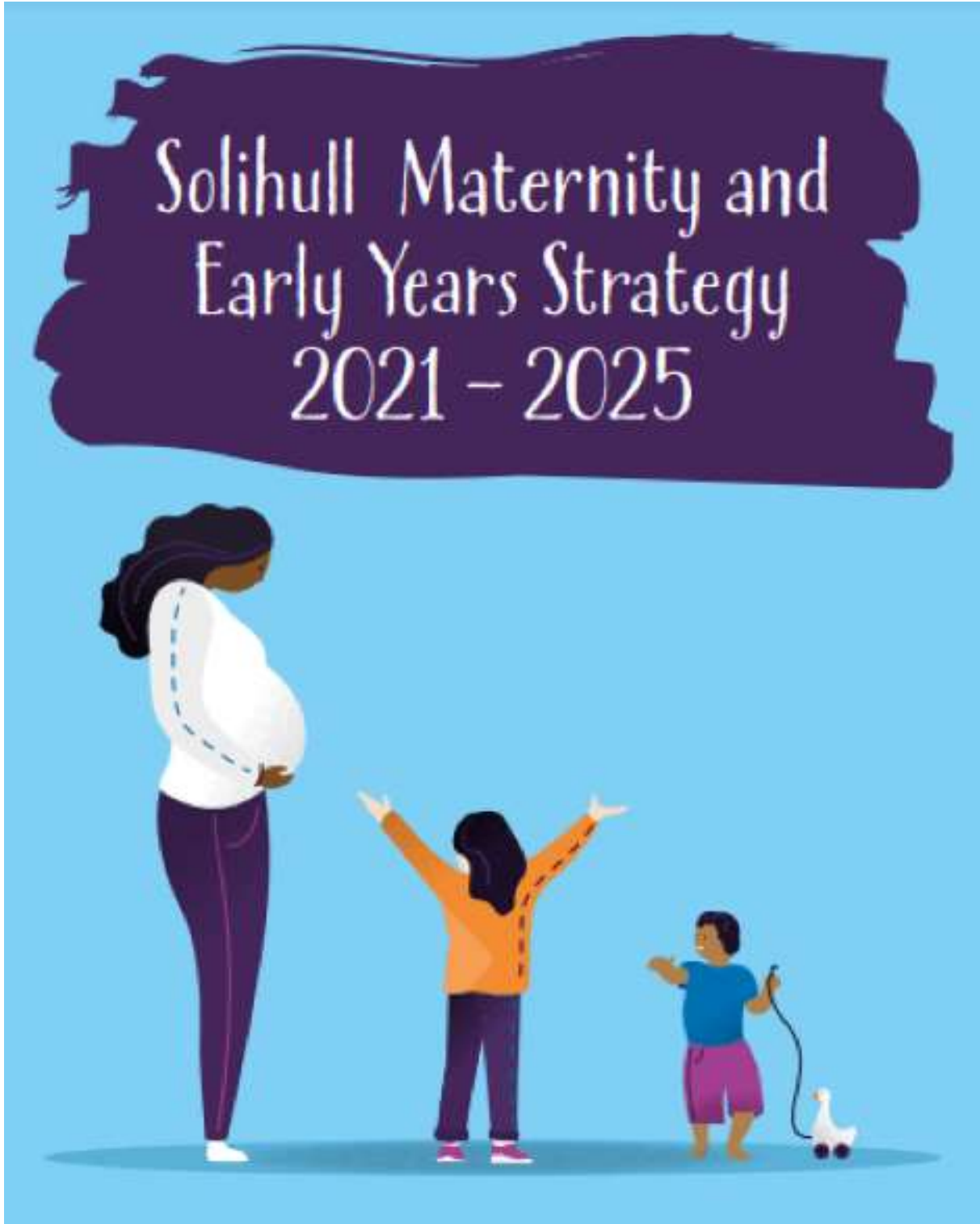


Solihull Maternity and Early Years Strategy 2021 – 2025



If we want to build a happier and mentally healthier society then one of the best investments we can make is in the relationships, environments and experiences that make up our early childhoods.

HRH The Duchess of Cambridge in [Big Change Starts Small](#)

The Royal Foundation Centre for Early Childhood

Our vision
Success for today, prepared for tomorrow

Contents

Forewords.....	3
Introduction	4
Why a maternity and early years strategy?	5
Our ambition: Why an early years strategy?	5
Strategic aims	5
National context	6
National Maternity and Early Years Context	6
Local context.....	7
Current local picture	7
Local data.....	8
Solihull 5s and under population	8
Definition of disadvantage/vulnerability	8
Role of the strategy	8
Priorities.....	9
How we will achieve success and what this will look like?.....	9
Methodology:.....	10
Strategy Outcomes.....	111
Monitoring the impact of the strategy	111
Next steps	111
Appendix 1: What is it like for a child living in Solihull aged 0 - 5 years?.....	122
Appendix 2: Outcomes framework/Tartan Rug	144
Appendix 3: Terms of Reference for the Strategic Solihull Maternity and Early Years Strategy Group.....	155
Appendix 4: Solihull Maternity and Early Years Strategy Development Plan	166
Appendix 5: Other linked plans in Solihull Metropolitan Borough Council	222
Appendix 6: Solihull Teams.....	233
Appendix 7: How the strategy was developed.....	244

Our vision
Success for today, prepared for tomorrow

Forewords

Parents and carers were an important part of writing the Solihull Additional Needs Strategy. As maternity and early years are one of the key areas of priority, this strategy is an important part of how in Solihull, health and education services must work together with parents to best support every child's early years experiences and improve outcomes. We are stronger when we all work together.

