

Early Years SENCo Network AfC - Autumn 2019

Rob Dembrey & Friends
Early Years Advisory Team



**achieving
for children**



achieving for children

Champions for children and families

Agenda

- Welcome
- Local and National updates – Rob D
- EYFS Profile Headlines – Helen G
- SEN team update – Chike N
- Surgery

Local Updates

- Inclusion Hubs 1
- Inclusion Hubs 2
- Chat & Play Sessions
- Early Years SEND Inclusion Fund (EYSIF)
- Inclusion & Improvement Advisers
- Early Years SEND Conference
- EP Project
- LA SEND Inspection Update - Richmond

National Updates

Bercow Ten Years On:

<https://www.bercow10yearson.com/>

Education Committee – SEND Findings:

<https://www.politicshome.com/news/uk/education/house/107503/robert-halfon-mp-children-special-educational-needs-are-being-let>

Pen Green Centre:

<https://www.pengreen.org/a-celebratory-approach-to-send-assessment-in-the-early-years/>

EYFS Profile Headlines

Kingston GLD 75.5% ↓ 1.5%

Largest drops in both PD ELGs, all 3 PSED ELGs, Writing,
Number and BI

Increase in gender and PPG gaps

Greatest gains in all exceeding except writing

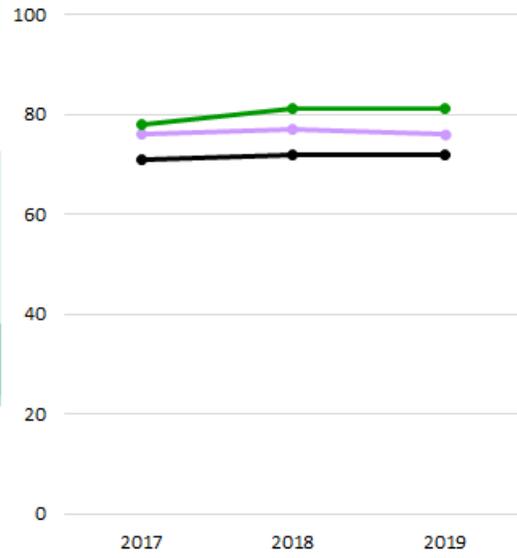
Richmond GLD 80.6% ↓ 0.3%

Largest drops in L&A, H&SC, MR, both Maths ELGs, P&C,
UTW, UEMM

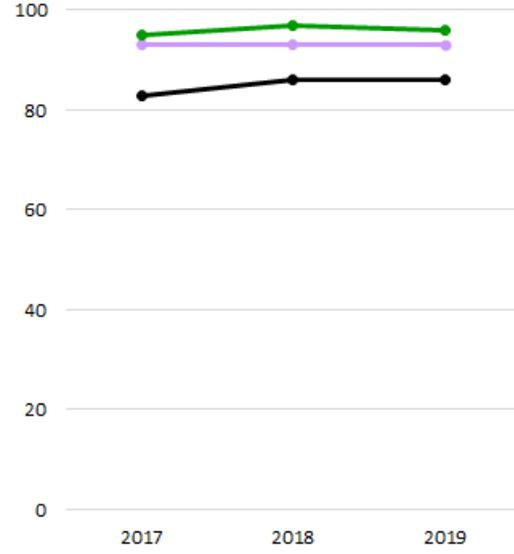
Increase in gaps for SEND support and EHCP pupils

