficient use of resources.
- Increase in the confidence, skills and self esteem of parents and carers through active involvement can have a direct influence on their parenting abilities and positive outcomes for their children.
- They can develop their understanding of particular organisations and how to influence them.
- Services should be developed that are more responsive to their families needs.
- As a result, the environment that children and young people grow up in should become more empowering and supportive, raising aspirations and cementing community cohesion.
- Local and national policies encourage and require it and performance will be evaluated on how well parents and carers are involved.”

Principles of participation

We have identified four principles of participation. These are based on principles produced by the South West SEN (Special Educational Needs) Regional Partnership⁷.

Our four principles of participation

Services and organisations are able to demonstrate:

1. Engagement

Parents participate as active contributors to:

⁷ South West Regional Partnership Regional Standards for the participation of children and young people with additional special needs and their parents in the planning and review of services. For more information visit their website at from <http://www.sw-special.co.uk/documents/parents/>

- The planning of services, from planning on an individual basis through to whole service planning activities.
- Service improvement and development.

2. Enablement

Parents, and those who work with them, have the information, support and training they need to take part in service planning.

3. Access and Equality

A clear commitment at all levels to the involvement of all parents. Services can show that everyone is able to take part in service planning on an equal basis; that participants are treated with fairness and respect and their individual needs, specific interests, cultural background, and gender are taken into account; and that any barriers to participation are identified and every effort is made to find positive solutions.

4. Impact and Transparency

Open and transparent processes ensure that the way parents take part in planning services can be shown to make a difference to the way services develop. There is a continual review of active involvement and services can show they are meeting quality standards for active involvement.

A Vision for Cambridgeshire

The Cambridgeshire Parental involvement strategy will ensure that the necessary skills, knowledge and structures are in place to enable partnership organisations and families to routinely share responsibility for the planning, design, delivery and evaluation of services on the basis of a shared understanding that working together leads to improved services for each and every child.

To achieve our vision, Cambridgeshire CYPSP will work towards embedding parental involvement within their practice, procedures and policies to ensure that parents in Cambridgeshire are able to contribute meaningfully to the design, development and evaluation of local services.

Our key objectives

- To develop structures that facilitate parents' active involvement in the design, delivery and review of services;
- To encourage and support parents' active involvement in decision-making;
- To develop and implement quality standards for parents' active involvement; and
- To monitor and report on the impact of parents' active involvement on the development of services.

Monitoring, evaluation and review

Progress on implementing this strategy will be monitored on an ongoing by the Parenting Project Board as part of its regular meetings schedule, and reported to the CYPSP.

The Parenting Project Board will evaluate progress and review the strategy annually, in line with the Cambridgeshire's Children and Young People's Plan (The Big Plan 2)⁸ evaluation and review process.

Parents will be involved in the monitoring, evaluation and review process through representation on the Parenting Project Board.

⁸ The Children and Young People's Plan (CYPP) (renamed The Big Plan after asking Cambridgeshire's children) sets the strategic direction of travel for services to children and young people in Cambridgeshire. The Plan states the overall vision for local services and the standards which govern that vision: quality; participation; inclusion; reducing inequalities and raising achievement.

