

Improving Early Years Inclusion

NAFIS conference workshop

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Presentation Outline

1. Key drivers for the EYSEND Partnership
2. EYSEND Partnership: Overview & key methods
3. CDC's specialism: Ordinarily Available Provision in the EY

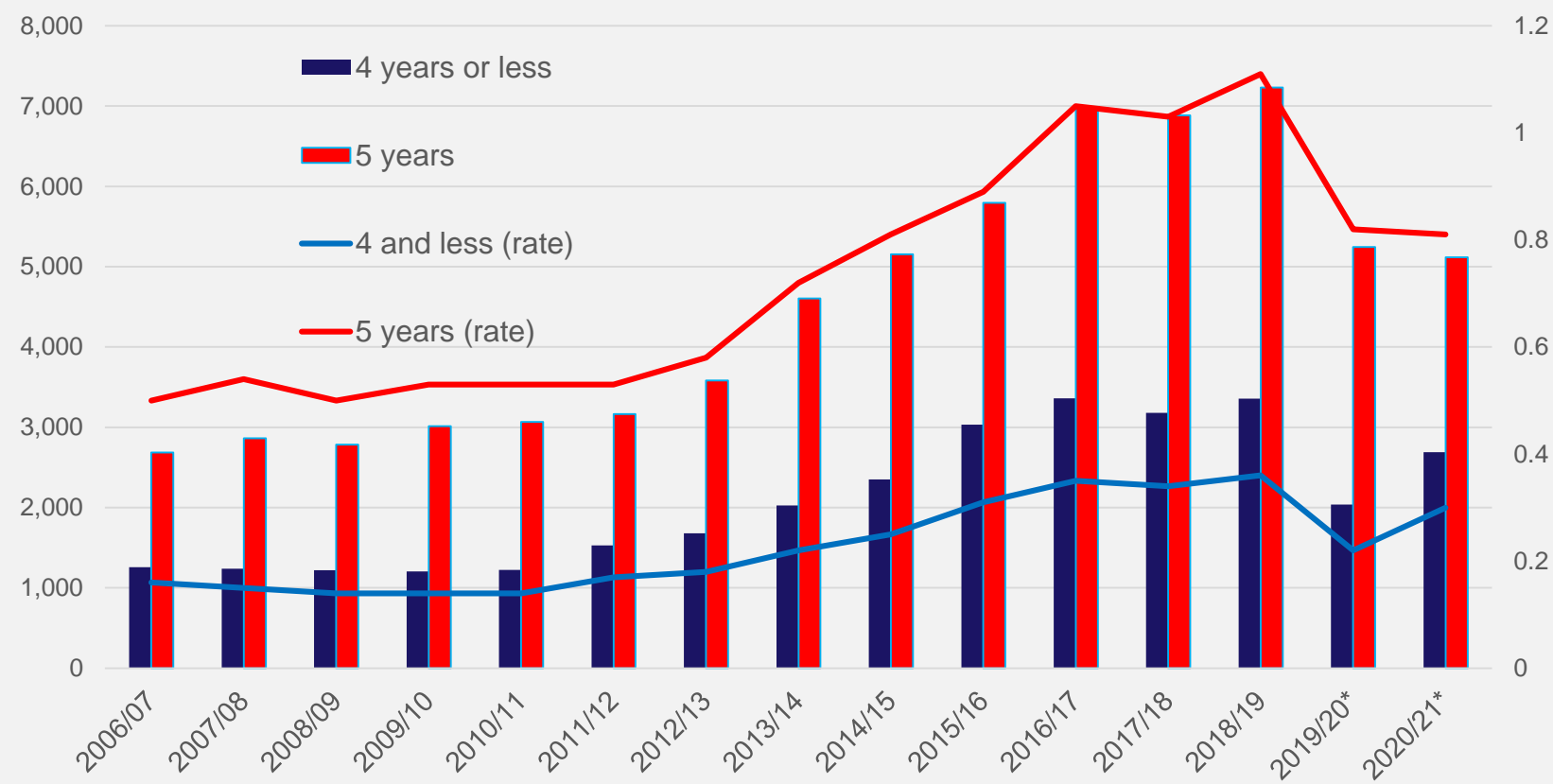
1. Key drivers for the EYSEND Partnership

Local agencies, services, settings and parents have all been driven by, and determined to address, issues highlighted by the following information and data:

- **Exclusions of young children** from school
- **SEN/non-SEN gaps** in:
 - Attainment at end of EYFS, a gap that persists into key stage 1 and beyond
 - Take-up of the free early education entitlement
 - Exacerbation of these gaps, fuelled by the pandemic
- **Parents' insights** from the Parliamentary Inquiry, *Levelling the playing field*, 2015
- **Erosion of support services**

Trends in exclusion of young children from school

Fixed-period school exclusions (suspensions) of young children, showing number (left axis) and rate (right axis) England, 2006/7 to 2020/21.



*2019/20 & 2020/21 data is skewed due to covid-19 pandemic. No data collected from PVI settings.

