Early Years Leaders Network

15.05.17
Why do we need to improve our partnership approaches for inclusion and SEND children in Walsall?

Feedback from EYFS leaders:
1. Large numbers of children with SEN
2. Lack of specialist advice and training
3. Limited staff resource

Exclusions

Data
Data:

<table>
<thead>
<tr>
<th></th>
<th>Walsall GLD 2016</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>Walsall</td>
<td>National</td>
</tr>
<tr>
<td>All</td>
<td>65%</td>
<td>69%</td>
</tr>
<tr>
<td>No SEN</td>
<td>70%</td>
<td>72%</td>
</tr>
<tr>
<td>SEN Support</td>
<td>14%</td>
<td>26%</td>
</tr>
<tr>
<td>Statement or EHCP</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Vision for Walsall 2017/2018

* All schools, settings and childminders will confidently offer inclusive approaches and best practice for children with SEND strengthened and supported by partnership with LA services.
* Early Years Leaders and practitioners will access training and support from a range of services and implement strategies matched to their children’s needs.
* Progress and outcomes for children with SEN support will improve.
Multi-agency Offer to Walsall Schools and Settings

* Linda Bromwich – Team Around the Child/ Speech and Language Therapy
* Margaret Wiredu – Early Years SEND Team
* Caroline Guest – Integrated Behaviour Support Service
* Lorraine Thompson – Virtual School for Looked After Children
* Kim Stokes – Vice chair of ‘The EY Inclusion Fund Panel’ (Margaret Wiredu – Chair person)
Team Around the Child (TAC)

Linda Bromwich
Multiagency assessment and intervention for children who require three or more services

**What is TAC**

**Indicators of Success**

<table>
<thead>
<tr>
<th>Robust training to ensure timely intervention</th>
<th>Timely information and signposting of services</th>
<th>A supported family</th>
<th>Shared protocols and pathways for best practice</th>
<th>Smooth transitions to and from services and into new settings</th>
<th>A shared TAC plan</th>
<th>Health 18 Week Target Referral to Treatment</th>
</tr>
</thead>
</table>

- Robust training to ensure timely intervention
- Timely information and signposting of services
- A supported family
- Shared protocols and pathways for best practice
- Smooth transitions to and from services and into new settings
- A shared TAC plan
- Health 18 Week Target Referral to Treatment
WALSALL CHILD DEVELOPMENT SERVICE
TEAM AROUND THE CHILD (TAC): Birth to Five Years

A Multiagency tool for change supporting the child at the heart of the new SEN and Disability Strategy

What is TAC?
Multiagency assessment and intervention for children who require three or more services

- Children's Centres
- Social Care
- Consultant Paediatrician
- CAMHS Clinical Psychology Specialist
- Speech & Language Therapy
- Specialist Health Visitor
- Physiotherapy
- Community Children's Nurses
- Advisory support team - Early Years SEN
- Community Paediatrics
- Occupational Therapy
- Educational Setting

Family

Child

Private, Voluntary & Independent Sector

Health Visitors

TAC is great. I feel so much more confident as I know I have my team. They will be there not just for Jake, but for me too.
- Parent

TAC makes me work to the best of my ability
- Keyworker

Indicators of Success

<table>
<thead>
<tr>
<th>Robust training to ensure timely intervention</th>
<th>Timely information and signposting of services</th>
<th>A supported family</th>
<th>Shared protocols and pathways for best practice</th>
<th>Smooth transitions to and from services and into new settings</th>
<th>A shared TAC plan</th>
<th>Health 10 Week Target Referral to Treatment</th>
</tr>
</thead>
</table>

Walsall Healthcare NHS Trust

Walsall Council
Referral Process for Children with Disabilities/Additional Needs
To: Walsall Child Development Service : Team Around the Child (TAC)

