

Early Years Communities



Early Years Communities

November 2018

Agenda

- Welcome and introductions
- Aims of the day
- Presentation by Ysanne Marville
- Early Years Communities Toolkit
- Break
- Communication App presentation
- Networking and viewing stands
- Lunch
- Leadership and mentoring
- GLD data
- Table discussions and Action Planning
- Plenary and close

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Welcome

Julian Wooster
Director of Children's Services

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Aims of the day

- To explore the benefits of working together
- To understand the Early Years Communities vision
- To introduce the Early Years Communities Toolkit
- To focus on next steps and action planning going forward

Early Years Service

Dr Ysanne Marville-
Educational Psychologist

Our Vision

To improve the outcomes for all children and young people by
working in partnership with others.

Our Vision

We want every child and young person to have the greatest possible opportunity to be the best they can be, to be happy and have choice and control over their life



“Children who have a learning disability often don’t get the same start in life as other children. The first years of a child with a learning disability’s life are crucial – they shape the brain development that is the foundation for future learning, behaviour, and health. If early intervention and effective support is not available...it can be that the child can be significantly set back in their development”.

(Jan Tregelles, MENCAP)

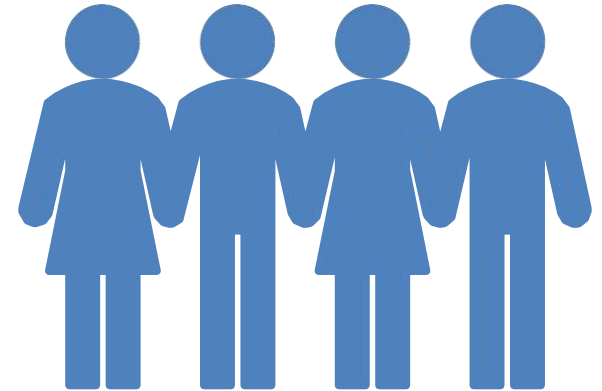
MAISEY

- Multi-Agency Identification and Support in the Early Years
 - **to meet the needs of children age 0- 5 with significant or complex SEN and disabilities requiring a multi- agency response, and jointly looking at a child's needs and planning which services need to be involved.**
- Ensure EYs services and provision are looked at as a whole and co-ordinated.



MAISEY

- The intended outcomes of these MAISEY processes are informed by the SEND Code of Practice and are as follows:
 - To support the early identification of children and young people's needs and to plan early intervention to support them
 - To provide choice and control for young people and parents over support and to enable greater participation in decision making
 - To facilitate collaboration between education, health and social care services to provide joined up planning, information sharing and support
 - To ensure the continuation of high quality provision to meet the needs of children with SEN at times of transition



Health Visitors, G.P.
Paediatrician

MAISEY MEETING

Action Planning

Preschool provision and support planning agreed through discussions of options available, Portage, PERSCY-Assessments and interventions agreed.

Speech and Language Therapy, Occupational Therapy, Physiotherapy, Pre-school placements, Senior Portage work in educational settings, identify statutory assessment, Support Services, Area Senco

Key worker assigned.

Lead Professional
and SEP team
identified

Education,
SLT, OT, Physio,

Social Care

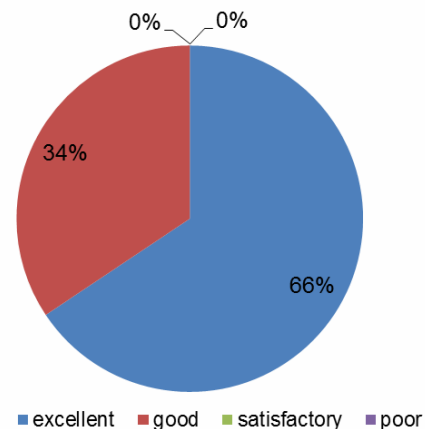
FAMILY SERVICE
PLAN level
determined and
Key Worker
identified

