

## Early Years SEND Programme : Contain Outbreak Management Fund (COMF) Report

### 1. Background to Contain Outbreak Management Fund (COMF)

Local Authorities have an ongoing statutory responsibility to have Local Outbreak Management Plans (LOMPs) for responding to emergencies in their areas as part of their existing duty for safeguarding and protecting the health of their population.

Ealing Council produced a local system plan, with one of the main strands to identify and reduce inequalities which have occurred as a result of Covid-19 pandemic and support longer term community resilience.

#### **The Ealing outbreak control plan includes the following themes**

- Supporting higher-risk settings, communities and locations.
- Addressing inequalities and equity of the local response (universal and targeted interventions)
- Seeking close collaboration and flexible approach across Council departments and local partners
- Enhancing Communications and engagement, including community resilience
- Developing data and evidence driven local response informing universal and targeted (hyper-local) interventions. Opportunities around community engagement beyond Covid to create resilience

The Contain Outbreak Management Fund (COMF) provided English local authorities (LAs) with financial support to deliver their plan.

#### **The Contain Outbreak Management Fund (COMF) Early Years SEND Project**

In October 2021 we set out a proposal to Public Health, which aimed at transforming and enhancing our current support to parents and preschool children with SEND.

We also set out how we would enhance the knowledge, quality and increase SEN provision in the early education sector and support primary schools. We would strengthen multi-agency working and support families in their key transitions from home to early education provider and then from provider to primary school.

This proposal addressed Covid related inequalities & weaknesses and offered local solutions to support children and families and build future quality and resilience into the system.

Our proposal was successful and we were granted £450k to test and deliver this transformative service and support.

#### **Sustaining the enhanced service**

The focus of this bid is enhancing the quality on strengthening the resilience of families and providers. The COMF funding would act as a catalyst for rapid development and learning and it was critical that once established, that the enhanced service would be sustained beyond the initial grant.

Mindful of budgetary constraints, we were not in a position to seek additional financial resources to sustain the enhanced service beyond June 2022 into a 'business as usual' service

Therefore we reviewed and restructured two existing funding elements, which enables the core elements of the new support services to be sustained.

1. Reorganisation of CIN funding, restructuring the funding rates and enhancing case review and duration of support

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2. Reorganisation of EY SEN Inclusion Budget in order to redirect funding to support new Early Years SEND team structure

### Key Partners

Ealing Early Help Services; Children's Centres and Early Start Service; ESCAN; Ealing EY Consultants; Ealing Learning Partnership; Schools: Ealing Childcare Providers; Voluntary and community sector partners; Ealing Parent/Carer Forum and Contact Ealing

## 2. Context of the Early Years SEND Bid

### Children in Early years with SEND: COVID related inequalities

Children and young people with special educational needs and/or disabilities (SEND), their families and those who work with them have faced significant challenges during the pandemic. The negative experiences that many children and families have faced are not new, but the pandemic has highlighted and intensified these issues.

In the Ofsted report, SEND: old issues, new issues, next steps (June 2021)<sup>1</sup> it identifies common weaknesses to be addressed:

- Poor or no co-production with parents/carers
- Poor-quality education, health and care plans (EHC plans)
- Parental frustrations about the timely and accurate identification of SEND
- Poor collaborative working between education, health and care professionals

The Ofsted report, it recommends the following direction to combat the weaknesses

*'As recovery from the pandemic begins, we cannot underestimate the importance of good-quality universal services for children and young people with SEND across education, health and wider children's services, alongside more specialist health or social care support where needed. The availability and effectiveness of these universal services can prevent a child or young person from needing something additional or different.'*

Throughout the COVID-19 pandemic, multi-agency services in Ealing sought to support families with preschool children with SEND, and have witnessed a profound impact on the emotional wellbeing, learning and development, and available support for children and young people with SEND.

### Ealing Context

The following issues identified in Ealing, were also highlighted as national issues which needed to be addressed.

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<sup>1</sup> <https://www.gov.uk/government/publications/send-old-issues-new-issues-next-steps>

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### **The impact on emotional wellbeing and isolation**

Fear of the virus was widespread among both parents and practitioners due to the vulnerability of some of the children. Parents said they became increasingly concerned for both their child's health and their own, which resulted in heightened levels of anxiety and stress.

With the closure of nurseries, schools, clubs and groups, many families of children with SEND felt isolated and lonely. This was particularly pertinent for families who had to shield during the pandemic. Although many parents, carers report feeling lonely in "normal" times, the report the arrival of the virus compounded these feelings further.