CAF Referral Form Available at: [http://walsallinformatics.xwalsall.nhs.uk/documentlibrary](http://walsallinformatics.xwalsall.nhs.uk/documentlibrary)
Send via e-mail to TACadmin@walsallhealthcare.nhs.uk

7-14 days (1-2 Weeks)
Specialist Health Visitors screen for acute medical concerns and admin staff collate information

Inappropriate Referral
eg; single-service only
Referral Agent and Family Informed Immediately

Case discussed at weekly Referral Panel

Appropriate Referral
X 2 Team Members arrange to observe the child to complete ‘Specialist Assessment Form’

If 3 or more services required: A Team Around the Child is created and service provision is tailored to meet the needs of the child and family

2 Services Only
Professionals arrange all review meetings and complete joint TAC documentation with family

Team Members report back to REFERRAL PANEL

Senior Representation by Community Doctors, Physiotherapy, Occupational Therapy, Speech Therapy, Advisory Support Team (Early Years), Specialist Health Visitors, CAMHS

12 weeks
Key Worker Appointed

Initial Co-ordinator Appointed
Arranges the Initial TAC Review meeting (12-16 weeks depending upon need of the child and family)

Community Paediatrician
Within 18 weeks

Occupational Therapy
4 weeks High Priority
18 weeks Low Priority

Physiotherapy
4 wks High Priority
18 wks Low Priority

Specialist Health Visitor Service
Within 4 weeks

Speech and Language Therapy
Within 18 weeks

Advisory Support Team (Early Years)
8-10 weeks

Clinical Psychology
12 weeks

Figures indicate the total length of waiting times to the involvement of multi-agency services
Advisory Support Team

Margaret Wiredu
Who are the team?

Advisory Support Team Manager

3 distinct professional groups

1. Early Years SEN (EYSEN)

2. Sensory:
   Senior Specialist Lead Teacher-Sensory, plus
   Teachers of Deaf (ToD) and
   Qualified Teachers of Visually Impaired (QTVI)

3. Specific Learning Difficulties (SpLD)
What do we do?

Key purpose:
To provide advice, guidance and training to schools, settings and other key partners, parents and carers in relation to the SEND Code of Practice (2015) and all aspects of SEND and inclusion.
This includes working closely with other central services and multi-agency partners to support the progress and achievement of all pupils.
How do you access EYSEN?

1. via Team Around The Child (TAC)

   This may involve:
   - Specialist Assessment Visit
   - home teaching
   - delivery of specialist group support (8)
   - TAC Keyworker role

Always involves collaborative working with families and partner agencies
Parental feedback re specialist groups

* "I feel that the Little Rainbows group has played a key role in our daughter’s development … the range of activities each week is well thought-out, offering an array of different activities to explore”

* “The teachers are there to give help and advice and support which helps families to understand what can help with your child’s growth and understanding”

* “We always feel we can take what we have done in group and use in our own homes …. I feel welcomed, valued and able to share experiences with other families and staff”
2. via system of time allocation:

- PVI settings – (Area SENCO role)
- Schools delivering the 2 year old offer
- Nursery schools
Transition

3. via Transition Support to support transition of vulnerable children into nursery or YR

- Pre-Transition Checklists and Transition Plans
- Delivered in Autumn Term
- Assist settings in evaluating the Transition Plan
- May be a mixture of teacher and Senior LSP support
The team deliver a wide range of training, the aim of which is to promote inclusion of children with SEND; develop the skills and knowledge of the workforce; support capacity building and influence practice

- setting-based bespoke training
- central training

In addition to delivering training the team also facilitate a termly EY SENCO Forum to support the dissemination of good practice
Examples of central training

- SEND Code of Practice and requesting EHCPs
- Early Identification and Intervention
- Early Years Sensory Workshop
- Including Children with Severe and Complex Needs
Examples of bespoke training

- Early Sensory Learning Environment for Babies
- Early Identification and Intervention
- Learning with Your Child Through Play (for parents)
- Promoting Positive Behaviour in your Setting
- Strategies for Including Children with Downs Syndrome
- Strategies for Working with Children with Autism Spectrum and Social Communication Difficulties
Bespoke training contd.