Heather Delaney - Solihull Parent Carer Voice

heather.delaney.spcv@outlook.com

Early speech, language development and communication skills play a crucial role in a child's learning, social, emotions and health outcomes. Without appropriate support, children and young people with SLCN are at risk of poorer outcomes across the life course. BSOL CCG is committed to working jointly with SMBC and key partners to adopt a strategic system-wide approach to support the speech, language and communication needs of children in Solihull from the early identification to specialist support'. Birmingham and Solihull Clinical Commissioning Group, NHS (BSOL CCG).

Andrea Muirhead - NHS Birmingham & Solihull CCG

andrea.muirhead@nhs.net

Every child has the right to be as happy, healthy and ready to learn as they can possibly be – no matter what their individual circumstances or needs. We fully recognise the importance of early years education in making this a reality and look forward to working together with families and our wider partners to ensure our youngest children, who have spent large proportions of their life in Covid restrictions, thrive and achieve the best possible outcomes. A secure early years foundation is essential if children are to be ready for school, and to narrow the development and attainment gaps for the most disadvantaged children.

Tim Browne - Interim Director of Children's Services and Skills

tim.browne@solihull.gov.uk

Our vision
Success for today, prepared for tomorrow

Introduction

In a year like no other, families have had the added challenge of restrictions, furlough, job loss and the stress of over a year in a pandemic climate which have added to the challenges of bringing up a young family. In Solihull, the vast majority of early years settings have remained open. Services have continued to offer support to families and the community, often virtually, from maternity to age five and beyond. The purpose of this strategy document is to outline our commitment to supporting young families and set out how we will achieve our vision to improving outcomes in early childhood. This will support all children to start strong and stay strong in Solihull through a collaborative partnership with services including the Local Maternity and Neonatal System and the local NHS across Birmingham and Solihull.



The first 1001 critical days is the time period from conception to age 2 when the brain undergoes its most rapid growth and relationships with parents and caregivers are incredibly important. What happens during this time lays the foundations for future wellbeing development and persistent difficulties in early relationships can have pervasive effects on child development, with long term costs to individuals, families, communities and society.

Research has shown that from birth to age 18 months, one million connections are created in the brain per second. The earliest experiences shape a baby's brain development and have a lifelong impact on that baby's mental and emotional health and can greatly impact on health inequalities.

“Investing in this period [very early childhood] is one of the most efficient and effective ways to help eliminate extreme poverty and inequality, boost shared prosperity, and create the human capital needed for economies to diversify and grow.”

[Unicef, World Bank and World Health Organisation Nurturing Care Framework]

Why a maternity and early years strategy?

Our ambition: Why an early years strategy?

- In Solihull we recognise the importance of the child's earliest years pre-birth to five. The council has a duty [Childcare Act 2006] to improve the outcomes of all children under 5, to reduce inequalities and ensure sufficient high-quality early education and care for parents.
- Solihull is among the local authorities where fewer children from low-income families reach the expected level of development. 72.6% of all children in the borough reach a good level of development, which whilst above the national, it is lower than our statistical neighbours. In 2019 when EYFSP data was last submitted, the percentage of children eligible for free school meals who achieved a good level of development at the end of their reception year was 56% - a decline of 6% on the previous year. Further, the inequality gap for Solihull is 35.5.
- Data shows that those children who have needed a social worker do not achieve in line with their peers in the early years. Only 50% of children achieved a good level of development compared to 72% of children who did not need a social worker, between 2012 and 2017.
- Evidence is clear that the early years is critical to brain development with a profound impact on children's cognitive, social and emotional development. If we want to close the attainment gap that persists through school, we must start early.
- This strategy and resulting actions demonstrate our determination to improve children's long-term life chances and to do this by focussing on giving children the best start in their life.
- We know that there are many services and people working hard to support children and their families across Solihull.

Strategic aims

- Strengthen a multi-agency, integrated approach to early years and childcare to meet the changing needs of families with babies and young children, increasing retention and training skilled staff.
- Ensure provision and services needed by families from birth, are clearly mapped. Identification of need and appropriate intervention effectively communicated to enable a clear Start for Life offer to parents.
- Continuously improve outcomes for all children not pre-determined by their starting points.
- Increase the numbers of children who are ready for the next stage of their education and successfully transition into school if educated out-of-home.
- Childhood education in the borough is of high quality, enabling all families to have access to good and outstanding early education provision.
- A targeted local approach to children under 5 who may be vulnerable or disadvantaged focusing on narrowing early attainment gaps and promoting positive outcomes.

- To enable greater information sharing across partners to support early identification of families avoiding crisis.
- Local resources targeted to meet population need, avoiding duplication and gaps in service delivery.
- Growing confidence for parents and carers offering assurance that services are working well in Solihull.

Parenting and community

- Promoting and enabling a healthy pregnancy – supporting antenatal parenting with a particular focus on vulnerable and/or isolated women.
- Improving breastfeeding initiation and specialist infant feeding support.
- Support for vulnerable families – development of family hubs in the community and a robust digital support offer for families to ask questions and receive bespoke support and advice.
- Increase reach of parenting education/peer support and the importance of responsive parenting and secure attachment.
- Healthy brain development for 0 - 2 year olds.

Parent and infant mental health

- Perinatal Mental Health – ensuring effective working with services for parents at risk of mental health issues and the provision specialist parent & infant mental health midwives and health visitors.
- Infant Mental Health - Specialist services for parent-infant interaction.

National context

National maternity and early years context

From pregnancy until the end of the Early Years Foundation Stage, children come into contact with a range of different services. With parents, and the child's first educators we need to consider how best we can support children and their families to achieve the five essentials in their earliest years for the best beginnings.

- Loving, nurturing relationships with parents and carers.
- A safe home free from stress and adversity.
- The right help to develop good language and cognitive skills.
- Support to manage behaviour and regulate emotions.
- Good physical and mental health and access to healthcare.

