

LANCASHIRE'S
MULTI-AGENCY
EARLY HELP
ACADEMY

PROSPECTUS







Contents

Lancashire's Model of Early Help

Part 1 - Multi-Agency Early Help Academy	2	Part 4 - Advice, Information and Signposting Support	24
		Community Senior Family Support Worker Offer	
		Lancashire Family Hubs	
Part 2 - Workforce Development Programme	6	Part 5 - Quality Assurance: Evaluation and Impact	25
Introduction			
A Tiered Approach to Training		Part 6 - Accessing the Multi-Agency Early Help Academy	25
Programme Overview		Booking A Place	
Part 3 - Apprenticeships, Work Placements and Volunteering	22	The Commitment to Participants	
Volunteering		Expectations of Participants	
Skills Boot Camp		Learning Needs and Reasonable Adjustments	
Workplace Experience Placements		Further Information	
Social Work Apprenticeships			



Foreword

As Cabinet Member for Children and Families I am pleased to introduce Lancashire's Multi-Agency Early Help Academy.

The development of the Academy supports our shared vision that children, young people, and their families are safe, healthy and achieve their full potential by strengthening consistent, joined up Early Help practice across the county.

It is important that practitioners and volunteers across Lancashire who encounter children, young people, and their families, understand and have the confidence to play their part in delivering Early Help. A mainstream commitment to the Early Help model is needed from the very top of organisations through to the front line and a culture of ownership is required, that 'Early Help is everyone's business,' and of working together in partnership.

The workforce development programme offered via the Multi-Agency Early Help Academy brings together partners from across services to build shared skills, confidence and collaborative ways of working that ensure families receive the right support at the right time. With a blend of core foundation learning and ongoing professional development, the programme promotes integrated working, and helps create a confident, connected workforce committed to improving outcomes for children, young people, and families in Lancashire.

County Councillor Simon Evans

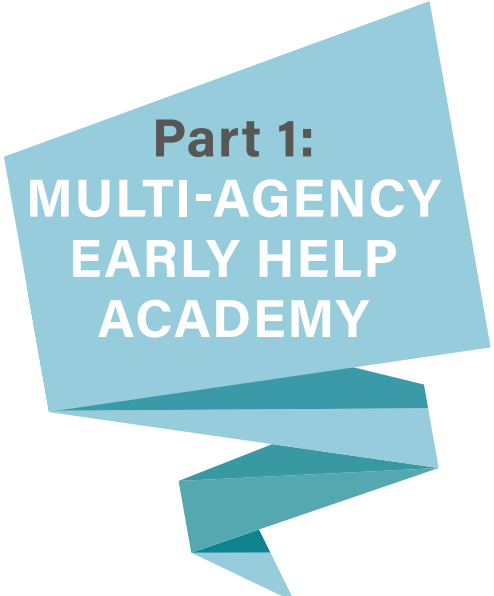
**Deputy Leader & Cabinet Member for
Children and Families**
Lancashire County Council

Lancashire Model of Early Help

Early Help services are a flexible continuum of support ranging from universal services through to statutory or specialist provision, focussed on improving the lives of children young people and families. We deliver this as a strengths-based family safeguarding approach across the whole system, and as a fundamental way of working with children, young people, and their families.

We know that they may experience a range of different needs at different times and as such will move backwards and forwards through any continuum, as needs are met and will be supported by different agencies.

Families who may require Early Help are identified by a wide range of practitioners, in many ways and everyone who meets children and families across Lancashire has some role they can play.



Part 1: MULTI-AGENCY EARLY HELP ACADEMY

It is important that practitioners across Lancashire who encounter children, young people, and their families, understand and have the confidence to play their part in delivering Early Help. A mainstream commitment to the Early Help model is needed from the very top of organisations through to the front line and a culture of ownership is required, that 'Early Help is everyone's business', and of working together in partnership.

To do this effectively, practitioners need to feel that they have been given permission to work in this way from their managers and be confident about managing risk at an appropriate level. They need to understand and be competent in using our shared and agreed tools to support early help work with families.

The Multi-Agency Early Help Academy is Lancashire County Council's approach to supporting the skills knowledge and development of the early help workforce. The Early Help Academy offers a wide range of learning opportunities for practitioners and volunteers from all services across Lancashire who provide support to children, young people and their families.

The workforce development programme offered through the Early Help Academy builds on the success of the previous multi-agency training programme and its design has been influenced through feedback and evaluations from participants over several years. In addition, it recognises a renewed focus on the impact of giving children the best start in life, inclusive access to early help and the growing importance of family hubs as a front door to access multi-agency services within communities.

The programmes available through the academy are free of charge.

