



# Church Park Consultants (Education)

*'Achieving change and success for all children'*

Supporting children with special educational needs and disabled children to access 30 hour entitlement

Julie Revels



What we know.....

◦ **IMPORTANCE OF HIGH  
QUALITY EARLY YEARS  
AND CHILDCARE FOR  
CHILDREN WITH SEND**

# High quality universal provision leads to a world of greater opportunity





## **Parliamentary Inquiry into Childcare for Disabled Children(2014)**

The Inquiry held three oral evidence sessions and put out a call for written evidence, which received 35 responses from organisations representing parents, providers and local authorities as well as almost 1200 responses from individual parent carers

- Only 40% parent carers believe childcare providers in their area can cater for their child
- Families of disabled children 2.5 times more likely to have no parent working
- 83% parent carers say lack of suitable childcare is the main barrier to paid work



## **Placing the child at the centre of setting practice**

- Tailored curriculum
- Effective use of high quality assessment
- High quality interactions; building strong relationships with parents and supporting home learning

## **Skilled and experienced staff**

- Child development and EYFS
- On-going professional development
- Strong leaders

## **Challenges**

CPD and recruitment

## **An open and reflective culture**

- Continuous improvement and self-evaluation
- Good practice across sector

**A good start can lead to great things**

# Impacts of Provision for children with SEND

- Confidence and personal wellbeing,
  - This was seen as one of the key impacts of time spent in early education and care.
  - Improvements in confidence were linked in settings' accounts to the child's increased capacity to interact and play with other children, which was felt to have wider positive impacts.



# Confidence and personal wellbeing

- Additionally, it was widely reported that children had become more independent and less reliant on setting staff to do daily tasks, i.e. that they had higher levels of self-efficacy.
- Some settings also felt that children had become more proactive and adventurous in terms of the activities they would be willing to try, the materials they played with and how they explored their surroundings.



# Impacts of Provision for children with SEND

- Improved social skills,
  - Improvements ranged from the development of very basic social skills, such as increased awareness of surroundings, to more complex inter-relational skills, such as being able to share toys and take turns.





# Improvements in health and development

- Improvements in health and development
  - For the majority of children who had issues with speech and language, parents and providers felt that there had been an improvement, although the level of progress varied from child to child.
  - Whilst some settings reported that case study children were almost at the developmental level expected for their age group, others reported slower or less steady progress.
  - For the children with more complex physical and cognitive needs, examples of impacts were typically more specific to the child's individual needs and development goals.



# Whole setting Approach

- Have you defined what you are able offer as part of your ***universal high quality practice?***

## **Think about....**

- how you involve parents in their child's learning and development
- how you identify and support childrens unique development and needs
- How do you discuss children's progress and development in relation to The Prime Areas, Characteristics of Effective Learning and EYFS
- How to you assess, plan, review for each child?
- What responsibilities does the key person have in relation to every child including children with SEND
- What responsibilities does your SENCO have?
- Who else do you work with and involve in developing high quality practice?
- What provision, approaches, practices, interventions do you use to support children?
- How do you decide when you may need to differentiate and personalise your approaches?

# Whole staff team

- Consider doing a whole staff team confidence, knowledge and experience audit
- Take some time to reflect on who else you have previously consulted and the advice, support and information which has been used
- Consider what useful documents/information/resources you have in your setting
- Think about having 'Inclusion' champions, maximise staff's interests, skills, motivation