We need to invest in these early years of childhood, because we know that getting these solid foundations in place mean a generation of children who should grow able to learn, play, thrive and participate effectively in society.

The COVID-19 pandemic has posed enormous challenges to the early years sector, which caters for in the region of 2.1 million children under the age of 5 years.

The existing economic and health inequalities are likely to worsen as a result of the pandemic and deepen existing vulnerabilities and under achievement for young children and families, particularly those who are disadvantaged.

The early years is a crucial stage for social mobility, the poorest children are already 11 months behind their better-off peers before they start school at age 3 and 4. Attending high quality early years provision is vital to begin to narrow this gap before children start school.

Local context

Local authority statutory requirements should be met these are set out in the '[Early education and childcare: Statutory guidance for local authorities](#)' DfE such as:

- To support the development of new settings as well as existing settings to ensure that sufficient quality places for 2, 3- and 4-year olds are available. (LA sufficiency duty - Childcare Act 2006 sections 6 and 13).
- To fulfil the duty to improve the well-being of children under five and reduce inequalities (Childcare Act section 1 2006).

The strategy supports the Solihull Council Plan 2020-2025

Improvements in early childhood development and school readiness, particularly in disadvantaged communities

https://www.solihull.gov.uk/sites/default/files/2021-04/Council_Plan_Update_2021-22.pdf

Current local picture

Currently [summer 2021]

- We have sufficient places for early education in Solihull for 2 year olds and 3 and 4 year olds.
- Solihull is ranked 14th nationally for the percentage of 2 year old children benefiting from funded early education.
- Solihull is ranked 2nd for 3 and 4 year olds.
- In Solihull the largest percentage growth in Education Health and Care Plans (2020-2021) is in the under 5s. (Draft Solihull SEND School Place Commissioning Strategy) We need to ensure that young children with special educational needs have appropriate early education and care provision.
- In Solihull, whilst the local authority early years profile and ages and stages questionnaire figures are positive and we have above national numbers of children achieving expected levels of development, both figures could be improved. Solihull is ranked 59th against all local authorities for the percentage of all children in Solihull achieving a good level of development at EYFSP. At 2-2 ½ years Solihull percentage of children achieving a good level of development was 89.4% with the best authority achieving 94.6% (2020/21 ASQ).
- The inequality gap in Solihull is higher than both the national figure and our statistical neighbours. The latest available EYFS profile inequality gap (2019) shows the Solihull gap at 35.50, statistical neighbour gap as 30.94 and England as 32.40. There are larger disparities between child development between affluent households and those on lower income, particularly in early speech and language development.

Local data

Solihull 5s and under population

In Solihull the March 2021 health profiles showed that in many areas Solihull's youngest residents fair better than national. We continue to need to support children and their families to ensure all have the best start in their lives.

<https://www.gov.uk/phe> | <https://fingertips.phe.org.uk/> Local- Solihull/ Region-West Midlands

Population age profile (Resident population) 2018

Age range	Solihull		West Midlands region	
	Male	Female	Male	Female
0-4	6,340	6,053	184,127	175,269
5-9	7,052	6,643	193,972	183,803

Information from the Joint Area Needs Assessment can be found here

https://www.solihull.gov.uk/sites/default/files/migrated/InfoandIntelligence_Joint-Strategic-Needs-Assessment-Infographic-Summary.pdf

Definition of disadvantage/vulnerability

All children can become vulnerable, or have additional needs, at any time in their lives and may need support for a short or longer period of time. 'Additional needs' refers to any child or young person in need of support – this could be as a result of family circumstances, changes to living situations, cultural differences, health and medical concerns, disability, loss or bereavement. Circumstances such as these can have an impact on children's care, learning, physical development, communication, social and emotional development and behaviour, resulting in the need for additional help and support. Crucially, we want all agencies working with children and young people to see the person first and not the additional need they may have.

Appendix 1 What's it like for a child living in Solihull age 0-5?

Role of the strategy

Early childhood systems are complex and involve many different organisations, stakeholders and services across early education, childcare, health, parents and carers, family support, training and employment, and information and advice. Making this system effective for children and their families depends on joined up arrangements for strategy and planning, leading change, delivering effective support, and learning from progress.

The strategy will be delivered by all partners and services working with our youngest children. The strategy group will govern progress on the six priorities and be the group to develop change and ensure everyone works together as a partnership. This will enable a joined-up approach and avoid services working in isolation.

Priorities

Six priorities have emerged from the Maternity and Early Years self-assessment:

- **Data** – for population led needs assessment, action planning and evaluation of what works.
- **Communication** - to ensure families and LA services can signpost those in need to services that are available.
- **Workforce** – to build a local authority field force and education-based workforce that have the knowledge, skills, abilities, and attitudes to together support young children and families.
- **Transitions and life course** - to provide seamless services and support for families and young children. This strategy is written at a time when Solihull are developing their plans for Family Hubs.
- **Early Years SEND** - to ensure we have high aspirations for all children and a clear vision for the education of children with special educational needs.
- **Speech, language and communication** – to support all children to develop effective communication skills.

Six task and finish groups were identified to begin to plot actions which would support development of the aspects for short, medium- and longer-term priority improvement.

How we will achieve success and what this will look like?

- Develop and embed an integrated approach to service delivery in the statutory sector, particularly relating to the Council, NHS and education providers;
- Make it the norm for services and programmes to be funded, commissioned and delivered based on evidence, intelligence and co-production with parents;
- Develop and embed better and more integrated uses of data to inform and continuously develop outcomes, which are specific to the circumstances, needs, and strengths of each child and family;
- Ensure there are effective and sufficient means of quality assuring and building confidence in services and provision, which prioritises inclusion of and accessibility to all children and families;
- Develop and embed a cross-sector and community approach to early intervention, which can identify and engage with children and parents at the earliest opportunity and point of potential need;
- Recognise and invest in the valuable role of communities of place (neighbourhoods) and communities of interest (parents) in promoting contact, help, support and inclusion for all children and parents.