### **Ethnicity and the impact of COVID-19**

Minority ethnic groups have been disproportionately affected by the COVID-19 pandemic. An analysis of survival among confirmed COVID-19 cases showed that, after accounting for the effect of sex, age, deprivation and region, people of Bangladeshi ethnicity had around twice the risk of death when compared to people of White British ethnicity. People of Chinese, Indian, Pakistani, Other Asian, Caribbean and Other Black ethnicity had between 10 and 50% higher risk of death when compared to White British.<sup>2</sup>

For many minority ethnic groups lack of trust of NHS services and health care treatment resulted in their reluctance to seek care on a timely basis, and late presentation with disease.

According to the schools data team analysis for Ealing Spring census 2021, shows that 72.8% of the total number of children with EHCP plans are from minority ethnic groups.

### **A detrimental effect on learning and development**

The reluctance for families to send their children to nursery and closure/restrictions of pre-school provision, nurseries, children's centres and schools were identified as having a significant impact. Some parents and teachers said there was a loss of learning and development and reported having poor experiences and very limited communication with staff during lockdowns.

### **A reduction in support**

There was less support for parents at a time when they needed it the most. Professionals were also often aware of this and worried about it. Professionals were concerned that online support and sessions were less engaging and accessible. They were unable to use a lot of play-based activities that they would normally do.

Due to the restrictions imposed during the various lockdowns, paid carers were no longer allowed to come into the homes of families who usually received support. This left many families entirely unsupported and intensified feelings of social isolation and loneliness. This was especially apparent during the first lockdown before support bubbles were permitted.

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<sup>2</sup> Beyond the data: Understanding the impact of COVID-19 on BAME groups. Public Health England 2020

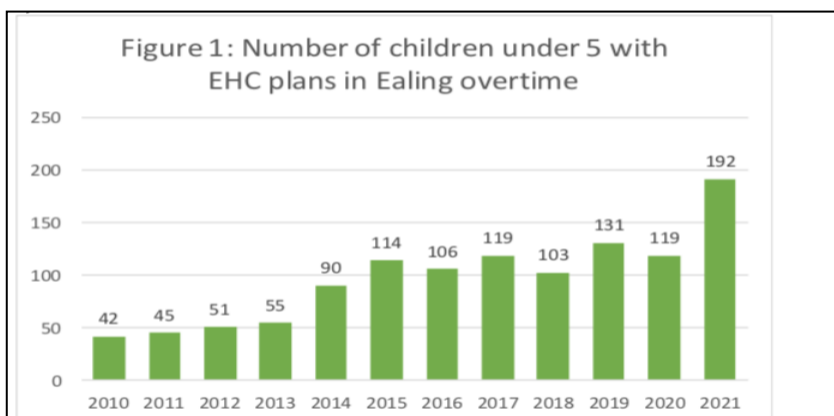
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Some parents also noted that developmental support outside of education suffered, such as the Health and Social Care Trusts.

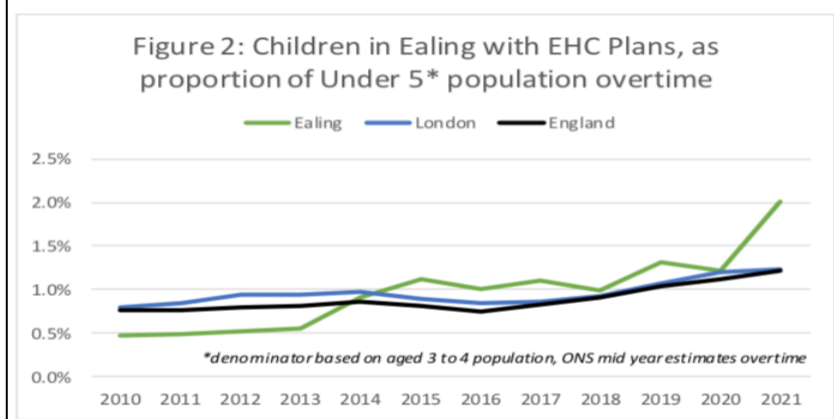
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### 3. Increased demand pressure on Ealing Services

#### 3a. Demand pressure



As a proportion of the population this figure has also increased to a high of 2.01% in 2021, which is higher than both the London (1.23%) and National (1.21%) comparable figures (Figure 2).