Greatest gains in all exceeding

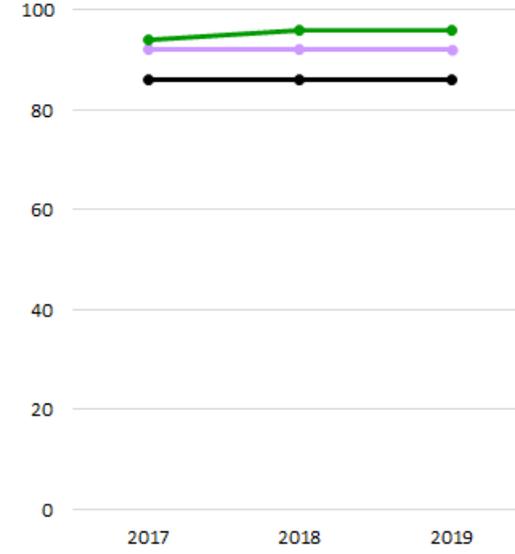
Good Level of Development



Expected Listening & Attention



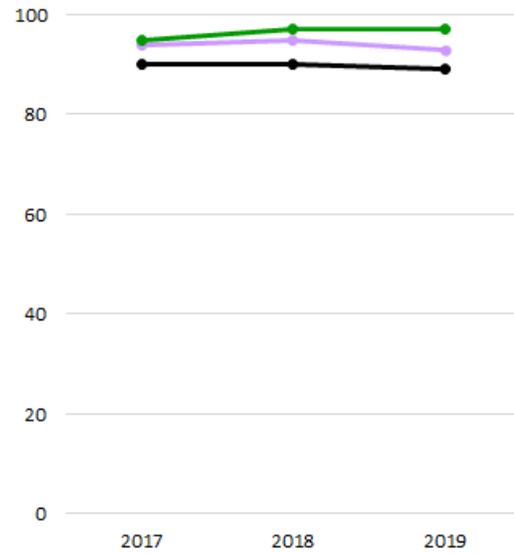
Expected Understanding



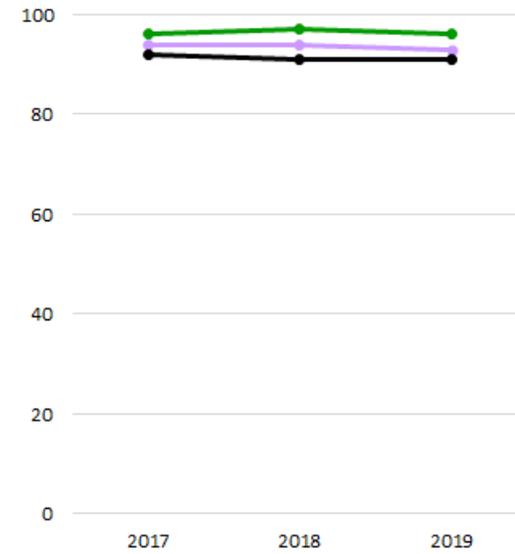
Expected Speaking



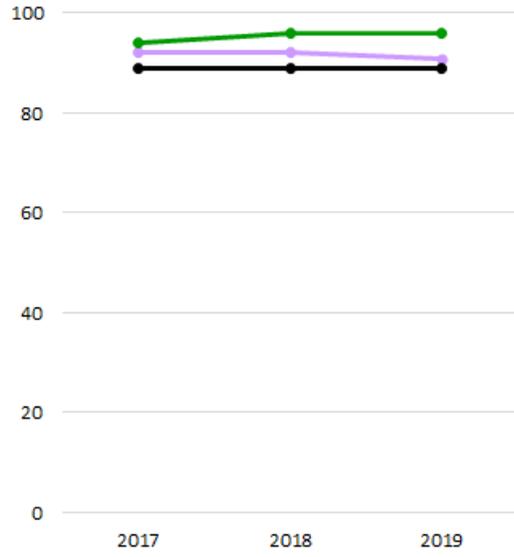
Expected Moving & Handling



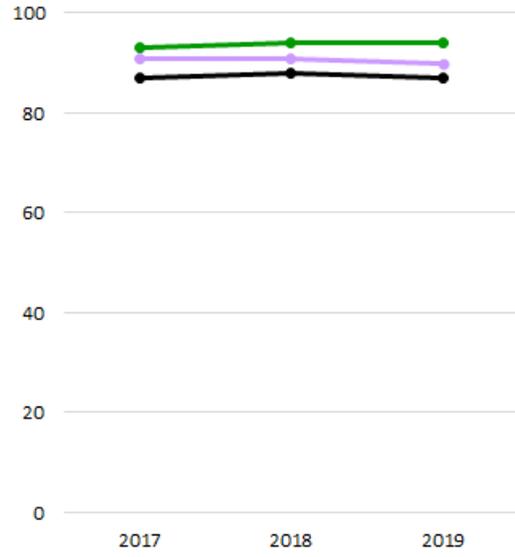
Expected Health & Self Care



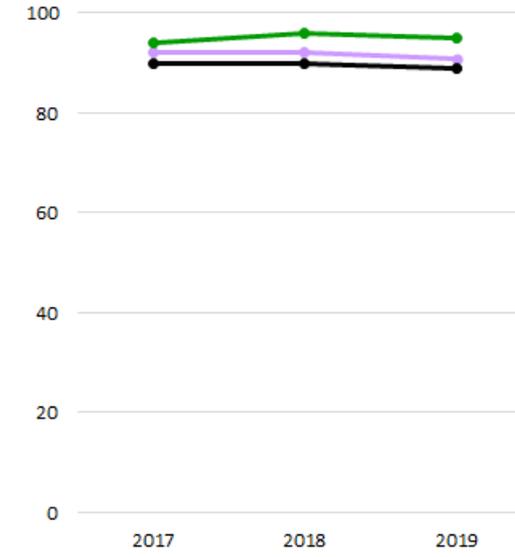
Expected Self Confidence & Self Awareness



