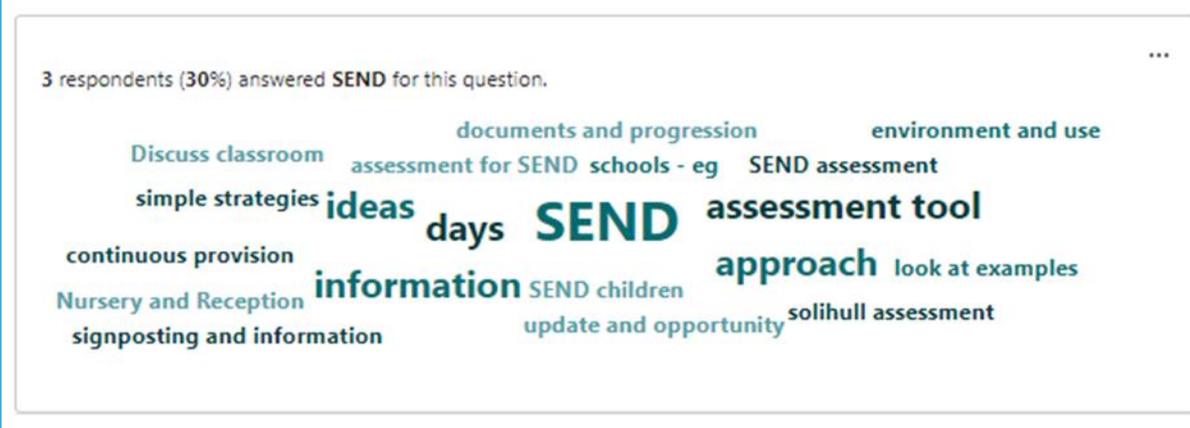


SOLIHULL SCHOOL LEADERS AND MANAGERS

DELIVERING QUALITY IN THE EARLY YEARS



Spring 2024

OVERVIEW IN BRIEF

School Leaders and Managers Network Meetings give leads the opportunity to reflect on practice, discuss EYFS leadership with others and hear updates from national and local developments

Some focus areas include:

You asked for

- Session each ½ term or some full days
- Parent partnership *environment & use of adults
- Moderation ***Graduated approach**
- **Curriculum docs and progression**
- **Strategies for SEND/ assessment**
- Continuous provision * timetables 'typical day' * schema

Early Years and Childcare

Home

Training

Solihull support

SEND

Resources

EEF

LEADERS AND MANAGERS BRIEFING

Leaders and Managers Briefing Jan 2024

Event title: Online Termly Briefing

Audience: Childminders, PVI settings, Schools

Agenda: Updates and information (local and from the wider Early Years sector)

Leaders and Managers Briefings

Spring 2024

Leaders and Managers Briefing Jan 2024

Event title: Online Termly Briefing

Audience: Childminders, PVI settings, Schools

Agenda: Updates and information (local and from the wider Early Years sector)

- Leaders and Managers Briefing: [Click here to view recording](#)
- Presentation slides:  [Click here to view \(PDF\)](#)

<https://www.solgrid.org.uk/eyc/training/leaders-and-managers-briefings/>

Early Years Foundation Stage Profile

→ | PDF This page provides teachers with support to complete the Early Years Foundation Stage (EYFS) Profile. This will be updated regularly throughout the 2023/24 academic year. Each update will cover a new area of the EYFS Profile, focusing on topics the sector has asked for more information on.

[Completing the EYFS Profile for children with SEND](#)[Completing the EYFS Profile for children who transfer schools](#)[Exemptions from the EYFS learning and development requirements](#)[Writing in reception](#)[Vodcast for schools on the EYFS Profile](#)

Vodcast for schools on the EYFS Profile

→ | PDF The Department for Education has published a vodcast for schools to support teachers completing the Early Years Foundation Stage (EYFS) Profile. The vodcast:

- provides an overview of the EYFS Profile;
- addresses potential myths;
- answers commonly asked questions; and
- signposts where you can find further support on completing the EYFS Profile.