The number of children under 5 with EHC plans (as reported each January in the SEN2 return) was increasing in Ealing above the national and statistical neighbours.

Increasing by 86% from 103 in 2018 to an all-time high of 192 in 2021 (86%)

Between 2020-2021 we saw an increase of 61% from 119-192.

#### 3b. Increased pressure on schools and increased demand for support from the EY SEND team

As a result of COVID restrictions, significant numbers of children with SEN needs previously unknown to services were attending school reception & Yr. 1 classes, resulting in increased demand from schools for support from the Early Start SEND & Inclusion Team.

Schools were requesting guidance and practical support; support with planning and assessment; providing support for additional resources through an inclusion fund.

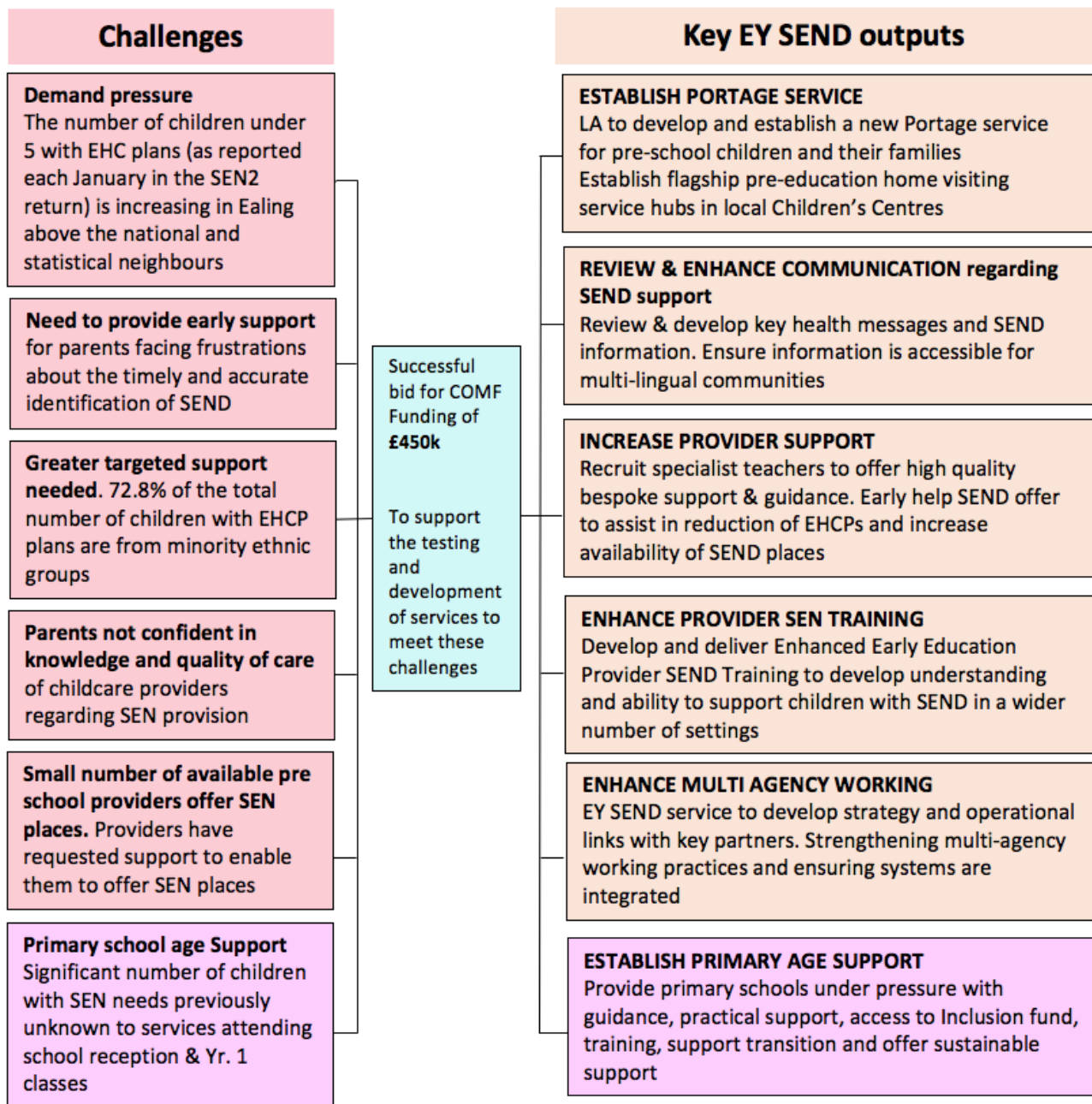
#### 3c. Increased pressure on early years providers

Parents with children with SEND were seeking more local, good quality and knowledgeable early years providers that they could trust to meet the needs of the children.