Expected Managing Feelings & Behaviour



Expected Making Relationships



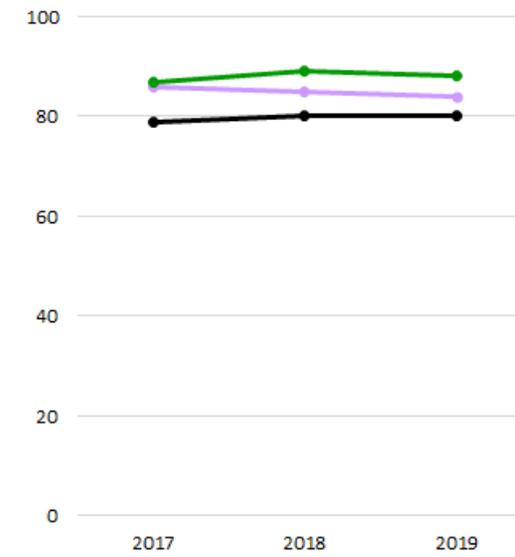
Expected Reading



Expected Writing



Expected Number



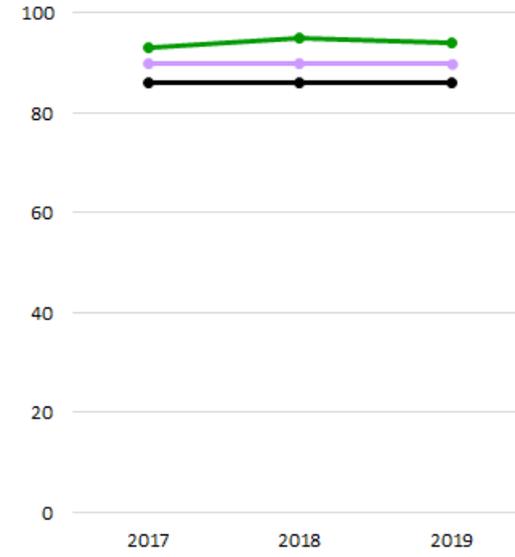
Expected Shape, Space & Measure



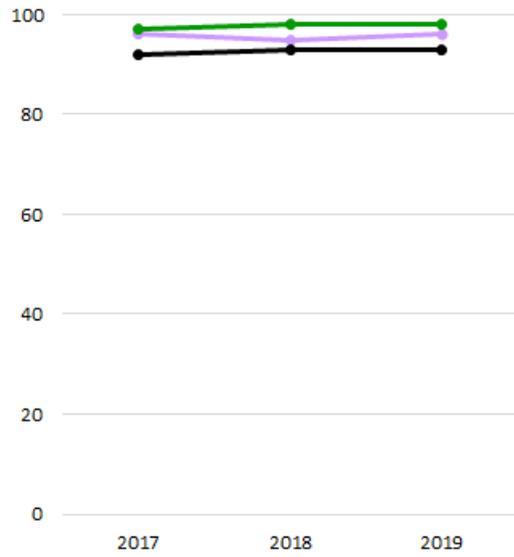
Expected People & Communities



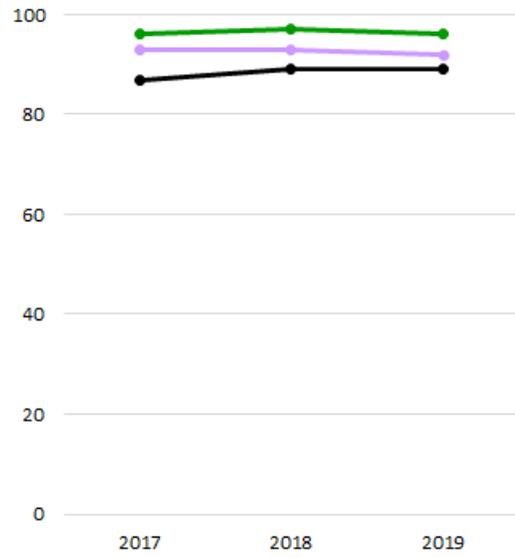
Expected The World



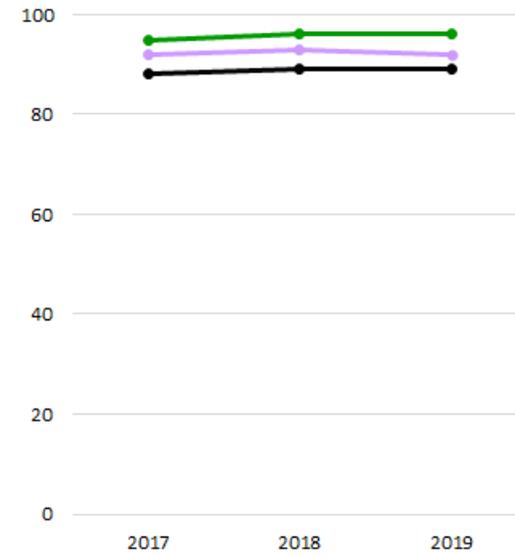
Expected Technology



Expected Exploring & Using Media & Materials



Expected Being Imaginative



For your school...

1. How do you compare?
2. What are the priorities for your children this year?
3. How will you address these issues with staff, parents and what things will you change in practice to meet the needs of the new intake?
4. What staff development will you need to put into place?
(think whole school)
5. Who might you network with to support your development?
6. What support do you need?

How we will be responding...

1. Vocabulary project in conjunction with the Inclusion hubs, schools will be being invited in the coming week
2. HEYL - invites have been sent, please respond to Aneta. I am taking over when she is on Mat leave.
3. Cluster parenting project, SoB and Whitton/Hamptons. Jointly with the children's centres

Positive Start Parenting - Janette and Nichola are willing to deliver this in your schools while children are at school should you have a few parents who would benefit from this.

Alternatively they can be referred to take part within the Children's Centres

SEN Team - Chike



The logo consists of two overlapping speech bubble shapes. The top one is red and contains the word "LOCAL" in white, bold, sans-serif capital letters. The bottom one is blue and contains the word "NEWS" in white, bold, sans-serif capital letters. The entire logo has a subtle drop shadow.

LOCAL
NEWS

Department for Education – 30 Hours SEND Project



Inclusion Hub

Chat & Play Sessions

- <https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/early-support-and-early-years/chat-and-play-sessions-discuss-your-concerns-with-local-experts>