Levelling the Playing Field survey

Of parents of disabled children responding to the survey:

- 60% were receiving the (then) full free entitlement, 15 hours per week for 38 weeks
- 15% some of the free entitlement, but less than 15 hours per week
- 25% none of the free entitlement

Of the parents with disabled children who were not accessing any of the free childcare offer:

- 38% did not think the provision could care for their child safely
- 30% did not think staff were adequately trained
- 28% did not think provision was inclusive and would support their child to participate in activities alongside their peers
- 25% said the nursery or child carer refused a place or excluded their child because of their disability or SEN

The reasons disabled children being excluded from early years childcare settings were cited as:

- 49% said that the setting could not meet their child's needs
- 47% said their child needed one-to-one care (or other additional support) which was either not available or not affordable
- 34% said the setting could not manage their child's behaviour

What do parents of disabled children and children with SEN tell you?

What questions do they ask?

Do you hear about these issues?

2. EYSEND Partnership: Overview & key methods



EYSEND Partnership

Aim to increase access and inclusion in early years for children with SEN and disabilities.

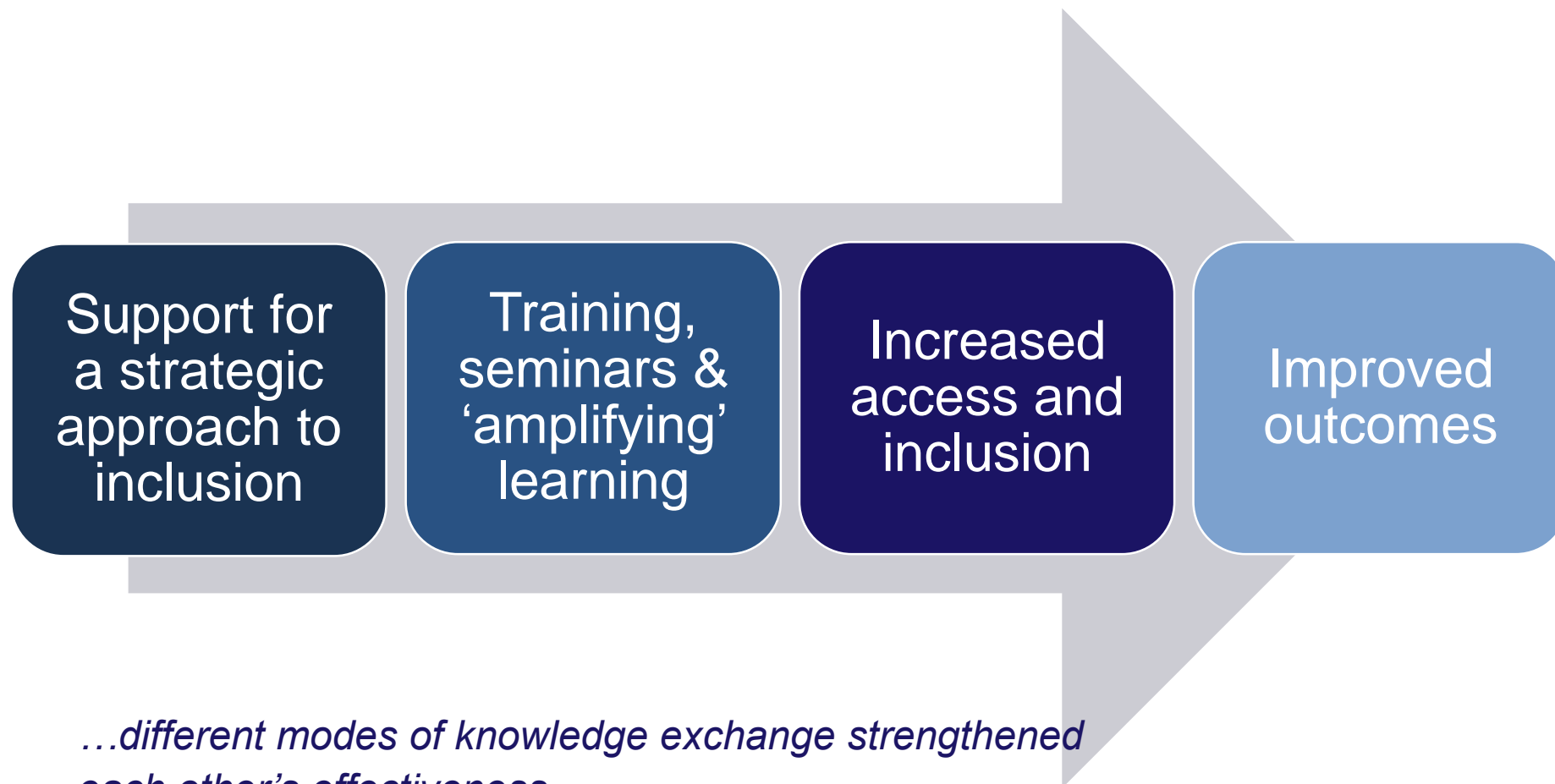
- DfE-funded national programme providing strategic support to LAs
- Training and resources for professionals and parents
- The Partnership:
 - Council for Disabled Children (lead)
 - Speech and Language UK
 - nasen
 - Contact
 - Dingley's Promise
 - Early Child Unit (ECU) at National Children's Bureau