Providers requested support to be able to increase their knowledge and ability to offer places.

### 4. Key Elements of the Early Start SEND & Inclusion Team COMF Bid

The diagram below outlines the key challenges we wanted to address and the enhanced services and support which would be funded initially through the COMF grant.



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### 5. Objectives, Outputs and Outcomes

The table below outlines in more detail the link between the COMF objectives, the proposed interventions and the outputs and outcomes we were seeking.

COMF Objectives	Proposed Intervention	Description	Resources	Outputs	Outcome
1a.Targeted interventions for specific sections of the local community and workplaces	<ul style="list-style-type: none"> <li>LA to develop a new Portage service to provide early support for children with complex needs and support families</li> <li>Offer home based support and assist transitions to pre-school provision</li> </ul>	<ul style="list-style-type: none"> <li>Portage is an educational home-visiting service for pre-school children who have significant special educational needs and disabilities.</li> <li>Parents have found Portage very helpful because of its supportive and positive approach and the impact upon their child's development and assists in navigating services, support and with transitions.</li> <li>Work cohesively with other professionals e.g. Early Start Health workers, SENCOs &amp; through EHAP process</li> <li>Provide educational advice to the local authority as part of the EHCP pathway</li> </ul>	<ul style="list-style-type: none"> <li>Utilise Ealing HR to support Recruitment of staff</li> <li>Recruitment panel established</li> <li>Management of EY SEND Service</li> <li>Resources to support training</li> <li>Resources to support IT and outreach</li> </ul>	<ul style="list-style-type: none"> <li>Recruit portage co-ordinator and staff</li> <li>Portage training package developed inc. key COVID related health messages keeping the child and family safe</li> <li>Families supported- Priority if the child is looked after, has a Child Protection Plan or is a child in need</li> </ul>	<ul style="list-style-type: none"> <li>Earlier identification of needs and coherent support provided to children and families</li> <li>Better transitions</li> <li>Greater parental satisfaction</li> <li>Better outcomes for children and families The aim of the service is to empower parents and carers in developing their child's play and learning and promote positive outcomes.</li> <li>Support the successful transition from home to early years provider</li> </ul>
1b. Community-based support for those disproportionately impacted	<ul style="list-style-type: none"> <li>Establish Flagship Portage hubs in each Children's Centre locality</li> </ul>	<ul style="list-style-type: none"> <li>Utilising the Children's Centres as bases for portage staff.</li> <li>Greater integration with Children's Centre, &amp; Health staff offering a coherent support offer to families.</li> </ul>	<ul style="list-style-type: none"> <li>Children's Centre resources needed to support portage staff</li> </ul>	<ul style="list-style-type: none"> <li>3 CC portage hubs established</li> </ul>	<ul style="list-style-type: none"> <li>Flagship portage hubs established as a key CC service and support for parents</li> </ul>
2a. Targeted interventions for specific sections of the local community and workplaces	<ul style="list-style-type: none"> <li>Develop and deliver Enhanced Early Education Provider SEND Training</li> </ul>	<ul style="list-style-type: none"> <li>Enable greater provision and choice for parents and enhance quality of provision in the sector through the development of Enhanced Early Education Provider SEND Training,</li> </ul>	<ul style="list-style-type: none"> <li>Identify expertise to develop the training offer</li> <li>Development and delivery of enhanced SEND Training</li> </ul>	<ul style="list-style-type: none"> <li>Development of enhanced SEND training programme</li> <li>Increased parental</li> </ul>	<ul style="list-style-type: none"> <li>Increased awareness , skills, and quality within early education sector</li> <li>Increased availability of high quality SEND provision for families</li> </ul>