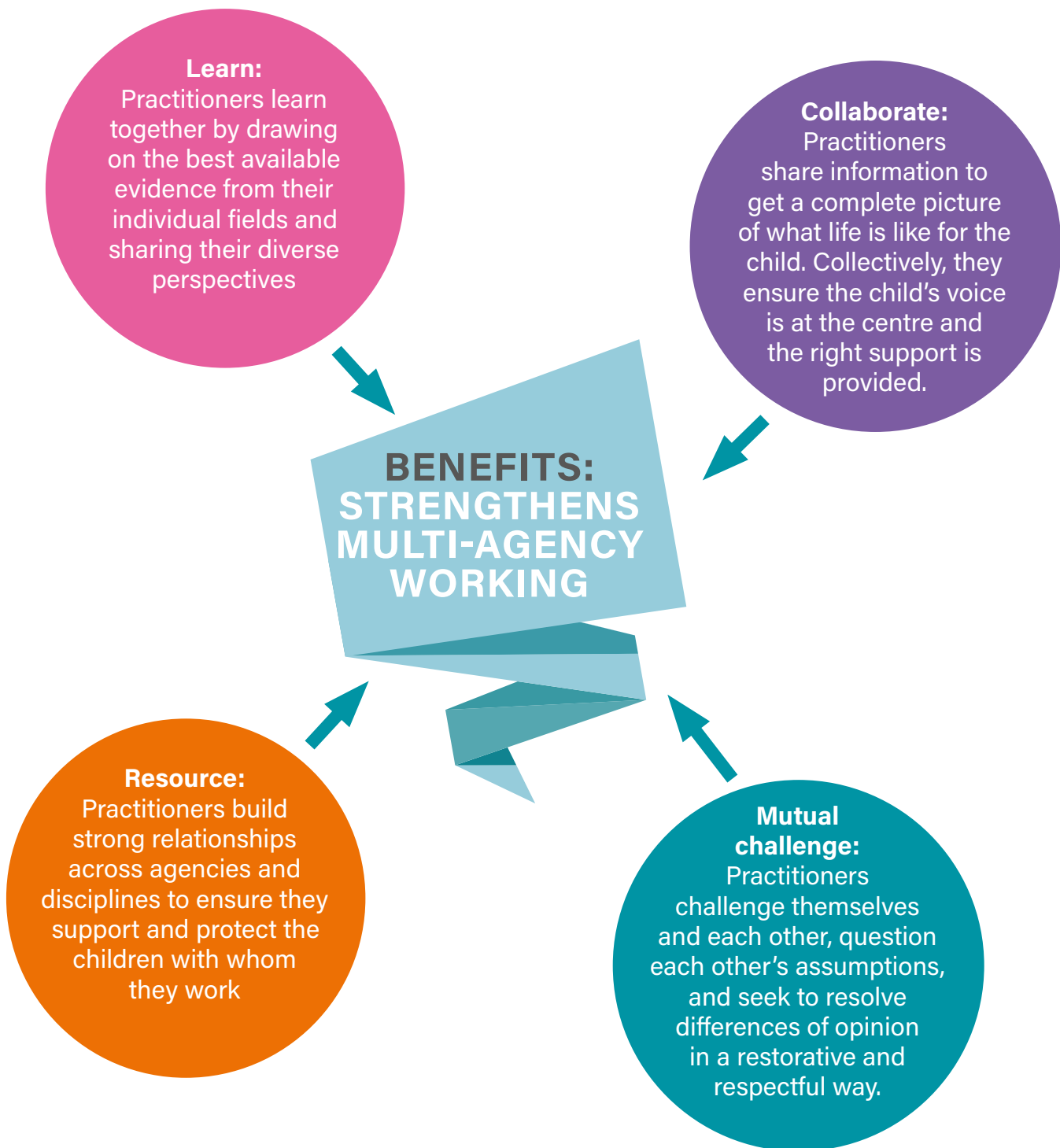
“

Strong multi-agency and multi-disciplinary working is vital to identifying and responding to the needs of children and families

”

(Working Together to Safeguard Children. 2026: 18)





‘With regards networking: I have been able to discuss families with other colleagues who have been able to give me great advice, also listening to colleagues talk about the work they do supporting families has hopefully given me the tools I need if I encounter similar needs in the future. The way the training has been delivered has enabled me to reflect on my own practice in a safe space and helped me to consider other viewpoints. I have also got a great list of resources that I can use, including services which can help families too.’ - St Maria Goretti Primary School.

“

I found it really interesting talking with other practitioners about the different skills and knowledge we share ”

Teacher

“

I loved meeting other professionals from different job roles ”

Volunteer

.....





Part 2: WORKFORCE DEVELOPMENT PROGRAMME

Introduction

The workforce development programme is designed to offer a range of opportunities that are flexible to meet different learning styles, roles, and service needs. This primarily includes a tiered approach to training both in-person and virtual.

This offer will be complimented by self-directed learning including eLearning packages, webinars and practitioner actions sets, community of practice events and place-based INSET days tailored to local teams and settings, knowledge sharing via one-page briefs. These will be responsive and designed to meet emerging need and demand.

This evolving blended approach aims to improve accessibility, provide greater flexibility for attendees, and ensure that high-quality learning can be accessed in a way that best fits individual and service needs, while continuing to support the practical application of learning into everyday practice.