Methodology

The task and finish groups will lead the six priority areas. A lead for each area has been identified and an action plan has been developed, progress will feed into the early years strategic group.

Our vision: Transforming life chances by holding children and young people at the heart of everything we do. Solihull Council Plan priority: 2020-2025- Improvements in early childhood development and school readiness, particularly in disadvantaged communities.					
Data	Communications	SEND	Speech, Language and Communication	Transitions and life course	Workforce
<i>To put the data to work to best support early years children where it is needed most</i>	<i>Develop, embed and communicate an integrated approach to early years support and service delivery</i>	<i>To develop a community approach to intervention at the earliest opportunity to support potential SEND needs.</i>	<i>In Solihull we believe that if children's speech, language and communication develop well they can communicate their thoughts, feelings and ideas, be understood, build relationships and interact with others. Children learn to talk and talk to live and learn.</i>	<i>Develop and embed a cross-sector and community approach to early intervention, which can identify and engage with children and parents at the earliest opportunity and point of potential need;</i>	<i>To build a local authority field force and education-based workforce that have the knowledge, skills, abilities, and attitudes to together support young children [pre-birth to five y/o] and families at the earliest opportunity and point of potential need</i>
-Develop a shared outcomes framework - tartan rug	-'Big Change Starts Small'- Raising awareness of the extraordinary impact of the early years	-Review access to support and timely intervention for children with emerging SEND and high needs	-Create a shared pathway to show universal, targeted and specialist services supporting SLCN in Solihull.	-Ensure parenting and community support delivers a robust 'Start Strong Stay Strong' offer - child development and responsive parenting.	-Developing more integrated working and a shared understanding of the importance of early years and early support.
-Joint analysis and shared problem-solving actions by stakeholders	-Creating communities of support – ensure accessibility of our communication of the support available to Solihull children and families	-Closer agency working to develop integrated working – promote ASQ [integrated check], shared pathways, joint training, joint commissioning.	-Promote serve and return interactions for healthy development – workforce training through LA and external training.	-Build a mentally healthier and more nurturing society-focus on parent and infant mental health	-Strengthening the early years workforce- ensure a shared understanding of child development in the prime areas
-Targeted evidence-based interventions and joint working for priority needs	-Shared messages across services-combined and consistent communications	-Evidenced based approaches to support need and to evaluate the impact on families/ children	-Make sure that information about early childhood development reaches all to support home learning- DfE and Solihull websites+	-Support transition to parenthood and through into school years- practical and emotional support for those raising our under-fives	-Use mapping overlay of data and support available to promote Solihull intelligence of need and support available for effective signposting
-Information sharing agreements for holistic support for families	-Relational approach to provision of service and celebratory service feedback – partnership working	-Training for settings - Dingley's Promise 5-year Comic Relief funded support and DfE programme (PSE and well-being, speech, language, communication, inclusive settings, etc)	-Use the available data and new data sources [such as ELIM] to identify and address needs across the support field force. Use EYFS reform priorities to reinforce messages for effective interaction.	-Develop transition arrangements between services and settings - Evaluate practice through family engagement	-Parent support pre-birth to 5y and looking at whole families/ whole child... what people can do that makes a difference and what works to deliver better outcomes.
<p>Key steps to reach the next progress level – Early Intervention Foundation [July 2021]</p> <ol style="list-style-type: none"> PARTNERSHIP Develop terms of reference for the partnership group and establish clear governance procedures, prioritising the involvement of maternity services. STRATEGY Ahead of developing a strategy, ensure that there are strong building blocks in place upon which to develop a good understanding of the needs of Solihull's population, including population needs assessment, mapping existing maternity and early years services; and the experience of the parenting journey. WORKFORCE PLANNING The first step beyond delivering training towards more systemic workforce planning is mapping workforce needs across the early years and maternity workforce and focusing on staff capacity, skills, performance, satisfaction and retention. ENGAGEMENT Further develop engagement by including parents and community members in governance arrangements and decisions about resources, and opportunities for peer support and community involvement in the delivery of services. 					

Strategy outcomes

- Social inclusion and belonging - parents will feel connected to the place they live, to the parent community-and to services.
- Parents' confidence in their parenting ability and their child's future.
- Happiness and quality of life for parents and children.
- Voluntary sector services providing appropriate help and support to parents with children aged 5 years and under.
- Community groups, clubs and activities, which provide contact and meeting points for parents with children aged 5 years and under.

Monitoring the impact of the strategy

An Early Years Outcomes Framework was populated with data shared across the maternity to 5 age range which will shape our integrated working and prioritisation. These performance targets will be monitored at the Strategy Steering Group meetings. The baseline score card is in appendix 2.

Next steps

The Strategic Group to monitor the progress from the formed six working groups which have identified key actions and to work with others to act on these actions. This summary plan can be viewed in appendix 4.

Appendix 1: What is it like for a child living in Solihull aged 0 - 5 years?

Vulnerability facts:

Children in families at risk: We know that in [2019/20 in Solihull](#) there were 700 children age 0-1 years in households where alcohol or substance misuse, domestic abuse, or mental health problems were likely to be present and 1,800 0-4 year olds. An estimated 4,200 women in Solihull are victims of domestic abuse every year. 1,200 children under 15y are exposed to domestic abuse every year. A projected percentage of children in households with any of the [three risks](#) (alcohol/ substance misuse, domestic abuse, mental health problems) is 16.18% with a likely 7,590. 0-17 year olds affected in Solihull. <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2019/07/cco-vulnerability-2019-infographic.pdf>

[Family homelessness](#) was 3.1 per 1000 but was an improving trend. (2017/18) For children 0-4y the [A&E attendance](#) was 537 per 1000 and was increasing along with the number of emergency hospital admissions.