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				confidence in early years provision	
3a. Targeted interventions for specific sections of the local community and workplaces	<ul style="list-style-type: none"> <li>Strengthen multi agency working</li> </ul>	<ul style="list-style-type: none"> <li>EY SEND team to develop greater understanding of the PVI sector through closer working practices with EY Consultant Team</li> </ul>	<ul style="list-style-type: none"> <li>Organise joint team meetings and develop joint delivery plans to support providers</li> </ul>	<ul style="list-style-type: none"> <li>Greater understanding of the PVI sector</li> <li>Greater impact of EY SEND offer</li> </ul>	<ul style="list-style-type: none"> <li>Increased awareness , skills, and quality within early education sector</li> <li>Increased availability of high quality SEND provision for families</li> </ul>
4a. Enhanced communication and marketing (for example, towards hard-to-reach groups and other localised messaging)	<ul style="list-style-type: none"> <li>Review and develop Local Offer communications and website</li> <li>Review and develop information and guidance in promoting and encouraging take up of early education entitlements and universal services for under 5s.</li> <li>Ensure content is available in community languages</li> </ul>	<ul style="list-style-type: none"> <li>Review and develop Local Offer communications and website in order to ensure information is accessible, relevant and provides the key information to young people and families.</li> <li>Ensure parents are supported to understand and access their early education entitlements and can navigate the system to do so.</li> </ul>	<ul style="list-style-type: none"> <li>Support Ealing Apprentice with IT skills and lived experience to assist in review &amp; development of Local Offer</li> <li>Review and develop early entitlement guidance undertaken by Promotions Officer</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Review and development of Local Offer communications and website</li> <li>Completion of Review and development of information and guidance in promoting and encouraging take up of early education entitlements and universal services for under 5s.</li> <li>Ensure content is available in community languages</li> </ul>	<ul style="list-style-type: none"> <li>Up to date and coherent Local Offer information and guidance is available and can easily be navigated.</li> <li>Up to date and coherent early education and universal information and guidance is available to encourage families to reengage with services post covid and enable earlier identification of needs</li> <li>Greater awareness of services available across diverse communities in Ealing.</li> </ul>
5a. Targeted interventions for specific sections of the local community and workplaces	<ul style="list-style-type: none"> <li>Increase effectiveness and quality of support to PVI providers by recruiting specialists</li> </ul>	<ul style="list-style-type: none"> <li>Establish strong early support-pre EHCP plans</li> <li>The building of providers skills and confidence increase parental confidence in development support</li> </ul>	<ul style="list-style-type: none"> <li>Utilise Ealing HR to support Recruitment of staff</li> <li>Recruitment panel established</li> </ul>	<ul style="list-style-type: none"> <li>Recruit specialist staff within the Early Start SEND service</li> </ul>	<ul style="list-style-type: none"> <li>Increased awareness , skills, and quality within early education sector</li> </ul>

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	<p>within the EY SEND team.</p>	<p>and may decrease demand for specialist provision and extra financial support.</p> <ul style="list-style-type: none"> <li>• PVI Providers have the necessary skills and the tools to support the children with SEND</li> <li>• The service has greater confidence that children have reached the EHCP thresholds</li> <li>• Long term sustainable gains and sustainability of the model.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources to support training</li> <li>• Resources to support IT and outreach</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting transition to early years &amp; from early years to primary school age provision</li> <li>• Link with SENAS</li> <li>• Linking with area and PVI SENCOS</li> </ul>	<ul style="list-style-type: none"> <li>• Increased availability of high quality SEND provision for families</li> </ul>
<p>5b. Targeted interventions for specific sections of the local community and workplaces</p>	<ul style="list-style-type: none"> <li>• Increase effectiveness and quality of support to primary schools by recruiting specialists within the EY SEND team.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish strong early support-pre EHCP plans</li> <li>• The building of providers skills and confidence increase parental confidence in development support and may decrease demand for specialist provision and extra financial support.</li> <li>• Primary schools have the necessary skills and the tools to support the children with SEND</li> <li>• The service has greater confidence that children have reached the EHCP thresholds</li> <li>• Long term sustainable gains and sustainability of the model.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise Ealing HR to support Recruitment of staff</li> <li>• Recruitment panel established</li> <li>• Resources to support training</li> <li>• Resources to support IT and outreach</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit specialist staff within the Early Start SEND service</li> <li>• Supporting transition to early years &amp; from early years to primary school age provision</li> <li>• Link with SENAS</li> <li>• Linking with area and School SENCOS</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness , skills, and quality within early education sector</li> <li>• Increased availability of high quality SEND provision for families</li> </ul>
<p>6a. Targeted interventions for specific sections of the local community and workplaces</p>	<ul style="list-style-type: none"> <li>• Use COMF Funding as a catalyst for rapid change but identify solution to providing long term sustainable support</li> </ul>	<ul style="list-style-type: none"> <li>• Reorganisation of CIN funding, restructuring the funding rates and enhancing case review and duration of support</li> <li>• Reorganisation of EY SEN Inclusion Budget in order to redirect funding to support new Early Years SEND team structure</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake financial modelling and rationale for change for approval</li> </ul>	<ul style="list-style-type: none"> <li>• Approval granted for reorganisation of funding and sustainable funding for enhanced EY SEND support</li> </ul>	<ul style="list-style-type: none"> <li>• Approval granted</li> <li>• Establish a sustainable service providing long term support and guidance to PVI providers and primary schools.</li> <li>• Earlier identification of needs and coherent support provided to children and families</li> </ul>