- Who is leading the Chat and Play sessions?
- Are they free to attend?
- When and where will they take place?
- How long do they last?
- Do parents have to book?
- What is the story so far?

Early Years SEND Inclusion Fund (EYSIF)

- ❑ <https://kr.afcinfo.org.uk/pages/community-information/information-and-advice/information-for-childcare-professionals-working-in-kingston-and-richmond/special-educational-needs-and-disability-send/early-years-special-educational-needs-inclusion-fund-eyesif>
- ❑ Consultation updates.

National Updates



The Bercow Report – One Year On From Ten Years On



Bercow

Ten years on



Speech, language and communication: Essential life skills



- Language at age two predicts reading, maths and writing when children start school
- Vocabulary at age five is the most important factor affecting literacy at age 11
- Good language, particularly vocabulary at 13, is a strong predictor of better outcomes at GCSE
- Good communication skills are rated as the most important employability skills needed for young people entering their first job

The impactof no support

- Children with poor early language at age five are four times more likely to struggle with reading at age 11.
- Only 15% of children with language difficulties achieved expected levels in reading, writing and Maths at the end of primary school compared with 61% of their classmates.
- 20.3% of pupils with SLCN gain 4/C grade or above in English and maths at GCSE. Nationally, 63.9% of all pupils achieve this level.

The wider impact

- **81% of children with emotional and behavioural disorders have unidentified language difficulties**
- **Young people referred to mental health services are three times more likely to have SLCN than those who have not been referred**
- **Children with poor vocabulary skills are twice as likely to be unemployed when they reach adulthood**
- **60% of young offenders have low language skills**

Questions?



Surgery

