



EARLY YEARS DEVELOPING LOCAL PROVISION PROJECT



Look how far we have come...



- Our objectives -

- To improve early identification and support for children with additional needs by increasing the number of children that have access to a practitioner with a level 3 SENCO award.
- To build knowledge, skills and practice across the sector through coordinated professional development and networking opportunities.
- To improve early identification and support for children with additional needs by the creation of a virtual district inclusion partnership hub in each of the 10 districts.

- Our key performance indicators -

1	Reduction in the average # of children, accessing funded places, in a district in relation to # of qualified SENCO [National SENCO + Level 3 SENCO]
2	 Increase in % of providers/settings with a L3 qualified SENCO in each district
3	% of practitioners reporting an increase in knowledge, understanding and skills in relation to inclusive practice following attendance at DLP funded CPD.
4	Increase % of children [from the children who access DLP support] achieving 2 out of 3 development targets following a 6-8-week plan.
5	Increase % of providers engaged with Virtual Partnership Inclusion Hub and other DLP funded activity 
6	Reduction in # of children not accessing their full 2EEE/3EEE hours in MNS/PVI/childminder provision. *
7	Increase # of children [from the children who access DLP support] who experience positive transition into provision, including accessing their full hours entitlement by end of first half term [Joint KPI with Primary DLP] *
8	Parental feedback reports increased satisfaction and increased confidence in [Early Years provision]

*Data not available for this document



- Our activities -

- A pathway of professional development and learning, with something for everyone including termly district inclusion learning community meetings and inclusion seminars on a range of topics, as well as Level 1, 2 or 3 qualifications
- Attention Birmingham Project – a setting-based approach to meeting the needs of children with emerging social interaction and communication needs
- Level 1 Makaton Training
- Support for children and families including stay and play sessions in each district and sessions with the district district speech, language and occupational therapists
- Outreach support to settings offering advice about the implementation of WellComm, planning and curriculum, as well as specific strategies and ideas for children with special educational needs and disabilities.
- A point of contact, advice and support in each district for settings, families and other professionals



% OF PROVIDERS ENGAGED WITH VIRTUAL INCLUSION HUB AND OTHER DLP FUNDED ACTIVITIES

67%

Private
Voluntary +
Independent
Settings

77%

Children's
Centres

100%

Maintained
Nursery
Schools

21%

Childminders

+27

Primary
Schools



94

achieved
QUALIFICATION

– with the DLP funded course offered in
partnership with the Area SENCO Team –



4

*additional
Level 3*
TRAINERS

– from the Maintained Nursery schools – building capacity to
continue to offer this course in the future –