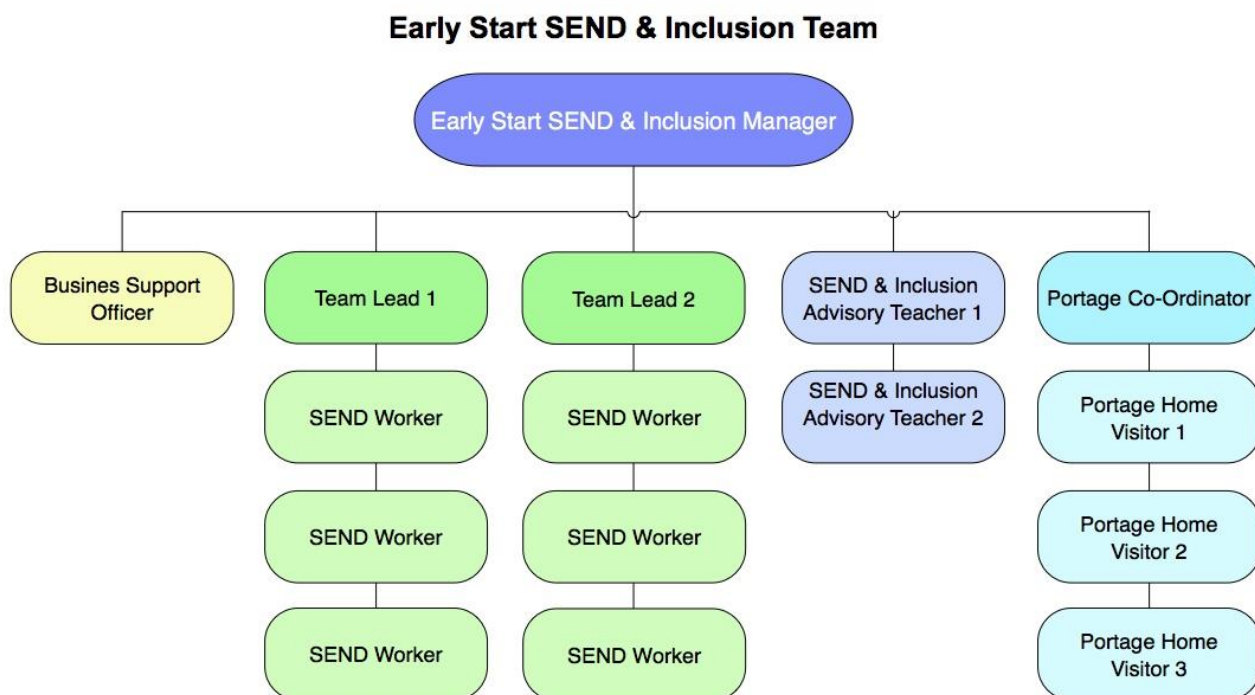


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					<ul style="list-style-type: none"><li>• Better transitions</li><li>• Greater parental satisfaction</li><li>• Better outcomes for children and families</li></ul>
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## 6. Progress Report

### 6a. Early Start SEND & Inclusion Team Structure Chart



### 6b. Early Portage Service is established

The Ealing Portage Service is now established, with a team comprised of a Co-ordinator and three portage workers.

It is a home-visiting educational service for pre-school children with complex SEND and their families, with a current caseload of 22 families. The Portage team work with families to help them develop a quality of life and experience, for themselves and their young children, in which they can learn together, play together, participate and be included in their community in their own right. They also play an important part in minimising the disabling barriers that confront young children and their families and assist in reducing familial isolation and support with navigating and transitions to wider services.