“

It's good to have the space to discuss the issues facing children and their families with such a range of different professionals

Health Visitor

”

“

Networking and learning more about other agencies and what help and support is available the families I work with was invaluable ”

Family Support Worker

A Tiered Approach to training

Lancashire's Multi-Agency Early Help Academy supports practitioner and volunteers at every stage of their journey — from building foundation skills, core knowledge to developing confident, skilled practice and specialist expertise.

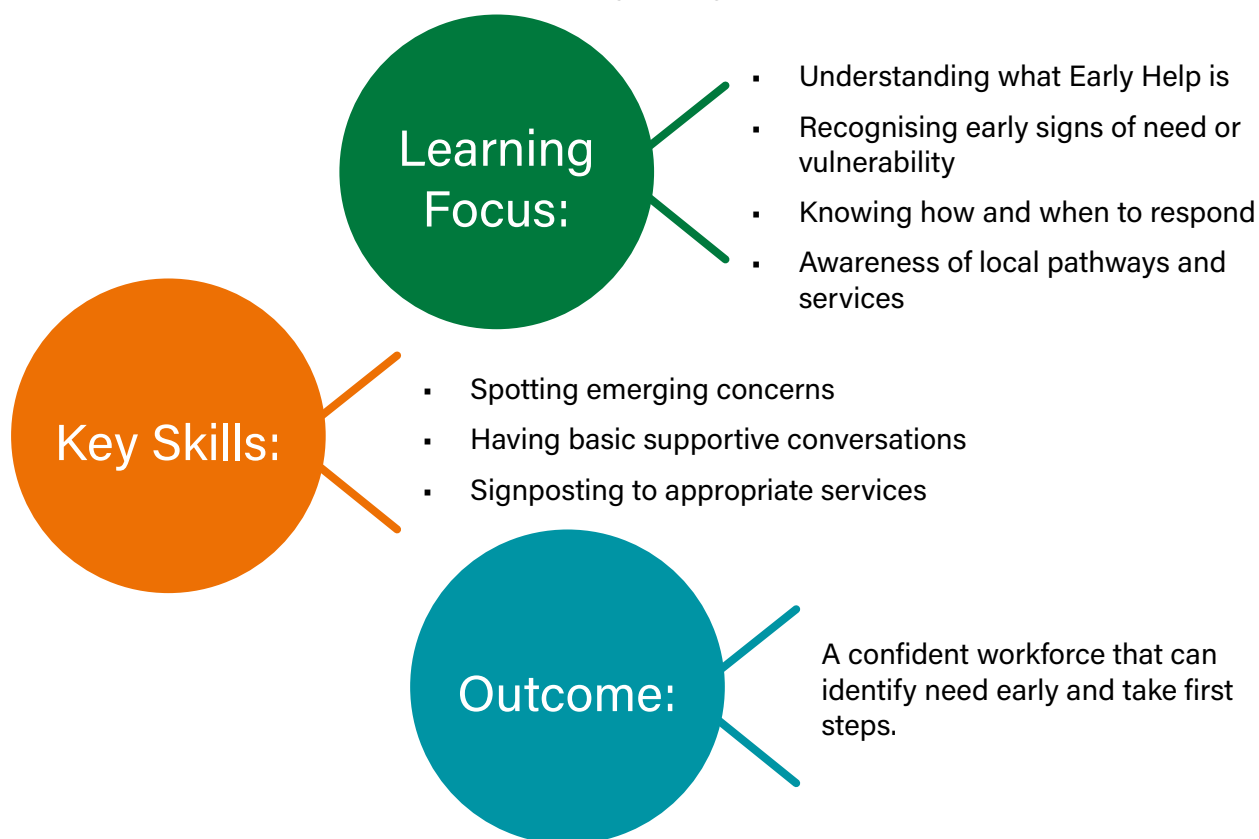
A tiered approach ensures that learning is progressive, accessible, and tailored to differing levels of experience, allowing professionals to enter at the right point for their role and build their competence over time. This structure promotes consistency across the workforce, supports shared understanding between agencies, and strengthens collaborative working. It also enables practitioners and volunteers to revisit and reinforce learning, deepening their confidence and ability to apply skills effectively in practice.

Whether you are new to Early Help or looking to deepen your skills, the workforce development programme that the academy offers is designed to be practical, relevant, and supportive, helping you to deliver high-quality, strengths-based support to children, young people, and their families.

Workforce Development Programmes

Tier 1: Foundation

Audience: All practitioners and volunteers working with children, young people, and families across VCFSE, education, health, and community settings.



Tier 2: Applied Practice

Audience:

Practitioners and volunteers providing Early Help directly with children, young people, and families.

Learning Focus:

- Delivering Early Help interventions
- Building relationships with families
- Coordinating support
- Undertaking assessments and plans

Key Skills:

- Strengths-based conversations
- Completing Early Help assessments (e.g. EHA)
- Team Around the Family (TAF) working
- Multi-agency collaboration

Outcome:

Skilled practitioners and volunteers who can lead and deliver Early Help support.

“

It's insightful to meet other professionals who have different input a child's world and hear about their perspective ”

Social Work Student

Tier 3: Developed Practice

Audience:

Experienced practitioners and volunteers requiring more in-depth knowledge and skills and designated leads.