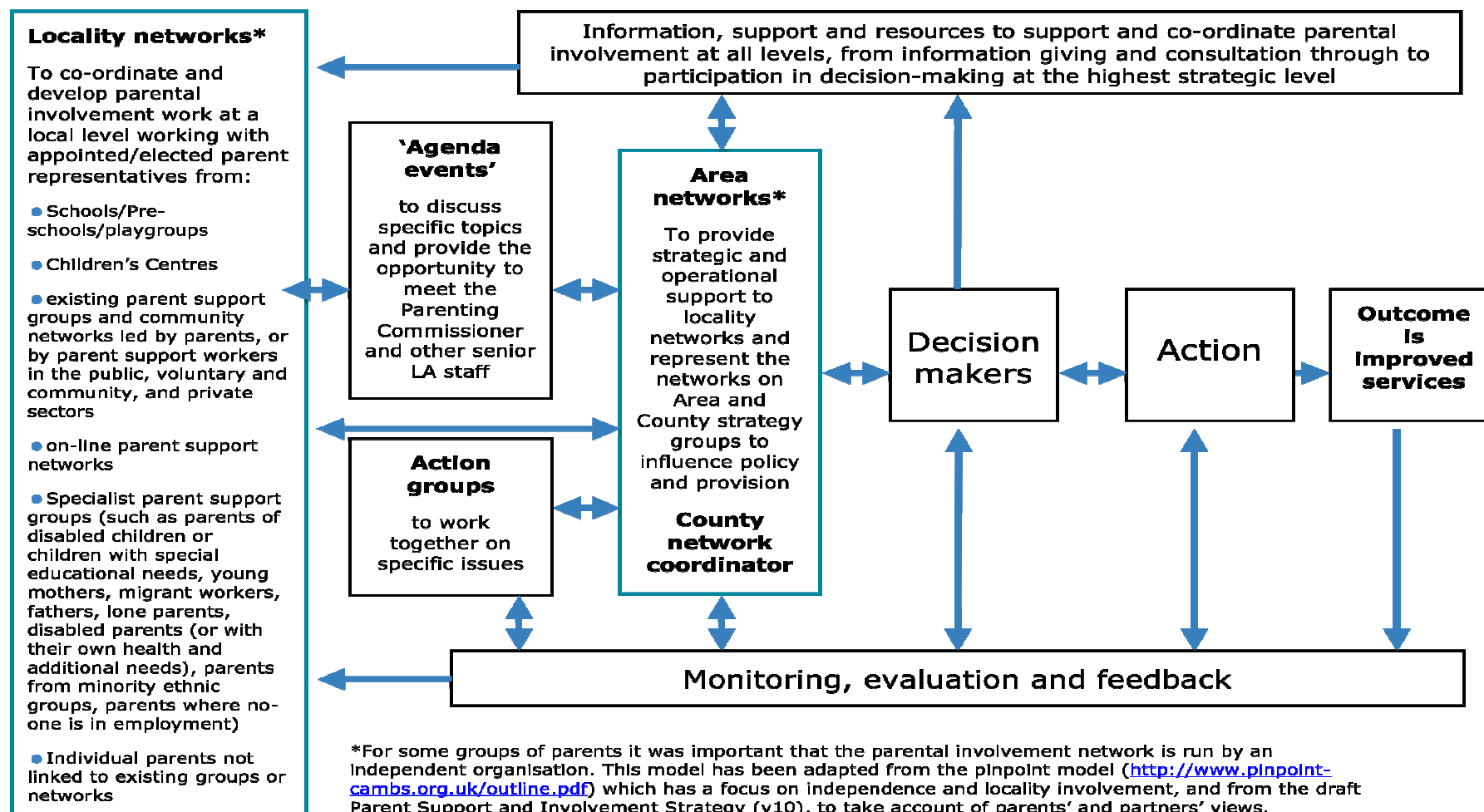
Appendix 1: National and local guidance

United Nations Convention on the Rights of the Child – Article 12 (Ratified by UK Gov in 1991)	Whenever adults make a decision which will affect the lives of children in any way, children have the right to give their opinion, and to have it taken into consideration
Every Child Matters – Making a Positive Contribution	Outlines the role parents play in supporting children and young people to achieve the five outcomes.
Every Disabled Child Matters Local Authority Charter	Disabled children and families are involved in the planning, commissioning and monitoring of the services in our area, including both specialist and universal services.
Every Parent Matters 2007	“...we know that mainstream services are not as good as they should be at recognising and responding to parents’ needs.” Every Parent Matters set out in one place for the first time what the government was doing to promote the development of services for parents, and parents’ involvement in shaping services for themselves and their children.
Aiming High for Young People 2007	All local authorities are expected to adopt good practice in engaging young people and to ensure that young people, parents and communities know how to use the Community Call for Action to improve youth services’
Aiming High for Disabled Children	To empower disabled children, young people and their parents, the Government will set a clear standard or core offer, and give disabled children and their parents the option to be fully involved in local service development and in designing their packages of care.
The Children’s Plan 2007	Stresses that through involving parents at a strategic level, services for families can be improved.
School Self Evaluation Form (SEF) (see part 2 section A)	Expects schools to review how they gather the views of learners, parents/carers and other stakeholders, such as those accessing additional services and provide evidence of action taken
The National Services Framework 2004	Says that “Planning in partnership with parents or carers is key to meeting a child’s health and parenting needs. Parent’s knowledge of their children is essential to help professionals fully understand their child’s needs.”
The Respect Action Plan 2006	Highlights the importance of working with parents on prevention.
Reaching Out: Think Family	Demands a more family-focused approach from agencies that work with adults and those that work with children.
Sustainable Community Strategies	?
Cambridgeshire Children and Young People’s Plan (The Big Plan)	We need to ensure the participation of children and young people and parents and carers in all decisions which affect them
Police Green Paper August 2008	“We will expect police forces to make every effort to engage with hard to reach groups such as young people”
NHS Act 2006 Section 242, March 2007	Each relevant English body must make arrangements, as respects health services for which it is responsible, which secure that users are, whether directly or through representatives, involved (whether by being consulted or provided with information or in other ways) in: a) the planning of the provision of those services

