



To: Education and Children's Services Scrutiny Board (2)

Date: 11th July 2024

Subject: Early Years Strategy

1 Purpose of the Note

- 1.1 To provide an update to the Education and Children's Services Scrutiny Board (2) on the progress and impact of the Coventry Integrated Early Years Strategy to include:
- The Early Years Strategy
 - Start for Life
 - The Saplings Programme
 - The expansion of the Early Years and Childcare entitlement
 - Approaches to the Teaching of Early Reading

The Coventry Integrated Early Years Strategy is in the process of being updated and will be available in September 24.

2 Recommendations

- 2.1 The Education and Children's Services Scrutiny Board (2) are recommended to:
- 1) Consider and comment on the progress of the Early Years Strategy and be aware of the initiatives implemented through the Start for life programme to address school readiness.
 - 2) Consider and comment on the information provided in relation to the Saplings Programme and its continuation for a third year.
 - 3) Consider and comment on the information provided in relation to the teaching of early reading.
 - 4) Note the information provided in relation to the expansion of the roll out of the early years and childcare entitlements which is in line with Government policy.
 - 5) Identify any recommendations for the appropriate Cabinet Member

3 Early Years Strategy and Start for Life Programme

- 3.1 Early Years education remains a citywide priority for Coventry as set out in the Early Years Strategy as well as the Start for Life Programme and The Marmot Principles. The strategy commenced in 2021 and aims to improve achievement at the end of Reception year and school readiness, respond to increasing demand on services post pandemic including with special educational needs and disability (SEND), and to make better use of knowledge and resources through improved information sharing and partnership working.
- 3.2 Services for families of children aged 0-5 are working as a coalition to improve practice; develop a shared understanding of 'school readiness'; tackle inequalities across the social gradient and achieve the Marmot objectives. This work is underpinned by service area plans to improve educational outcomes, health, and wellbeing for the youngest children in the city.
- 3.3 Coventry is one of 75 local areas selected to deliver the 'Family Hubs and Start for Life', programmes. These programmes align with the Early Years Strategy and have been a further support for delivery over the last 18 months.
- 3.4 The Start for Life programme aims to join up and enhance services delivered through transformed family hubs in local authority areas, ensuring all parents and carers can access the support they need when they need it. The educational aspect of the programme:
 - Supports play and learning at home (The 'Home Learning Environment;' HLE) because this is known to have a positive impact on future educational achievement.
 - Improving early speech, communication, and language development

Appendix 1 provides the expectations for delivery and examples of activity undertaken.

- 3.5 By the end of the Early Years Foundation Stage (5 years old), a child is defined as reaching a 'good level of development' (GLD) if they have attained the expected level in 5 key areas of learning. The Education Performance report shared with the Education and Children's Services Scrutiny Board (2) in February 2024 showed there was an improvement in achievement in the 2023/24 academic year with 63.9% of the city's five-year-olds achieved a good level of development (GLD) at age 5 in 2023 rising from 61% in 2022.
- 3.6 Outcomes remain below national (67.2%), but we have seen a greater increase in the percentage of children achieving GLD than our statistical neighbours (+ 2.8 ppt v + 2.27 ppt) and nationally where the gain was + 2.00%. Coventry ranks 4/11 statistical neighbours for Good Level of Development in 2023/24.
- 3.7 The use of two 'Apps' 'Easypeasy' and '50 Things to Do before You're Five' has been effective in providing universal and targeted support. Easypeasy has reached 3,332 children, which is 12.1% of the under 5's population. Of this figure, 54% are from disadvantaged families. Questionnaire data looks at the impact of this intervention. In the area of reading 58% of families who responded stated that they engage in more reading and reading related activities at home.
- 3.8 Easypeasy and 50 Things are promoted widely across all services working with families who have children aged from birth to five. One of the key impacts of the early years

strategy is the alignment of consistent advice for families to support school readiness and to provide access to information across a range of service areas.