Monitoring and
implementation
of plan in MAISEY

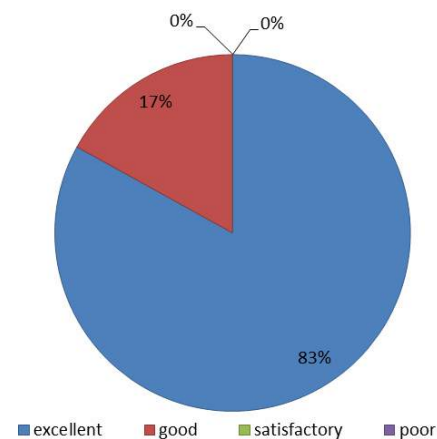
MAISEY: SEP


Pre-school and School
entry plans and reviews

SENCOs' Overall view of the SEP process



Parents' Overall view of the SEP process





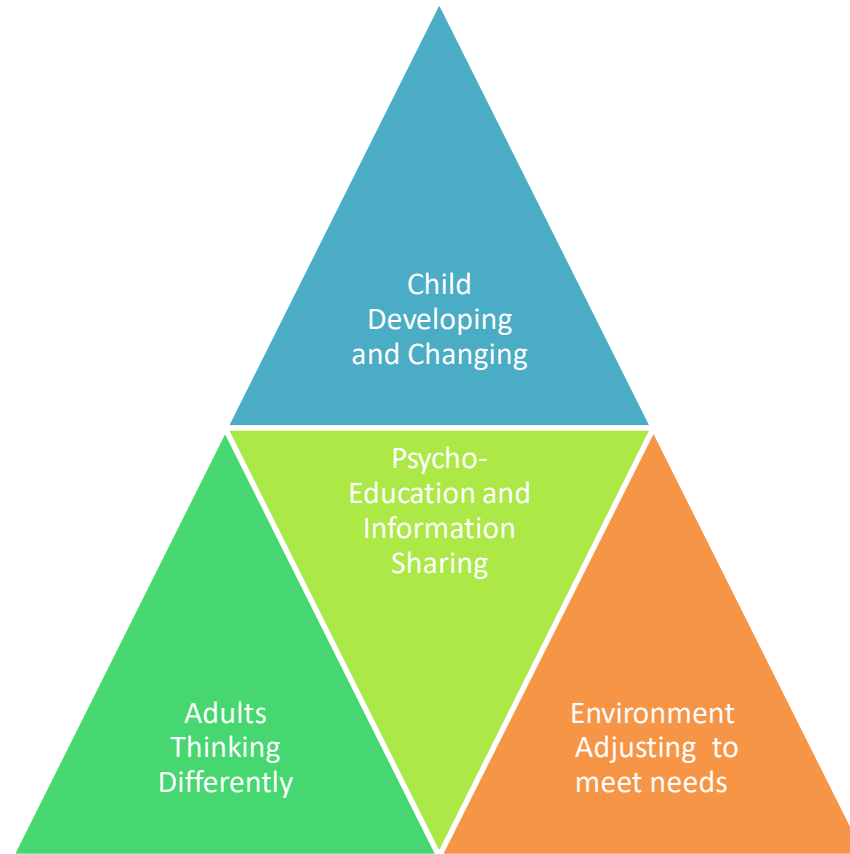
The image depicts a large iceberg floating in a deep blue ocean under a clear sky. The small tip of the iceberg is above the water line, while the vast majority of the iceberg is submerged. The water surface is a flat line separating the visible and hidden parts of the iceberg. The submerged portion is significantly larger and more complex in shape than the visible tip, illustrating that the visible behavior is only a small fraction of the underlying issues.

Challenging Behaviour

Anxiety

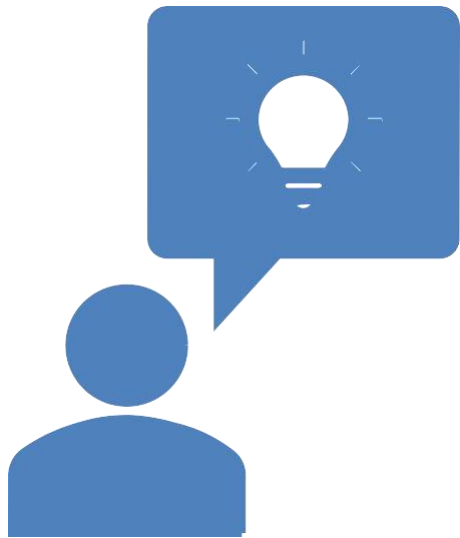
Speech and Language Needs

Developmental Delay



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The importance of PLAY!!!



Playing Up:

- The programme was planned to emphasise the potential of shared play and positive interaction to reduce the incidence of unmanageable behaviour and raise child achievement.
- It is for parents and practitioners who care for children 0 to 5 primarily. It was written to give adults confidence in managing the behaviour of young children, starting as they need to go on.
- Behaviour is communication, using psychological methods to support the development of a shared understanding of children's behaviour.

What is Portage?

Somerset Portage Service is registered with the National Portage Association and provides a model of service delivery based on the NPA core aims and principles:

- Helping children with SEND and their families to learn together, play together and participate in their local community
- Play a part in minimising the barriers often faced by young children with additional needs
- Supporting the development of inclusive services

Additional Interventions offered by Somerset Portage Service

Portage

Portage Early Response to Social Communication difficulties in the Early Years (PERSCEY) delivered by SPHV's

Portage

Portage Moving into School (traded)

Portage

Portage Support for Settings (traded)

Portage children moving into school 2015 - 2017

	Mendip	South Somerset	Sedgemoor	Taunton
Mainstream	41 (2 retained)	53	59	68* (-2015)
Special	14	30	13	5* (-2015)
EHCP	24	38	27	20* (-2015)

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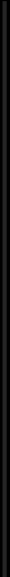
- Impact on parent's skills and abilities
 - 100% of parents reported that there had been a positive impact on their own skills and abilities in understanding their child and their development.
- “We have learnt so much about X’s behaviours since receiving portage. It has helped us realise his reasons for doing certain things and explains a lot about the past few years before portage”*
- “She has shown us that X was capable of so much more than we thought”.*

