

# Developing Local Provision- FAYS

November 2022

## AIMS OF THE PROJECT

- ❑ To improve the speech and language skills for identified children
- ❑ To reduce the number of fixed term exclusions
- ❑ To reduce the number of children on reduced timetable
- ❑ To increase the % of children achieving Good Level of Development at the end of EYFS.

## UPDATES

SALT Support

OT Support

Workshop Updates

Behaviour Support

Collaboration

Parent Feedback

Stakeholder Feedback

# SALT SUPPORT

*'...an effective and time efficient method for developing spoken and written vocabulary.'*

*There has been a range of Speech and Language training offered to all schools over the first year of the project.*

## **WMSLT School Phonology Screening test**

All communication champions attended Speech sound development and Identification training delivered by E Robbin and R Mpanza. The training focused on using the School Phonology Screening Tool (SPST) to identify pupils demonstrating typical developmental speech sound processes, speech sound delays and pupils requiring a referral for a Specialist SaLT assessment.

Communication champions have accessed enabling sessions with the Speech and Language Therapist focusing on supporting pupils identified as having a speech sound delay and requiring speech sound intervention.

## **Word Aware Vocabulary training**

'Word Aware is a structured whole school approach to promote the vocabulary development of all children. Focused on whole class learning, the approach extends to developing the word learning of all pupils. Developed by combining up to date research, together with extensive classroom experience, the end product is an effective and time efficient method for developing the spoken and written vocabulary of all children.

Schools accessed whole school vocabulary training delivered by Vocabulary Leads Sam Hawkesford and Liliias Jeffrey. Word Aware leads within each school setting have been identified.

Word Aware Vocabulary support is being incorporated into all lessons within schools with the support of the lead Speech and Language Therapist within settings.

## **Wellcomm Early Years and Primary age assessment and Intervention Toolkit**

Some settings accessing the project have received the Wellcomm Assessment and Intervention toolkit. Communication Champions have attended training and enabling sessions to develop their knowledge and confidence in using this tool to identify pupils with a language delay. It has also helped communication champions to identify when a referral to a Speech and Language Therapist is required.

The Wellcomm 'Big Book of Ideas' has been used by communication champions to plan and deliver language intervention groups at the appropriate level for pupils.

The 'Big Book of Ideas' provides over 150 instant, play-based activities so you can take appropriate action straight away. Activities can be used with parents at home too.

*'...boost their language skills to narrow the gap...'*

## **Talkboost:**

ICAN TalkBoost Key Stage 1 and Key Stage 2

Some settings accessing the FAYS DLP project have received ICAN TalkBoost KS1 and KS2 assessment and intervention resources. Training was delivered by M Turner and H Langbourne to all settings across 2 training days in October 2022. Communication champions within settings have also benefited from enabling sessions led by the Speech and Language Therapist in order to support and implement TalkBoost screening and intervention within the school environment. 'Talk Boost are targeted interventions for children with delayed language helping to boost their language skills to narrow the gap between them and their peers.

# OT SUPPORT

At the beginning of the project each school within the consortia, participated in an environmental walk with their identified therapist, to audit the physical and sensory environment. The aim of this was to celebrate best practice's already in school, and also to identify any potential barriers that may contribute to occupational challenges faced by pupils with physical and / or sensory needs. Each school identified OT champion/s who attended training (October 21/ January 22) around the role of occupational therapists in school, and to develop their skills and knowledge on how to identify pupils who have occupational performance challenges. All OT champions received training on screening activities to identify pupils for additional support in the areas of self-care, fine and /or gross motor skills, and participation in school-based occupations such as handwriting. Each school, in addition to the above, have been offered 6 follow up enabling sessions over the year. These sessions have been used to support screening of pupils, modelling of intervention sessions (more recently introducing sensory circuits), and reviewing set up intervention groups.

OT champions across the consortia are currently running targeted groups with a focus on the development of fine motor, gross motor, self-care (dressing / use of cutlery / tying shoelaces), and handwriting, with positive outcomes being recorded at rescreen.