- 3.9 As a result, the data for children's achievement in communication and language indicates a 1.4 ppt improvement from 2021/22 with 76% of ALL children achieving this Early Learning Goal.
- 3.10 An updated Early Years Strategy is in the final stages of development to respond to the current challenges facing the sector and to sustain the recent improvements. Appendix 2 provides an overview of activity and impact in different areas of work that relate to Early Years Quality Improvement and Standards Work (Strategy), Early Years SEND and Start for Life.

4 The Saplings Programme

- 4.1 The Saplings Programme is an intervention for children in their Reception Year with additional Speech, Language and Communication Needs, delivered in partnership with Little Heath Primary School. This year, the programme supported a second cohort of twelve children.
- 4.2 Children were identified for Saplings by teachers from the Council's SEND (Special Education Needs and Disabilities) Early Years Team in partnership with parents and school SENCOs.
- 4.3 Children accessing Saplings benefit from specialist teaching and small group support as well as interventions to target speech, language, and communication skills.
- 4.4 On average, children in the 2023-24 Saplings Cohort made more than 24 months of progress, as assessed using the Early Years Foundation Stage Prime Areas of Learning. This is an improvement on the average progress of the 2022/23 cohort.
- 4.5 Programme outcomes were shared with the Inclusion Head Teachers group who supported delivery of a further cohort. Identification of a third Saplings cohort is now underway.
- 4.6 Appendix 2 provides an overview of activity and impact in different areas of work that relate to Early Years Quality Improvement and Standards Work (Strategy), Early Years SEND and Start for Life.

5 The Expansion of the Early Years and Childcare Entitlement

- 5.1 As part of the Spring 2023 budget announcements the government have increased the financial support available to working parents by introducing free childcare for children from the age of 9 months. The announcements aim to make it easier for parents with childcare responsibilities to move into or take on more paid work. Starting from April 2024, existing childcare support will be expanded in phases.
- 5.2 The changes are being introduced gradually to make sure that childcare providers and Local Authorities can meet the demand for the new entitlement places. This means that from April 2024 eligible 2-year-olds will be able to access 15 hours childcare support; from September 2024 15 hours of childcare support will be extended to eligible children from the age of 9 months; and from September 2025 the offer will be extended to 30 hours of

childcare a week. Like the existing entitlements, these hours can be delivered across 38 weeks of the year (during school term time), or up to 52 weeks if offered as a stretched model of delivery.

- 5.3 To facilitate the expansion of the extended hours, offer the government have uplifted the hourly rate paid to childcare providers to deliver the existing funded entitlements. In the current financial year, the provider hourly funding rate for 3- and 4-year-old provision is on average £5.26; for 2-year-olds is on average £7.91; and for below 2-year olds it is £10.19. Please note these rates break down into an hourly base rate and an hourly deprivation rate.
- 5.4 The government have also provided funding to local authorities to increase the supply of wraparound care for primary school children between the hours of 8am and 6pm term time only. The ambition is that by September 2026 all primary school pupils (from Reception class to Year 6) will have access to a full wraparound offer, provided by the school or in partnership with a Private, Voluntary & Independent provider including a childminder. This obviously needs to be balanced with a needs analysis of what parents require. To support the delivery of this offer, the government will provide £289 million nationally over 2 academic years, starting in September 2024, to set up wraparound childcare provision in partnership with primary schools. This money is for set-up, and not to subsidise the cost of attending the provision over the longer term.

6 Early Reading

- 6.1 In England, the approach to teaching reading is defined by statute. Systematic Synthetic Phonics teaching begins at in the Reception year ([Early Years Foundation Stage curriculum](#)), Children's ability to link a phoneme (letter sound) with each letter of the alphabet is one of the Early Learning Goals (ELG).

Word Reading ELG: Children at the expected level of development will:

- say a sound for each letter in the alphabet and at least ten digraphs.
- read words consistent with their phonic knowledge by sound-blending.
- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

- 6.2 Children must take part in systematic synthetic phonics lessons for at least two years, as specified in the [national curriculum](#) and the [reading framework](#). The Government recommend the schemes that must be used whilst Ofsted inspect the effectiveness of delivery.
- 6.3 The Early Years Service provides advice, support, and training in relation to pre-reading skills advocating the use of evidence-based approaches, for example the Education Endowment Foundation. <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/>.
- 6.4 Training this year has included: Sharing Stories and Songs and Phase 1 phonics. Workshops. Work with the Library service has led to targeted distribution of Bookstart packs for 1-2- and 3–4-year-olds to under-resourced families and targeted distribution of the specialist Bookstart packs for children with additional needs and dual or multiple languages.

