**Supporting**

**Children with**

**SEND in the**

**early years**

Project Initiation

Document (PID)



**SEND Improvement**

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| Early Years SEND Project Initiation Document (PID)  **SEND Improvement Programme – Building Capacity**  January 2020 |

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| Project Sponsor | Nichola Jones |
| Workstream Leads | Heather Wood  Lindsey Trivett  Karen Jones  Terri Cawser  Rosie Mason |
| Project Manager | Marie Dobinson |

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| Version | Status | Date | Author | Summary of changes |
| 0.1 | Draft | 28/11/2019 | Nichola Jones | 1st draft |
| 0.2 | Draft | 04/12/2019 | Marie Dobinson | Updates to template and draft |
| 0.3 | Draft | 18/12/2019 | Marie Dobinson | Further updates and inserting governance chart |
| 0.4 | Draft | 12/01/2020 | Nichola Jones | Changes ready for Project meeting 13/01/2020 |
| 0.5 | Draft | 17/01/2020 | Marie Dobinson | Updated following Project meeting 13/01/2020 and meeting with NJ 16/01/2020 |
| 0.6 | Draft | 04/02/2020 | Nichola Jones | Version circulated at Early Years SEND Project Management meeting – with updated Early Intervention and Transition sections |
| 0.7 | Draft | 26/02/2020 | Marie Dobinson | Updated with key milestones or objectives and timelines from each workstream planning template |
| 0.8 | Draft | 02/03/2020 | Nichola Jones | Updated dates and template |

**1 Background**

The Early Years SEND project is part of the Building Capacity workstream outlined in the overall SEND programme brief. It reflects the need to develop and reconfigure the Birmingham local area’s support and provision to ensure that it:

* Supports the development of more inclusive practice in all mainstream schools and settings
* is equitably distributed and targeted at the greatest need
* is a good quality and offers good value for money.
* has a capacity for prevention as well as providing for those young people with the most complex/significant needs.
* has a robust quality assurance process to ensure pupils achieve their full potential.
* is flexible and responsive to needs, with minimum levels of bureaucracy required to support this when required.
* where possible, resources are equitably distributed according to need within a locality of schools and settings.

Whilst Birmingham has established some high-quality services for SEND the OFSTED and Care Quality commission identified significant concerns in a wide range of areas in its inspection in June 2018. The budget has come under significant pressure as local demand continues to increase and subsequently the use of external independent providers has increased significantly.

The programme sets out to develop the skills and confidence of settings and to facilitate early identification and intervention in order to improve the prospects of children with SEND and reduce the need for intervention later on. It recognises the need to provide more timely localised access to support for the pupils, parents and schools using a Team Around the Child approach to ensure that all children and young people with SEND can achieve the best possible outcomes

**2 Link to National and Corporate Themes**

* The Project links with the national agenda in England to have in place a workforce that values diversity, has inclusion at its heart and the skills to able to meet all its learners.
* The project also fits with Birmingham’s Vision for SEND services which states “by working together with families and communities we want to support all children and young people, aged from 0-25, with SEND, to meet their potential, live healthy lives and become active citizens within their communities.”
* Staff skills and resources are the two major barriers that settings identify in providing effectively for children with SEND. Supporting early years settings and reception schools through professional development is an essential aspect of the authority’s broader inclusion programme.
* This project sits within the Building Capacity part of the SEND Improvement Programme and links closely with other key strands which are: Developing Support and Provision; Quality Assurance and Performance and Preparation for Adulthood.

**3 Project Definition**

The project will:

* build on locality approaches already developed in some areas of SEND
* develop an integrated locality working model that is easily accessible and adapts to local changing needs
* ensure the workforce is provided with the skills to meet the needs of all its learners
* provide a family support service that ensures it provides early support and help for parent/carer
* ensure early and accurate identification of need and provide an integrated wrap around response and strengthened transition into school

**4 Benefits**

* higher achievement among children who have special educational needs and disabilities
* more efficient use of specialist resources
* increased confidence in early years settings
* more highly trained workforce in early years settings
* parents, children and setting staff have better and earlier access to information and support
* better informed/evidenced developments and more targeted interventions

**5 Risks**

* Ensuring innovate to save approach is followed. Any benefits and savings will be tracked with a baseline taken at the start of the project.
* Ensuring partners have joint sign up to any chosen early intervention toolkits
* Engagement of a wide range of stakeholders in early years sector – local government, private voluntary and independent sector, health.

