

The 'Campaign'!

The next APPG will probably be 2nd March 2020.

SEND in Early Years

The Castle Approach

Birmingham City Council are utilising funding to support The Castle Approach. This is the joint project with Weoley Castle Nursery School. See *Castle Approach Plan*.

Part of the project is to provide a Universal Stay and Play at the in conjunction with the Children's Centre. These Stay and Plays started at the Children's Centre on the 14th January and are staffed by a member of Nursery Staff and a member of Children's Centre staff.

Early Years SEND reform

See *SEND Early Years Project Initiation Document*

I have been working with other partners on three of the Work streams - 1, 5 and 7. Work stream 7 is to provide Early Years Assessment and Identification Provision as a pilot to work alongside an EY SEND Locality Hub to provide Assessment places for children to assess need and start interventions in six weekly blocks.

Work stream 5 will see the roll out of Wellcomm to all Early Years settings and DEST (a dyslexia screening tool) to all Reception classes.

Work stream 1 is the planning of EY SEND in locality areas.

Other Early Years news

Funding for 2020/21 will probably be £4.37 per hour for 3 and 4 year olds and £5.32 per hour for 2 year olds.

There will be a 'lump sum' for each setting in the new financial year but we do not know yet how much this will be.

ISEY funding will be changing but we are not yet sure how this will look. I am working with the EY DSG on this. We also should be able to access additional funding for SEND children through provision plans, rather than have to get an EHCP to access CRISP funding as we currently do.

Ofsted Targets

Leaders and those responsible for governance should ensure that:

- the school continues to be a centre of good practice that shares its expertise with other settings
- remaining gaps in the achievement of different groups of children, including between boys and girls, and between disadvantaged children and other children, are closed.

Spring numbers (to be confirmed)	2020	2019
Total number of children	151	143
Number of Free School Meals	47	48
Early Years Pupil Premium	47	49
Children entitled to 3 year old 15 hours universal funding	106	81
Of those, how many entitled to additional 15 hours (30 hours with code)	36	21
Children entitled to 15 hours 2 year old funding	42	52
2 year olds paying for hours	3	5
Children Topping up (extra 15 Hours £75per week)	9	2
Looked After Children (LAC) or post LAC - now called Children in Care (CIC)	6	1
Children with English as an additional Language (EAL)	7	13
Number of children who have deferred entry to school	0	2
Children subject to a Child Protection plan or Child in Need	6	3
Children with Early Help Plans	2	
Children on Special Educational Needs and Disabilities register (SEND)	33	22
Children with Education, Health and Care Plans (EHCPs)	1	4
Number of fixed or permanent exclusions	0	0



Staffing update:

Two TAs are going on Maternity Leave this term. We have appointed 1 TA as Maternity Cover.

We have started a new cohort of volunteers and 3 of them are starting training this term.

January Training Day

We worked together as a team to look at effective interactions, characteristics of effective learning, the 'Theory of Why' and how well planned areas of learning can support interactions with children.

Managers from Tigglywinkles joined us.

What we will cover today

- Skills activities
- Why?
- Our role
- Continuous Provision
- Levelling the areas
- Learning walk
- What next.....

The theory of WHY....

- Why are you here?
- Why are we here?
- Window of opportunity....
- We must be able to answer why for everything we do.
- What are some bad answers...
 - Because it's fun
 - Because it's easier
- What are good answers.....

Skills activities

- What are things that our children need to develop? Think back to our assessment...
 - E.g. mouth/cheek/tongue muscles, zips
- What have you come up with?
- What does it develop?
- Why did you choose it?

Continuous provision

- What do we mean by continuous provision?
- What do we have in our continuous provision?
- What do we want to develop in an area?
 - Workshop - cutting, glueing, tape
 - Creative
 - Malleable
 - Mark making
 - Construction

Staff worked in teams to use assessments and what we know about our children to plan curriculum areas to help our children achieve.

Area: mark making

16-24 Months	25-36 Months
• experiments with mark making tools • Big movements (circles + lines) • making a connection between their movements + the marks they make... • palmer grasp.	• Beginning to use tripod grip • initiates drawing such as circles + lines • → shows control in using mark making tools • Distinguishes between the different marks they make • know their made marks + sometimes tells us what they are
• Draws lines + circles using gross motor skills. • sometimes gives meaning to their marks • Ascribes meanings to marks that they see in different places • holds pencil between two fingers + thumb (no longer whole hand) • fine motor → hand eye coordination • gross motor → connections between marks + movements. • core muscles • → creativity. • → literacy. • → phonological awareness.	• shows a preference for dominant hand • uses anticlockwise movement + retraces vertical lines • begins to form recognisable letters • uses pencil + holds it effectively when mark making • gives meaning to the marks they make as they draw + paint

Levelled resources:	Idea for enhancement/provocation and why:
pencils - note pads paint brushes - paper chalk - clip boards stamps - provocations thick crayons - environmental print sponges - sand felt - water shaving foam - paint brushes name cards.	thin crayon felt tips gel pens thin pencils white board pens thin chalk thin paintbrushes / Q-tips why - its the next step - more challenging - levelled up! - encourage their interest
modelling writing / drawing / painting - numbers / shape space → scaffold pencil grips → write their name → develop an understanding that marks have meanings. → promote their interest by providing activities	tallies charts → encouraging them to talk about their marks. → provide writing app in every area → making opp every chance → encourage children to draw plans + their ideas? → provide fine / gross motor activities

Action Plan: Writing - markmaking

What?	By Whom?	By When?
→ buy resources felt tips / gel pens, water paints, gutter pens, clipboards.	Lisa	Today!
→ clip boards in every area inside / outside (w/ pencils).	→ Ren	→ Wednesday.
Enchantment box	- Theresa + Lisa	- ASAP
All the above (Greenhouse).	SU	→ ASAP.
Levelling of scissors + grasps.	Lisa	