*“He is less
frustrated
and we can
communicate
now”*

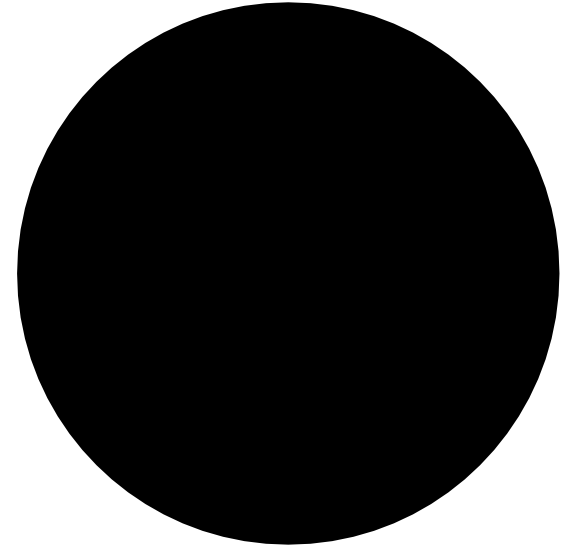
What parents found useful (apart from direct teaching)

- “There have been times when I have been counting down the minutes
- to her coming”
 - Emotional support (consistent, regular, structured sessions)
- Third party perspective on child’s needs.
 - *“She helped us to learn so much about our son. Everyone else was*
 - just so fluffy and PC”
- Range of specialist and highly motivating play resources – able to excite and engage children and develop/extend play

Readiness for School



- *Portage is a fantastic service, with amazing support from someone who genuinely cares about the development of children. We cannot rate the service highly enough.*
- *It is an invaluable service and a shame that you cannot offer it over a longer period of time and to more children. What X has provided to us as a family is priceless.*
- *Please don't ever stop what you are doing; keep on changing lives.*



Changes parents perceived would be
beneficial

Support Services
for Education



Sarah Love

Senior Early Years and School Improvement Officer

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What's in your toolkit?

- Action Plan
- CPD/event monitoring report
- Budget spreadsheet
- External Funding Sources
- Agenda template
- Minutes template
- Draft Terms of Reference



INCOME AND EXPENDITURE PROJECTIONS

Months can be amended to suit

[illegible]

Draft Terms of Reference

- Vision
- Aims
- Key deliverables
- Membership
- Meetings
- Administration
- Reporting
- Funding



Resources

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We all hold part of the solution.....



Break & View Stands



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Helen Hazell

Owner/Manager

The Olive Tree Nursery

Our new Sedgemoor 1, 2, 3 app



Find it in your app store



For an Apple device you will open this screen on your first login

User name
Sedgemoor



Sign In

Username

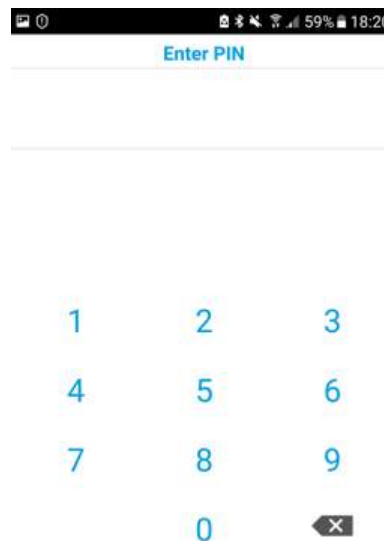
Password

Sign In

Password
2010

You will only need to enter login on the first login.

For all other devices your screen will look similar to this.