	<p>b) the development and consideration of proposals for changes in the way those services are provided</p> <p>c) decisions to be made by that body affecting the operation of those services.</p>
<p>Special Educational Needs Code of Practice 2001</p>	<p>"One of the fundamental principles that inform the Code is that 'parents have a vital role to play in supporting their child's education'" (Section 1:5)</p> <p>"To make communications effective professionals should acknowledge and draw on parental knowledge and expertise in relation to their child" (Section 2:13)</p> <p>The Special Educational Needs (SEN) Code of practice states that LEAs need to ensure that they are accessible and welcoming and that they value the views and involvement of parents. LEAs and schools need to develop effective parent participation to meet the regulations set out in the Code of Practice.</p>

Appendix 2: A model for the active involvement of parents in Cambridgeshire

A parental involvement network model for involving parents in making decisions



Appendix 3: Parental Involvement Champion Role Description

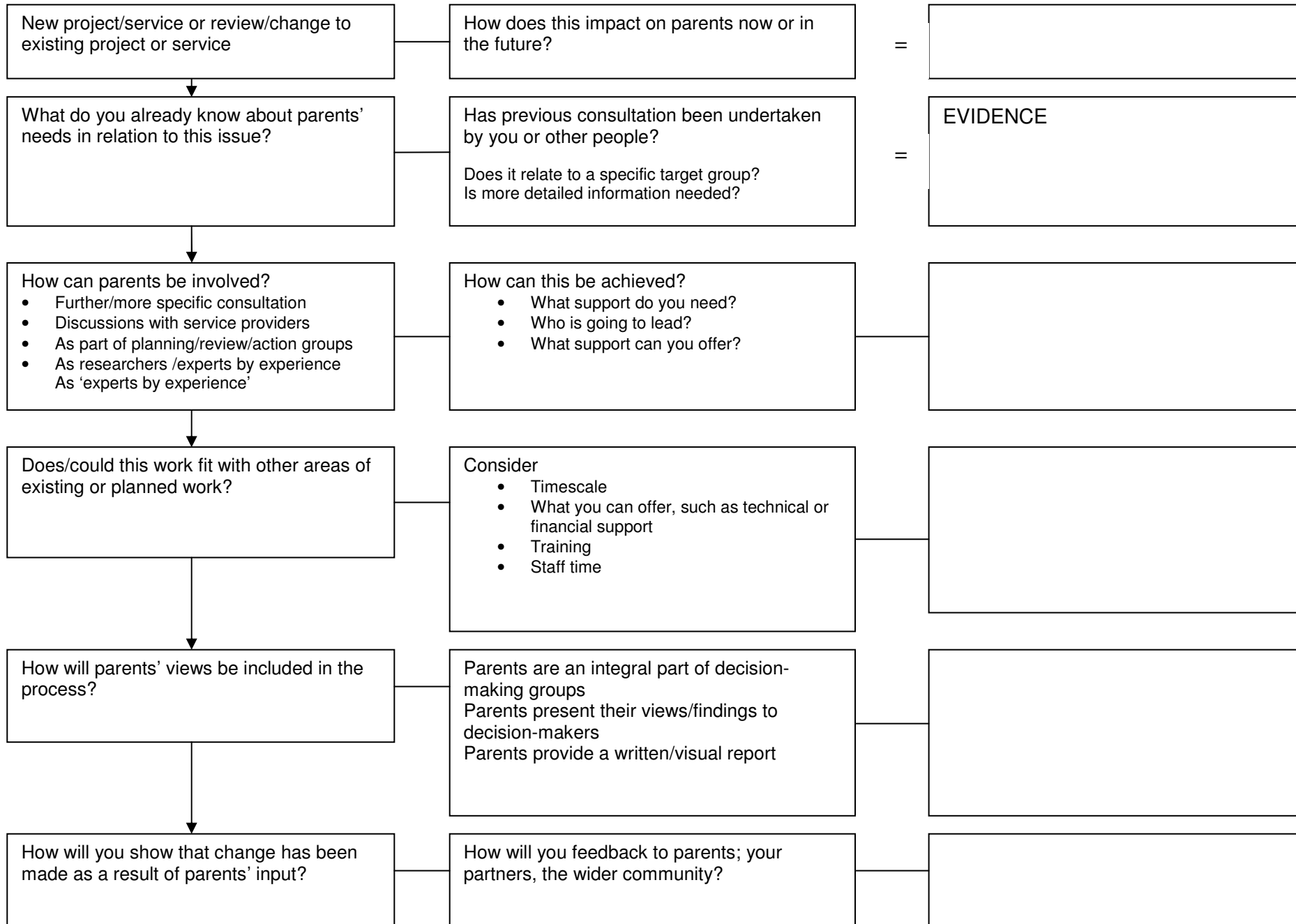
Title:	Parental Involvement Champion
Purpose:	To ensure parents' active involvement remains high on the organisation's agenda
Responsibilities:	<p>To ensure there are adequate resources to sustain active involvement work with parents</p> <p>To ensure parents' active involvement is considered in relation to all decisions that have a potential impact on them</p> <p>To ensure parents' views are taken into the decision-making process</p> <p>To maintain regular contact with participation workers within the organisation</p> <p>To keep up to date with issues affecting Cambridgeshire's parents</p> <p>To meet parents on a regular basis</p> <p>To ensure that action takes place as a result of parents' active involvement and is reported on</p> <p>To complete appropriate training that will enhance the Parents' Champion role</p>