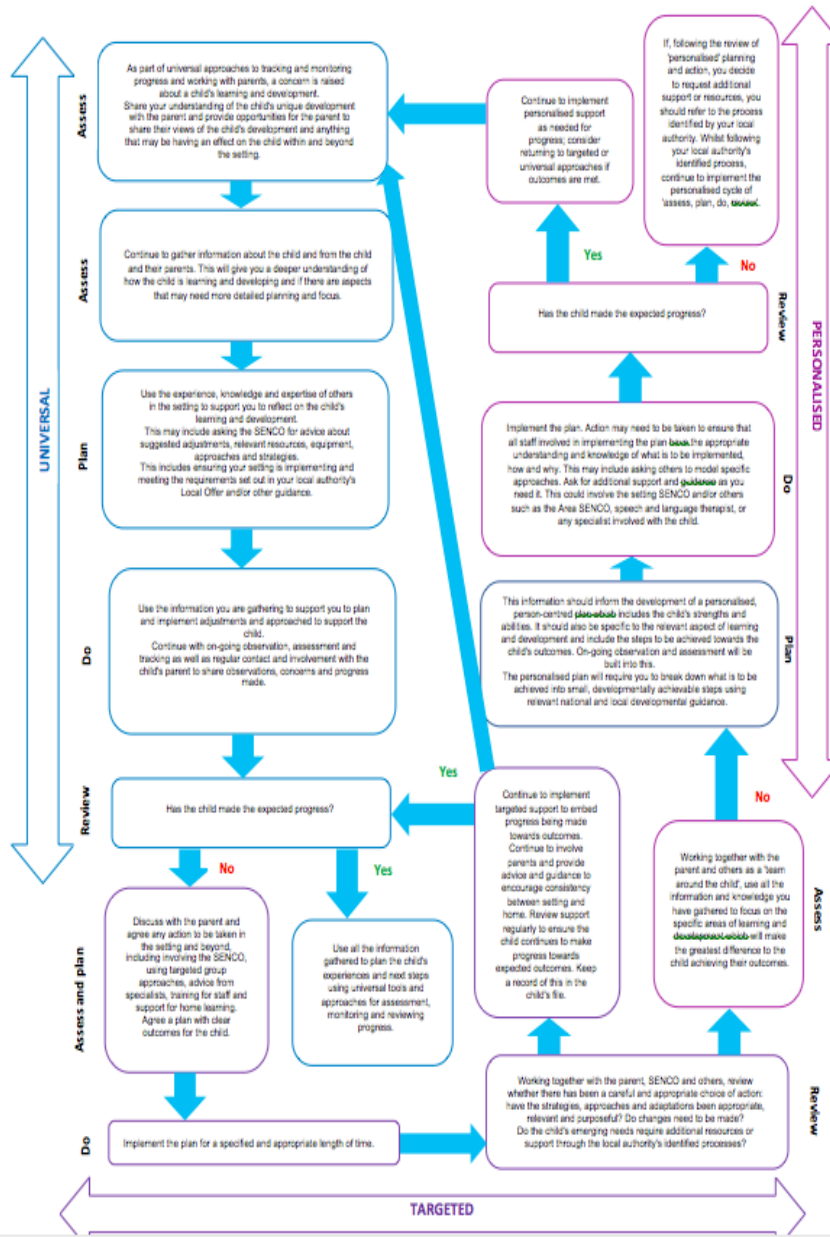
# SEND Code of Practice Early Years (2015)

- All early years providers **MUST** have arrangements in place to support children with SEN or disabilities – requirements set out in the Early Years Foundation Stage Framework and SEND Code of Practice and Equality Act (2010)
- Should include a clear approach to identifying and responding to SEN
- In assessing progress of children in the early years practitioners can use the Early Years Outcomes to assess the extent to which a young child is developing at expected levels for their age

# Early identification

- The role of the key person is vital to the early identification and support of children with SEN and disabilities
- The Integrated Two Year Assessment
- Other audits/assessments eg ITERS-R , Sustained Shared Thinking and Emotional Well being Scale (SSTEWS)

# A key person's guide to supporting early action for children with emerging needs





# Role of the SENCo in early years provision (5.54)

- Ensuring all practitioners in a setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- Advising and supporting colleagues
- Ensuring parents are closely involved and that their views insights inform action taken by the setting
- Liaising with professional or agencies beyond the setting

# Recent developments

- Dfe published Job Description for Early Years SENCO

[http://www.sendgateway.org.uk/  
resources.ey-senco-job-description.html](http://www.sendgateway.org.uk/resources.ey-senco-job-description.html)