- Engaging with Families and Services
- Help Your Child to Learn (course for parents)
- Monitoring and Supporting the Progress of Children with SEND
- Effective Observations
Examples of feedback from training

✓ ‘A really good training session. Got what I needed to enable me to cater and provide for our children’ (PVI SENCO)
✓ ‘Presenters knew what they were talking about and explained it well’ (nursery SENCO)
✓ ‘A useful and re-assuring training. There were no silly questions!’ (primary SENCO)
Working with Speech and Language Therapy in Walsall

Linda Bromwich
Where are we based:
Blakenall Village Centre, Thames Rd, WS3 1LZ
(01922 605400)

How do you refer:
Standard referral form sent to above address with parental signature for consent.

Who can refer:
Anyone as long as you have parental consent.
Where do we work:

* Early Years settings
* Schools
* Hospital
* Client’s Homes
* Clinics
* Children’s Centres

Who do we see:

* Children aged 0-19 with speech, language and communication needs and / or feeding and swallowing difficulties.
Early Years Training:

* **Wellcomm** – early identification, screening and support tool

* **Practical Makaton** – using non-verbal approaches to and develop communication (e.g. Objects of Reference; Symbols; Signs).

* **Early TalkBoost** – Early TalkBoost is a targeted intervention aimed at 3-4 year old children with delayed language development helping to boost their language skills to help narrow the gap between them and their peers.

* **Breaking Down the Barriers** – Developing Social Communication in the Classroom
Other Training (via Traded services):

- Makaton, at all levels
- TalkBoost
- Early TalkBoost
- Derbyshire Language Scheme
- Cygnet
- Identification of language and communication difficulties in the early years (e.g. WELCOMM)
- Supporting and promoting communication in Early Years
- Strategies to support SLCN across all age groups
- Supporting SLCN in bi-lingual children
- Speech workshops – normal/ typical speech development and strategies
- Direct and indirect support for children with EHCPs or Provision plans
- Breaking down communication barriers for children with Autism Spectrum
- Supporting reluctant talkers/ selective mutism
- Introduction to Derbyshire Language scheme
- Introduction to Colourful Semantics
- Creating a Communication Friendly environment
- Supporting children to develop social communications skills
- Identification and support for secondary age pupils with SLCN.
Looked After Children

Lorraine Thompson
Integrated Behaviour Support Service

Caroline Guest
Buddy funding is no longer being allocated in Walsall. It was used to support 2, 3, 4 year old children in Walsall for the past 10+ years. The majority of that support was in the private sector

Old model was based on:
• primarily 1:1 support
• children usually known to the Advisory Support Team
• Children attending a setting or nursery

46 children aged 2, 3, 4 years were supported during 2016-17

From April 2017 the new Early Years Inclusion Fund is part of a graduated response in Walsall
Meeting the needs of disabled children and children with special educational needs

Department for Education: Changes to Early Years Funding for 3 & 4 year olds
Government consultation response December 2016

Part 3: Meeting the needs of disabled children and children with Special educational needs

Disability Access Fund (DAF): Paid as an annual sum of £615 to providers in respect of children in receipt of Disability Living Allowance

SEN Inclusion fund: To support all providers to meet the additional needs of children with SEN (application through panel)

2 year olds: Walsall will also provide funding to support inclusion of 2 year old children to all providers (application through panel)
Early Years Inclusion Fund in Walsall

How will you apply:

Early Years Inclusion Application Fund and guidance is available on [www.mywalsall/fis](http://www.mywalsall/fis)

Completed applications must be submitted one week before the panel date

2\text{nd} \text{ June 2017} deadline for next panel date

If you do not meet the date for submitting an application it will be deferred to the next panel date
What happens next?