6 strands of support at the local level

Strand	Support from
A whole setting approach to SEN and disability, a review tool	nasen
Speech language and communication in settings and local pathways	Speech and Language UK
Strategic support on inclusion and transition	Dingley's Promise
Co-production with parents	Contact
The respective responsibilities of settings and the LA for special educational provision	Council for Disabled Children
A strategic approach to the home learning environment	ECU at National Children's Bureau

Achieving improved outcomes for young children with SEN and disabilities



...different modes of knowledge exchange strengthened each other's effectiveness

(Evaluation report, 2021)

Headlines

- Improved local multi-agency strategies to increase access and inclusion for young children with SEN and disabilities
- More skilled and more confident practitioners
- More confident parents

A bit of data

- 88 local areas with improved EYSEND strategies
- 12,045 parents, practitioners and local authority staff with support and training through EYSEND in 2020-21
- 640 special treasure chests delivered in 2021 to support the development of the home learning environment
- 3198 views of EYSEND resources in 2020-21
- 207 parents attended workshops in one month, November 2021

How does it work?

Bringing together a range of local partners:

- *Services have been brought together to work collaboratively in order to have the most impact (LA)*

Ensuring the work was locally owned:

- *Whether you are a presenter or a delegate, you get a chance to... look at the work we are doing with a group of peers and someone who is really connected and knowledgeable, who has got time to stop, think about it, and lead us, give us the opportunity... to bring it out of ourselves (LA)*

Tailored support:

- *Accessing bespoke support has enabled us to develop and plan more effectively (LA)*

Impact:

- *Already the [...] document has given our strategic EY QA team the tools to offer support and challenge to settings about inclusive practice (LA)*

Nominated for the nasen awards

Award for Early Years Provision 2022

- Early Years SEND partnership
- Kids Planet SEND Team
- Lime Tree Primary Academy
- SEND to Learn



3. CDC's Specialism: 'Ordinarily Available Provision' in EY

- What is it?
- Why is it important?



Local Offer

The Children and Families Act 2014 (CFA) requires local authorities (LAs) to publish a local offer.

This requires:

- the publication of a wide range of content
- significant engagement with parents, children, young people and service providers in developing the local offer
- feedback and review functions that hold the potential for improved matching of services to local needs.

How often do you use your Local Offer?

What is it most useful for?

Have you ever heard of ‘ordinarily available provision’?

One element in the local offer

Requirement on the LA to set out what special educational provision and special training provision it expects schools and early years and post-16 providers to make available.

The Special Educational Needs and Disability Regulations 2014 (SI1530)

<https://www.legislation.gov.uk/ukxi/2014/1530/schedule/2/made>

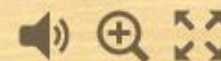
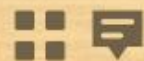
Why this is important

- Defines threshold for top-up funding, EHC needs assessment, EHC plan
- sets out how LA expects EY providers to use their budget
- evidence base for improving progress and outcomes
- greater clarity about what parents can expect settings to provide for their child
- transparency can improve parental confidence, working relationships between parents and schools, and parents and LA
- creates shared understanding that can lead to more appropriate requests for EHC needs assessment, plan
- Used to assess training needs



‘Inclusive Provision for children in the early years’ in Havering (Ordinarily Available Provision)

Support for all practitioners to support all children
and parents in all early years provision



Early Years SEN Support Inclusion Toolkit

Our vision, working together for a brighter future:
A Better Barnsley... An Inclusive Barnsley



BARNSELY
Metropolitan Borough Council

SECOND EDITION

What we might see	What we can do
Weaknesses in expressive language	<i>Use the match and stretch approach to modelling language back to children.</i>
Difficulty developing early phonological awareness	<i>Have objects that rhyme on the floor. Children take turns to select and say items that rhyme</i>

Note: simple description, no conditions, diagnosis etc

Note: actions firmly based in EYFS

...it's not rocket science

Excerpt from Barnsley's: *Early Years SEN Support Inclusion Toolkit*



Inclusive Provision for Children with SEND in the Early Years

Best Endeavours Reasonable Adjustments (BERA)

<https://families.leicester.gov.uk/media/2028/inclusive-provision-for-children-in-the-early-years-print.pdf>



Leicester
City Council

Ordinarily Available Provision in the Early Years in Leicester City

[Inclusive Provision for children with SEND in the Early Years document](#)

[Resources](#)

[Easy Read](#)

Link to Easy Read version:

<https://families.leicester.gov.uk/childcare-professionals/send-for-professionals/early-years-teaching-service-resources/easy-read-documents-inclusive-provision/>

Q&A



EYSEND newsletter sign-up

<https://ncb.us9.list-manage.com/subscribe?u=93ca41ab24380caf57761bd37&id=707116925a>