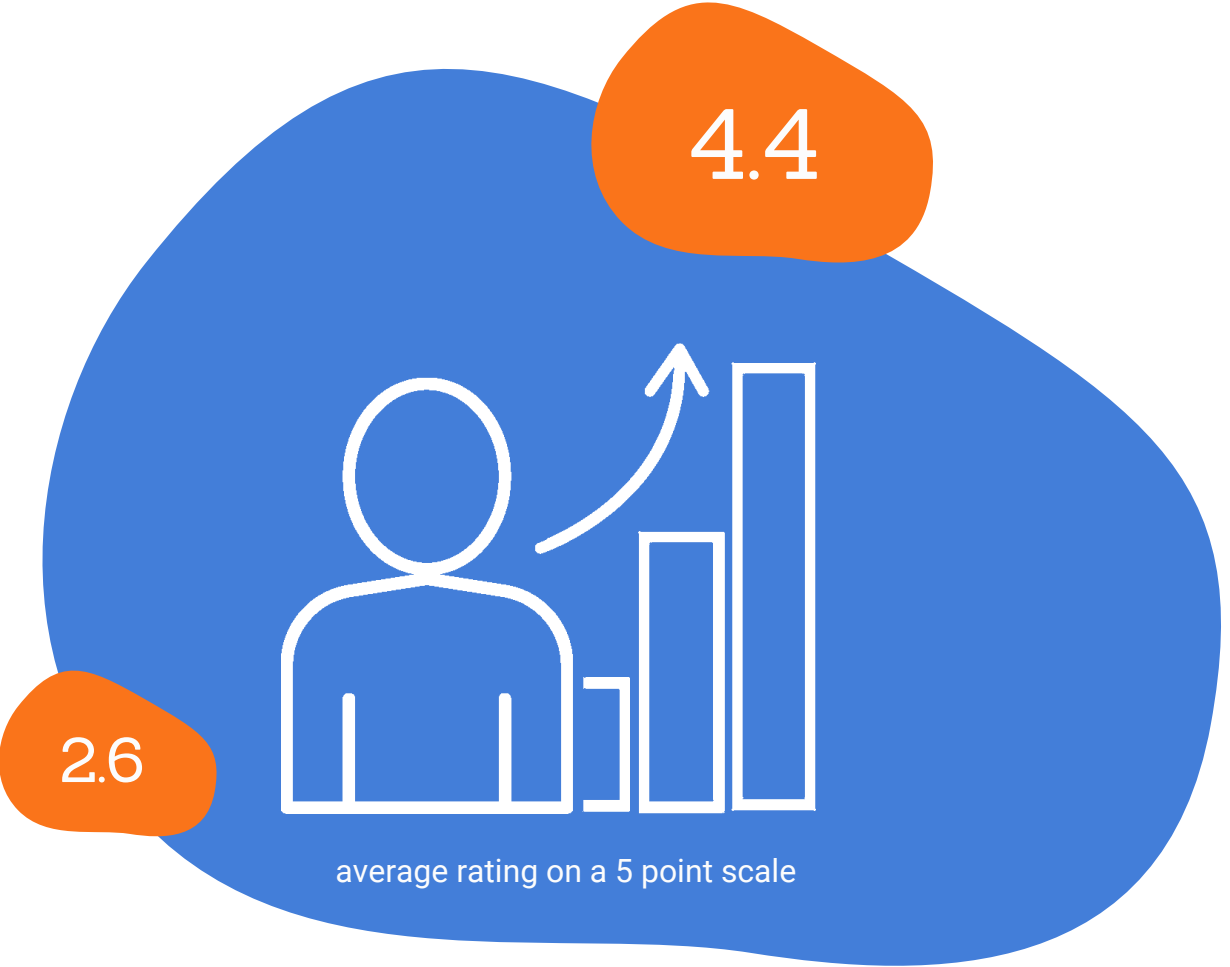
SO WHAT?

38%

of settings in the city [PVI + MNS] now known to have a Level 3 SENCO

an increase from 10% of settings before the DLP Project

Practitioners reporting an increase in knowledge, understanding and skills in relation to inclusive practice



+ 8 childminders or practitioners from Children's Centres

KPI 1+2



SO WHAT?

3372

children in settings with a practitioner that has undertaken a DLP funded Level 3 SENCO qualification

-this means that there is an average of **232 children per qualified Level 3 SENCO** across the city

-down from average of **831 per qualified Level 3 SENCO** before the DLP project

average rating on a 5 point scale

KPI 1+2



SO WHAT?

More knowledge and confidence in delivering information to my setting, as well as implementing information and targets for the children leading to better outcomes.

Edgbaston District Practitioner

New knowledge and understanding has improved my ability to apply inclusive provision and effective practice.

Ladywood District Practitioner

My confidence and ability to help children with SEND reach their full potential has grown each week. I have gained so much confidence from this course. I feel I am confident in delivering targets and also to make referrals too.

Perry Barr District Practitioner

Using the sensory circuit breaker had a massive impact on the behaviour of a particular child. He can now access activities that he would have not before. Already children are making progress, referrals are completed to a higher standard, and staff are confident in what they need to do and how to be consistent.

Erdington District Practitioner

Every single child will be receiving the best care and support in my ability to provide a positive impact on their lives. It has reinforced the importance of adapting the environment and teaching to support every child. Lots of strategies to be able to do this holistically.

Hall Green District Practitioner



SO WHAT?

Child with SEN at setting has been provided with extra resources and a fully in depth SSPP, which I have completed with the knowledge gained from this course.

Through my confidence and knowledge, I have helped a child move from non-verbal and unable to regulate their emotions through an emotional regulation box they are now communicating and interacting and they can regulate so much better

Sutton Coldfield District Practitioner

I can understand the children with SEND more and plan to have an impact on their learning and development.

Selly Oak District Practitioner

Seen significant improvement with a child we have, doing things I've learnt here such as sensory circuits and access to training.

Yardley District Practitioner

Firstly, I have come to understanding, that all children can access the provision with the right support, resources that meets their individual needs. To promote inclusive practice all our SEND children will have the opportunity through support (visual aids, object cues to name a few) to access all of the activities tailored to their needs.

Hodge Hill District Practitioner

It has given me lots of other ways to support the staff and parents in our setting. Which will then ultimately support the children. It has helped me to work with the staff in making sure that all teaching is inclusive.