Applications should either be posted to:
EDC Pelsall Lane Rushall WS4 1NG
or sent securely from your squirrel mail account to:
map@cs.walsall.gov.uk

You will be notified of the decision within 5 working days of the panel meeting
Graduated Response:

School and setting responsibility – assessing and planning for child’s stage of development, organisation, flexible resourcing, intervention, advice/guidance, training, partnership with parents,

Application for inclusion funding where child’s need cannot be fully met

Some children supported through high needs block funding
30 Hours Offer

Kim Stokes
One stop shop for parents

- Tax free childcare
- 30 hours free childcare
Tax-Free Childcare

* Will over time replace childcare vouchers
* Parents with children under the age of 12 (17 for children with disabilities)
* Will be able to set up an online account, for every £8 parents pay in the Government will add £2 up to a maximum of £2,000 per child, per year (£4,000 per year for disabled children)
* To qualify parents must each be in work and each must earn at least £120 per week and not more than £100,000 per year.
* Providers should sign up to the Childcare Checker
* The Childcare Checker is an online tool that parents can use to find which providers have signed up in their area.
30 hours free childcare

* 15 hours free for all children the term after their 3rd birthday
* 30 hours for eligible children only from September 2017
* Parents can check their eligibility to submit an online application.
* Parents will receive an eligibility code to take to their childcare provider
* Childcare providers will then check the code with their local authority.
* The 30 hour eligibility code will be a unique 11 digit number, a provider must acquire written consent from a parent to be able to receive confirmation and future notifications from the local authority of the validity of the parent’s 30 hours eligibility code.
* The Eligibility Checking Service (ECS) allows the local authority to make instant checks for code validity.
Parents have to reapply to continue to access 30 hours if their circumstances change and they become ineligible. The local authority will inform providers where a parent has fallen out of eligibility and inform the provider of the grace period end date.

<table>
<thead>
<tr>
<th>Date Parent receives ineligible decision on reconfirmation</th>
<th>LA audit date:</th>
<th>Grace Period End date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan – 10 Feb</td>
<td>11 Feb</td>
<td>31 March</td>
</tr>
<tr>
<td>11 Feb – 31 March</td>
<td>1 April</td>
<td>31 August</td>
</tr>
<tr>
<td>1 April – 26 May</td>
<td>27 May</td>
<td>31 August</td>
</tr>
<tr>
<td>27 May – 31 August</td>
<td>1 September</td>
<td>31 December</td>
</tr>
<tr>
<td>1 September – 21 October</td>
<td>22 October</td>
<td>31 December</td>
</tr>
<tr>
<td>22 October – 31 December</td>
<td>1 January</td>
<td>31 March</td>
</tr>
</tbody>
</table>
Do I deliver all or some of the 30 hours?

Will parents still use my service?

Can I retain or improve the quality of my provision?

2 year old funding rate £5.24 from April 2017

3 & 4 year old funding rate £4 an hour from April 2017

Will parents still use my service?
QUESTIONS
Inclusive practice and best practice for children with SEND

As a leader what do you need in place to ensure individual children all fully included and make good progress in your school and setting?

List 8 key factors for success

List 2 main barriers
Leading inclusive practice

- Shared vision
- Commitment
- Organisation
- Partnerships
- Staff training/ new ideas
- Scrutiny/ analysis
- Reflection
- Tenacity/ resilience
Training Opportunities 2017/18

- Breadth
- Multi-methods
- Focused on leaders and leaders of learning
- Delivers priorities from the 0-5 School Ready Strategy
* Breaking Down the Barriers/ Early Talk Boost
* TA trainers
* EYPP Reviewers (EYPP process)
* EAL
* Outstanding Nursery practice
* Parents as Partners in Early Learning
* Creating challenge in the Early Years
* 3 Leaders updates
* Baseline moderation
* Nursery moderation (Numicon)
* 1 conference – ‘Spread the Happiness’
Leading Literacy in the EYFS

Kym Scott

kym@kymscott.co.uk
www.kymscottconsultancy.com
@kymscott5
Research is telling us over and over...