<https://foundationyears.org.uk/2024/03/vodcast-for-schools-on-the-eyfs-profile/>

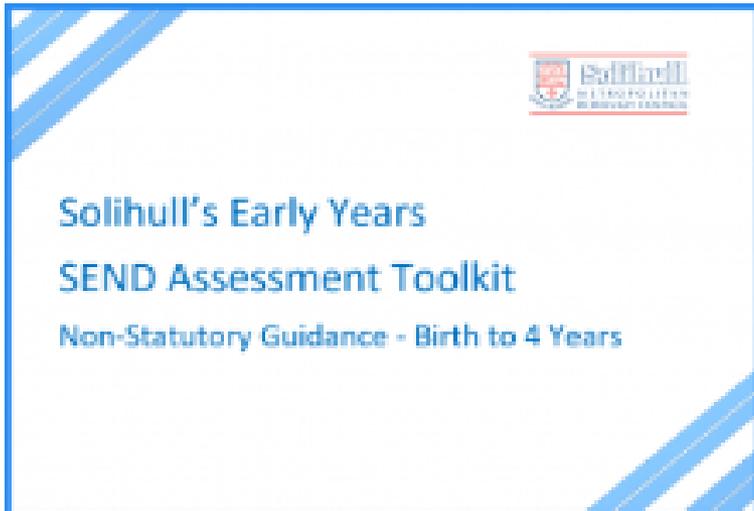
SUPPORTING CHILDREN WITH SEND

What assessment tools do you use ?

Assessment for children needing smaller steps of progress.

Solihull SEND Assessment Toolkit

Coming soon from Dingley's Promise



The focus of this language embeds practitioner thinking about what the child is able to achieve and in what ways. To further this we recommend considering the language used to assess these statements so that it is clear and simple to make a judgement.

Emerging – the child is showing some interest or awareness of this skill.
Supported – the child can achieve this skill with support from an adult.
Independently – the child can consistently achieve this skill on their own without additional support.

By using this language, we are able to focus on the progression of the skill and what the child can achieve over the

SUPPORTING CHILDREN WITH SEND

Discussion.....

What strategies are you familiar with?

What has worked for you?

Which have been successful? Why ?

What was the impact ?

Who carries out the strategies?

Graduated Approach Document

Graduated Approach

Early Years: how to support children from 0-5 years in Solihull

December 2022

Communication and Language Strategies		
Strategies from the Solihull Graduated Approach Document		
Provide high-quality adult-child interactions, using the continuous provision and the role of the play partner to support communication skills and sustained shared thinking	Are you able to spend time each <u>day</u> to develop relationships?	
Universal strategy - Provide resources to reflect the different development needs of the children.	Have you provided developmentally appropriate <u>resources</u> ?	
Universal Strategy - Provide quiet/low distraction areas that children can access freely.		
Repeating/reinforcing verbal communications individually to the child supported with visual aids such as communication boards or cue card.	Communication Boards	signing board
Use of personal visual timetables using objects of reference, photos or symbols such as Now & Next	Objects of Reference	First-and-then boards
Choice Boards		
Use of interventions to encourage interaction and engagement such as mirroring (intensive interaction) play partnering, anticipation games, turntaking.	Play-Partnering	Intentional Interaction
Access the Activities for Home and Nursery resource leaflets and videos available on the Community Therapies SLT website	Solihull Children's Community Therapies	
	Mirroring	More-with-Jubilee
Introduce simple Makaton signs for functional language such as more, finished, stop, drink	New Makaton signs	

6-12 Months – Communication and Language

Statements

Frequently

Sometimes

Never

Listens to familiar sounds, words, or rhymes	X		
Make talking noises - babbles strings of sounds, like 'ma-ma-ma', 'ba-ba-ba'	X		
Starts to understand words like 'bye-bye' and 'up' especially when a gesture is used at the same time	X		
Recognise the names of familiar objects/people, things like 'cup' and 'bowl', 'teddy' and 'mummy'		X	
Looks at the person speaking to them or when they hear their name called		X	
Take turns in 'conversations', pausing while an adult talks and then babbling back as though responding			X
Moves whole body to sounds they enjoy, such as music or a regular beat		X	
Looks at object while holding it – may hand over to someone	X		
Can bring attention to object, using gesturing e.g. pointing, bringing it to an adult, or using eye gaze	X		
Beginning to show a response to their name		X	

EEF REPORT – MAKING THE BEST USE OF TEACHING ASSISTANTS

What roles to TAs take on in your classroom?