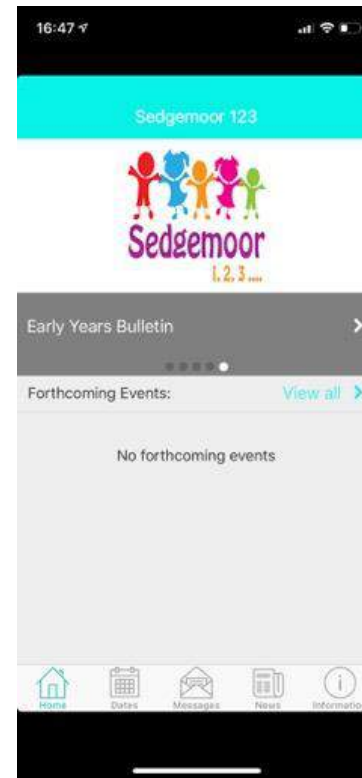


PIN
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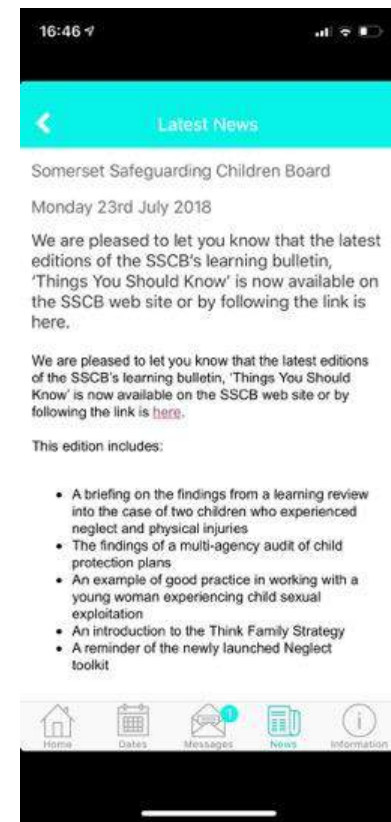
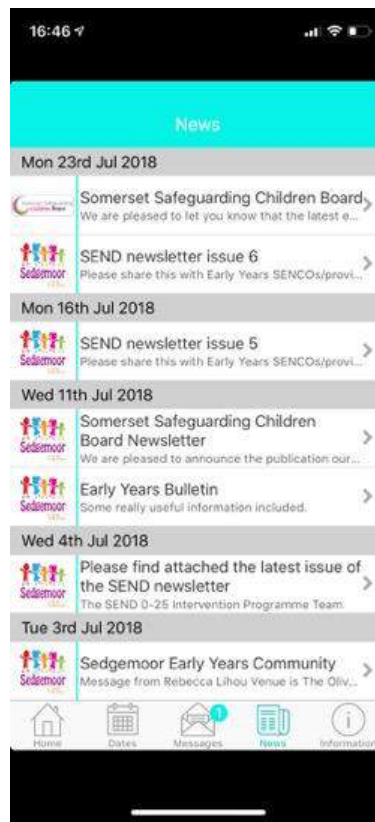
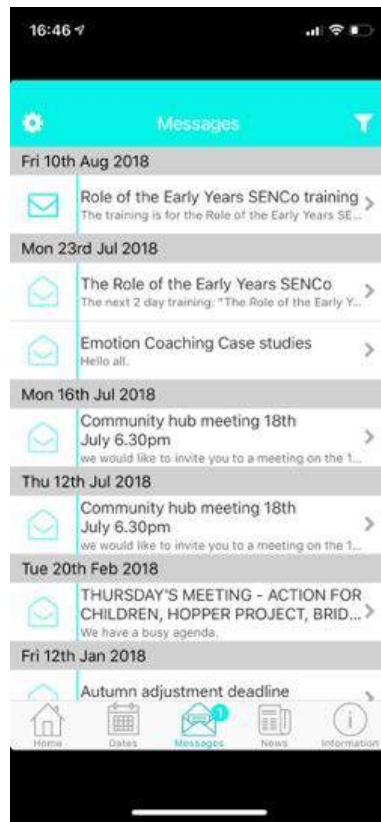
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code

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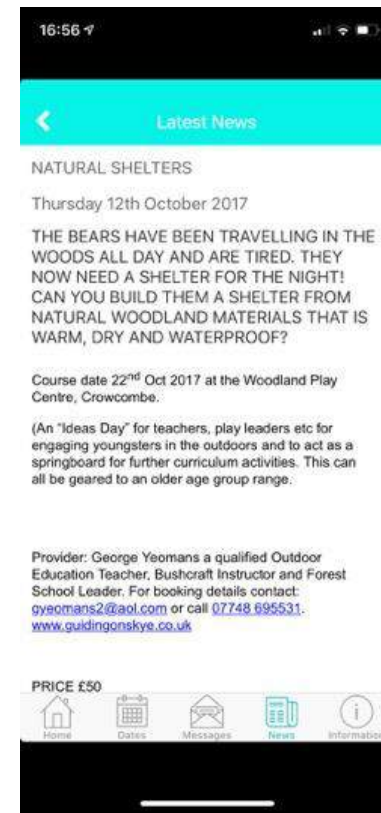
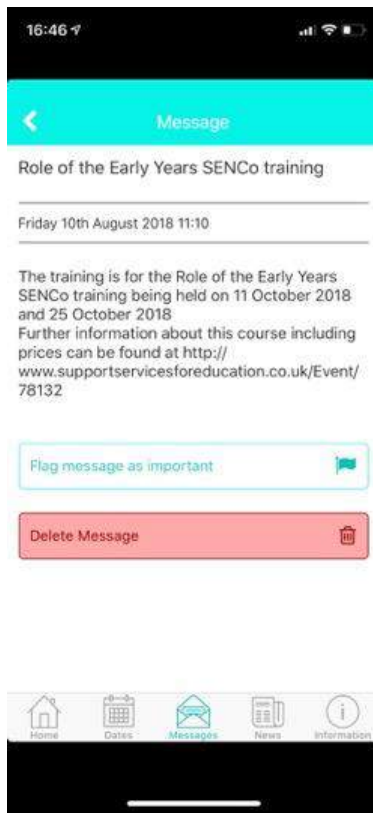
It is a great way to limit the need to sign up to email list and creates a 'one stop shop'