We need to improve the [vaccination coverage](#) of young children under 5y in Solihull. Solihull's MMR [Child Health profile] does not yet meet the recommended coverage.

Early Years Pupil Premium in Solihull in 2021 fell to 554 children (2020 figure was 572 children) whereas nationally and in England as a whole numbers increased.

Early Education and Care: Our Solihull data intelligence tells us that we need to work to narrow the attainment gap at age 5 (EYFSP), support children at age 2 to communicate and develop their personal, social and emotional skills (SE-ASQ) , and reach expected development levels across all [5 ASQ areas of development](#).

Whilst Solihull percentages of children who are at an expected level of development are higher than national we hope to focus on outcomes at two for further parent engagement and for continuously improving outcomes.

% at expected ASQ levels at 2 – 2 ½ years	Solihull 2019-20	West Midlands 2019-20	National 2019-20	Solihull 2020-21
Communication	91.9%	87%	88.9%	92.7%
Personal & Social	95.6%	91.6%	92.9%	95.2%
All 5 domains	90.7%	80.8%	83.3%	89.4%

The Solihull Early Years Foundation Stage Profile attainment at age five [end of the reception year] is in line with the national figure for 2019. Lower numbers of children from low income families achieved a [good level of development](#) (GLD) at age 5 years old in 2019 and also lower numbers of black, Chinese and mixed ethnic groups. The attainment gap at 5 years old [2019] is 35.5 in Solihull and EYFSP levels show that 20% fewer children who are eligible for free school meals attain expected good levels of development (GLD). Boys GLD is lower than girls.

The proportion of children achieving at least expected levels in [communication and language](#) skills at the end of reception is 80.3% whilst national is 82.20%.

GLD 2019	GLD -all	GLD-gender gap	Inequality gap	CLL
Solihull	72.6%	9.9	35.5	74.3%
National	71.8%	12.9	32.4	72.4%

CLL – communication, language and literacy goals combined
<https://foundationyears.org.uk/2019/07/early-years-outcomes-dashboard/>

Quality of provision:

Numbers of high-quality settings as determined by [Ofsted inspection grades](#) at the most recent Ofsted.

At 31.3.21 – Outstanding Solihull early years settings -79% and good quality -16% (95% good+/ England figure is 97% for the same date)

[Sufficiency of provision](#) for 2, 3 and 4 year olds on 2021

	2 year old education entitlement	3 and 4 year olds	trend
Solihull	77%	102%	▼
England	62%	88%	▼

To conclude, Solihull children who are eligible for early education funding can access sufficient high-quality settings. The numbers accessing this early education offer has dropped during the pandemic and it will need to be promoted to parents.

Our vision
Success for today, prepared for tomorrow

Appendix 2: Outcomes framework/Tartan Rug

Solihull key performance indicators	Date range	Solihull value	Castle Bromwich	Chelmsley Wood	Kingshurst and Fordbridge	Smiths Wood	Bickenhill	Dorridge and Hockley Heath	Knowle	Meriden	Blythe	Elmdon	Lyndon	Olton	Shirley East	Shirley South	Shirley West	Silhill	St Alphege	England Average	Benchmark	
Number of children aged 0-5	Summer20	12069	511	1121	1032	949	675	514	457	552	879	697	850	608	613	676	796	635	504			
Number of children aged 2	Mid 2020	2422	99	227	209	211	144	98	82	106	169	125	174	127	130	130	160	120	111			
KPI1 Children in poverty U 5y/o number	2018-9	1765	79	339	295	274	119	14	33	34	37	84	105	63	62	68	87	44	19		England	
KPI1 Children in poverty U 5y/o % of population	2018-9	14.6	15.5	30.2	28.6	28.9	17.6	2.7	7.2	6.2	4.2	12.1	12.4	10.4	10.1	10.1	10.9	6.9	3.8	19.9	England	
KPI2 Low birth weight of live babies (pooled data 2015-19)	2015-19	7.3	6.7	8.4	9.3	8.6	8.0	6.9	2.9	6.6	6.6	5.1	7.2	6.4	7.1	7.6	7.7	8.9	5.5	6.9	England	
KPI4 DWP 2 y who do not take up EEF 15h no	Autumn21		18	69	46	48	28	SUPP	SUPP	SUPP	16	12	25	17	10	9	16	11	7			
KPI3 DWP 2 y who do not take up EEF 15h % of population	Autumn21	14.2	18.2	30.4	22.0	22.7	19.4	2.0	6.1	3.8	9.5	9.6	14.4	13.4	7.7	6.9	10.0	9.2	6.3		Local	
KPI4 Proportion of 2 years olds on track with all domains of child development (ASQ)	Oct 2020-Sept 2021	84.2%	Lower than England average				Above England average				Aligned with England average						Above average	n/a	England			
KPI4 Proportion of 2 year olds on track with communication development (ASQ)	Oct 2020-Sept 2021	88.5%	Lower than England average				Above England average				Aligned with England average						Above average	n/a	England			
KPI5 Proportion of 4 year olds on track with child development (ASQ)	2019	78.1%	not measured/reported nationally so comparisons not available																	na/		
KPI6 Good Level of Development % at EYFSP	Summer19	72.7	74.3	64.2	67.9	68.0	70.4	81.8	80.4	77.7	68.7	74.4	66.7	79.5	74.1	76.1	78.1	78.5	80.2	71.8	England	
KPI7 EY pupil premium	Autumn21		6	83	84	75	41	SUPP	7	11	28	18	19	7	15	19	15	20	9		Local	
KPI7 EY pupil premium % of population	Autumn21	19.0	6.1	36.6	40.2	35.5	28.5	2.0	8.5	10.4	16.6	14.4	10.9	5.5	11.5	14.6	9.4	16.7	8.1		Local	
KPI8 EY SEND pupils u5 number	Spring21		7	42	48	33	19	12	14	16	22	28	24	12	16	21	21	20	SUPP		Local	
KPI8 EY SEND pupils u5 % of population	Spring21	3.0	1.4	3.7	4.7	3.5	2.8	2.3	3.1	2.9	2.5	4.0	2.8	2.0	2.6	3.1	2.6	3.1	0.4		Local	
KPI9 EYFSP Inequality gap at 5 y/o -LA	Summer19	35.5	32.2	44.8	45.2	45.0	32.8	31.7	20.0	23.5	30.1	32.2	41.7	29.4	34.5	29.6	34.8	31.1	18.3	32.4	England	
KPI10 % Baby's first feed breastmilk	2018-9	65.8																			67.4	England
KPI11a % Breastfeeding rate at 6-8 weeks	2020-21	46.8																			48.0	England
KPI11b % Breastfeeding rate at 6-8 weeks - north Solihull	2020-21	27.8																			48.0	England
KPI12 Infant Mortality Rate	2017-19	4.8																			3.9	England