Northfield District Practitioner



LEVEL 2 EY SEND

Working with
babies and
children with
SEND

119

have undertaken
QUALIFICATION

65 FROM PRIVATE, VOLUNTARY+INDEPENDENT SETTINGS

15 FROM MAINTAINED NURSERY SCHOOLS

24 FROM CHILDREN'S CENTRES

5 CHILDMINDERS

3 FROM PRIMARY SCHOOLS

7 FROM OTHER SETTINGS/ORGANISATIONS

KPI

3

LEVEL 2 EY SEND

Working with
babies and
children with
SEND

11

Level 2
TRAINERS

– from across the city and sectors –
building capacity to continue to offer this
course in the future

5 from Maintained Nursery Schools

4 from Private, Voluntary + Independent settings

2 from Children's Centres

KPI
3

LEVEL 2 EY SEND

Working with
babies and
children with
SEND

SO WHAT?

3499

children in settings with a
practitioner that has
undertaken a DLP funded
Level 2 EY SEND qualification

4.6

3.3



average rating on a 5 point scale

Practitioners reporting an
increase in knowledge,
understanding and skills in
relation to inclusive practice

KPI

3

LEVEL 2 EY SEND

Working with
babies and
children with
SEND

SO WHAT?

Looking at situations in a different way to enable a more positive outcome for children and their families.

Perry Barr District Practitioner

The course was very informative and everyone was so helpful. I really enjoyed this course and it gave me the incentive to do more research of my own and to put plans in place at my setting for children which I may not have thought of previously.

Northfield District Practitioner

As a setting with quite a high number of SEND children being referred to us, this course has made me reflect how I can work with my colleagues sharing important information with helping these children in our setting.

Erdington District Practitioner

Helped with understanding the plans and the graduated approach.

Ladywood District Practitioner

LEVEL 2 EY SEND

Working with
babies and
children with
SEND

SO WHAT?

I have gained a lot of
knowledge and strategies
to help me develop
further

Hodge Hill District Practitioner

This will enable our setting to have the
confidence, knowledge and the
understanding to deliver a inclusive and
welcoming preschool. We have already put
in to practice several actions to support our
children through small intervention groups.

Yardley District Practitioner

This course enabled a greater
understanding of how to support families
and children with SEN. I greatly enjoyed
the shared work practice of different
nurseries/preschools and how plans and
referrals are actually implemented

Selly Oak District Practitioner

From the course I endeavour to
inspire, enable and empower
children, parents / carers and
other professionals (particularly
key person) to ensure inclusive
practice

Edgbaston District Practitioner



40

SETTINGS

– from across the city and sectors –

23 Maintained Nursery Schools

12 Private, Voluntary + Independent settings

5 Primary Schools

– plus –

9 DLP District Coordinators

7 Members of LA Central Teams

2

LEAD PRACTITIONERS TO BE TRAINED

– building capacity to continue to offer this

course in the future –





SO WHAT?

The Attention Birmingham training is going well so far. The children all seem to enjoy it and don't want the sessions to end. They get very involved and look forward to the sessions when we have them.

Edgbaston District Practitioner

Have a better understanding of non verbal children to go with visual first, instead of verbal first.

Hodge Hill District Practitioner

This course has really helped us to cement good practice for children with additional needs. We are already seeing a positive impact on our learners.

Perry Barr District Practitioner

This training is wonderful for all children and will be used with everyone within our setting.

I will be mindful how the interactions I have with children of all needs and also this training will reflect on my activities with children.

Northfield District Practitioner

Use all we have learnt in regards to stage 1 bucket to the last stage and using it daily with our children who are non verbal. Going for the visual first and then communication. Using the right language with the stages. Putting in to practice in daily routine with all children

Hodge Hill District Practitioner

LEVEL 1 MAKATON COURSE



128

settings

76 Private, Voluntary + Independent settings

21 Maintained Nursery Schools

19 Childminders

12 Children's Centres

198

practitioners



SO WHAT?

5424

children in settings with a practitioner that has completed Makaton Level 1

4.2

2.2

average rating on a 5 point scale



Practitioners reporting an increase in knowledge, understanding and skills in relation to inclusive practice

LEVEL 1 MAKATON COURSE





SO WHAT?

I have a key child who has no language and I can use Makaton to support his communication I will also share this training with all staff at staff meeting and we will introduce a sign a week.

Northfield District Practitioner

I have a key child I will use this daily with.

Edgbaston District Practitioner

It has enabled me to introduce Makaton into my setting, and support the children and families who attend our setting.