- 6.5 Coventry's strategy for supporting early reading starts in the early years. Families supporting children's early development at home is a crucial factor in child development. This has a positive impact on school readiness which can continue to persist until their GCSEs and A-Levels. It is also related to supporting social and emotional development with benefits noticed until age 16.
- 6.6 Oral language and communication skills underpin children's development. This is enhanced by the amount of spoken language a child hears and joins in with. Understanding of language is a pre-requisite of reading comprehension, it also underpins writing composition.
- 6.7 Schools in Coventry support a high proportion of children with EAL (English as an Additional Language) and/or who are disadvantaged. This is alongside 3 years disrupted education through the Covid-19 Pandemic. The number of bi-or multi-lingual learners, including those who are new arrivals into the city, as part of the rising levels of transience over the last 2 years, will be higher than the national average, and can impact on reading attainment at key stage 2.
- 6.8 In response many schools are implementing a long-term strategy around oracy (e.g. Voice 21). A multi-agency Speech and Language Action group are ensuring the Universal pathway which supports early intervention is as effective as possible. The early years workforce development programme is providing speech communication and language training. The target is 60% of the early years workforce trained to level 1 and 100% of schools and early years providers have a communication champion trained to level 3. Tier 1 training has been delivered over the summer term. To date 226 practitioners and professionals have attended the training across 177 early years providers and schools. This is 39.3% of all providers of early years and breaks down to 70% of schools, 41% of PVI providers and 23.4% of childminders. To support childminder professional development, we will be implementing new childminder networks in the Autumn, where this training will be delivered as the starting point.

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Appendix 1

Start for Life: Early language and the home learning environment (HLE) Expectations

Expectation
<p>Minimum</p> <p>Services available face to face at a family hub building:</p> <ul style="list-style-type: none">• Access to a key contact in the hub able to provide appropriate information to support parents of pre-schoolers with their HLE, identify need and connect families on to targeted evidence based HLE interventions (prioritising those that would benefit most). <p>Virtual services available through the family hub</p> <ul style="list-style-type: none">• Parents can access information on improving HLE and how to register their interest in other services through an online family hub presence.• Parents can access information on how to support their child's speech and language needs. <p>Services available through the family hub and received elsewhere in the network.</p> <ul style="list-style-type: none">• Staff in the hub are trained to deliver targeted, evidence-based interventions via outreach to parents of 3–4-year-olds who would benefit most (for example, children from disadvantaged backgrounds or with additional needs).• Parents of pre-schoolers can access HLE programmes through speech and language therapists, health visitors, midwives, early years practitioners, voluntary, community and faith sector organisations and other relevant organisations or professionals.• Families are identified that would benefit from evidence-based interventions and connected to the offer.• Staff across the hub use evidence-based early language assessment tools (such as the early language identification measure) to ensure families relate to the best interventions to address their needs.• Families get fast and effective support for identified early communication and language needs through multi-agency pathways which are codesigned with your local speech and language service.
<p>Go Further – not required to achieve - but we are working on these.</p> <p>Services available face to face at a family hub building:</p> <ul style="list-style-type: none">• Where appropriate, evidence based HLE interventions may be provided directly to families of pre-schoolers in the hub.• A speech and language therapist co-located in the hub can support early triage and connect families to HLE interventions. <p>Virtual services available through the family hub</p> <ul style="list-style-type: none">• Families benefit from targeted HLE interventions which you deliver online.• Parents have access to self-referral routes for getting support with their child's early speech and language development. <p>Services available through the family hub and received elsewhere in the network.</p>

- All local families have access to timely HLE support provided by staff in the hub network.

