

Sefton Early Years in Sefton

The table below illustrates the partners and stakeholders collaborating to deliver Early Years Function across Sefton. Delivery of the functions detailed is intended to facilitate early identification of need leading to intervention to impact significantly on children's:

- school readiness at 5
- overall education attainment
- future economic potential, resilience and independence.

This aim is underpinned by the principles of Public Service Reform and concepts of early assessment and identification of need, intervening assertively and using interventions that have a proven evidence base of success. The functions detailed support the wider aims of the LA in making tangible progress in supporting residents to be independent and self-reliant, and to reduce expensive demands on public services

Service and status	1. National Healthy Child Programme - HCP(Universal) Statutory - Commissioned by Health	Healthy Child Programme HCP (Targeted)	2. Sefton Speech and Language Pathway Universal / Targeted and Specialist Services	3. National EYFS Universal Statutory for all registered providers – Commissioned by the LA	EYFS Targeted	4. Sefton Educational Excellence Service, incorporating EYFS Quality Improvement Interventions. Statutory Interventions related to School Based provision Non-statutory Quality Improvement Interventions – commissioned by LA / Schools	5. National Early Help - targeted
Explanation	<p>The HCP aims to:</p> <ol style="list-style-type: none"> 1. Help parents develop and sustain a strong bond with children 2. Support parents in keeping children healthy and safe and reaching their full potential 3. Protect children from serious disease, through screening and immunisation 4. Reduce childhood obesity by promoting healthy eating and physical activity 5. Identify health and wellbeing issues early, so support and early interventions can be provided in a timely manner 6. Focus on the health needs of children and young people ensuring they are school ready (SEND Code of Practice 0 – 25 years, 2017) 7. Make sure children are prepared for and supported in all child-care, early years and education settings and especially are supported to be 'ready for to learn at two and ready for school by five' 		<p>Locally developed Pathway delivered in partnership between Children's Therapy Services, Local Authority Early Years Team and Early Education Providers in schools and PVI settings.</p> <p>The aims of the pathway are:</p> <ol style="list-style-type: none"> 1. To support parents, through universal provision, to promote their children's SLC Development. 2. To use universal assessment points to identify whether children may be at risk of delay in their SLC Development. 3. To reduce the number of children referred to specialist services by upskilling Early Education Providers to identify and address children's emerging low-level SLC needs in setting-based provision. 4. To deliver professional development and access to the advice of a S&L Therapist (drop-ins service) – in order to achieve 3 above. 5. To provide access to accredited training for Language Champions to promote deep knowledge and understanding of early language development and strategies that support early identification and intervention. 6. To develop assessment children's early Language development using WellComm at 2 and for entry into Reception. 	<p>The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.</p> <p>The EYFS framework supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.</p> <p>As well as being the core document for all professionals working in the foundation years, the EYFS framework gives mums and dads confidence that regardless of where they choose for their child's early education, they can be assured that the same statutory commitments and principles will underpin their child's learning and development experience.</p>		<p>Bespoke support for EYFS settings and schools, provided in inverse proportion to success and where appropriate, in the context of Sefton School Causing Concern Strategy Projects / interventions co-ordinated by LA Officers / System Leaders to support EYFS Education Providers, including schools to deliver high quality provision that is effective in accelerating progress where necessary and securing expected attainment.</p>	<p>Early help is support given to a family when a problem first emerges in order to minimise escalation of problems and statutory involvement of services...</p> <p>The main focus of Early Help Services is to improve outcomes for children and increase protective factors in a child's life (Early Intervention Foundation (EIF), 2018).</p> <p>Family Wellbeing Centres offer a range of Early Help Services to: children, young people and their families; education providers; as well as partnership delivery for targeted priorities.</p> <p>Various Parenting Programmes;</p> <ul style="list-style-type: none"> • Playing to Learn • Relax Kids • Incredible Years • VIG (Video Interactive Guidance) • Think Differently, Cope Differently • Triple P • ACEs • Therapeutic Services via IAPT (Improved Access to Psychological Therapies) <p>Early Help workforce offer support for families to access the 2YOO and increase take up of the offer.</p>