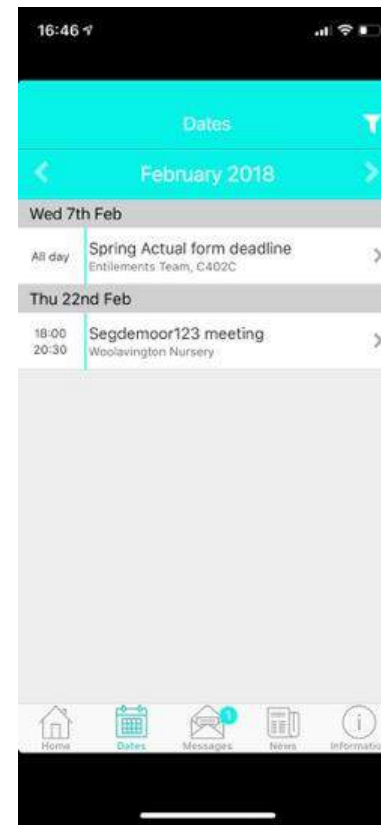
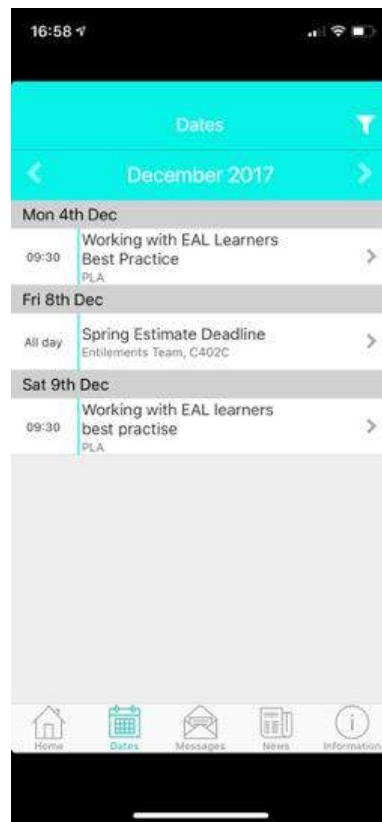
Enables you to send messages and share news



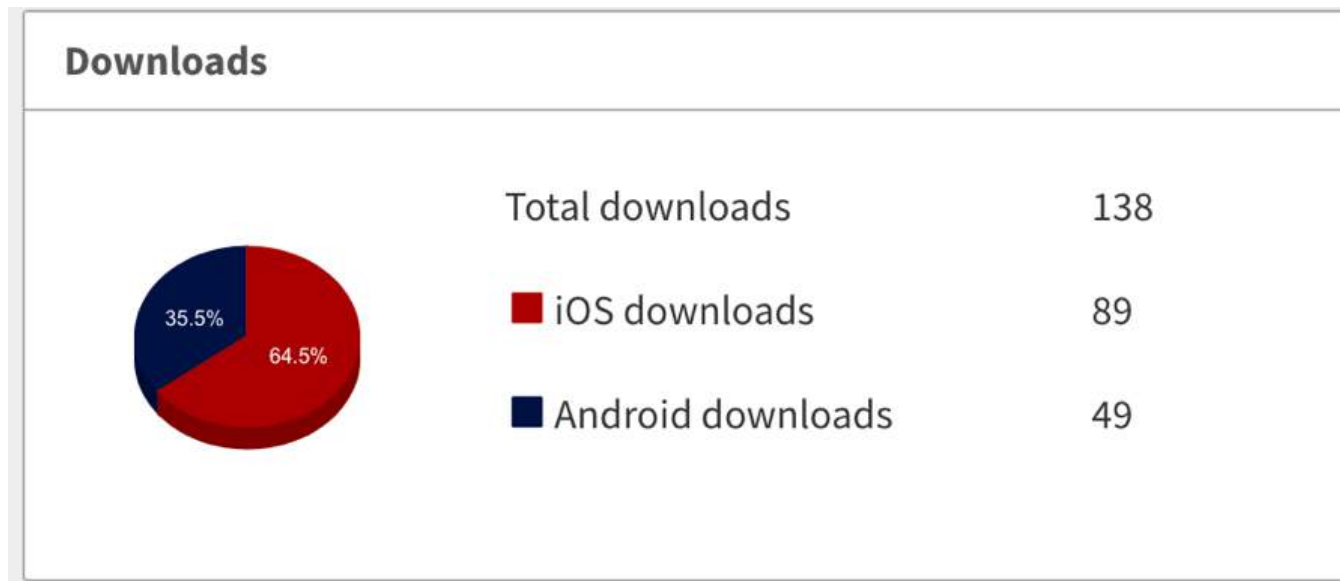
A great way to share training opportunities



Date function to allow meeting dates, training dates and other deadlines such as funding to be available




Easy to use back office that allows you to track downloads etc.



Back office allows all admins to see past post.