**6 Constraints/Assumptions/Dependencies**

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| ***Constraints/Assumptions*** | ***Strategies to manage their effects*** |
| 1. Need for shared commitment of a range of different stakeholders in early years settings, schools and school-related services, to seeing inclusion as an aspect of the broader improvement and effectiveness agenda | It will be important to engage these groups actively in planning and review |
| 1. Need for individual Council members to recognise implications of the strategy for their particular constituency/governing body role, and recognise when resistance to change is inappropriate/ unreasonable | Seminars for members to ensure they are aware of strategy implications and more specific implementation plans. |
| 1. Officer capacity: pressures for key officers working in the areas of SEND, as a result of the restructuring processes. The programme has a number of strands which will be demanding to manage | Management of the programme streams will need to involve a range of senior officers, including those with a broader brief (e.g. school improvement). Use will need to be made of external consultancy in order to bring about the transformational change |

**7 Dependencies**

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| ***Dependencies*** | ***Strategies to manage their effects*** |
| Some decisions regarding locality working, e.g. locality areas will be dependent on main Locality Teams project |  |
| Content for Early Years pages on Local Offer will be dependent on setting up the main site in the Professional Development project |  |
| Recruiting and piloting Early Years Parent Link officers will be dependent on the operational systems set up in the main Parent Link Officer project |  |

**8 Workstreams Summary**

| **Workstream** | | **Project ref & Description** | **Lead** | **Time line** | **Funding (and source)** |
| --- | --- | --- | --- | --- | --- |
| 1. | Early Years SEND Locality Teams | 1.1: To develop and pilot a model for the integration of SEND teams across education and health to work in Early Years in the city settings (SEND)  1.2: To develop an early help offer in two schools using “the Castle approach’ (EYCS) | Heather Wood  Sally Leese | January 2020 – March 2021 TBC | £500k (SEND)  £200K (EYCS) |
| 2. | Childminders SEND Locality teams | 2.1: To develop and pilot a model for the integration of SEND teams across education and health to work with Child Minders in the city settings | Lindsey Trivett | January 2020 – March 2021 TBC | £300k (SEND) |
| 3. | Workforce Development | 3.1: To work closely with school to school settings in developing a framework for the rollout of bespoke professional development across schools in localities to support the workforce and strengthen an inclusive setting ethos | Karen Jones & Terri Cawser | October 2019 – March 2021 TBC | £100k (SEND) |
| 4. | Parent Link Service in Early Years | 4.1: To develop and pilot parent link officers across the city to provide support for individual families, develop drop in, professional meetings, networks and conferences for parents/carers | Terri Cawser | January 2020 – March 2021 TBC | £200k (SEND) |
| 5. | An early identification and intervention framework for SEND | 5.1: To develop and implement an early intervention framework for SEND in the Nursery and Reception  5.2: Purchase of a speech and language early identification toolkit (WellComm) for all early years education settings across the city and roll out alongside a programme of training. | Rosie Mason | November 2019 – March 2021 TBC | £200k SEND  £500k EYCS |
| 6. | Early Years Transition | 6.1: To provide strengthened transition into mainstream for SEND children through the development of specialist outreach support, clear pathways and consistent information. | Rosie Mason & Karen Jones | March 2020 – March 2021 TBC | £200k (SEND) |
| 7. | Clearly defined specialist assessment and provision for Early Years in each locality | 7.1: To develop locality based early years specialist provision across the city for children with complex needs. | Nichola Jones | December 2019 -March 2021 TBC | Additional Capital Funding TBC |

**9 Budget and Funding**

An amount of £2.7m has been identified from previous Early Years underspend of the DSG that Schools Forum have agreed should be reinvested into Early Years particularly around supporting children with SEND to access their education.

There was an intention as part of the agreement that the investment should lead to a reduction in expensive external placements for children later in their lives. Activity should therefore be linked to an “invest to save” model.