The effective use of TAs under everyday classroom conditions

Recommendation 1 TAs should not be used as an informal teaching resource for low attaining pupils

Recommendation 2 Use TAs to add value to what teachers do, not replace them

Recommendation 3 Use TAs to help pupils develop independent learning skills and manage their own learning

Recommendation 4 Ensure TAs are fully prepared for their role in the classroom

The effective use of TAs in delivering structured interventions out of class

Recommendation 5 Use TAs to deliver high quality one-to-one and small group support using structured interventions

Recommendation 6 Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction

Integrating learning from everyday classroom contexts and structured interventions

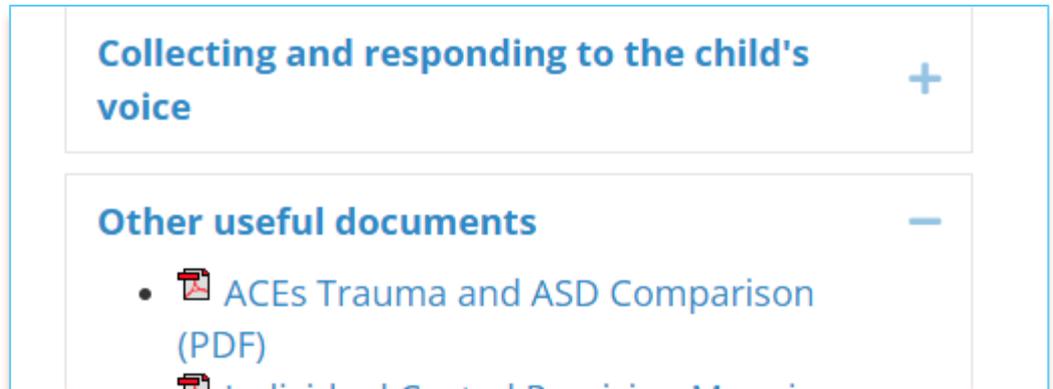
Recommendation 7 Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

OTHER SUPPORT

<https://www.youtube.com/watch?v=XKJuBemELjI> Supporting children in early years settings who may have experienced trauma or abuse (youtube.com)

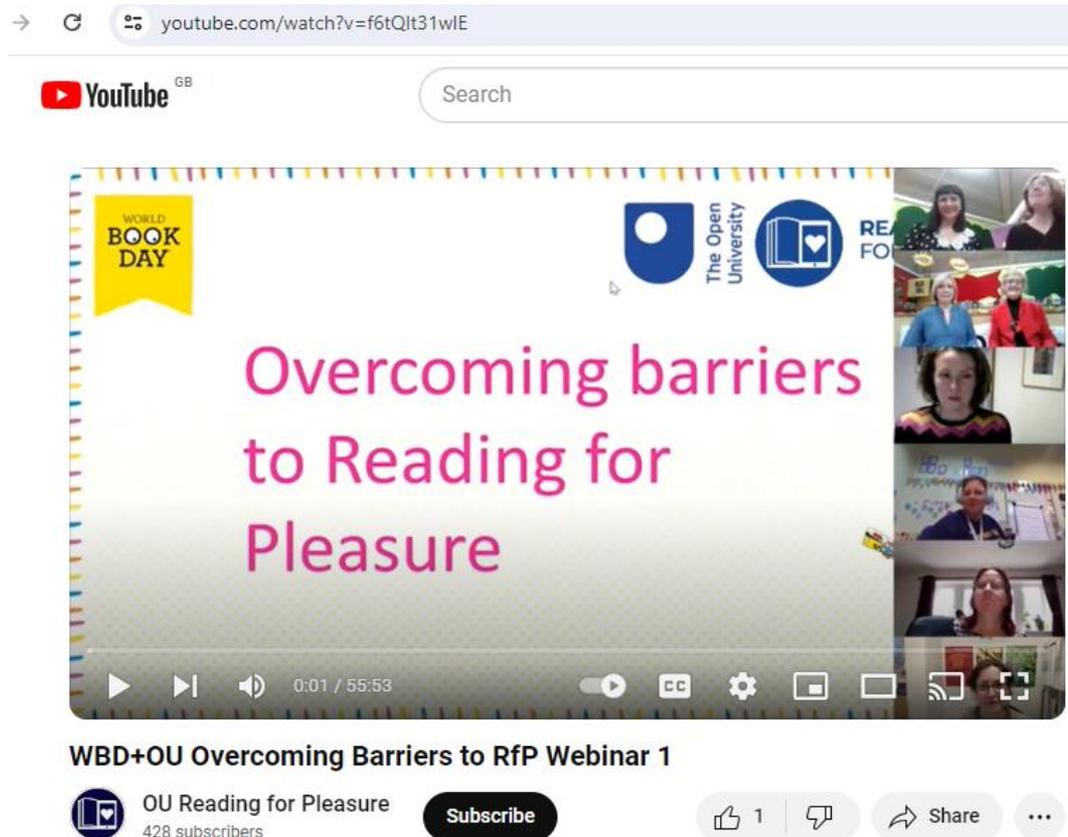
[new SEND ACES doc](#)