Learning Focus:

- Leading Early Help practice and quality
- Supporting families with complex need
- Driving partnership working
- Embedding a preventative culture

Key Skills:

- Evidence based tools and interventions
- Insight into needs that require complex consideration and safety planning
- Decision-making and thresholds

Outcome:

A confident skilled and knowledgeable workforce who can deliver and drive high quality, consistent and effective Early Help.

“

The training was delivered in a friendly manner, and I feel so much more confident to identify and understand what support a child needs ”

Early Years Practitioner

Workforce development programme – Modules

Tier 1: Foundation

- What is Early Help?
- Basic Trauma Awareness
- Cultural Competency
- An introduction to supporting children with Special Educational Needs and Disabilities
- Noticing Neglect

Tier 2: Applied Practice

- Lancashire's Continuum of Need and Thresholds for support
- The Early Help Toolkit
- Working in Partnership to build a Team Around the Family
- Providing the Best Start in Life
- Understanding the child's world
- Understanding the teenage world
- Delivering Inclusive & Engaging Early Help Group Activities
- PEEPs Learning Together Programme

Tier 3: Developed Practice

- Introduction to Motivational Interviewing
- The Impact of Domestic Abuse on Children
- Difference between Parental Conflict & Domestic Abuse - eLearning
- Reducing Parental Conflict – Relationship Toolkit
- WellComm: Speech and Language Screening Toolkit
- Safeguarding in the Online world
- Supporting parents: Addressing barriers to Effective Parenting

“

Excellent training day. The whole day was so worthwhile. I will be able to speak about it & support my staff. I will ensure all my Team have or are booked on ”

Community Project Manager

Programme Overview

Tier 1: Foundation Modules

What is Early Help? (Webinar)

Overview:

This webinar is for all practitioners and volunteers who have contact with children, young people and families, to raise awareness of needs and help them to access the right support and the right time.

Learning Outcomes:

By the end of the webinar participants will:

- Understand what Early Help is and why it is important
- Understand the role everyone plays in providing Early Help
- Developing their understanding of the whole family approach
- Explore ways to engage families with support

Basic Trauma Awareness (1 day)

Overview:

This course introduces how trauma can affect children, young people, and adults. It builds an awareness of what trauma is and how to apply this understanding in everyday practice.

Learning Outcomes:

By the end of the course participants will:

- Understand Lancashire's approach to being Trauma-Informed
- Recognise how trauma affects the brain, body, and behaviour
- Spot signs of trauma and how it may present
- Think about simple changes practitioners and volunteers can make to be more supportive
- Understand developmental trauma and know where to find helpful resources

Cultural Competency (Half-day)

Overview:

This course helps practitioners and volunteers better understand how culture can shape people's experiences and needs. It encourages the recognition and respect of difference, the importance of avoiding assumptions, and self-reflection so practitioners and volunteers can provide the best support for children, young people and families.

Learning Outcomes:

By the end of the course participants will:

- Understand what the term cultural competence means
- Be aware of how behaviour and assumptions can affect relationships
- Explore how people's different identities and experiences can overlap (intersectionality)
- Work in a way that is fair, inclusive, and challenges discrimination

An introduction to supporting children with Special Educational Needs and Disabilities (1-day)

Overview:

This course helps practitioners and volunteers to build a clear and confident understanding of SEND (Special Educational Needs and Disabilities) including neurodiversity. It covers the importance of inclusion and Early Help, recognising the individual challenges children and young people with SEND and their families face.

Learning Outcomes:

By the end of the course participants will

- Increase their awareness of SEND, including Neurodiversity
- Understand the importance of Early Help
- Make simple changes to help Children and Young People feel included
- Focus on needs and strengths, not labels
- Reflect on how systems and environments can create barriers and ways to overcome them

Noticing Neglect Workshop (Half-day)

Overview:

Neglect continues to be an area of priority and focus in Lancashire. This course is for practitioners and volunteers. The course helps participants to understand what neglect is, how to spot it, and what to do to support children early.

Learning Outcomes:

By the end of the course participants will:

- Understand what neglect is and the types of neglect
- Recognise the signs and how neglect affects children and young people
- Understand the importance of Early Help and prevention
- Share information safely and appropriately, following guidance



Lancashire's Continuum of Need and Thresholds for support (Half-day)

Overview:

This course helps practitioners and volunteers decide the right level of support a child or family needs and how to get this in place. The course covers how to access advice and support through increasing understanding of the relevant pathways and processes.

Learning Outcomes:

By the end of the course participants will:

- Understand what affects decisions about support, both locally and nationally
- Be more familiar with using Lancashire's guidance (Working Well with Children and Families) to support decision making
- Apply thresholds guidance to examples based on family situations and needs
- Feel more confident working in understanding and meeting family support needs

The Early Help Toolkit (1-day)

Overview:

This course is for practitioners and volunteers who want to know more about the tools available, and skills required to support the assessment of a family's needs at an Early Help level and create a multi-agency plan of support.