- Effective Pre-school, Primary and Secondary education project (EPPSE 3-16+) B. Taggart et al
- Moving up the grades: Relationship between pre-school model and later school success - R. Marcon
- The High/Scope Pre-school Curriculum Comparison Study through age 23. L. Schweinhart & D. Weikart
- Metacognition in Young Children: Evidence From a Naturalistic Study of 3–5 Year Olds. D. Whitebread et al
- School entry age and reading achievement in the 2006 Programme for International Student Assessment (PISA) S. Suggate
Too much
Too formally
Too soon
Pointless

Damaging
Lewisham’s story

% of children achieving a Good Level of Development

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewisham</td>
<td>75.2%</td>
<td>77.5%</td>
<td>78.5%</td>
</tr>
<tr>
<td>National</td>
<td>60%</td>
<td>66.3%</td>
<td>69.3%</td>
</tr>
</tbody>
</table>

- Named recently as being one of the best places in England for child development
- Consistently the place in the country where both boys and those eligible for pupil premium do best
Key point from today

Instead of focusing on trying to help children achieve the early learning goals, focus instead on helping children to become readers and writers in the fullest sense.
ESSENTIAL SKILLS, KNOWLEDGE, UNDERSTANDING AND ATTITUDES FOR HAPPIER WRITERS

H
Handwriting skills

A
Application of knowledge related to print (purpose, organisation and conventions)

P
Purpose and audience for writing

P
Phonic skills and knowledge

P
Interest and motivation to have a go at writing

R
Essential tricky words e.g. ‘was’ ‘is’ ‘the’

E
Range of ideas and words to draw upon in their writing

Gross and fine motor skills

Print awareness in environment and books

Exposure to a range of reasons for mark making, made explicit by adults

Phonological awareness (General sound discrimination, rhythm, rhyme etc)

Enjoyment of mark-making process

Visual memory skills e.g. recognising name, and signs and symbols in the environment

Listening and understanding, language for thinking

Breaking flow of speech into words
ESSENTIAL SKILLS, KNOWLEDGE, UNDERSTANDING AND ATTITUDES FOR HAPPIER READERS

H
Have understanding of and be able to discuss what they read

A
Apply a range of strategies when reading - eg does it look right, sound right, make sense?

P
Purpose, organisation and conventions of print

P
Phonic skills and knowledge

I
Interest and motivation to read - love of reading

E
Essential tricky words e.g. ‘was’ ‘is’ ‘the’

R
Read/Engage with a wide range of texts for pleasure and information

Listening and understanding, language for thinking

Reciting and retelling memorised stories (pretend reading)

Print awareness in environment and books. Handling books correctly

General sound discrimination, rhythm, rhyme alliteration.

Enjoyment in sharing books and stories with others

Visual memory skills e.g. recognising name, and signs and symbols in the environment

Exposure to a wide range of books, rhymes, songs and stories
What to look for when monitoring and improving teaching and learning in literacy
How well do staff support and celebrate children’s talk generally?
Do staff regularly model how children’s own talk and verbal stories can be written down?
Helicopter Stories - a way into writing for every child
In its simplest form children dictate their stories which are written down verbatim, exactly as they are told. The group then gathers around a taped out stage and the stories are acted out.

Alongside the simplicity of this approach is an ethos that is child-centred, creating a culture of curiosity and wonder at the dexterity of children’s imaginings during both the telling and the acting out of their stories.
PRINCESSSES, DRAGONS AND HELICOPTER STORIES

TRISHA LEE

STORYTELLING AND STORY TELLING IN THE EARLY YEARS

WITH A FOREWORD BY VIVEAN CURRIN PARLEY

A David Fulton Book
'I never have to ask children to come and do writing with me. I always have a queue of boys that are wanting their turn...Already they are using full sentences, incorporating descriptions, hearing, saying and writing initial sounds and some whole words...I know that modelling writing, using the language of literacy and valuing their stories will pay dividends as they gradually become more confident and capable at scribing their own work.’