Sedgemoor 123



Sedgemoor 123

Log out

Sent	Title	Story	Group	Sent by	Action
10 Aug 2018, 11:10	Role of the Early Years SENCo training	The training is for the Role of the Early Years SENCo training being held on 11 October 2018 and 25 October 2018 Further information about this course including prices can be found at http://www.supportservicesforeducation.co.uk/Event/78132 .	Whole Nursery	Helen Hazell	Delete
23 Jul 2018, 15:06	The Role of the Early Years SENCo	The next 2 day training: "The Role of the Early Years SENCo" will be on 11th and 25th October 2018 in the Bridgwater area. This updated course will reflect the new national job description for SENCos working in EY settings. More information in NEWS	Whole Nursery	Helen Hazell	Delete
23 Jul 2018, 13:57	Emotion Coaching Case studies	Hello all. I have not had many case studies back for the training. PLEASE, PLEASE, PLEASE can I have as many back as possible this week. Thank you >}	Whole Nursery	Helen Hazell	Delete
16 Jul 2018, 14:45	Community hub meeting 18th July 6.30pm	we would like to invite you to a meeting on the 18th of July at 6:30pm. Venue The Olive Tree Nursery in Bridgwater. This will be an opportunity to discuss Community Hubs going forward	Whole Nursery	Helen Hazell	Delete
12 Jul 2018, 11:12	Community hub meeting 18th July 6.30pm	we would like to invite you to a meeting on the 18th of July at 6:30pm. Venue The Olive Tree Nursery in Bridgwater. This will be an opportunity to discuss Community Hubs going forward	Whole Nursery	Helen Hazell	Delete
20 Feb 2018, 14:55	THURSDAY'S MEETING - ACTION FOR CHILDREN, HOPPER PROJECT, BRIDGWATER ARTS CENTRE	We have a busy agenda. Venue : Woolavington Nursery, start 6pm. Also a chance to swap your books over from the professional library. For Cluster 2 some new "grab and go" resource boxes. Please reply to helen@theolivetreenuresury.co.uk if attending.	Whole Nursery	Helen Hazell	Delete
12 Jan 2018, 10:14	Autumn adjustment deadline	Don't forget that today is the last day to get your Autumn adjustment form in to the entitlements team.	Whole Nursery	Helen Hazell	Delete
11 Dec 2017, 11:13	Spring meeting - draft agenda in news.	I am working with Corinna Laing from Action for Children to arrange a Quality Hub meeting on 22nd Feb 18. to help me arrange a venue to accommodate all that wish to attend, please could you email me at helen@theolivetreenuresury.co.uk if you wish to attend	Whole Nursery	Helen Hazell	Delete
10 Oct 2017, 16:45	Emotion Coaching	Don't forget to book you place on the training. It is on 19th October at Canalside. Please email helen@theolivetreenuresury.co.uk to book your place	Whole Nursery	Helen Hazell	Delete
05 Oct 2017, 15:52	Cluster Meeting tonight.	Don't forget cluster meeting for Bridgwater tonight at The Olive Tree Nursery.	Whole Nursery	Helen Hazell	Delete



Lunch & View Stands

Please return to your tables by
1.15pm

Thank you

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Leadership and mentoring

**Jeanette Western and
Karen Shopland**

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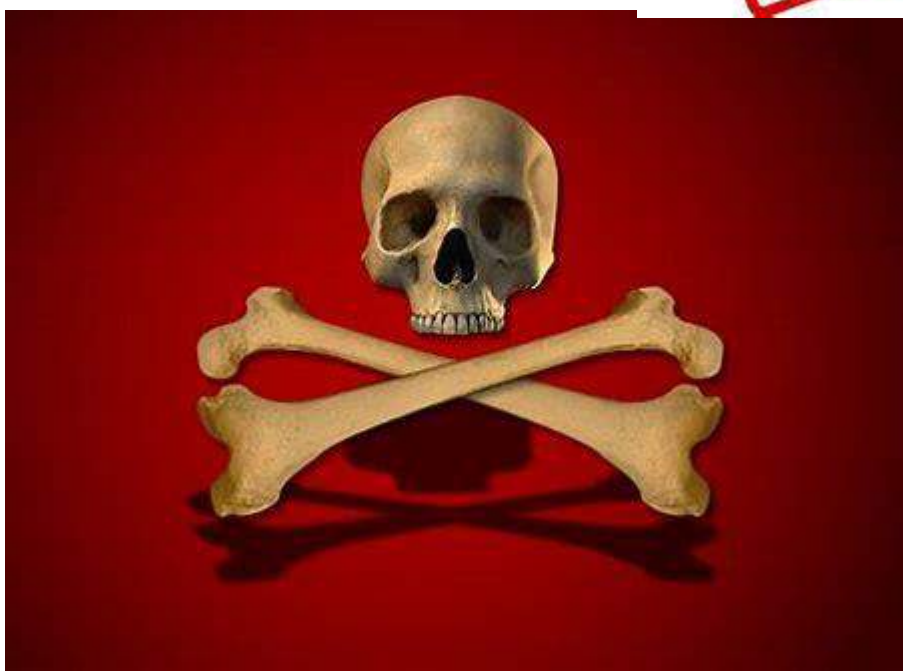


GLD Data for Somerset- helping to inform the Early Years Communities



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Death by Data!!