Person specification

A Parental Involvement Champion should be:

- prepared to listen to parents;
- prepared to develop, or already have, good communication skills;
- skilled and experienced in engaging with individual parents, and with different groups of parents, using a range of appropriate methods;
- able to support parents without dominating or directing the agenda;
- able to offer help and support to parents when asked;
- open and approachable; and
- committed to acting on parents' views, including reporting back to them on outcomes.

Appendix 4: Planning parental involvement into your work – an example



Appendix 5: Measuring involvement by parents – an example

Project/issue

Who identified the need? Parents Service/organisation

Evidence from	What evidence do you have that you listened?	How were they involved in planning and development?	What changes can be identified as a result of parents' active involvement?
Parents involved in the project			
Parents generally Those living in the area or accessing services or facilities in the area covered by the initiative			
Wider community Others including children and young people in the area of interest			
Your organisation			

Appendix 6: Cambridgeshire Parents' Active Involvement Strategy Action Plan 2009-12

Vision:

The Cambridgeshire Parental involvement strategy will ensure that the necessary skills, knowledge and structures are in place to enable partnership organisations and families to routinely share responsibility for the planning, design, delivery and evaluation of services on the basis of a shared understanding that working together leads to improved services for each and every child.

Our key objectives are to:

- develop structures that facilitate parents' active involvement in the design, delivery and review of services;
- encourage and support parents' active involvement in decision-making;
- develop and implement quality standards for parents' active involvement; and
- monitor and report on the impact of parents' active involvement on the development of services.