Appendix 2 Activity, Impact and Next Steps

Targeted work through the Early Years Strategy and Start for Life

Reduce the inequality gap for disadvantaged groups through:

1. **Improving the knowledge of early years practitioners in speech, communication, and language to facilitate early identification of additional need and appropriate intervention.**
 - Within Communication and Language there is a known delay in children’s language development also evidenced in the 3.70 ppt gap to national. There is an elevated level of demand for support. The LA Speech and Language Needs Assessment completed in 2022 determined a correlation between the highest number of referrals into the Speech and Language Therapy Service (SaLT), arising from the lowest super output areas (Indices of Multiple Deprivation score). On average, the SaLT service receives 1,500 referrals a year.
 - There has been a 1.4 ppt improvement from 2021/22 with 76% of ALL children achieving this early learning goal.

Activity: delivery detail	Impact	Next Steps
1. Improving workforce knowledge and skills		
<p>Audited current position. 85% (134 providers) stated they had not accessed relevant training in the past 3 years.</p> <p>Initiated Wellcomm SCLN Screening and Practitioner Training at Tier 1, March 24. To date 30% EY sector have attended, Target is for 60%.</p> <p>Autumn 2022 – Current Increased communication, language & literacy (CLL) / Literacy Training and focus on quality of practice during setting and school visits.</p> <p>Quality of Interactions Training and ensuring ‘language rich’ practice. Power of Effective Interactions (25 attendees from 14 settings), Sharing Stories (10 attendees from 8 settings), 3 x briefings on 50 Things and EasyPeasy,</p>	<p>There has been a 1.4 ppt improvement from 2021/22 with 76% of ALL children achieving this early learning goal.</p>	<p>Deliver Tier, 2 and Tier 3 Training throughout 2024, leading to a speech and language champion in every setting, school (EY) and Family Hub</p> <p>Speech and Language UK Programme: Talking Tots investment into 16 settings / schools, 6 community Groups 8 Family Hubs. Workforce Development and Targeted Intervention Programme</p> <p>The aim of this work is to improve communication skills in two-year-olds by sharing information with parents and carers and encouraging use of language and behaviours which research suggests supports children in talking and understanding words</p>

2022- 2025 Best Start for Life Programme

Narrative: There are several interventions evidenced to positively support the aim to give every child the best start in life. Those most relevant to early education include:

- Targeted high-quality family learning interventions to maximise children’s learning in the home environment for families across the social gradient.
- High quality early years provision to maximise children’s learning, development, and school readiness.
- General information and advice to parents and carers to support positive parenting and nurturing home environments.

Activity: delivery detail	Impact	Next Steps
1. Home Learning Environment Work		
<p>EasyPeasy EasyPeasy, is an integrated digital solution designed to enhance development from birth to age 5, improve the home learning environment, and close the gap in school readiness.</p> <p>The impact of the pandemic is evident on speech, communication, and language delay. To tackle this, we are supporting parents understanding of the importance of engaging with children in the early years of</p> <p>Many families arrive new to the city and the country, often escaping traumatic events. In this situation, families do not join a group at a set location, so a more flexible range of support is needed</p>	<ul style="list-style-type: none"> • 11% of all children aged 0-5 living in Coventry reached within 18 months. • 54% of children reached are from disadvantaged backgrounds. • 81% of parents say they know more about what they can do to help their child develop their speech, language, and communication skills. • 90% of parents say that since using the EasyPeasy app, they feel they are making a difference in their child’s behaviour. • 98% of parents say they will continue to use EasyPeasy. • <i>"Good ideas to help with the children’s development which you may not always think of, away from the norm of activities you would usually do."</i> - EasyPeasy Practitioner, Coventry • <i>" Knowing that it helps with [my child’s] development means we have been trying out lots of activities!"</i> - EasyPeasy Parent, Coventry 	<ul style="list-style-type: none"> • Targeting specific IMD areas with lower take up, particularly CV 4 Westwood area.
50 things App		
<p>50 Things To Do, helps children reach important health, learning, and wellbeing milestones, by providing 50 low or no cost ideas</p>	<ul style="list-style-type: none"> • 1,360 unique downloads and interactions. 6.1% of under 5 population. ONS 2020: Under 5 figures calculated as: 22,395. 	<ul style="list-style-type: none"> • Increase the number of schools delivering 50