Nicola Threelfall, Reception Teacher

Swansfield Park Primary School, Northumberland
Do staff provide meaningful purposes for writing, that reflect the contexts children choose for themselves or predictable possibilities of things that might engage them?
Do staff take opportunities to introduce spontaneous reasons for reading and writing to children in their play and exploration?
‘The advice I would now give to anyone who asks me how to do this? Start not with the curriculum goals but with the child and where they are on their journey of learning.’

Louise Morrissy
Reception Teacher
Ash, Surrey
Are staff aware of the developmental stages of reading and writing?
Phonological Awareness

‘Children progress through three levels of phonological awareness: from awareness of syllables to awareness of onsets and rimes and finally to phoneme awareness.’ Phonological skills and learning to read

Goswami and Bryant (1990)
Professor Usha Goswami
Professor of Cognitive Developmental Neuroscience
Centre for Neuroscience in Education
Cambridge University

Director of the Centre for Neuroscience in Education at Cambridge University. Key research projects include the neural basis of developmental dyslexia; reading and spelling development; rhythmic perception, music and language.
With Lynette Bradley in the 1980s, conducted a large-scale longitudinal study, combined with an intervention study, to test the causal hypothesis that children’s phonological awareness has a pervasive and powerful effect on the progress that they make in reading and spelling.
An emergent writing continuum for

Emergent writing progresses along a developmental continuum. The stages a young child moves through begins with random marks and ends with conventional spelling.
Age: 3 years Pre-phonemic stage

Scattered inventive writing - first tentative steps towards writing
Age: 5 years

I love you Daddy

Letter sound correspondence of dominant phonemes
Transitional stage – phonetically plausible attempts
Do they consider these when assessing children’s early reading and writing in order to focus on what children CAN do and to highlight possible next steps in development?
Are staff confident in knowing how they might move children’s writing forward both in adult and child led situations?
Health Warning!

Children need time and freedom to consolidate learning and to enjoy practising something that’s new or that they have worked hard to learn.

It is important, as well as comforting, for them to revisit things they already know and can do, as it helps them further embed this learning.

It is vital that we don’t lose sight of this, in our eagerness to challenge children and extend their learning.
Do staff find ways to inspire reluctant writers to ‘have a go’
Does the learning environment indoors and out provide opportunities for children to rehearse and consolidate their literacy learning?
Diminishing differences/
Closing the gap

What makes the difference for:

☐ Boys?
☐ Children at risk of educational disadvantage?
☐ Summer born?
☐ Children with SEN/D?
☐ Children with EAL?
☐ Reluctant readers and writers?
Answer: The same thing that makes good quality teaching!

- Knowing children’s interests and next steps in writing and planning for these
- Engaging them in experiences that really matter to them
- A learning environment that inspires them and allows them to be active, independent learners
- High quality adult conversations
Upcoming full day conference

The role of the adult in supporting and extending child initiated learning

Manchester 13th October      Birmingham 15th November

Further details and booking available from June at:
www.kymscottconsultancy.com
or by emailing:
kym@kymscott.co.uk

Follow me on Twitter
@kymscott5
Less is More  KEYU Conference
Anna Ephgrave, Elaine Bennett etc

Manchester 14th July     Birmingham Sat 8th July

Book on Eventbrite - ‘Keeping Early Years Unique’

@Keep_EYs_Unique
Keeping Early Years Unique

For further events:
KEYU Inspired Training and Events
Ending on a song!

Keeping The Beat 2
More Nursery Rhymes for Today's Children

Traditional rhymes and songs set to funky pop, rap, reggae and bhangra style tunes

Order from kym@kymscott.co.uk