Resources identified:

- AHDC/EDCM - £30K for 3 years from November 2008-November 2011 for implementing the parental involvement requirements of Aiming High for Disabled Children (AHDC) and Every Disabled Child Matters (EDCM). pinpoint commissioned to deliver.
- TDC - £10K April 09-March 2010 grant to pinpoint from Together for Disabled Children (TDC) to develop the involvement of parents of disabled children which is focusing on harder-to-reach groups. A possible additional £10K grant to pinpoint for 2010-2011
- PPB - £5K to development the involvement of all parents from the Parenting Project Board (PPB)
- Existing resources – individual services and organisations to resource from existing budgets

ACTION	KEY ACTIVITY	TIMESCALE	OUTCOME	RESPONSIBILITY	RESOURCE IMPLICATIONS
1. Develop a county-wide Parental Involvement	Draft strategy and action plan for consultation	March 2009: First draft presented to Parenting Project	Staff at all levels of all services recognise the importance of parental involvement and are aware	PPB - pinpoint	PPB

ACTION	KEY ACTIVITY	TIMESCALE	OUTCOME	RESPONSIBILITY	RESOURCE IMPLICATIONS
Strategy		Board (PPB) for feedback May 2009: Second draft Strategy to PPB and agree mechanisms for consulting partners and parents	of their role in providing a range of opportunities, and support, for parents to engage at the level they choose		
	Present final draft Strategy to the CYPSP for adoption	September 2009			
	First review of strategy by March 2011 and thereafter annually	By March 2011 March 2012			2010-11: £250 for parental involvement workshop (PPB and/or AHDC/EDCM)
2. Establish a framework for the joint planning and funding of parental involvement across Cambridgeshire	Organise joint meeting with CYPSP, PPB, EDCM, PPS, CYP, pinpoint representatives	September 2009	Parental involvement in Cambridgeshire is planned and coordinated at county level, and is adequately resourced	Parenting Commissioner	Staff time for meeting
	Establish a facilitated county parental involvement	Autumn 2009 - ongoing			PPB – pinpoint

ACTION	KEY ACTIVITY	TIMESCALE	OUTCOME	RESPONSIBILITY	RESOURCE IMPLICATIONS
	advisory group to inform CYPSP strategic decision-making and elect parent representatives to sit on CYPSP				
	Develop EDCM parent carer involvement working group	Autumn 2009 - ongoing		pinpoint	AHDC/EDCM until November 2011
	Service Level Agreements (SLAs), contracts and grants to include appropriate and proportionate outcomes or indicators related to parental involvement.	Ongoing		Parenting Commissioner	Existing resources
3. Appoint a senior member of Children's and Young People's Services as lead person	Provide opportunities for parents to be appropriately involved in the selection process	May-September 2009	There is a parental involvement lead in role who is known to parents, carers and service providers	CYPSP/Parenting Commissioner	2009-10: £100 out of pocket expenses/vouchers (PPB and/or AHDC/EDCM)

ACTION	KEY ACTIVITY	TIMESCALE	OUTCOME	RESPONSIBILITY	RESOURCE IMPLICATIONS
within CYPS for parental involvement					
4. Implement the Cambridgeshire Model for involving parents in decision-making	Implement the parental involvement model for parents of disabled children (as a pilot)	March 2009-ongoing	Services can show that a representative of parents is able to take part in service planning on an equal basis and that individual needs and specific interests have been taken into account.	CYPS Parental Involvement Lead/pinpoint	November 08-November 2011: AHDC/EDCM
	Target harder-to-reach groups of parents of disabled children		Parents have the opportunity to attend a regular programme of agenda events which provide them with the opportunity to meet other parents socially, share information and discuss issues that are important to them, and meet key people within the LA and its partners.		November 2011 - March 2012: resources need to be identified
	Identify gaps in the parental involvement network and support the development of new groups as necessary				April 2009-March 2010 (TDC) April 2010-March 2011: possible £10K grant from TDC to pinpoint April 2011-March 2012: resources need to be identified
					AHDC/EDCM for parents of disabled children until November 2011 Existing resources for parents of children with special

ACTION	KEY ACTIVITY	TIMESCALE	OUTCOME	RESPONSIBILITY	RESOURCE IMPLICATIONS
					<p>educational needs (SEN): (Parent Partnership Service (PPS))</p> <p>All parents: resources need to be identified.</p>
	<p>Organise regular facilitated parent-led agenda events</p>				<p>AHDC/EDCM for parents of disabled children until November 2011</p> <p>Resources need to be identified for all other parents.</p> <p>Staff time</p>
	<p>Set up action groups as required</p>				<p>AHDC/EDCM allocation within budget to support action groups with parents of disabled children</p> <p>Funding for all other parents to be provided by service providers from existing budgets</p>
	<p>Develop systems</p>				<p>AHDC/EDCM funded</p>