<p>for play, to the people caring for them. Activities have a strong focus on communication and language. They provide links to stories, songs, and rhymes. The app can be translated into 132 different languages.</p> <p>50 Things to Do is a useful tool. Rather than an intense and prescriptive offer, 50 Things is a fun and non-judgemental way to engage in activities that will improve the home learning environment.</p>	<ul style="list-style-type: none"> • Average monthly downloads in 2023 - 153, 2024 – 148 • 50 things used by the Portage and NHS therapies teams, schools, EY settings, Family Hubs, and Libraries. • Advertised in the Job Shop, and across all Council venues. • 50 Things family learning sessions delivered by 6 schools. • 92 Practitioners /Professionals attended 50 things workshops February 2024. • Schools and EY providers using 50 things to support HLE. 	<p>Things sessions.</p> <ul style="list-style-type: none"> • Continue to work towards the target of 3,000 users / 15% of families with children under 5. • Continue targeted work in IMD areas 1-4. • Commissioned digital media campaign May 24 • 50TTD at events and locations across the city throughout 2024 												
<p>Family Hubs</p>														
<p>50 Things to do is used as framework to shape the content of Family learning sessions within the 8 Family hubs as part of funded Best Start for Life sessions focused on improving school readiness.</p> <p>Stay and Play sessions are now supported by the EY Quality Improvement and Standards Team to provide an enhanced focus on language rich practice</p>	<p>There have been sessions set up and rolled out at each Family Hub since January 2024</p> <ul style="list-style-type: none"> • Audit and development of resources. • Review and development of planning for sessions. • Induction and training of new EY practitioner role 	<ul style="list-style-type: none"> • Increasing footfall and using outreach sites where attendance within Family Hub is low. • Developing QA materials for use within hubs – QA to be completed by EY Team 												
<p>Re Inspection Successes: Quality Improvement and Standards Team</p>														
<ul style="list-style-type: none"> • Modelling practice, support, and advice • Reviews, Training, Targeted project work. • Communications to highlight training opportunities, good practice, and effective 	<table border="1" data-bbox="651 1682 1198 1877"> <thead> <tr> <th colspan="4" data-bbox="651 1682 1198 1753" style="text-align: center;">Reinspection Improvement after support</th> </tr> <tr> <th data-bbox="651 1753 788 1839" style="text-align: center;">Sustained</th> <th data-bbox="788 1753 925 1839" style="text-align: center;">Moved 1 grade</th> <th data-bbox="925 1753 1062 1839" style="text-align: center;">Moved 2 grades.</th> <th data-bbox="1062 1753 1198 1839" style="text-align: center;">Moved 3 grades.</th> </tr> </thead> <tbody> <tr> <td data-bbox="651 1839 788 1877" style="text-align: center;">2</td> <td data-bbox="788 1839 925 1877" style="text-align: center;">3</td> <td data-bbox="925 1839 1062 1877" style="text-align: center;">4</td> <td data-bbox="1062 1839 1198 1877" style="text-align: center;">0</td> </tr> </tbody> </table>	Reinspection Improvement after support				Sustained	Moved 1 grade	Moved 2 grades.	Moved 3 grades.	2	3	4	0	<ul style="list-style-type: none"> • Developing Schools EY network leads knowledge, skills, and confidence towards a
Reinspection Improvement after support														
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2	3	4	0											