<https://www.solgrid.org.uk/eyc/wp-content/uploads/sites/31/2024/01/ACEs-Trauma-and-ASD-Comparison.pdf>



Dingley's Promise- document in development

THE CHILD'S VOICE- READING FOR PLEASURE

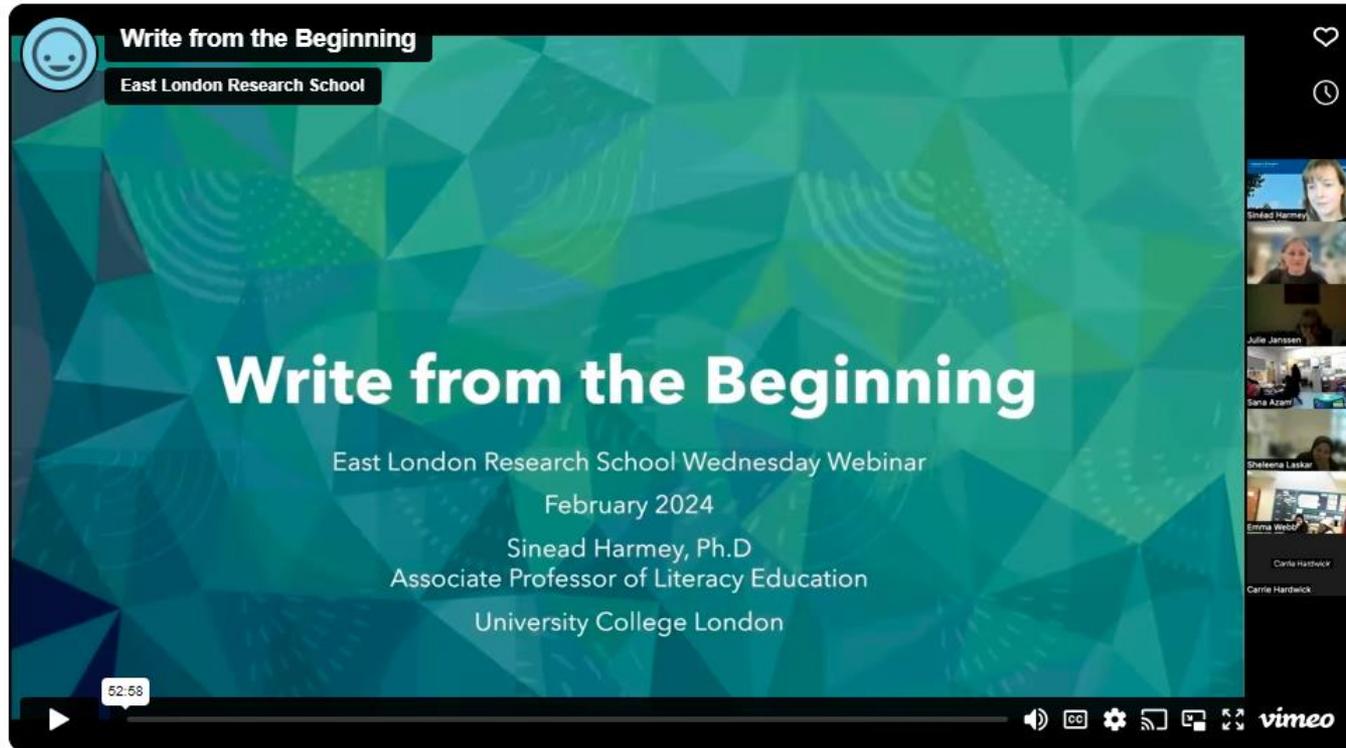


The screenshot shows a YouTube video player interface. At the top, the browser address bar displays the URL: [youtube.com/watch?v=f6tQlt31wIE](https://www.youtube.com/watch?v=f6tQlt31wIE). Below the address bar is the YouTube logo and a search bar. The video player itself features a title card with the text "Overcoming barriers to Reading for Pleasure" in pink. The card also includes logos for "WORLD BOOK DAY" (a yellow banner), "The Open University" (a blue shield logo), and "READING FOR PLEASURE" (a blue circle with a book icon). A vertical strip on the right side of the video shows a grid of six small video