Examples of support:

- Time spent reviewing and planning opportunities for child's independent play
  - Observing the child's interests and motivators
  - Responding to child-led play
  - Generalising newly acquired skills
  - Discussing play with parents
  - Introducing new play ideas
  - Recording significant play observations
  - Planning play into family life
- Child-Led Play
- Time spent sharing and addressing family priorities
- Family Focus

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- Sharing daily experiences and routines
  - Addressing needs and looking forward
  - Empowering parents
  - Promoting inclusion
  - Sharing information
  - Signposting to other agencies and support available
- Structured Teaching
- Time spent reviewing and planning teaching activities
  - Finding a child's baseline
  - Planning a sequence of small steps towards an agreed goal
  - Joint planning and practice of a teaching activity
  - Checking what has happened since the last visit/teaching session
  - Celebrating success
  - Deciding what to do next
  - Trying out a new activity and reviewing success
- Supporting integration into wider services
- Regular weekly group sessions
  - Group sessions take place in the three portage hubs within Children's Centres and their 'one-stop' access to wider support and services

The Portage hubs have been established in each of the three Children's Centre Localities: South Acton, Greenfields and Windmill Children's Centres.

### 6c. PVI SEND Training delivery established

The EY SEND Team commissioned Kerry Murphy-Payne (She/Her), Lecturer in Early Years & SEND, Department of Educational Studies, Goldsmiths University of London to assist in the development and delivery of additional SEND training to providers.

Enhanced training was introduced to ensure greater quality. This was underpinned by a clear commitment to SEND Equity, which would run parallel with other efforts to dismantle systemic issues, for example, Race Equity. There would be a service-wide opportunity to explore how well understood ableism and disablism is within early intervention services and ways to reform this.

#### Short Term

- Ableism + Disablism training for all services
- Review support systems, including home visits, training, and quality improvement to ensure they align with neurodiversity-affirming principles (which could be adapted from the original portage principles).
- Enhanced Early Education Provider SEND training developed through co-production. (Also refer to Oldham's Hybrid Model of Support for Childminders).
- Work alongside Early Years Quality Improvement Team who currently deliver SENCO training to agree to cross-service collaboration.

#### Long term

- SEND Equity Strategy in Place and being adopted across services
- Set up working groups to develop SEND QA standards, ensuring representation and reflection of Ealing Borough.

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- Carry out consultation with settings, schools, and specialists to review the quality of SEND based training offer (what is working, what is not working and what next)
- Set up a multi-agency working group to address the current understanding of ableism and disablism and consider the ethos of Ealing.
- Consider the feasibility of an additional branch of safeguarding training that addresses SEND-specific vulnerabilities.

### Example of training currently being delivered

- SEND Leadership Training
- Aligning Principles and Practices in SEND Support

The training offers an opportunity for specialists, professionals, and colleagues to consider how we can develop shared principles and practices in delivering the highest quality SEN support for children and families. We explore Ealing's strategy for improving outcomes, and considered the changing landscape of the 0-25 SEND Code of Practice (DfE, 2014).

Aims of the training:

- to provide an overview of Ealing's current strategy for improving outcomes. outline current opportunities and challenges within our early years' workforce.
- think about how we can further develop strengths and needs-led early intervention. consider consistent and joined-up working across observation, assessment, referral, and intervention practices.
- explore sustainable ways of taking our principles and practices forward.

### Attended by

- PVI/Childminder settings.
- Early Start
- Parent and Carer Forum
- Early Years Consultants
- Schools
- Speech and Language Therapists

## 6d. Strengthened Interagency working supporting better transitions

The Early Start SEND & Inclusion Team work have now established joint planning and delivery of training and support with the Early Years Consultant team who have in depth knowledge and relationships with the early education PVI sector. The Speech & Language team and CLCH Health visiting teams have also been included in planning and delivery.

The PVI sector are now offered SEND expertise, practical support and training, with a focus on school readiness which will lead to a much better transition experience for children and families and also ease pressure on school reception staff.

## 6e. Enhanced communication to families completed

### There were two elements undertaken to enhance communication to families

- a) **Review and develop Local Offer communications and website** in order to ensure information is accessible, relevant and provides the key information to young people and families. We supported an Ealing Apprentice with IT skills into the Family Information Service team to assist in review & development of Local Offer and online communications.

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The Apprentice not only provided the valuable IT skills but also provided a young person's view from his lived experience, which greatly assisted in the development of the Local Offer site and for his wider contribution to service development, which was recognised in February 2022, when he was named Ealing's apprentice of the year.