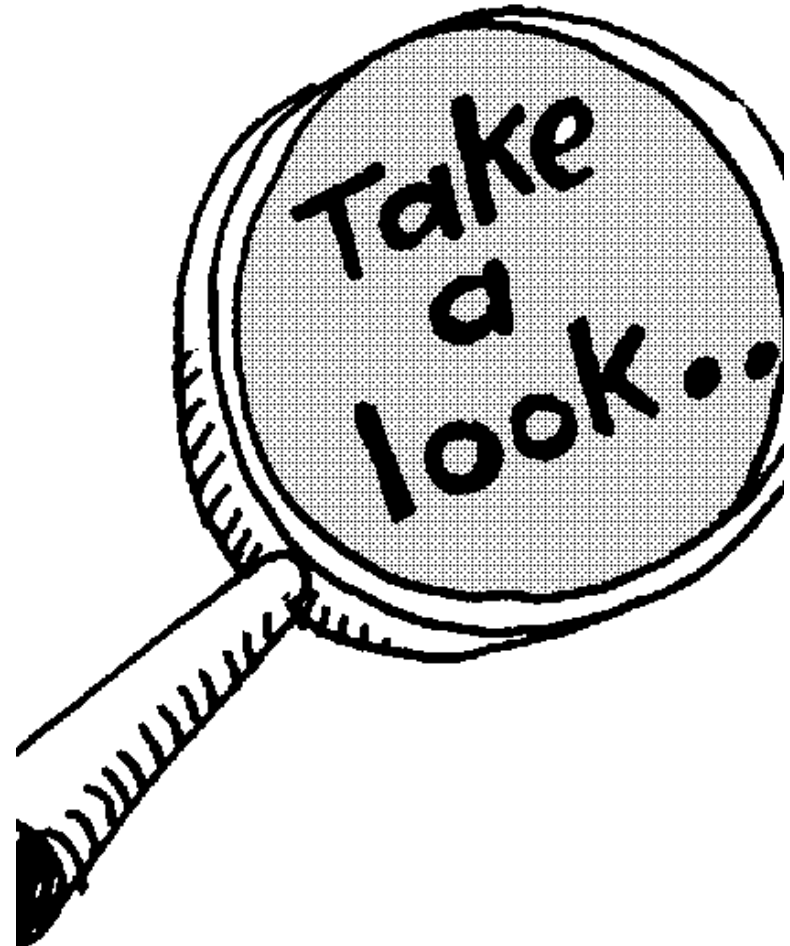
- New Level 3 qualification for Early Years SENCO

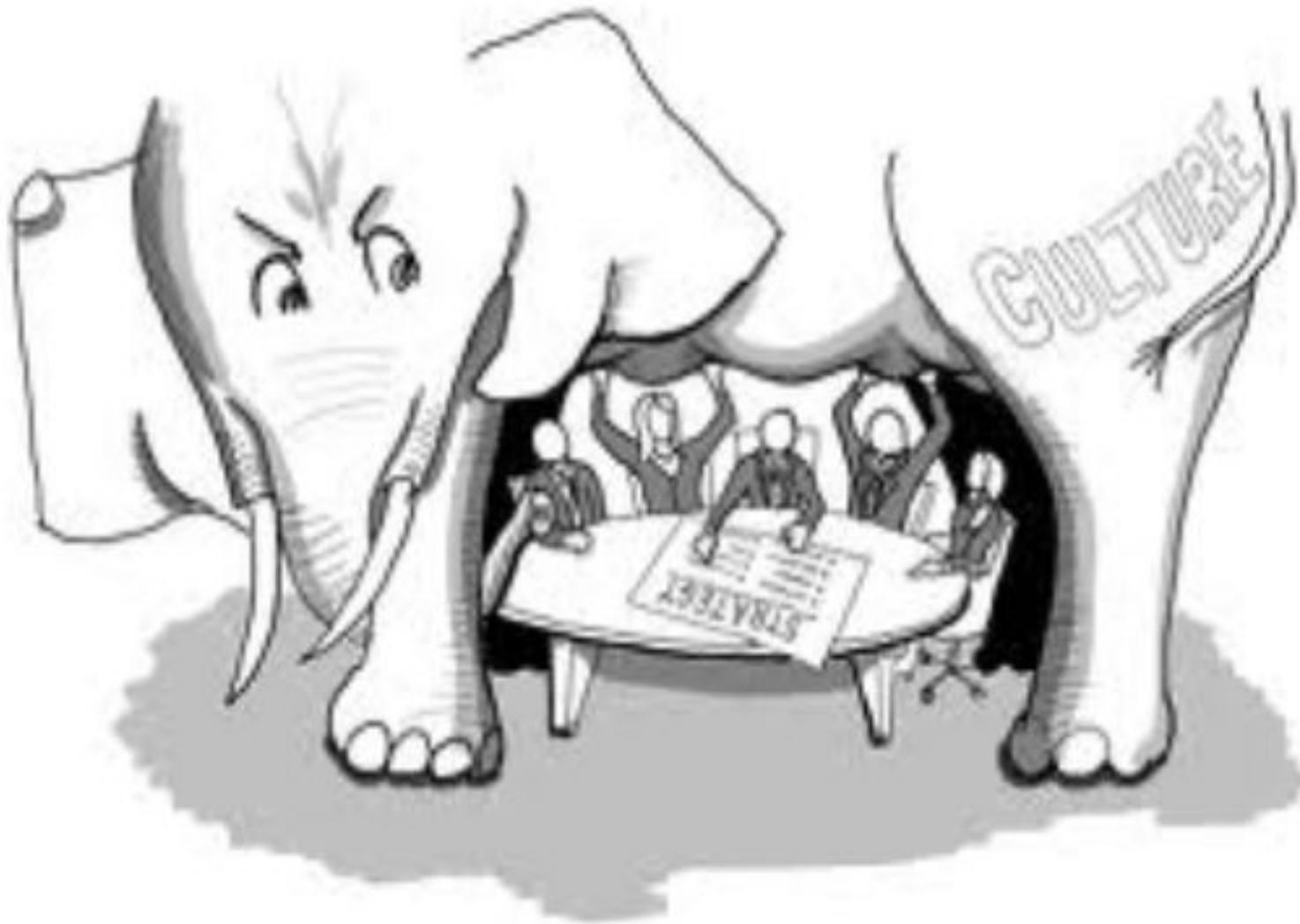
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# What works ?