The SEND Inclusion Service are overseeing the spend of £1.7m and the Early Years and Childcare Service are overseeing the spend of £1m

The tables below set out how funding was agreed at School Forum in November 2019

**Funding being managed through the SEND & Inclusion Service**

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| **Project Ref** | **Description** | **Funding** |
|  | ISEY Enhanced Funding | £500k |
| 3.1 | Workforce and Family Development | £100k |
| 1.1 | Early Years Locality Teams | £500k |
| 5.1 | Early identification an intervention | £200k |
| 4.1 | SEND Early Help – Family Support Workforce development | £200k |
| 6.1 | Transition | £200k |
|  | **Total Resource** | **£1.7m** |

**Funding being managed through the Early Years and Childcare Service**

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| **Project Ref** | **Description** | **Funding** |
| 2.1 | Childminder Inclusion Network/ Support | £300k |
| 1.2 | The Castle Approach | £200k |
| 5.2 | WellComm Project | £500k |
|  | **Total Resource** | **£1.0m** |

**10 Key Project Milestones or Objectives**

**1.1 Integrated Locality Teams**

To develop and pilot a model for the integration of SEND teams across education and health to work in Early Years in the city settings

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| **Key Milestones / Objectives** | **Timeline** | **Actions for the previous month** | **Issues arising** | **RAG** |
| 1. To develop a city-wide map of early years settings across the city for locality working. | March – May 2020 |  |  |  |
| 2. To develop an overview of teams and their core offer of support for early years settings. | March – June 2020 |  |  |  |
| 3. To identify and develop locality hubs and teams across the city and implement. | March – December 2020 |  |  |  |
| 4. To develop a Locality Planning Document outlining a timetable for locality team meetings with individual and groups of settings, and to pilot. | September 2020 – March 2021 |  |  |  |
| 5. To develop and pilot the role of a SEND leader in each locality area, to feed into overall SEND leads across the 6 localities | March 2020 – October 2020 |  |  |  |
| 6. To roll out the SEND locality lead role across the city | October 2020 – March 2021 |  |  |  |

**1.2 The Castle Approach**

To develop an early help offer in two schools using the Castle Approach (EYCS)

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| **Key Milestones / Objectives** | **Timeline** | **Actions for the previous month** | **Issues arising** | **RAG** |
| 1. To identify accommodation for parents/carers to bring their children to access early help offer. | March 2020 – July 2020 |  |  |  |
| 2. To identify accommodation for professionals to meet with families and signpost parents/carers of children with SEND. | Jan 2020 – April 2020 |  |  |  |
| 3. Through the piloting of an early years panel, use trained Early Years professionals to assess and identify children who are behind in developmental goals as part of an early identification and intervention approach. | April 2020 – Dec 2020 |  |  |  |
| 4. For professionals to meet to discuss identified children and plan appropriate support (e.g. targeted groups, planning in Stay and Play, support in the home, parent groups etc.) and who would be best place to provide this or to signpost to existing support. | March 2020 – Dec 2020 |  |  |  |
| 5. For professionals to meet on a regular basis with parents to plan support for family and child through the Early Help/SEND Support plan. Including Educational Psychologists, Speech and Language Therapy, Occupation Therapist and using support services as necessary | March 2020 – Dec 2020 |  |  |  |
| 6. To develop support packages for transition to setting/school as appropriate with the specialist support team. | April 2020 – Sep 2021 |  |  |  |

**2.1 Childminder Inclusion Network/Support (EYCC)**

To develop and pilot a model for the integration of SEND teams across education and health to work with Child Minders in the city settings

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| **Key Milestones or Objectives** | **Timeline** | **Actions for the previous month** | **Issues arising** | **RAG** |
| 1. Establish effective project management | Feb 2020 |  |  |  |
| 2. Gain an understanding of the levels of skills and experience childminders have to care for children with SEND and identify any needs | Feb 2020 |  |  |  |
| 3. Agree training plan for childminders to receive specialist training | March 2020 |  |  |  |
| 4. Support early identification of children by providing childminders with access to a toolkit for childminders to use to support children’s speech and language | March 2020 |  |  |  |
| 5. Re-establish links with local childminding groups | March 2020 |  |  |  |
| 6. Identify a lead/ champion in each district to support and collaborate with the project lead with the facilitation of the project | April 2020 |  |  |  |
| 7. Establish a childminder brokerage support service for families of children with SEND | April 2020 |  |  |  |
| 8. Develop protocol working agreement with Area SENCO team regarding SEND support for childminders | March 2020 |  |  |  |
| 9. Promote the details of the CM Inclusion Network to raise awareness to childminders and partners across the city | April 2020 |  |  |  |