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What is a GLD???

Good level of development (GLD):
Children achieving a good level of development are those achieving at least the expected level within the following areas of learning:

- communication and language;
- physical development;
- personal, social and emotional development;
- literacy; and mathematics.

(This equates to early learning goals 1 to 12)

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Upward trends

% achieving a good level of development							% achieving at least expected level across all ELGs						
	2013	2014	2015	2016	2017	2018		2013	2014	2015	2016	2017	2018
Somerset	53.3	61.4	66.6	68.7	71.0	71.8	Somerset	50.8	60.0	65.4	67.8	70.0	71.0
England	51.7	60.4	66.3	69.3	70.7	71.5	England	48.9	58.0	64.1	67.3	69.0	70.2

2018 = 71.8%



0.8%

(National: 71.6%)

2018 = 71%



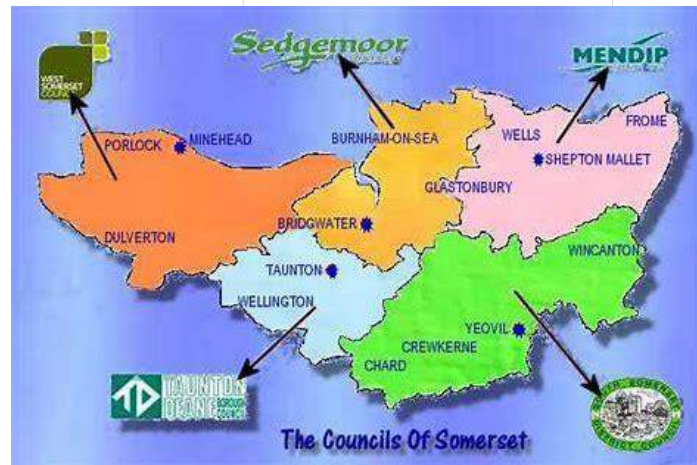
1.0%

(National: 70.2%)

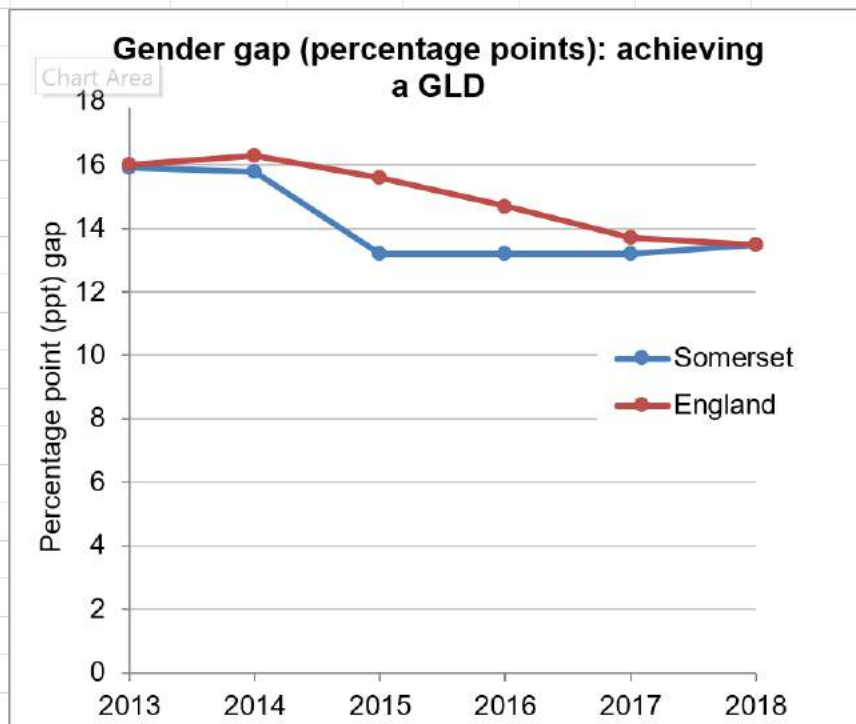
GLD by region

Key measures by LA District

LA District	Number of children	% achieving a good level of development (GLD)	% achieving at least expected level across all ELGs	Average Total Point Score
Mendip	1,091	72.2%	71.1%	35.1
Sedgemoor	1,346	70.4%	69.8%	34.3
South Somerset	1,738	73.2%	72.4%	34.7
Taunton Deane	1,214	71.8%	71.4%	34.7
West Somerset	269	68.0%	64.7%	34.7



Gender Gap 2013- 2018



by Gender

Gender	% achieving a good level of development (GLD)	% achieving at least expected level across all ELGs
Girls	78.7%	78.3%
Boys	65.2%	64.0%
Gender gap (percentage points)	13.5	14.3