Explanation	<p>As set out in the HCP: ready for school is assessed as every child will have reached a level of emotional development, which enables them to:</p> <ul style="list-style-type: none"> communicate their needs and have good vocabulary become independent in eating, getting dressed and going to the toilet take turns, sit still and listen and play socialise with peers and form friendships and separate from parent(s) have physical good health, including dental health be well nourished and within the healthy weight for height range have protection against vaccine-preventable infectious diseases, having received all childhood immunisations 	See explanations detailed in columns 1 and 3.	<p>As set out in the EYFS Statutory Guidance: The statutory framework for the Early Years Foundation Stage (EYFS 2017), describes school readiness as 'giving children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life'.</p> <p>School Readiness therefore, is a measure of how prepared a child is to succeed in school cognitively, socially and emotionally. The good level of development (GLD) is used to assess school readiness. Children are defined as having reached a GLD at the end of the Early Years Foundation Stage if they achieved at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development, physical development and communication and language) and in the specific areas of mathematics and literacy</p>	<p>Quality provision in EYFS is secured through a workforce which is confident in:</p> <ul style="list-style-type: none"> Working together Engaging with families Understanding the importance of pedagogy and child development Ensuring high expectations for children to realise the best outcomes Delivering high quality practice and teaching that make a difference on a daily basis to children's outcomes. <p>Quality improvement is the means by which schools, settings and professionals consider how best to create, maintain and improve provision in order to offer the high-quality learning experiences. Children who experience high quality provision are well placed to achieve higher outcomes and develop better social, emotional and cognitive abilities necessary for life-long learning.</p>	<p>Protective factors include the development of strong social and emotional skills combined with access to a strong social support network for the family – including:</p> <ul style="list-style-type: none"> support for good parental mental health income support, benefits and advice good community services and facilities
Success Measure	<p>Assessments and contact delivered Assessments points evidence an increase in the proportion of children at expected levels of development. Increase in proportion of children attaining GLD.</p>	See success measures detailed in columns 1 and 3 plus, number of providers accessing drop in S&L service and impact on referral rates.	<p>Number of providers judged good or better by OFSTED Increase in proportion of children attaining GLD. 2YO Integrated Review evidences increase in proportion of children with development at expected level WellComm assessments evidence increase in proportion of children with communication development at expected level</p>	Increase in proportion of children attaining GLD.	Increase in proportion of children attaining GLD.
<p>The following specialist services compliment the range of universal and targeted services accessibly by children and families:</p> <ol style="list-style-type: none"> Children's Therapy Services Specialist Speech and Language Therapy Involvement as set out in Sefton Speech and Language Pathway Local Authority SEND Services 					

Contributors and Barriers to Success

Contributors	Possible Next Steps
<ol style="list-style-type: none"> The opportunities to the system afforded by the whole-family, pathways detailed in columns 1 and 3 above (from pre-birth to the last term before the child's fifth birthday). A track record of securing funding and implementing evidence-based interventions – in order to improve school readiness. Quality Improvement systems – resulting in no provider of Early Years Education being judged less than good by OFSTED. Quality Workforce System Leadership - The facility to draw on the education system to support a consistent coherent approach to the maintenance of quality practice 	<ol style="list-style-type: none"> Appraise elected members, senior LA officers and public bodies such as the CYPPB, HWBB, and Provider Alliance of the breadth of Early Years delivery Undertake a review of the position and connectivity of 'Early Years' in its widest sense, in Sefton – currently there is no strategic lead and functions are split across council departments. Explore the role of Day Care and Early Education providers delivering the free entitlement in helping drive parent engagement in education, employment, training and volunteering. Develop a data dashboard showing ward level GLD data mapped against levels of deprivation to help identify areas of good practice, support shared learning and intervene to address emerging need. Consider the development of a shared outcomes framework of population indicators and individual child measures. Consider how long-term impact will be evaluated in order to ensure families' needs continue to be addressed