thumbnails of participants. The video player controls at the bottom show a play button, a progress bar at 0:01 / 55:53, and various icons for volume, closed captions, settings, and full screen. Below the video player, the video title "WBD+OU Overcoming Barriers to RfP Webinar 1" is displayed. Underneath the title is the channel name "OU Reading for Pleasure" with 428 subscribers, a "Subscribe" button, and interaction icons for likes (1), comments, and share.

<https://www.youtube.com/watch?v=f6tQlt31wIE>
World Book Day and Reading for Pleasure

EAST LONDON RESEARCH SCHOOL WRITING TRAINING- WEDNESDAY WEBINAR EXAMPLE

Write from the beginning, with Dr Sinead Harmey: 28th February.



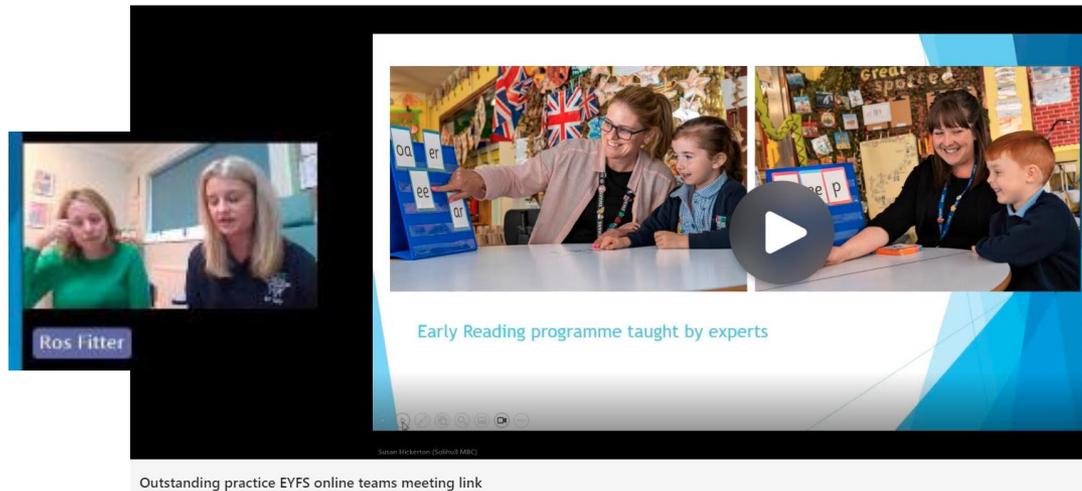
Write from the Beginning

[Write from the Beginning \(vimeo.com\)](https://vimeo.com/917659701/b29e462bb0?share=copy)