* SUPP - Suppressed due to small numbers

Appendix 3: Terms of reference for the Strategic Solihull Maternity and Early Years Strategy Group

Solihull Maternity and Early Years Strategy Strategic Group Terms of Reference	
Background	National Initiatives <u>Big Change Starts Small</u> -Royal Foundation Centre for Early Childhood <u>The best start for life: a vision for the 1001 critical days</u> -Andrea Leadsom Solihull Strategies Start Strong Stay Strong -1001 Critical days and Stronger Families
Purpose of group	The strategy and resulting actions demonstrate our determination to improve children's long-term life chances and to do this by focussing on giving children the best start in their life [0-5y]. Council Plan priority: Improve early childhood development and school readiness, particularly in disadvantaged communities.
Scope	This group is focussed on the need to review our Solihull maternity and early years support for children and their families and to improve services to ensure positive outcomes for all Solihull children.
Critical Success Factors	<ul style="list-style-type: none"> • Strengthen a multi-agency, integrated approach to meet the changing needs of families with babies and young children. • Provision and services needed by families from birth, throughout the EYFS. a clear Start for Life offer for parents. • Children are 'ready for the next stage' at the end of the EYFS and through their early years. • Sufficient quality early childhood education and care to enable family access to good and outstanding inclusive early education provision. • Families who require support can be identified at the earliest opportunity. • LA resources well targeted to population need.
Governance and membership	This group reports to Solihull Corporate Senior Leadership / Cabinet – Assistant Director – Inclusion and Additional Needs Chair of group -Education Outcomes and Intervention Children's Improvement and Standards Manager Clinical Team Lead Paediatric Specialist Assessment Service – Autism and Complex medical Needs Clinical Team Lead Paediatric Speech and Language Therapy Early Years Team Manager Education Psychology Head of Stronger Communities Health Visitor and Infant Feeding Team Manager Manager Early Years Support and Assessment Team Parenting Team Public Health specialist for children Safeguarding Head of Service – Family Support Service and Child Protection School Place Planning Team Leader SISS Team Manager [SISS] Specialist Inclusion Support Solihull Family Information Service Manager Solihull Parent Carer Voice Therapy Lead for Paediatric Therapies and Pelvic Health Virtual Headteacher <i>Local Government Agency and Early Intervention Foundation associates supported this work.</i>
Meetings	In the first instance the group will meet every 2 – 3 months with working groups meeting between the main strategic group meetings.

July 2021

Appendix 4: Solihull Maternity and Early Years Strategy Development Plan - Date 2021-2023+

Key Actions	Activities	Success Criteria & Impact Measures (evidence)	Review date	Responsibility
<p>Data – for population led needs assessment, action planning and evaluation of what works</p>	<ul style="list-style-type: none"> Populate a baseline 'outcomes framework - Tartan Rug'. Shared LA 'In Phase' area for strategy board to monitor progress and identify population needs to action. Identify Solihull and locality priorities and share targeted support priorities for North/ East/ West localities 0 - 5 years. Clear sharing arrangements across services for population level data and board monitoring. Parental feedback and analysis of engagement and outcomes to measure impact. 	<ul style="list-style-type: none"> Data led prioritisation to best support early years children where it is needed most. A shared outcomes framework - tartan rug. Joint analysis and shared problem-solving actions by stakeholders. Targeted interventions and joint working for priority needs. Improved communication outcomes at age 2½ years and end reception. Narrowing inequality gap, continuously improving take up of early education. Information sharing agreements for holistic support for families- see Family Hub/Strengthening Family's link. 	<p>Autumn 2021</p> <p>Spring 2022</p> <p>Spring > Summer 2022</p> <p>Autumn 2023</p>	<p>Public Health</p> <p>Health Services/ CCG</p> <p>Children's Services and Skills</p> <p>Inclusion and Additional Needs</p> <p>Safeguarding and child protection, Family Support</p> <p>Community and partnerships</p> <p>Lead facilitator: DM</p>