Learning Outcomes:

By the end of the course participants will:

- Focus on strengths as well as challenges when supporting families
- Understand what makes a good assessment and plan
- Use tools to capture children and families' views and include them in your assessments
- Build confidence in using:
 - Trauma-informed ways of working
 - The Cycle of Change
 - Practical skills for completing Early Help Assessments and Plans

Working in Partnership to build a Team Around the Family (Half-day)

Overview:

This course is for practitioners who lead or take part in Multi-Agency Team Around the Family work. The course aims to build confidence in working with others to support children, young people and their families.

Learning Outcomes:

By the end of the course participants will:

- Understand the key developmental stages and expected milestones and how these can influence lifelong health, learning, and wellbeing.
- Understand the challenges and barriers to good, effective multi agency work and have strategies to overcome these
- Feel more confident to involve children, young people and their families in planning their own goals and actions
- Be able to plan, lead, and manage multi-agency meetings confidently
- Be skilled in reviewing progress, planning next steps, and future support for families.

Providing the Best Start in Life (1-day)

Overview:

This course is designed for practitioners and volunteers working with parents to be, unborn babies and children under five in Lancashire. It focuses on enhancing our understanding of these first critical years on the development and life experience of children in this age group.

Learning Outcomes:

By the end of the course participants will:

- Understand the key developmental stages and expected milestones and how these can influence lifelong health, learning, and wellbeing.
- Recognise the impact of early experiences; how factors such as attachment, relationships, trauma, and environment shape outcomes for unborn babies and young children.
- Develop skills to support parents and carers in building secure attachments and nurturing interactions that enhance children's development. Strengthen awareness and the importance of engaging fathers and male co-parents.
- Recognise early signs of vulnerability and resilience in families and understand how to respond appropriately within their role.

Understanding the Child's World (1-day)

Overview:

This course is for practitioner and volunteers who work with children aged 5-11 years to help you better understand what life is like for a child, key areas of development and support needs and how to use that understanding to plan the right support.

Learning Outcomes:

By the end of the course participants will:

- Develop insight into what life may be like for a child, including the impact of family, school, peer relationships, and community context.
- Identify a range of developmental needs, including additional vulnerabilities, and understand how these may present in children's behaviour and wellbeing.
- Gain practical strategies to support children's development, wellbeing, and resilience in their role.
- Apply the understanding of the child's world to plan and deliver appropriate, supportive, and responsive interventions.

Understanding the Young Person's World – Working with Teenagers (1-day)

Overview:

This course is for practitioners and volunteers working with teenagers and young people. The content explores how young people develop mentally, emotionally and physically and how to communicate and support them effectively.

Learning Outcomes:

By the end of the course participants will:

- Describe key stages of mental, emotional, and physical development in teenagers and young people.
- Have a greater awareness of factors such as identity, peer relationships, family context, and social pressures, and how these impact behaviour and decision-making.
- Demonstrate strategies for engaging and communicating positively with young people, including active listening and building trust.
- Recognise signs of vulnerability, resilience, and risk-taking behaviour, and understand appropriate ways to respond.
- Apply approaches that promote resilience, confidence, and wellbeing, enabling young people to thrive

Delivering Inclusive & Engaging Early Help Group Activities (1-day)

Overview:

This course will equip practitioners and volunteers with the knowledge, skills and practical strategies to plan and deliver inclusive, engaging Early Help group activities that meet the diverse needs of children, young people and families.

Learning Outcomes:

By the end of the course participants will:

- Explain key principles of inclusion and how to ensure group activities are accessible and responsive to diverse needs.
- Develop the skills to design structured, age-appropriate, and outcome-focused group sessions for children, young people, and families.
- Apply a range of techniques to encourage participation, build rapport, and maintain engagement within group settings.
- Modify activities and approaches to support varying abilities, backgrounds, and additional needs within a group.
- Demonstrate the ability to evaluate the effectiveness of group activities and use feedback to continuously improve their delivery.

Peep Learning Together Programme Training (2-day)

Overview:

This course is for practitioners and volunteers working (or planning to work) with parents, carers and young children in any setting (e.g. early years, schools, health, community, social care, or home environments). The course enables practitioners and volunteers to deliver evidence-based programmes that support child development and learning.

Learning Outcomes:

By the end of the course participants will:

- Support parents to enhance children's early learning through everyday interactions both in the group and in the home learning environment
- Use practical strategies and Peep programme resources
- Deliver flexible sessions (1:1, group, in-person or virtual) to children aged 0-5 and their parents and carers
- Support school readiness, smooth transitions to nursery or school and the achievement of a Good Level of Development at reception

Further information on this course is available at www.peeple.org.uk/learning-together-training

Tier 3: Developed Practice Modules

Introduction to Motivational Interviewing (Half-day)

Overview:

This course introduces practitioners and volunteers to the techniques of Motivational Interviewing to work more effectively with people by building trust and supporting positive change.