**3.1 Workforce Development**

To work closely with school to school settings in developing a framework for the rollout of bespoke professional development across schools in localities to support the workforce and strengthen an inclusive setting ethos

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| **Key Milestones or Objectives** | **Timeline** | **Actions for the previous month** | **Issues arising** | **RAG** |
| 1. To implement termly locality forums, initially to undertake a SEND training analysis of need and approaches that would support in the roll out of professional development for the early years sector | March – July 2020 |  |  |  |
| 2. To develop a framework and programme of professional development bespoke for each area/locality, including drop- ins and consultations for early years professionals | March – July 2020 |  |  |  |
| 3. To develop a comprehensive multi-agency specific early years training and development programme including the use of sector leading practice and setting to setting support | July 2020 – July 2021 |  |  |  |

**4.1 Parent Link Service in Early Years**

To develop and pilot parent link officers across the city to provide support for individual families, develop drop in, professional meetings, networks and conferences for parents/carers

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| **Key Milestones or Objectives** | **Timeline** | **Actions for the previous month** | **Issues arising** | **RAG** |
| 1. To appoint Parent Link Officers for the pilot roll out. | Feb 2020 – March 2020 |  |  |  |
| 2. To develop and implement a communication plan for the role of the service to users and professionals | May 2020 – Sept 2020 |  |  |  |
| 3. To extend the current parent contact help line | Feb 2020- Dec 2021 |  |  |  |
| 4. To develop and implement family forum consultation events | April/May/July 2020 |  |  |  |

**5.1 Early identification and intervention framework for SEND**

To develop and implement an early intervention framework for SEND in the Nursery and Reception

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| **Key Milestones or Objectives** | **Timeline** | **Actions for the previous month** | **Issues arising** | **RAG** |
| 1. To recruit 5-8 schools to take part in a pilot of early literacy screening and intervention as initial validation of project. Statistical analysis to provide rational for wider roll out. | Jan - July 2020 | 10th Jan: consultation with Prof Angela Fawcett and Emma Wilson to plan pilot for early literacy screening (DEST) and intervention for reception age children  Identify schools for reception pilot / finalise dates with Emma. Group to develop Birmingham intervention format.  20th Jan. Rosie / Louise attend training in DEST at Welford Primary  1st week Feb – Rosie invite schools to take part in pilot.  Training booked for 28th Feb. |  |  |
| 2. To develop Birmingham ‘Hands On Literacy’ pack providing resources to support early intervention across the city | Jan 2020 – July 2020 | .23rd Jan – Louise, Rosie and AMBDA teachers met to write B’ham content of HoL intervention  Feb – Rosie produce photocopy version ready for pilot.  March – photographs of B’ham context and cultural diversity to be produced. |  |  |
| 3. To roll out the early literacy screening (DEST) and intervention tool across all Birmingham maintained schools. | Jan 2020 – Oct 2020 |  |  |  |
| 4. To plan and roll out stakeholder conferences summer 2020/ spring 2021 to share initial findings | Summer 2020 – Summer 2021 |  |  |  |
| 5. To embed early screening and intervention as part of ‘business as usual’, including termly networks set up for moderation and support | Autumn 2021 – Summer 2022 |  |  |  |

**5.2 WellComm Project (EYCC)**

Purchase of a speech and language early identification toolkit (WellComm) for all early years education settings across the city and roll out alongside a programme of training.