<p>pedagogical approaches (webinars, articles, research)</p> <ul style="list-style-type: none"> Supporting National Programmes <p>COVID-19 Recovery Programmes including Early Years Expert and Mentor Programme and EY Professional Development Programme.</p> <ul style="list-style-type: none"> Local data used to identify providers and target areas where the inequality gap is widest. 18 settings received support from the Experts and Mentors Programme this academic year. 41 Practitioners have completed or are engaged with the PDP Programme. Autumn 2023 has 12 nursery classes signed up. PDP recruited to date: 53 Practitioners. 		<p>system leadership model</p>
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SEND Birth to Five Service: Reducing Barriers to Learning -SEND Early years.		
Work with birth to 5 children focussing on early identification and intervention to support successful transition into school.		
Activity: delivery detail	Impact	Next Steps
<p>Early Talk Boost A language intervention designed for 3- and 4-year-olds to boost their language work. Coventry received funding from Speech and Language UK to offer the intervention to 20 settings during 22/23. Intervention supports Attention and listening, developing vocabulary, and building sentences.</p>	<p>205 children took part in the project. After the intervention 47% had closed the gap towards expected levels. 40% narrowed the gap by more than 50%. Attention and Listening 12% were at expected level before the intervention 54% post intervention. Language and understanding, words and sentences 10% before and 64% after.</p>	<p>6 staff in the authority trained to deliver the training to schools and PVI settings. Further 11 settings have been trained. Additional funding allocated so additional sets of resources have been purchased to encourage further settings to be trained. Free training being offered in May and resources will be loaned to settings to deliver first intervention in hope that results will encourage settings to commit to buying the resources.</p>

	Language speaking 7% before 51% after.	16 additional settings signed up for the May training so far.
HTLA Work Team of HLTA's to support school readiness and transition into reception.	<p>Team has been increased in 23/24 provides 3hrs support fortnightly for children with an EHCP and 2 hours fortnightly for other children that require support</p> <p>Comments from schools Teachers and TA's feel more confident using different strategies. It was good to hear that the adults working closely with the children are doing an excellent job. Staff have benefitted from having strategies modelled to them.</p>	<p>HLTA's will work with the September cohort of children identified for support during the second half of the summer term in their nursery provision to build relationships and support a smooth transition into school. Focus of work to be on school readiness.</p>
<p>Teachers Team of teachers supporting all PVI school nurseries and childminders across the city. Focus of work early identification and intervention through modelling and coaching strategies to support school readiness.</p> <p>SENIF (Special Educational Needs Inclusion Fund) – Special Educational Needs and Inclusion Funding</p>	<p>Numbers continue to increase 422 referrals in 19/20 in comparison with 787 in 22/23. Majority of these referrals are from settings 239 were from health professionals. Some referrals are for portage. Main reasons for referrals are social communication and PSED needs. Of the children on teacher caseload 727 at present 66% are boys. Addition of the HLTA team has helped the support we can offer to settings as they are able to reinforce messages to staff in settings from priorities identified by the teachers. COVID continues to impact the level of need for the children, so we continue to focus on the skills needed for school readiness, turning taking, cooperation, routines, and boundaries.</p> <p>Requests for SENIF (funding) continue to increase, majority of requests are for enhanced</p>	<p>Training programme along with individual visits has supported the key messages we have wanted to share with settings. Training programme needs to be reviewed against the referrals we are receiving to ensure we are still offering the right training to meet need. Review of teacher offer underway.</p> <p>Budget has been increased to reflect level of need. Regular audits of use of SENIF to be completed.</p>

	<p>staffing to support children who are preverbal with social communication difficulties and have PSED needs.</p>	
<p>Training programme The SEND EY team have delivered online training to settings on a range of areas such as managing behaviour, early language development, school readiness, the role of the SENCO and inclusion in the early years. The team have also offered bespoke face to face training to individual settings on meeting the needs of children and on delivering the Early Talk Boost intervention.</p>	<p>Training has been well attended with an average of 25 participants on each session. Feedback provided has been very positive, with comments such as:</p> <p><i>The course was incredibly useful for our staff supporting all children but particularly for those with extremely high level SEND needs.</i></p> <p><i>The training will be shared with all TAs & SEND support staff on our next teacher day and will refresh and enhance staff knowledge on previous Emotion Coaching training.</i></p> <p><i>Signposting to the Makaton videos was a useful reminder of the next steps for us as a school. I also plan to share the videos of the Makaton signing, around emotions at my next SEND coffee morning.</i></p> <p><i>I have more knowledge now for completing the cognition and learning box due to the information I have received from the training.</i></p> <p><i>Really useful and relaxed, the training did everything it said it would, giving us the guidance to use the Early talk boost in our setting.</i></p>	<p>The training offer will be continued to be evaluated and reviewed to ensure that high quality, good value for money training is delivered that meets the needs of settings and schools in Coventry to enable them to support children with SEND in the early years.</p> <p>Training to be offered to school early years teams in June to support cohort of children moving into reception in September 24.</p> <p>The central message to training reflects the changing needs of children in mainstream Reception classes. With increasing numbers of children with both low level and high level SEND attending mainstream school each year practitioners need to make more adaptations to classroom practice. Aiming to blend mainstream and specialist strategies together rather than take a mainstream approach with SEND strategies as an ‘add on,’ we will be discussing practical ways to support children with SEND that may also benefit many of the other children in the class. We aim to model some of the strategies that are commonly included in EHCPs and support practitioners to use them effectively.</p> <p>The training will cover the following topics:</p> <ul style="list-style-type: none"> • Understanding behaviour – ways to prevent and support dysregulation in children with SEND. • Sensory processing – what is really meant by ‘movement breaks.’