Learning Outcomes:

By the end of the course participants will:

- Understand the basics of Motivational Interviewing
- Learn its main principles and approach
- Know how it can support your work
- Build positive relationships with parents and carers
- Help people explore and feel more confident about making changes

The Impact of Domestic Abuse on Children and Young People (Half-day)

Overview:

This course is for practitioners and volunteers to increase understanding of how domestic abuse affects children and young people and where to find support for children and young people and their families.

Learning Outcomes:

By the end of the course participants will:

- Understand how domestic abuse affects children and young people
- Recognise the emotional, physical, and long-term impacts
- Understand how domestic abuse can affect parenting capacity
- Know where to find help and support for families

Domestic Abuse or Parental Conflict? (eLearning: 45 minutes)

Overview:

This short online course is for practitioners and volunteers. It explores the difference between parental conflict and domestic abuse.

Learning Outcomes:

By the end of the course participants will:

- Understand the difference between parental conflict and domestic abuse
- Recognise signs of each, including controlling behaviour
- Know what to do if you are concerned
- Feel more confident making the right decisions

To request access to the eLearning please complete this form: [Recognising the difference between domestic abuse & parental conflict - elearning request - Fill in form](#)

Once you request access, you'll receive an email with instructions (check your junk folder if needed).

Relationship Toolkit – Parental Conflict (1-day)

Overview:

This course is for practitioners and volunteers working with parents experiencing conflict. It increases confidence in talking to parents about their relationship and supporting families to make positive changes.

Learning Outcomes:

By the end of the course participants will:

- Understand how parental conflict affects children and young people
- Spot early signs of conflict between parents
- Support parents to manage disagreements in a healthier way
- Help families learn skills like communication, compromise, and problem-solving
- Feel more confident having conversations with parents about conflict

WellComm: Speech and Language Screening Toolkit (2 hours)

Overview:

The WELLCOMM Screening toolkit supports practitioners to meet the targeted offer within Lancashire's Communication and Language Roadmap for children. The roadmap is available here [Early years communication and language toolkit and roadmap - Lancashire County Council](#).

Learning Outcomes:

This introductory course will give practitioners the knowledge required to undertake the screenings and use the screening materials.

Safeguarding Children and Young People in the Online world (1-day)

Overview:

This course is for practitioners and volunteers who work with children and young people. The course will give practitioners and volunteers the knowledge and skills to keep children and young people safe online, recognise risks, respond to concerns, and help families use technology safely.

Learning Outcomes:

By the end of the course participants will:

- Be able to identify key risks children and young people face in the online world, including exploitation, cyberbullying, and exposure to harmful content.
- Recognise indicators that a child or young person may be experiencing online harm or risk.
- Understand how to take appropriate action when online safeguarding concerns arise, in line with policies and procedures.
- Be able to support children, young people, and families to use digital technology safely and responsibly.
- Demonstrate confidence in applying safeguarding knowledge to online situations within their professional role.

Supporting parents: Addressing barriers to Effective Parenting (1-day)

Overview:

This course provides practitioners and volunteers with the knowledge and skills to understand how a range of factors such as mental health, trauma, and poverty can impact parenting capacity and child outcomes.

By the end of the course participants will:

Learning Outcomes:

- Understand how factors such as trauma, mental health, and adversity impact parenting and child outcomes
- Recognise the link between adult needs and children's wellbeing
- Assess parenting capacity using a strengths-based, holistic approach
- Identify risks and distinguish between safeguarding concerns and early help needs
- Use effective communication and trauma-informed approaches to engage parents
- Develop practical strategies to support positive parenting, promoting resilience and positive change in families

“

The trainers were very knowledgeable, as well as being relaxed and informal which made group participation easy ”

Family Support Worker

Collaboration with Lancashire Safeguarding Children Assurance Partnership

In addition to the programme delivered as part of the Multi-Agency Early Help Academy practitioners and volunteers can also access a wide range of additional courses via Lancashire Safeguarding Partnership Board – details of all the training that is currently available can be accessed here: lancshiresafeguardingpartnership.org.uk/events

Part 3: APPRENTICESHIPS, WORK PLACEMENTS AND VOLUNTEERING

Early Help offers a rich and rewarding pathway with a wide variety of roles across diverse settings and services, from schools and community-based hubs to family support and youth programmes. Whether it is at the start of a career journey or a chance to change and grow, there are countless opportunities for development, progression and specialisation.

Volunteering

Volunteering opportunities are available within Lancashire County Councils Children and Family Wellbeing (CFW) service via Lancashire Volunteer Partnership. The 2 roles available are Community Connectors within the Family Hubs and Youth Support Volunteer within the Youth Zones.

Volunteering offers individuals a range of personal benefits, including opportunities to develop new skills, training, build confidence, contribute to their local community, and make a meaningful difference in the lives of families. Many volunteers also value the chance to connect with others, gain experience for future employment, and be part of a supportive and purposeful team.

Volunteers play a vital role in enhancing the delivery of early help by bringing additional skills, capacity, and lived experience to supporting children, young people and their families. Volunteering strengthens community connection, increases the reach of services, and enriches the quality of support provided.