- Seek to understand what works and why.....nationally and locally
- Seek to understand what doesn't work and why...
- Share ideas and practice
- Be proud of what you know and do and be willing to learn from others
- Accept that there may be a lot of effort in discovering what works but...
- You will learn as much about what doesn't work along the way





# Models of support



**The 'Helicopter'**



**The 'Velcro Vera'**




**The 'Bridge Builder'**

# What research tells us

- Birmingham University 'My school , my family, my life ; telling it like it is' (2006)
- Deployment and impact of support staff' (DISS 2003-2011)
- Effective Deployment of Teaching Assistants (EDTA 2010)
- Maximising the impact of teaching assistants (MITA)
- Disabled children's cognitive development in the early years (Transitions and Trajectories) (2014)
- International Research: European Agency for Special Needs and Inclusive Education.' (2014-2017)

# Deployment and Impact of Support Staff (DISS) project

- Described characteristics, deployment and impact of TAs (and other support staff)
- Filled gap in research on TA impact over long term in everyday classrooms
- Largest study of its kind
- Analysis of 8,200 pupils in 153 schools. What is the effect of a high amount of TA support (50%+) on academic progress over the year, compared with a low amount of TA support (<10%)?



‘Let us be clear : retaining the status quo, in terms of the current and widespread models of deploying TA’s is letting the most vulnerable children down’

## The key message from the research is clear...


**Schools need to fundamentally rethink the way they use TAs if they are to get good value for money – and help pupils**

Areas that need attention:

- **Deployment** of TAs (and teachers)
- **Practice**: TAs' interactions with pupils
- **Preparedness** of teachers and TAs

Action needs to be taken and driven by school leaders

The MITA programme is a means by which schools can take action and demonstrate investment in TA workforce



‘We need to support the development of independence in the detail of classroom interactions and from the earliest stage. This will make for more inclusive practices in our schools and better preparation for our children and young people as they become adults.’

Philippa Stobbs (2016)





# Effective support

- Planned and reviewed , with all those who know the child well, including the child
- Supplements high quality universal practice
- Reflects the child's strengths and personal characteristics of effective learning
- Requires highly skilled practitioners, with good knowledge of how best to support the child's learning using effective approaches to teaching and learning informed by best practice
- Selective: used at particular times for a particular purpose



# Effective support

- Takes account of what the child can do alone and with support of peers or through differentiated small group approaches
- Encourages increasing independence and peer interactions
- Promotes self-confidence and self efficacy
- Increases inclusion, not isolation
- Takes account of the detail of individual child needs
- Observational, providing accurate feedback child's learning and development

# Scaffolding learning

“What a child can do with assistance today, she will be able to do by herself tomorrow” Vygotsky

- Solving problems together
- Encourage children’s self-regulation by stepping back when they can do independently
- Provide reassuring, positive encouragement (emotional support)

*Adult interactions pitched in ZPD*

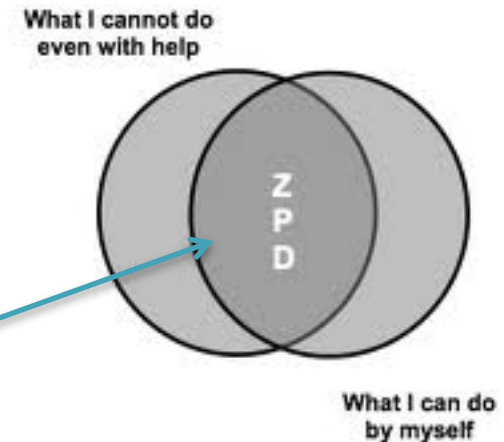


Figure 1 – The Zone of Proximal Development

# Take stock...

- Recognise and understand your existing; experience, knowledge, confidence, skills and aspects for further development
- Use local 'intelligence' to focus support and CPD to meet the needs of children and families
- Engage with local 'partners' to understand what each can offer in terms of CPD in it's widest sense
- At all costs... avoid reinventing the wheel