ACTION	KEY ACTIVITY	TIMESCALE	OUTCOME	RESPONSIBILITY	RESOURCE IMPLICATIONS
	for feeding back to parents on the outcomes of consultations, and for monitoring and evaluating progress on action plans	October 2009			until November 2011 Parental Involvement Lead worker's time
	Review the model after the pilot, and consider how it could be implemented for all parents	November 2009		CYPS Parental Involvement Lead/EDCM Strategy Group/pinpoint	AHDC/EDCM LA and PCT AHDC Lead workers' time CYPS Parental Involvement Lead worker's time
	Work with specialist groups, services and VCS organisations to develop ways of overcoming the barriers to participation for harder-to-reach groups	March 2009 - ongoing		CYPS Parental Involvement Lead/pinpoint	2009-10: TDC for parents of disabled children 2010-11: possible TDC grant to pinpoint for parents of disabled children Identify existing resources within services and organisations, including involvement

ACTION	KEY ACTIVITY	TIMESCALE	OUTCOME	RESPONSIBILITY	RESOURCE IMPLICATIONS
					of fathers by GO East/PSAs/Children's Centres
5. Embed the Parental Involvement Strategy within the work of the CYPSP and partner groups, services and organisations	Identify Parent Champions within partner services and organisations	September 2009 - ongoing	A year on year increase is seen in the number of groups, services and organisations involving parents at all levels of the ladder of participation.	CYPS Parental Involvement Lead	Staff time
	Appoint 2 parent representatives to sit on key decision-making groups including the CYPSP				Existing resources
6. Establish effective means for informing parents about the full range of support that is available to them	Establish communications strategy including guidance for schools to cascade information to parents (see 7)	By start of new term in September 2009	Parents – and those who support them - are provided with the information they need to make informed decisions	CYPS Communications Manager/pinpoint	Staff time
	Review effectiveness of communications strategy and guidance and	September 2010 September 2011 September 2012			The additional resources needed to implement the strategy will need to be identified.

ACTION	KEY ACTIVITY	TIMESCALE	OUTCOME	RESPONSIBILITY	RESOURCE IMPLICATIONS
	update as necessary				
	Implement Timely Information pilot to provide access to information from an independent source, and opportunities for parents to comment on services, for parents of disabled children	April 2009-March 2010	Parents of disabled children will be involved in developing an independent information website which offers them the opportunity to comment on services and thereby create a specialist information source		<p>2009-10: £41K from successful joint LA/HuntsDC/pinpoint bid to Timely Information to Citizens project</p> <p>April 2010 - March 12: Resources will need to be identified to maintain the website.</p>
7. Establish sustainable methods for parental involvement in, and through, schools and other educational establishments	Set up working group to develop	Autumn 2009	Parents are provided with opportunities to contribute to the CYPS decision-making process through schools and school-based groups	CYPS Parental Involvement Lead/pinpoint	<p>2009-10: Staff time to develop and identify resources required; AHDC/EDCM</p> <p>Resources will need to be identified to sustain parental involvement work in, and through, schools</p>
	Identify existing school-based parent support groups				<p>AHDC/EDCM</p> <p>Staff time</p>

ACTION	KEY ACTIVITY	TIMESCALE	OUTCOME	RESPONSIBILITY	RESOURCE IMPLICATIONS
8. All service planning to show how the identified support needs of parents have been taken into account	Set up consultation database to make sure services and organisations are aware of the outcomes of existing parent consultations	Autumn 2009 - Ongoing	All service plans refer to how the needs and views of parents have been taken into account	Individual Service Managers/pin point	EDCM (2009 – November 2011) to set up and maintain database Staff time
	Actively involve parents at all levels of the participation ladder in developing the Children and Young People's Plan (CYPP)	Annually, linked to the CYPP review timetable		Mary Whitehand	Existing resources
9. Increase parents' capacity for involvement	Allocate resources for training workshops and support for parent representatives	March 2009 – March 2012	Parents are actively involved as equal partners in the decision-making process	CYPS Parental Involvement Lead/pinpoint	November 2008- November 2011: AHDC/EDCM for parents of disabled children Resources will need to be identified to support all parents
	Groups, services and organisations			Individual service	Existing resource: including access to