Skills Boot Camp

For those considering a career in Early Help, who want to work directly with children, young people and their families to make a real difference in their lives the Skills Boot Camp provides an opportunity to increase knowledge about the support needs of children, young people and families, to gain access to mandatory training, have work placed skills training as part of an Early Help Team and be supported to gain employment in the sector.

The Skills Boot Camp is aimed at adults who are looking for employment or are considering a career change. Information about intakes and how to apply for the Skills Boot Camp will be made available on the Multi Agency Early Help Academy webpage.

Work Experience Placements

Lancashire County Council is committed to supporting the development of future talent by offering high-quality work experience placements across a wide range of services, including Early Help. These placements provide individuals with the opportunity to gain valuable insight into the vital work we undertake to support children, young people, families, and communities.

Through structured and supportive placements, students will be given the opportunity to develop practical skills, build confidence in professional environments, and gain a clearer understanding of potential career pathways. Students will benefit from working alongside experienced practitioners, observing best practice, and contributing to meaningful work that makes a difference.

Working closely with schools, colleges, universities and training providers every placement is assured to be purposeful and rewarding. By providing a positive introduction to careers in Early Help placements are key to securing the future workforce.

Social Work Apprenticeships

Social Work Apprenticeships are supported within Early Help Services in the Children and Family Wellbeing Service. A well-structured, supportive learning environment enables apprentices to develop the skills, knowledge, and professional confidence required for successful practice and plays a significant role in the journey to qualified Social Workers.

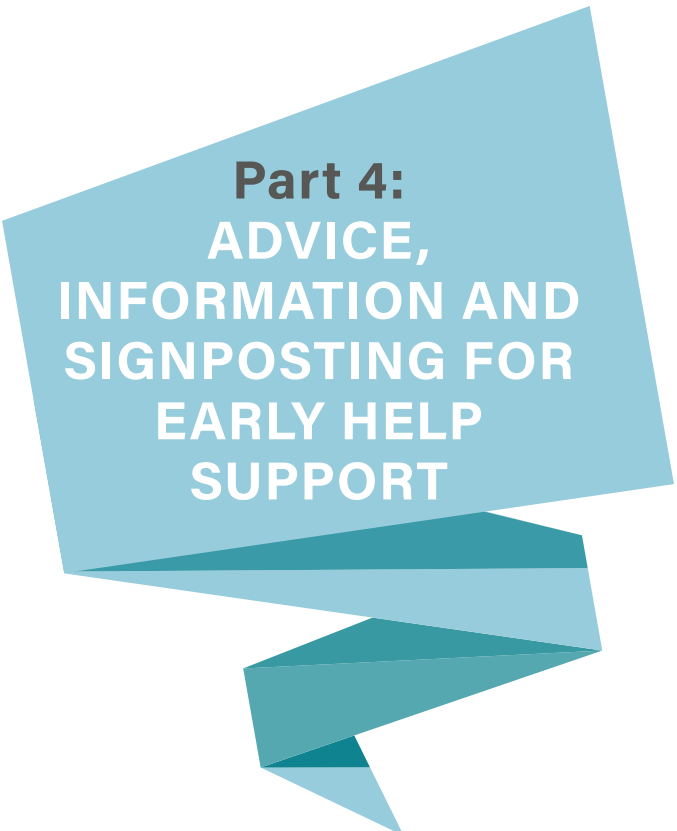
There are currently two routes into the Social Work Apprenticeship programme which may involve a practice placement in Early Help:

- Internal Apprentices – Application process that is open to employees of the Local Authority who wish to progress into social work through an apprenticeship pathway.
- External Apprentices – Applicants are recruited externally to a Social Work programme and are placed within the Local Authority specifically to undertake their Social Work Apprenticeship.

“

The Early Help training sessions were very engaging. The content was relevant, easy to follow and has improved my confidence when supporting families. I would 100% recommend the training to other professionals ”

Designated Safeguarding Lead, Primary School.



Part 4: **ADVICE, INFORMATION AND SIGNPOSTING FOR EARLY HELP SUPPORT**

Community Senior Family Support Worker Offer

Community Senior Family Support Workers are employed within the Local Authority and play a key role in supporting all services to deliver Early Help Support to children, young people and their families. This is through the offer of advice, information, practical support, joint working and consultation. The Community Senior Family Support Workers are experienced Early Help practitioners skilled in the use of Early Help tools and evidence-based interventions. They work on a district basis to strengthen collaboration and partnership working resulting in the early identification and effective response to children and families' needs.

The Community Family Support Workers facilitate Family Discussions – individual consultation and reflection for practitioners around the provision of Early Help for a Family with their consent. There are half termly practitioner Early Help Newsletters and Practitioner Workshops and Forums.

Practitioners and Volunteers can access the support of the Community Senior Family Support workers offer as part of the Multi- Agency Early Help Academy.