# What's in *your* toolkit?

- Communication Trust 'What works'
- Autism Education Trust Framework and Standards
- Natsip 'Sensory hub'
- Early Support Journals
- Council for Disabled Children
- 'Contact' The helpful Guide for Families of Disabled Children' nasen(new Early Years focus)
- Dyslexia and Spld Trust
- Foundation Years
- Portage Accreditation
- Early Years SEND Toolkit
- Speech, Language and Communication Framework



# What to expect, when? A parents guide

## What to expect, when?

Guidance to your child's learning and development  
in the early years foundation stage



Supported by



Department  
for Education



# Small Steps

**Early Support**  
Helping every child succeed

**Developmental journal**

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_



# Sources of information





## Resources

Grids, formats and tools















Leaders and managers

Learning and development

Safeguarding and welfare

SEND

# SEND

-  [SEND code of practice – 0-25 years \(PDF\)](#)
-  [Early Years guide to the SEND code of practice \(PDF\)](#)
- [SEN and Disability in the Early Years toolkit](#)
-  [Early Support – Developmental Journal \(PDF\)](#)
-  [SEND Band 1 EYFS document \(Word\)](#)
-  [Inclusion Fund application \(Word\)](#)
-  [Eligibility Criteria for the Early Years Inclusion Fund \(Word\)](#)
-  [Setting offer for children with SEND \(Word\)](#)
-  [Guide for working with parents of children with SEND \(PDF\)](#)
-  [AET Early Years free training flyer 2017-2018 \(Word\)](#)
-  [SISS Training Brochure 2017-18 \(PDF\)](#)
- [SISS website](#)
- [Inclusion Development Programme online](#)
- [The Communication Trust -A Professional Development Video: Talking to parents about their child's, speech, language and communication](#)
-  [EXAMPLE Learning Plan for Early Years Pupil with SEND updated \(Word\)](#)
- [Sounds of intent](#)
- [NASEN SEND gateway](#)
-  [Claiming DLA \(PDF\)](#)
-  [Help in the early years if you are concerned about your child \(PDF\)](#)
-  [Love DLA graphic \(PDF\)](#)

## Free online training

- [Supporting complex needs](#)
- [NASEN Early Years SEND resources and online training](#)



# The four areas of SEN (5.32)

1. Communication and interaction;
2. Cognition and learning;
3. Social, emotional and mental health;
4. Sensory and/ or physical needs

# Autism Spectrum Disorder

- Attention Autism
- TEACCH (Treatment and Education of Autistic and Communication related handicapped children)
- Visual Support / task boards / Now & Then boards
- Visual cues (timers)
- Social stories
- PECS (non verbal children)
- Sensory activities
- Reduced language

# Speech, Communication and Language

- ECAT
- ICAN – Learning to talk / top techniques / Early Talk
- Language Champions
- Speech and Language Framework – Early Years
- Inclusion Development Programme
- Signing systems (Makaton / Sign along etc)



# Sensory

- Natsip; 'Sensory hub'
- NDCS
- SCOPE 'Games all children can play' .....
- Judy Denziloe 'Low cost sensory ideas'



# Early Years SEND resources



# A series of 20 webcasts

1. What is SEND
2. Key documents to support children with SEND
3. The role of the key person in relation to children with SEND
4. The role of the SENCO in supporting children with SEND
5. Early Identification of children's needs
6. The four broad areas of need
7. Working with children, parents, families and carers
8. A graduated approach
9. Listening to every child
10. Understanding and supporting transitions



# A series of 20 webcasts

1. What inclusion is and how to support it
2. 'Team around the child and family' working together to support the child
3. Understanding the wider world of the child and family
4. Understanding and promoting social and emotional wellbeing in young children
5. Understanding what young children's behaviours are trying to tell us
6. Using the prime areas of learning to support young children with SEND
7. Using the characteristics of effective teaching and learning to support young children with SEND
8. Safeguarding and young children with SEND
9. Education, Health and Care Needs assessments and plans
10. Support, information and funding for children with SEND in the Early Years