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| **Key Milestones or Objectives** | **Timeline** | **Actions for the previous month** | **Issues arising** | **RAG** |
| 1. Establish procurement requirements and budget plan relating to this project. | Feb 2020 |  |  |  |
| 2. Complete a Tool kit options appraisal. | Feb 2020 |  |  |  |
| 3. Establish which providers already have a WellComm pack, how/if they are using it and if they have a current licence | Jan 2020 |  |  |  |
| 4. Establish three priority Districts for initial roll out and plan the timeline for full roll out. The initial roll out will focus on two districts with the lowest GLD for communication and the third district will have a high level of GLD for impact comparison. | Feb 2020 |  |  |  |
| 5. Establish what has worked well in other Local Authorities and link to Birmingham partner plans. This will inform the roll out training and monitoring. | Feb 2020 |  |  |  |
| 6. Agree training plan for early years providers to receive training and the tool kit. | March 2020 |  |  |  |
| 7. Agree ongoing network support, moderation and updated training. | April 2020 |  |  |  |
| 8. Plan with partners how the project can be supported and sustained after the initial roll out. | Feb 2020 |  |  |  |
| 9. Develop Birmingham Data Collection IT tool. | Sept 2020 |  |  |  |

**6.1 Early Years Transition**

To provide strengthened transition into mainstream for SEND children through the development of specialist outreach support, clear pathways and consistent information.

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| **Key Milestones or Objectives** | **Timeline** | **Actions for the previous month** | **Issues arising** | **RAG** |
| **Children with SEND will be successfully included in local mainstream provision**  1. Early Years transition panels will inform placement decisions and identify children for targeted transition support into mainstream | May 2020 – July 2021 |  |  |  |
| 2. Transition training network sessions and the identification of key professionals will facilitate improved relationships between all settings delivering EYFS and support successful and sustained transitions into mainstream provision | May 2020 – July 2021 |  |  |  |
| 3. The development and implementation of a pilot transition pathway model will inform the future best practice of settings, schools and support services | May 2020 – July 2021 |  |  |  |

**7.1 Specialist assessment and provision for Early Years in each Locality**

To develop locality based early years specialist provision across the city for children with complex needs.

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| **Key Milestones or Objectives** | **Timeline** | **Actions for the previous month** | **Issues arising** | **RAG** |
| 1. To pilot Early Years Assessment and Identification Provision using the early years Locality Panel for Identification and allocation of the provision (see Workstream 1- Early Years SEND Locality Teams) | Set 2020 – Dec 2020 |  |  |  |
| 2. Identify and assess needs with multi-agency partners as appropriate through the Locality Hub (see Workstream 1) | Set 2020 – Dec 2020 |  |  |  |
| 3. To implement personalised SEND support with support from specialist services through the Locality Hub and alongside families. (see Workstream 1) | Set 2020 – Dec 2020 |  |  |  |
| 4. To provide outreach support and modelling of good practice across the locality (see Workstream 1) using the specialist assessment leads | Set 2020 – Dec 2020 |  |  |  |
| 5.To support children to access appropriate provision with transition and placement support. | Set 2020 – Dec 2020 |  |  |  |
| 6. To host locality teams and family link officers as part of Locality hub (see point 2 and Workstream 1) | Set 2020 – Dec 2020 |  |  |  |
| 7. To effectively support families through early identification of needs. | Set 2020 – Dec 2020 |  |  |  |

**11 Key Stakeholders & Groups to be consulted**

* SLCN consultative group
* Parent Carer Forum
* Early Years Forum
* SEND Programme Board
* Schools forum

**12 Key Highlights for March 2020**

**Early Years SEND**

* The Early Years SEND workstream has now met three times and has established six key themes.
* Using the school’s workforce development model and locality team model, a framework for professional development in the early years settings is currently underway. The next stage is to identify the relevant agencies/staff to roll out the model in the early years.
* Work has commenced to appoint 4 early years parent link officers.
* A consultation event is being planned to consider the development of a panel process around children with complex needs including the transition pathway; the lead professional role; information sharing protocols; an annual transition event to facilitate information sharing.
* An early Identification and intervention steering group has been established supported by Professor Angela Fawcett, to pilot a screening tool for specific learning difficulties (to link closely with the Wellcomm speech and language early screening tool) and a pilot commenced in two settings.
* Work has commenced to develop an early year’s assessment centre across two areas of the city for children with complex needs.
* A city-wide conference to launch the new delivery model is being planned for July.