Our vision
Success for today, prepared for tomorrow

<p>Communications - to ensure families and LA services can signpost those in need to services that are available.</p>	<ul style="list-style-type: none"> • Finalise and share key maternity and early years messages to promote the importance of a child's early years in Solihull and nationally. • Build the Five to Thrive and Solihull.gov.uk websites to signpost to support and on-going promotion of the Strategy priorities/ activities (NB migrate Local Offer to LA website). • Seek views from service users to ensure services are visible and there are clear pathways to support- early education, speech and language, SEND. • Ensure families can access information targeted to their needs - explore effective digital communication for different groups. • Responsibility of services to update information shared with families/LA community. 	<ul style="list-style-type: none"> • Develop, embed and communicate an integrated approach to early years support and service delivery. • Big Change Starts Small - Raising awareness of the extraordinary impact of the early years. • Creating communities of support ensure accessibility /promotion of the support available to Solihull children and families 'roadmap of services'. • Shared messages across services- combined and consistent communications. 	<p>Autumn 2021</p> <p>Spring 2022</p> <p>Summer 2022 > Autumn 2023</p>	<p>Communication team</p> <p>Inclusion and additional needs</p> <p>Public Health</p> <p>Health Services</p> <p>Children's Services and Skills</p> <p>Parents and families</p> <p>Lead facilitator: RR</p>
--	--	--	---	--

Our vision
Success for today, prepared for tomorrow

<p>Workforce – to build a local authority field force and education-based workforce that have the knowledge, skills, abilities, and attitudes to together support young children and families.</p>	<ul style="list-style-type: none"> • Signpost to communications for service users to ensure workforce are aware of the road map of support. • Complete early education and childcare workforce survey. • Building success-professional development (DfE) and Dingley’s Promise external training (Communication and Inclusion focus 0 - 5y). • Implement early years foundation stage reform. • Revisit complementary early education and care and new data to inform practice (Summer 2022 EYFSP). • Family Hub- co-location opportunities partner working opportunities (SLCN, Integrated Review at 2 years old, joint training). • Develop shared training, joint meetings and shadowing across the maternity and early years system to facilitate skill sharing and awareness raising of different roles promote joint working and further integration. 	<ul style="list-style-type: none"> • A local authority partnership field force with the knowledge, skills, abilities, and attitudes to support young children [pre-birth to five y/o] and families at the earliest opportunity and point of potential need. • Integrated working developed and a shared understanding of the importance of early years and early support. • shared understanding of child development in the prime areas. • mapping developed identifying support available to promote effective signposting in Solihull. • Further develop parent support pre-birth to 5 years focusing on whole families/whole child. • Identify activity that makes a difference and delivers better outcomes. 	<p>Autumn – Spring 2021/22</p> <p>Spring 2022</p> <p>Summer 2022-Autumn 2023</p> <p>Autumn 2023 - Spring 2023</p>	<p>Children’s Services and Skills</p> <p>Inclusion and additional needs</p> <p>Health teams</p> <p>Safeguarding</p> <p>Early Years and Childcare settings</p> <p>Parents</p> <p>Lead facilitator: LM</p>
---	--	---	---	---

<p>Early Years SEND - to ensure we have high aspirations for all children and a clear vision for the education of children with special educational needs.</p>	<ul style="list-style-type: none"> • Reshaping education – merge teams to create one Early Years Team to empower families and settings. • Review multi-disciplinary assessment and referral processes and documentation for most effective identification and support for young children and their families. This includes an increased Educational Psychology offer in early years. • Consider sufficiency of early education and care placements for young children and promote inclusion across all settings. • Early Years SEND stakeholder group meetings- as part of Dingley’s Promise to reflect on and meet need in Solihull. • DfE additional funding for NASEN level 3 SENCo training –review for increased joint training and to address key messages for private and voluntary setting SENCos. • Commissioning of services to support special educational needs -review impact of evidence-based approaches across services and on children and family’s journeys through maternity to school years. 	<ul style="list-style-type: none"> • A community approach to intervention at the earliest opportunity to support potential SEND needs. • Review access to support and timely intervention for children with emerging SEND and high needs. • Closer inter-agency working to develop integrated working – promote ASQ, shared pathways, joint training, joint commissioning. • Evidenced based approaches used to support need and evaluate the impact on families/children. • Training for settings well attended. • Dingley’s Promise and DfE programme ensures practitioners have a good understanding of child development and children’s needs. 	<p>Autumn 2022</p> <p>Spring 2022</p> <p>Autumn 2023</p>	<p>Schools and Early Education and Care Provision</p> <p>Parents</p> <p>Education Inclusion and additional Needs with 0-25 SEND services</p> <p>Health and Therapy Services/ CCG</p> <p>Public Health</p> <p>Commissioning</p> <p>Lead facilitator: LM</p>
---	--	--	--	---

Our vision
Success for today, prepared for tomorrow

<p>Speech, language and communication needs (SLCN) – to support all children to develop effective communication skills.</p> <p>ELIM- Early Language Identification Measure</p> <p>ASQ - Ages and Stages Questionnaire</p> <p>EYFSP- Early Years Foundation Stage Profile end of reception year</p>	<ul style="list-style-type: none"> • Promote the importance of supporting speech, language and communication needs across LA services and the positive impact of sensitive interactions. (Link with I CAN). • Summarise a 0 - 5yr speech language and communication needs pathway to feed into the school years pathway. • Promote early years setting training and Solihull support- DfE Building Success and Dingley’s Promise as well as Elklan and Solihull Early Years Speech and Language Team coaching. • Feed ELIM through to complement ASQ- Health Visitor 2 – 2½ year child development checks. • Join up messages, pathway and support for need across Solihull and in locality areas (data availability and analysis) as well as 2022 EYFSP communication data. 	<ul style="list-style-type: none"> • A shared pathway developed to show universal, targeted and specialist services supporting SLCN in Solihull. • Promotion of serve and return interactions for healthy development. • workforce training through LA and external training well attended. Information about early childhood development reaches all to support home learning- DfE and Solihull websites (Five to Thrive+). • available data and new data sources [such as ELIM] identify and address needs across the support field force. • EYFS reform priorities used to reinforce messages for effective interaction. • Support shows positive impact (ASQ/EYFSP- narrowing the gap/ELIM/SaLT-coaching). 	<p>Autumn 2021</p> <p>Spring 2022</p> <p>Summer 2022 - Autumn 23</p>	<p>Speech and Language Therapy and Health Services</p> <p>Education, Inclusion and Additional Needs/ 0 - 25y SEND</p> <p>Stronger Communities-libraries</p> <p>Lead facilitator: LM</p>
--	---	--	--	--