ACTION	KEY ACTIVITY	TIMESCALE	OUTCOME	RESPONSIBILITY	RESOURCE IMPLICATIONS
	to allocate resources to support parent representatives attending groups and meetings			managers	free training, staff time, providing crèche, out-of-pocket expenses
10. Increase groups, services and organisations' capacity for involving parents	Implement training programme for parent support service providers to develop participation skills and embed good practice	September 2009-March 2011	Staff in parent support services have the necessary skills, support and resources to effectively involve parents	CYPS Parental Involvement Lead/pinpoint	November 2008 - November 2011: AHDC/EDCM for parents of disabled children Existing resources from service and organisations own budgets
	Identify existing parental involvement practice at county level working with key partners including schools (see 7), Children's Centres, VCS organisations, Cambridgeshire LINK, GPs, CAMHS, Community	September 09 - March 2010	Existing good practice is shared widely	CYP Parental Involvement Lead/pinpoint	2009-10: Up to £1000 (PPB) and AHDC/EDCM funding for partners working with parents of disabled children

ACTION	KEY ACTIVITY	TIMESCALE	OUTCOME	RESPONSIBILITY	RESOURCE IMPLICATIONS
	Engagement team and identify training and support needs				
	Identify resource issues for coordinating and supporting parental involvement work at a county level		Parental involvement work is coordinated at a county level and the risk of duplication and consultation fatigue is reduced		
	Individual services allocate resources to support the development of parental involvement	Ongoing	Parental involvement work is embedded in the day-to-day practice of services and organisations and there is evidence of how this is impacting on decision-making	Individual Service Managers	Existing resources
Groups, services and organisations to assess how they have involved parents in decision-making as integral part of individual staff and service and organisation annual evaluation					

ACTION	KEY ACTIVITY	TIMESCALE	OUTCOME	RESPONSIBILITY	RESOURCE IMPLICATIONS
11. Establish county-wide good practice guidance	procedures				
	Develop and implement Terms of Reference for parental involvement networks	Development: March 2009-October 2009	Parents and service representatives have a shared understanding of what constitutes good practice and services can show that quality standards for parental involvement are being met.	CYPS Parental Involvement Lead/pinpoint	November 2008- November 2011: AHDC/EDCM
	Develop and implement job descriptions for parent representatives	Implementation: ongoing from November 2009			
	Develop and implement procedures for appointment of parent representatives				
	Establish common policy and practice for remuneration of parent representatives				
	Develop good practice web-based resources				
	Develop and implement good practice				

ACTION	KEY ACTIVITY	TIMESCALE	OUTCOME	RESPONSIBILITY	RESOURCE IMPLICATIONS
	<p>guidelines for consultation with parents</p> <p>Develop and implement procedures for feeding back to parents on the outcomes of their involvement</p>				
12. Develop a kite mark for services and organisations which can be developed and managed by parents	Establish an action group to develop a Cambridgeshire kite mark	March 2010- March 2011	There is a Cambridgeshire kite mark for parental involvement in place which is recognised and valued by parents and service providers as an indicator of excellent parental involvement practice		March 2010- November 2011: AHDC/EDCM for organisations and services supporting parents of disabled children
	Provide training workshops to develop the role of parents as monitors/evaluators	March 2010 - March 2012			<p>March 2010- November 2011: AHDC/EDCM for parents of disabled children</p> <p>Additional resources will need to be identified to extend</p>

ACTION	KEY ACTIVITY	TIMESCALE	OUTCOME	RESPONSIBILITY	RESOURCE IMPLICATIONS
					this beyond November 2011, and to all parents
13. Establish county-wide procedures for reporting on issues raised by parents	Develop standard reporting forms for use by parent representatives and frontline workers	November 2009	There are established and widely recognised procedures for communication between parents, VCS organisations and services on issues raised by parents and for monitoring and evaluating progress on actions taken	CYPS Parental Involvement Lead/pinpoint	AHDC/EDCM
	Develop processes for monitoring and evaluating progress (linked to database of parent consultations (see 8))	March 2010			