Ladywood District Practitioner

Supporting the children to use Makaton will allow them to better communicate their needs and build self confidence.

Erdington District Practitioner

It will enhance their communication and understanding. And their engagement with us and peers as well as increasing their level of interaction.

Hodge Hill District Practitioner



SO WHAT?

I can use this with all my children in the setting, especially my key child who has additional needs.

Yardley District Practitioner

It will support us with all children particularly children with hearing impairment.

Selly Oak District Practitioner

Will allow me to share with parents who I work with other ways of communicating with their children if their child is not yet talking.

Yardley District Practitioner

The children may feel more included and others more involved and confident as they learn new signs and understand what they are for.

Selly Oak District Practitioner

It will allow me to communicate with non verbal children in a more direct way, hopefully allowing them to feel more included in their day e.g. what they want to do or have.

Sutton Coldfield District Practitioner



80%

OF PRACTITIONERS REPORT AN INCREASE IN KNOWLEDGE, UNDERSTANDING AND SKILLS IN RELATION TO INCLUSIVE PRACTICE

13,500+

children in settings with a practitioner that has undertaken DLP funded professional development

4.5

3.2



average rating on a 5 point scale
327 responses to date

All DLP funded CPD including Inclusion seminars and master classes + district inclusion learning community meetings + qualification courses

KPI
3



SO WHAT?

Erdington District Practitioner

I am aiming to increase observations and put in real targets that we can work on. For example I have a non verbal child that always pulls us to where she wants to go and gets frustrated and starts biting. We will work to wait 10 seconds before responding and then point to where she'd like to go. With the hope of this is done consistently we can get her to point to what she would like and in the hope one day be able to verbalise or understand the name of what she wants.
(Meeting the Needs of All Children)

Edgbaston District Practitioner

I intend to complete learning walks to observe practice and focus specifically on the experience of the child, considering their perspective and using this to inform (DLP Inclusion Seminar)

Great to hear from childminders and other organisations supporting our SEND children e.g. conductive education centre, SENSE, Stepping Stones Stay and play
(East DLP SEND Transitions)

Hodge Hill District Practitioner



SO WHAT?

It confirmed the importance of being inclusive and empowering staff to be confident in their practice and their relationships with the families.
(Developing effective partnerships with parents and carers)

Northfield District Practitioner

Edgbaston District Practitioner

I intend to complete learning walks to observe practice and focus specifically on the experience of the child, considering their perspective and using this to inform
(DLP Inclusion Seminar)

I will share this with other settings.
The CPD will enhance staff knowledge and understanding which will impact all the children in their setting.
(DLP Ladywood professionals)

Ladywood District Practitioner



SO WHAT?

OT sensory support advice was amazing
(Inclusion Learning Community)

Sutton Coldfield District Practitioner

I work with a wide diverse group of children and I feel this empathises the real reason why we are in our professions and how every child is unique and they always deserve 100% to help reach their full potential
(DLP East cluster)

Yardley District Practitioner

It's made me more conscious of what to ask the family - what they want their child to achieve being more important than what we feel is more important for the child to be achieving e.g. turn taking, speech etc.
(Inclusion Masterclass)

Northfield District Practitioner



SO WHAT?



I now have a better awareness of my responsibilities supporting children with medical needs, especially those with epilepsy, type one diabetes, asthma, and allergies. I would be more confident, and before taking on a child with this sort of needs. The seminar covered where to seek advice and examples of care plans. It was helpful to refresh my knowledge on the rules regarding administering and storing medication/ emergency medication. (Medical Needs)

Hall Green District Practitioner



It has given me the confidence to do Wellcomm independently (WellComm Support)

Selly Oak District Practitioner



It has provoked new thinking which I will share in network meetings and providers I work with (SEND Masterclass)



Perry Barr District Practitioner



SO WHAT?

Really interested in developing sensory stories in my nurseries and making story times more inclusive.
(Inclusion Learning Community)

Erdington District Practitioner

Will find a quiet time in the day to give one to one to the child and involve parent in every step so we together to make bigger difference in learning.
(Inclusion Seminar)

Hall Green District Practitioner

Knowing there is a lot of support provided from the wider community, ways to support speech and language/SEN children within an environment and an in-depth knowledge on planning and how others use it.
(Inclusion Learning Community)

Ladywood District Practitioner

Gave me tools, ideas, suggestions that will help me and my colleagues, nice to know what we're doing right and things we can do to help. I feel more confident in my abilities.
(Inclusion Seminar)

Selly Oak District Practitioner



STAY AND PLAY SESSIONS IN THE COMMUNITY

10 districts

in partnership with local services including:
Children's Centres, SEND Therapy Team, Health Visitors, artists, book
start, SENSE, KIDS, EY Alliance, NSPCC Look, say, sing play

together with 100's of families





SO WHAT?