<https://vimeo.com/917659701/b29e462bb0?share=copy>

CURRICULUM AND PROGRESSION – OFSTED

EYFS- Outstanding @ Tidbury Green

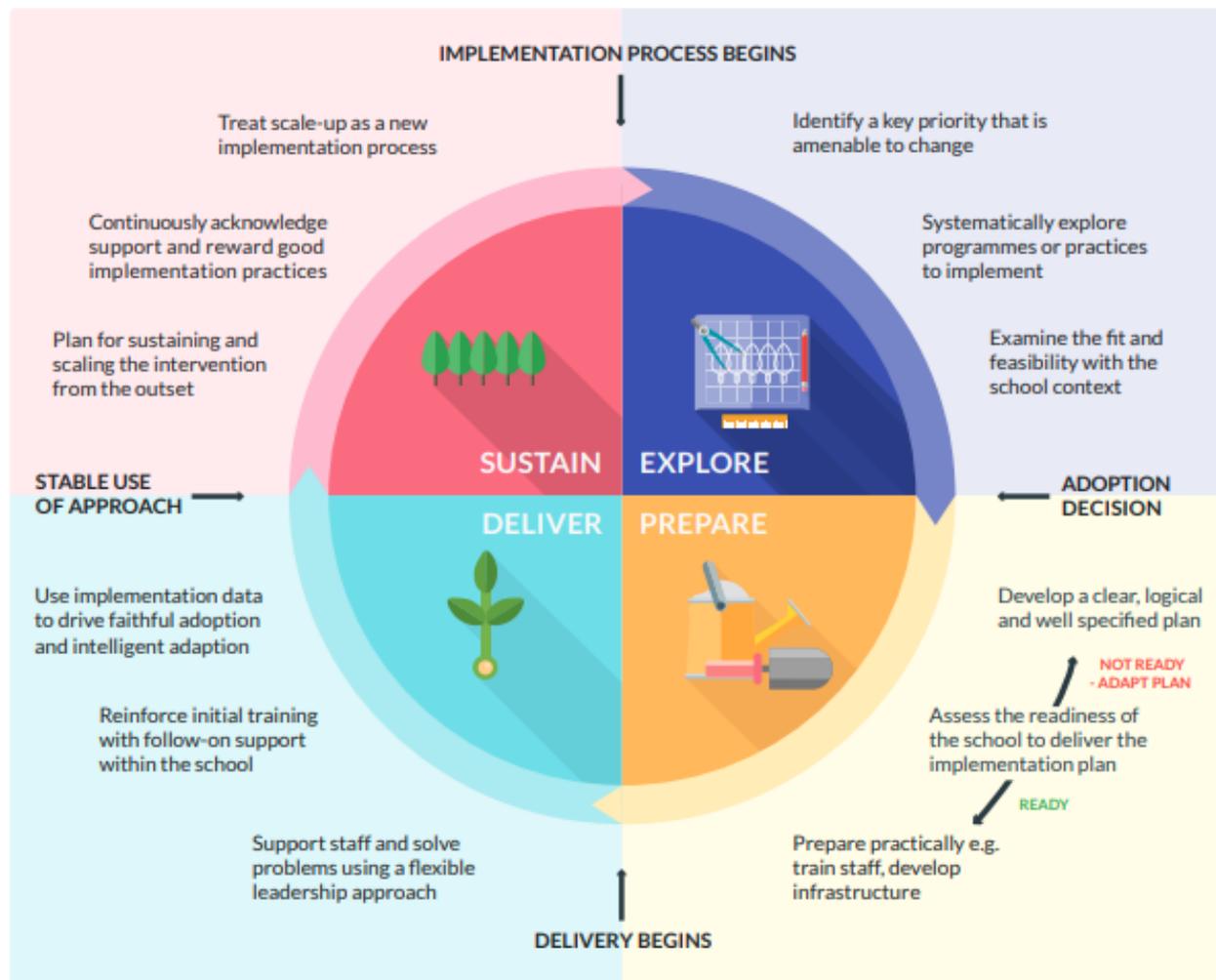


Curriculum – what does yours look like?