		<ul style="list-style-type: none"> • The learning environment – practical tips for setting up the classroom. • Building positive relationships with your SEND children to help them thrive. • Intensive Interaction – what is it really? • Communication supports – using them effectively. • Learning activities for children with SEND 																		
<p>Portage Portage workers plus Portage coordinator supporting children birth to 2 in the home and in groups.</p> <p>Together We Can group. Joint group with health and education which is an assessment group to support children and parents. During the block of support children are assessed and relevant referrals are made to health professionals. Information about activities at Family Hubs is shared with families.</p>	<p>Support is very well received. Families comment that they no longer feel alone can talk to other parents on the same journey.</p> <p>Feel they know what strategies to use with their children at home.</p> <p>Given them more confidence to consider sending their child to nursery.</p>																			
<p>Saplings Saplings is a time limited intervention to improve inclusion for children with SEND in mainstream. Focus on closing the developmental gap with their peers and prepare them to thrive in their registered school.</p>	<p>12 children in the cohort data for present cohort on completion of intervention.</p> <table border="1" data-bbox="560 1413 994 1939"> <thead> <tr> <th><i>Prime area of learning Aspects</i></th> <th><i>Cohort average progress</i></th> </tr> </thead> <tbody> <tr> <td>Making Relationships</td> <td>+27 months</td> </tr> <tr> <td>Sense of self</td> <td>+27 months</td> </tr> <tr> <td>Understanding Emotions</td> <td>+27 months</td> </tr> <tr> <td>Listening and Attention</td> <td>+31 months</td> </tr> <tr> <td>Understanding</td> <td>+31 months</td> </tr> <tr> <td>Speaking</td> <td>+23 months</td> </tr> <tr> <td>Moving and Handling</td> <td>+29 months</td> </tr> <tr> <td>Health and Self Care</td> <td>+28 months</td> </tr> </tbody> </table>	<i>Prime area of learning Aspects</i>	<i>Cohort average progress</i>	Making Relationships	+27 months	Sense of self	+27 months	Understanding Emotions	+27 months	Listening and Attention	+31 months	Understanding	+31 months	Speaking	+23 months	Moving and Handling	+29 months	Health and Self Care	+28 months	<p>Children are presently transitioning back into their mainstream schools with the support of the 3 staff.</p> <p>Identification of 3rd Saplings cohort is underway.</p>
<i>Prime area of learning Aspects</i>	<i>Cohort average progress</i>																			
Making Relationships	+27 months																			
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Understanding	+31 months																			
Speaking	+23 months																			
Moving and Handling	+29 months																			
Health and Self Care	+28 months																			

Social Communication Groups

Prime Areas	
Personal, social, and emotional development	+27 months
Communication and language	+28 months
Physical Development	+29 months

Support is offered to families where the children either have a diagnosis of ASC or are on the pathway. Due to demand for this support, we are now running 3 groups across the city and there are 30 families on the waiting list.

Comments from parents.

Have found the sessions unbelievably helpful. X is an amazing teacher; they have made a huge impact on our lifestyle even in the short duration of the course. Thank you, Coventry City Council, this service is so fabulous.