Contact email addresses for the Community Senior Family Support Worker Teams:

Preston - cfwprestoncommunity@lancashire.gov.uk

Chorley - cfwchorleycommunity@lancashire.gov.uk

West Lancs - cfwwestlancscommunity@lancashire.gov.uk

Lancaster - cfwlancastercommunity@lancashire.gov.uk

Rossendale - cfwrossendalecommunity@lancashire.gov.uk

Pendle - cfwpendlecommunity@lancashire.gov.uk

Hyndburn and Ribble valley - cfwhrvcommunity@lancashire.gov.uk

Fylde and Wyre - cfwfyldeandwyrecommunity@lancashire.gov.uk

South Ribble - cfwsouthribblecommunity@lancashire.gov.uk

Burnley - cfwburnleycommunity@lancashire.gov.uk

Family Hubs

The Family Hubs Network across Lancashire offer a range of services for children, young people aged 0-19 years (25 for young people with Special Educational Needs and Disabilities) and their families within the community. The Family Hubs provide universal support and Early Help through group work activities, evidence-based programmes, appointment-based services, one stop shops, Drop Ins. Key services are co-delivered in Family Hubs and advice and support around Early Help is available to practitioners and volunteers in addition to opportunities to be involved and contribute to the service offer and support available.

Part 5: QUALITY ASSURANCE: EVALUATION AND IMPACT

Workforce development programmes are quality assured through a structured approach that captures immediate feedback and longer-term outcomes and impact on children, young people and their families. Participants complete evaluation forms at the end of each session to assess content, delivery, and relevance, enabling the continuous improvement of the programme.

This is complemented by post-course impact evaluations 6 weeks later, this explores how learning has been applied in practice and its effect on work with children, young people, and their families. In addition, focus groups of participants and volunteers from across programmes are used to gather more in-depth qualitative feedback, allowing practitioners and volunteers to reflect on their experiences, share examples of impact, and identify any ongoing development needs. Together, these approaches ensure that Early Help Academy workforce development programme and offer remains effective, relevant, and responsive to the needs of the workforce.

Part 6: ACCESSING THE MULTI-AGENCY EARLY HELP ACADEMY

How to book a place on training

The Lancashire County Council website provides a clear overview of the full Multi-Agency Early Help Academy workforce development programme. This can be accessed via lancashire.gov.uk/practitioners/training/early-help-training-for-practitioners

Further information, updates, and support is available through the webpage, ensuring practitioners and volunteers remain informed about new opportunities and continuing professional development.

The Commitment to Participants

As part of our Multi-Agency Early Help Academy, we are committed to providing high-quality, accessible, and relevant workforce development opportunities that support practitioner and volunteers to feel confident and equipped in their role. We aim to create inclusive learning environments where your experience is valued, and opportunities for reflection, discussion, and collaboration are encouraged. The workforce development programme is continually informed by feedback, emerging practice, and local need, ensuring that the experience remains responsive

and meaningful. The Multi-Agency Early Help Academy is dedicated to supporting the practical application of learning, enabling the translation of knowledge into effective practice and to make a positive impact for children, young people, and families.

Expectations of participants

Participants attending Early Help training are expected to actively engage in their learning and contribute to a positive, respectful multi-agency environment. This includes attending on time, participating fully, and sharing relevant experiences to support learning. Practitioners should reflect on their role, identify development needs, and apply learning to their work with children, young people, and families.

Before training

- Discuss training needs with your line manager and gain approval.
- Book relevant training once needs are identified.
- Prepare by reviewing objectives, completing any pre-work, and setting learning goals.
- Prioritise booked training and plan other commitments around it.

During training participants are expected to

- Arrive on time and prepared for training (this may include pre course reading etc).
- To actively engage in the training session, contributing to discussions, group work, and activities.
- Share relevant practice experiences where appropriate to support shared, multi-agency learning.
- Present professionally at all times, whether attending face-to-face or virtual sessions.

- Communicate respectfully with trainers and other participants, valuing different perspectives.

Following training

- To support embedding the learning, learning from training should be “put into practice” as soon as possible. Learning and goals should be reviewed in discussion with managers in supervision following training.

Learner Needs and Reasonable Adjustments

The Multi-Agency Early Help Academy strives to provide an inclusive workforce development programme.

To ensure that individual participants needs are considered we invite participants to share any additional specific requirements and/ or adjustments they may need. This will enable the appropriate support is in place and there is sufficient time to consider reasonable adjustments.

Examples of specific requirements may include:

- Accessibility needs (e.g. wheelchair access, hearing loop, seating requirements)
- Learning support needs (e.g. additional time, simplified materials, one-to-one support, prior sight of the agenda or training materials / resources)
- Communication preferences (e.g. large print, coloured paper, use of captions or subtitles, translation services)
- Neuro-affirmative adjustments (e.g. quiet spaces, break out areas, options for contributions, size of discussion groups, introductory activities, sensory environment, regular breaks, clear structure).

Further Information:

Multi-Agency Early Help Academy:

lancashire.gov.uk/professionals/training-for-professionals/early-help-training-for-practitioners

Finding a Family Hub:

To find your nearest Family Hub go to: lancashire.gov.uk/children-education-families/family-hubs

Lancashire Volunteer Partnership www.lancsvsp.org.uk



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