EFFECTIVE CPD- EEF

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>

Figure 1: The school implementation process diagram⁴⁸



YR- SOLIHULL SUPER STARTS

Building Readiness across Early Years

Parents survey-

What are the **top 3 / top 5** things parents want to know as the child transitions to YR?

Discuss and share- would you ask your parents : survey?

Teacher survey- content for the event *[see handout]*

Wednesday 22nd May 9.30-11.30am Microsoft Teams [Headlines/ Solgrid]

The screenshot shows the Solgrid website interface. The header is green with the text 'Early Years and Childcare' and a search bar. Below the header is a navigation menu with links for 'Home', 'Training', 'Solihull support', 'SEND', 'Resources', and 'EEF'. The main content area is white and features a sidebar on the left with a 'Training' menu. The main content area displays the title 'Reception- Solihull Super Starts' and a description: 'Reception- Solihull Super Starts.... building readiness across early years.' It also includes the date and time: 'Save the date: Wednesday 22nd May 9.30-11.30am - Microsoft Teams'. The invited audience is listed as 'Invited audience- Headteachers/ Senior leads and Reception teachers and Solihull Local Authority support services.' A 'Microsoft Invite' section asks users to save the event to their calendar. The event is a 'Microsoft Teams meeting' that should be joined on a computer, mobile app, or room device.

<https://www.solgrid.org.uk/eyc/training/school-ey-training/reception-solihull-super-starts/>

L+M -17TH & 18TH JUNE AND **TRANSITION EVENTS**

Transition event (West Solihull)	Mon 10 th June 2024 1:30-3:30pm Room 2 Sans Souci	All PVI and schools SENCO, teachers, or Head of Foundation Stage Cost: FREE	Early Years Team: Area SENCOs	An opportunity for schools PVIs and childminders to talk to each other about SEND children transitioning between settings in September 2024	To book a place click: Booking Form and Procedures (solgrid.org.uk)
Transition event (North/East Solihull)	Mon 10 th June 2024 1:30-3:30pm Venue will be confirmed on Solgrid (solgrid.org.uk)	All PVI and schools SENCO, teachers, or Head of Foundation Stage Cost: FREE	Early Years Team: Area SENCOs	An opportunity for schools PVIs and childminders to talk to each other about SEND children transitioning between settings in September 2024	To book a place click: Booking Form and Procedures (solgrid.org.uk)
School EYFS leaders and managers' briefing	Mon 17 th June 2024 1:30-3:30pm Room 2 Sans Souci	Early Years leaders and managers Cost: FREE	Early Years Team: Early Years and Childcare advisers	Networking Explore some of the recent research/announcements/Ofsted themes Discuss and reflect upon some of the EYFS News items shared via vodcast on www.solgrid.org.uk/eyc	https://forms.office.com/e/BH2MOWNSd1
School EYFS leaders and managers' briefing	Tue 18 th June 2024 9:30-11:30am Room 1:02 Elmwood Place	Early Years leaders and managers Cost: FREE	Early Years Team: Early Years and Childcare advisers	Networking Explore some of the recent research/announcements/Ofsted themes Discuss and reflect upon some of the EYFS News items shared via vodcast on www.solgrid.org.uk/eyc	https://forms.office.com/e/QbCnYhwsC3

<https://www.solgrid.org.uk/eyc/send/send-training-support/transition-events/>

EVALUATION AND NEXT TIME

QR code to evaluation

Scan the QR or use
link to join



Getting in touch

eyenquiries@solihull.gov.uk

0121 704 6150

www.solgrid.org.uk/eyc

(Sign up to our Early Years text service)

Next Leaders and Managers Briefing:

Wed 24 April 2024

<https://www.solgrid.org.uk/eyc/training/leaders-and-managers-briefings/>

<https://www.solgrid.org.uk/eyc/training/>