Gender gap (ppts): achieving a good level of development

	2013	2014	2015	2016	2017	2018
Somerset	15.9	15.8	13.2	13.2	13.2	13.5
England	16.0	16.3	15.6	14.7	13.7	13.5



0.3%

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EYFS 2018: Percentage of children achieving at least the expected level for each early learning goal, Somerset (provisional)

Early learning goal (ELG)	All children	Girls	Boys	Gender gap (percentage points)
1. Listening and Attention	89.4%	93.2%	85.7%	7.5
2. Understanding	88.7%	91.9%	85.5%	6.4
3. Speaking	88.1%	91.6%	84.7%	6.9
4. Moving and Handling	90.4%	94.6%	86.3%	8.2
5. Health and self-care	93.3%	96.2%	90.5%	5.7
6. Self-confidence and self-awareness	91.5%	94.1%	89.0%	5.1
7. Managing feelings and behaviour	90.3%	94.4%	86.4%	8.0
8. Making relationships	92.1%	95.5%	88.8%	6.7
9. Reading	78.0%	82.9%	73.4%	9.4
10. Writing	74.2%	80.7%	68.1%	12.6
11. Numbers	80.3%	83.2%	77.6%	5.6
12. Shape, space and measures	84.5%	87.5%	81.6%	5.8
13. People and communities	89.4%	92.7%	86.2%	6.5
14. The world	89.1%	92.0%	86.3%	5.7
15. Technology	95.0%	96.2%	93.9%	2.3
16. Exploring and using media and materials	91.7%	95.9%	87.6%	8.2
17. Being imaginative	91.5%	95.7%	87.5%	8.2

LA District	<i>Gender Gap (percentage points)</i>
Mendip	12.7
Sedgemoor	13.2
South Somerset	11.7
Taunton Deane	15.3
West Somerset	20.3





‘That is where these 3 little words ‘**thrill, will, skill**’ come into their own... Without thrill there is no will to take part and without the will, how will children successfully acquire the skill?’ (Bryce Clegg)

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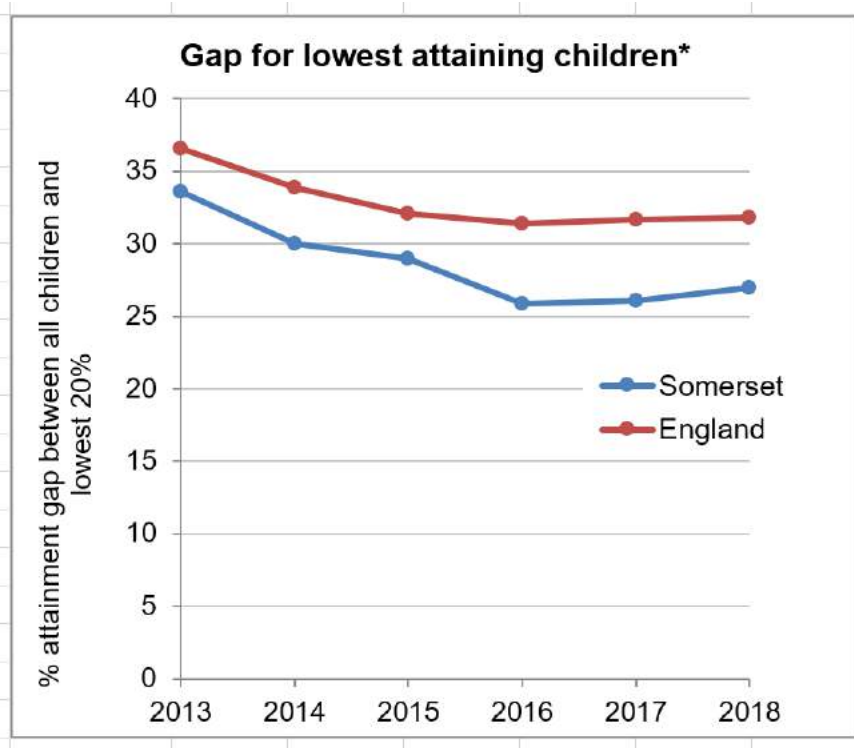




It's all about provocation...



Attainment Gap



% attainment gap between all children and lowest 20%

	2013	2014	2015	2016	2017	2018
Somerset	33.6	30.0	29.0	25.9	26.1	27.0
England	36.6	33.9	32.1	31.4	31.7	31.8

**The gap is calculated as the percentage difference between the mean average total point score of the lowest 20% and the median average total point score for all children.*

2018= 27%

Using GLD data to inform the priorities of your communities

- ▶ An A3 data sheet is available on your tables
- ▶ The Somerset press release regarding GLD is also on your tables
- ▶ You will clearly be able to see where your region is performing well and what could be even better
- ▶ Using this information alongside what you know from what your colleagues tell you, will help to inform your priorities for your action plan
- ▶ Today is the first step to creating these action plans



Questions



Action Planning

Table Discussions

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David Theobald

Senior Primary Adviser

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Please complete your evaluation forms



Thank you for coming

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