Our vision
Success for today, prepared for tomorrow

Appendix 5: Other linked plans in Solihull Metropolitan Borough Council

Linked plans:

<https://www.solihull.gov.uk/About-the-Council/policies>

This Maternity and Early Years Strategy links with the following strategies

Additional Needs Strategy 2021 –

[Additional Needs Strategy - Solihull local offer \(socialsolihull.org.uk\)](https://socialsolihull.org.uk)

Community Development Strategy -

[https://www.solihullcommunityhousing.org.uk/download/Future Strategic Vision 2017-2022.pdf](https://www.solihullcommunityhousing.org.uk/download/Future_Strategic_Vision_2017-2022.pdf)

Early Help Strategy – 2021 review Start Strong Stay Strong

Early Years and Childcare Sufficiency – under review and due for publication Summer 2022

Health and Well-being Strategy - first 1001 days

<https://www.solihull.gov.uk/sites/default/files/2021-07/Solihull-Health-and-Wellbeing-Strategy.pdf>

Health Inequality Strategy -

[https://eservices.solihull.gov.uk/mgInternet/documents/s85495/SMBC%20Health%20Inequalities%20Strategy%20Outline HWBB 10Nov20.pdf](https://eservices.solihull.gov.uk/mgInternet/documents/s85495/SMBC%20Health%20Inequalities%20Strategy%20Outline_HWBB_10Nov20.pdf)

Neglect Strategy – 2021

<https://www.safeguardingsolihull.org.uk/lscp/multi-agency-procedures-and-practice-guidance/neglect-strategy/#>

Parenting Strategy –under review

[https://www.solihull.gov.uk/sites/default/files/migrated/FIS Parenting Strategy.pdf](https://www.solihull.gov.uk/sites/default/files/migrated/FIS_Parenting_Strategy.pdf)

SEND School Place Commissioning Strategy –

<https://socialsolihull.org.uk/localoffer/education/school-place-planning/>

- Housing Strategy (pending and to be published in early 2022)
- Voluntary, Community and Social Enterprise Sectors Strategic Assessment (to be published in early 2022)
- Volunteering Strategy (pending and to be published during 2022)

Appendix 6: Solihull teams

Local support field force – including:

Community Development Team - <https://www.solihull.gov.uk/communities-and-safety/Supporting-our-VCS>

The Early Years Team - <https://socialsolihull.org.uk/localoffer/education/children-and-young-peoples-send-service/early-years-send-team-2/> and <http://www.solgrid.org.uk/eyc/support/>

Educational Psychology Service - <https://www.solgrid.org.uk/education/support-services/community-educational-psychology-service/>

Family Information Service - <https://www.solihull.gov.uk/familyinfo>

Health Visiting Team - <https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/health-visiting-solihull>

Multi-Agency Safeguarding Hub and Children's Services - <https://www.solgrid.org.uk/education/communications/solihull-multi-agency-safeguarding-hub-mash/>

Parenting Team - <https://socialsolihull.org.uk/localoffer/family-information-service-directory/3937/solihull-parenting-team/>

Public Health - <https://www.solihull.gov.uk/About-the-Council/Solihull-Council-Statement/Public-health/Public-health-services>

Speech and Language Therapy and Therapy Services - <https://childrenscommunitytherapies.uhb.nhs.uk/>

Specialist Inclusion Support Service – SISS - <https://www.solihull.gov.uk/Resident/Schools-learning/educationalsupport/SISS>

Virtual School - <https://www.solgrid.org.uk/education/support-services/solihull-virtual-school/>

Key dates:

December 2020 – Early Intervention Foundation and Reshaping Education surveys

Spring 2021- Workshops and workbook self-evaluation

Spring – Summer 2021 – priority action plans developed

Autumn 2021- finalisation of strategy and plans

Appendix 7: How the strategy was developed

- Solihull's baseline assessment self-evaluation was completed in 2 stages: 79 stakeholders (from Solihull Metropolitan Borough Council, South Warwickshire NHS Foundation Trust, University Hospital Birmingham NHS Foundation Trust, Birmingham and Solihull Mental Health NHS Foundation Trust, schools, preschools and other settings, and voluntary and community organisations) completed the online survey individually.
- The Early Intervention Foundation (EIF) survey results were then used to inform workshop discussions with parents and stakeholder groups and complete the Maturity Matrix workbook.
- A group of local stakeholders worked through the Matrix to build consensus about progress levels, local challenges and priorities for taking action.
- Following completion of the self-assessment, a panel of EIF staff and associates were convened to review the submission and provide feedback on strengths, areas of good or innovative practice, priority actions and areas for consideration. The workbook was submitted to EIF and reviewed by a panel of EIF staff and associates.
- Solihull was described as having a revived commitment to integrated maternity and early years support since March 2019, led by a partnership group which includes representatives from health, schools, childcare settings, community groups and commissioning agencies.

The summary self-assessment was that **Solihull** was at '**Early Progress level**' across the majority of elements, which is characteristic of local areas that have made a commitment to take action and have started to develop their programme, but are yet to see the benefits of this work.

The EIF panel agreed with the local assessment in the main. Panel members felt that Solihull was well placed to make swift progress by implementing the local actions identified in the self-assessment and the recommendations in this report.