Feedback from SEND Therapists

"In Stay and Plays I've seen parents openly and comfortably express their concerns to us - both around SaLT and other areas of their child's development - in a space where we can also briefly observe their child and offer some advice and recommendations around communication and also signpost families to other services that might be best placed to support them. Parents have been grateful for follow-up emails containing phone numbers and video links to this information too."

"Sometimes just literally having a presence somewhere is good as parents need more time to be comfortable discussing their child. I've been to stay and plays for weeks before actually talking about a child's communication with a family (even if I can see the child possibly needs support). They have then felt more comfortable to discuss things and we have been able to talk about strategies that will help them at home."

"Being available for parents that are concerned about their child's development has been rewarding. We are able to advise parents on strategies they can implement to support their child's language and communication from early on. This will improve outcomes for the child's development and help them to reach their potential sooner."



SO WHAT?

Feedback from DLP Team

“The session was really helpful. The SEND speech and language therapist helped us to engage in strategic thinking about developing new targets for our children.”

“It was really good for staff to be able to ask questions and get support from the Speech and Language Therapist. It was great for staff to get validation of the strategies they are already using as well as advice about new things they can try.”

“I really wanted to take my time reading over the resources you provided us with and all I can say is wow! They are extremely useful, and I can't wait to share them with the team during our management meeting which is taking place next week. I have pulled a few of them together for the families I am currently working with as I know they will follow the strategies alongside key persons within nursery. ”



SO WHAT?

Feedback from families

EDGBASTON

" Have noticed a difference in him
by coming to groups "

" Has helped my child with her speech "

" By coming to groups it as helped me become
more confident "

ERDINGTON

" I was worried my grandson
wouldn't enjoy it but he loved it "

" He is interacting more and
coming out of himself "





SO WHAT?

Feedback from families

HALL GREEN

" I got a lot of guidance on how to help my child with his speech and development delay "

" I feel reassured it's not just me with a child that has difficulties, it was good to talk to others "

"I find we have got a lot of support for my son's speech. Before we came here we had no information on his development and by coming here we have got advice and support. The plan has helped and he is making progress as I am practising the advice at home. It's been good for me and him."

HODGE HILL

" This place has given an opportunity for my child to find somewhere to interact with children his age. The staff members have helped answer any concerns I have had and point me in the direction needed to get the help I need. It has been a mind relief to have this local to us as well as we are two streets away "

"I get reassurance that I'm not failing as a mother. The project provides support for BAME parents who lack resources to pay for stay and play."

"It's free which helps me so much."





SO WHAT?

Feedback from families

LADYWOOD

" I was feeling a bit sad today and being with other people who have little children my daughters age cheered me up "

" Met loads of other moms, met with speech and language specialist and had some we lovely interaction with my child "

NORTHFIELD

" I find the staff are fantastic at supporting my child and the help they give and the communication between staff and parents is also great and very informative "

"Just having someone to listen to me about my concerns about my child "





SO WHAT?

Feedback from families

SELLY OAK

" The group leader has given me tips to help my child socialise more "

" I feel so much happier about my sons development after speaking to staff today "

" She [the group leader] is helping me with my anxiety and my daughters social skills "

PERRY BARR

" Very helpful and professional setup catering for the needs for toddlers and proactive approach in needs of children "

" My child has gained more confidence from these sessions and is now more prepared for starting nursery in September "



SO WHAT?

Feedback from families

SUTTON COLDFIELD

" Very friendly, very helpful advice to alleviate concerns I had "

"I love how the staff interact with the children and support the parents "

YARDLEY

" The group is great as it is a small group as my child does not like large groups and the interaction and advice from the staff is great "

" Found the group beneficial as I got to talk to other parents about their similar journey with their children "

" Having someone to talk to who can signpost me in the right direction to get help with my child was great. She followed up with a return call which put me at ease and I knew what to do next."

" It was good to find out about other agencies and charities and what is available- especially about the holidays SENSE arrange. I feel people are judging me when I go out in public places with my son but the group made me realise I am not alone!"



Data sources [May 2023]

Central monitoring of engagement

Practitioner feedback form

Ofsted data base

LA data including Area SENCO SEND data

District DLP data monitoring

January 2023– July 2023

Music: Hearts and Minds