He has successfully interviewed for the full-time joint role within the Family Information Service & Youth Service of Peer Advocacy and Web Communications.

Link to Local Offer site:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>

### **b) Review and develop information and guidance in promoting and encouraging take up of early education entitlements and universal services for under 5s.**

A review and development of early entitlement guidance and messaging was undertaken by the Promotions Officer in order to encourage parents to re-engage with both universal services and early education providers.

This would re-establish early identification of needs and support in school readiness and transition.

When reviewed in October 2022, Ealing's rankings have improved in all areas since the Spring Term. Ealing's rankings in the take up of 2 year old early education places had improved as we had seen an increase of take up by 8%, from 68% in Spring compared to 76% for the Summer Term for 2YO funded childcare .

### **c) All information and guidance on Ealing's Family Directory can instantaneously be translated into over 100 community languages**

## **6f. Specialist support for PVI Providers and Schools**

### **6fi. Early Start SEND Inclusion Team (advisory teachers) : Example of Workplan for Schools:**

**Current aims/work/ impact: September 2022- March 2023:**

- **35 schools** have received 'EYFS inclusive practice visits.
- **Follow up work and support with 6 schools-** Continue/plan follow up work with schools on individual needs basis as requested after the initial inclusive visit (**currently and after Easter holiday- Viking, Downe Manor, John Perryn, Greenwood, North Ealing, East Acton**).
- Planning to book **3 more EYFS inclusive practice visits** immediately after Easter break- (**Selborne, Petts Hill and Tudor primary schools**)
- **Continue visiting schools and developing supportive and effective working relationships** with them to identify strengths and areas of best practice as well as understand common pressures, issues and concerns.
- **Promote 'EYFS Inclusive Practice Visit.'** Invitation to schools for the team to conduct a half day visit with schools that wish to participate and produce a summary report for each school outlining strengths and suggested strategies or interventions as appropriate.

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- **Continue producing guidance to accompany reports** to give support in using strategies and interventions suggested that schools can use to get started and share among team to upskill staff. Guiding schools on appropriate tailored approaches to meet the needs of all children.
- **Continue gathering information for future planning** to be linked to school needs and development of overall inclusive practice.
- **Continue producing training resources** (e.g., PowerPoint presentations of interventions) that are being delivered to schools' staff in follow up visits.
- **Continue delivering online and face to face training sessions and workshops** to staff (EY Leaders, SENDCos, teachers, and TAs) of groups of schools. The training sessions are related to interventions e.g., Intensive Interaction and Attention Autism. The Workshop is about 'Supporting children with SEND in the early years (what is the behaviour telling us and how can we address the needs). The workshop was delivered with great success and will be further developed and delivered again after Easter in two parts- in 2 different days.
- **Work on a communication guidance document (handbook)** in collaboration with ELP Quality and Partnership Lead and SLT team- final draft of handbook will be submitted on 18<sup>th</sup> April 2023.
- **Collaboration with EY Consultants to support joint training and SEND Leaders Networks.** This work is supporting PVI's and schools. Joint planning and delivery of SEND leaders network is responsive to needs as they arise and are pertinent.
- **The specialist advisors advise schools regarding access to SENIF funding** for resources which may be needed to support the child. In 2022-23 a total of 70 schools received SENIF support.

### **Example of feedback from Headteacher**

*'Thank you again for your support and this in-depth advice and top tips. Really great! You spent considerable time in the classroom and speaking with staff and have advised on a number of resources and strategies we can employ - thank you. Your offer of another visit is very welcome! I have asked staff to get back to you with dates.*

*Ms Thomas has been copied in to this email and I have emailed her separately to ask her to contact you regarding the SENIF funding - that would be brilliant!*

*Thank you so much again. Having this advice and support is not only really useful but the fact that there is continued support is very reassuring for the staff and we are very grateful.'*

Belinda Ewart, Headteacher, Mayfield Primary School

### **6fii. Early Start SEND Inclusion Team support for Early Years Providers**

At the request for SEND support from the provider, the team visits the setting for a discussion and assessment of the child and settings' needs. The team member alongside the provider devise bespoke strategies to manage and meet the needs of the individual child. Modular "core" training is offered to the provider, which if necessary is enhanced with bespoke training to assist them meet the needs of the child.

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- If assessed as necessary, the team member will also discuss and support an application for SENIF funding, to assist the provider purchase resources to help them support the child. In 2022-23 a total of 72 Early Years Providers and 2 Childminders received SENIF support.