In the summer term, online parent workshops were held through TEAMS, with some schools hosting parents on site, in addition to parents joining from home. Below is a summary of workshops held:

Workshop	Summary
Supporting your child's sensory needs at home. (19 <sup>th</sup> May)	This workshop provided parents with an overview of the 7 sensory systems and behaviours associated with sensory processing challenges. Parents were provided with practical strategies for the home to support their child's sensory needs.
Developing Independence Skills (12 <sup>th</sup> May)	This workshop provided parents with practical strategies and activities to support the development of their child's self-care skills, including toileting, washing, dressing and feeding.
Developing motor skills for daily occupations (9 <sup>th</sup> June)	This workshop outlined developmental norms for the fine and gross motor skills that support engagement in childhood occupations. Activity ideas were discussed with parents on how they can promote motor skill development, along with practical strategies to support motor coordination challenges with : <ul style="list-style-type: none"> <li>• Self-care tasks (toileting, washing, dressing, feeding)</li> <li>• School based occupations – handwriting support at home</li> <li>• Participation in leisure activities, such as bike riding, and recreational activities to support development of skills</li> <li>• Teaching techniques for new skills</li> </ul>
School readiness – communication and independence skills (30 <sup>th</sup> June)	This workshop was run jointly by OT and SaLT, for the new starters at the end of July, and covered the following topics <u>Speech and Language Therapy</u> <ul style="list-style-type: none"> <li>• Typical speech and language development</li> <li>• Developing attention and listening skills</li> <li>• Developing understanding of words / the ability to follow instructions</li> <li>• Vocabulary development</li> <li>• Dummy and bottle use</li> </ul> <u>Occupational Therapy</u> <ul style="list-style-type: none"> <li>• Typical motor skill development</li> <li>• Self-care skills and expectations for reception</li> <li>• Readiness for handwriting</li> </ul>

*'...all schools have unlimited access to their website which offers unlimited CPD...'*

## BEHAVIOUR SUPPORT

Beacon School Support have been offering all schools, children and their families vital support throughout Year 1 of our project. As part of the package all schools have unlimited access to their website which offers online CPD to all teachers, lunchtime supervisors, senior leaders and families. Another aspect of their support has been to work with senior leaders looking how we reduce exclusions and the interventions schools can implement. Training has also taken place with class-based staff focusing on minimising disruptive behaviours in the classroom. Beacon have also delivered a number of parent workshops which have focused on anger and anxiety and how best to support children at home. This support has been invaluable to all stakeholders.

*'Engagement from schools has been extremely positive and all schools are reporting that the CPD has helped...'*

## COLLABORATION

As a consortia, we feel that the project has been a great success this year for a number of reasons. From our data it is clear to see that we have made progress in all areas and we will strive to make further improvements in Year 2. Engagement from schools has been extremely positive and all schools are reporting that the CPD provided has given all staff more confidence in the identification of children, to support these children and that there have been good outcomes. Another positive factor is that the heads within the consortia have placed a big emphasis on this project within their own school and the project is also a standing agenda item on their consortia meetings. This has ensured that the KPIs and the project are always discussed and actions are acted upon. By having a project manager who is coordinating the whole project has also been beneficial to ensure that all information can be shared and collated in a timely manner. The person running the project has regular meetings with one specific head teacher within the consortia, Beacon and WMSLT and this helps to share messages, information to all head teachers within the consortia. The project lead is also the area SENCO lead and this is proving effective as the project is also discussed as a standing item.

# BEACON PARENT WORKSHOPS FEEDBACK

"I would whole-heartedly recommend working with Beacon. Emma has tailored our support and now we can move forward with a clear approach towards behaviour - also using the wealth of online resources to support us on this journey."



H. GUEST  
LYNDON GREEN JUNIOR SCHOOL

"Emma delivered two exceptional parent workshops at our school helping parents to understand big emotions like anger and anxiety in their children. Both workshops were gratefully received by parents and were delivered in a clear, concise and friendly way. Many parents attended the workshops and found the information really useful as well as real life tips to support their children at home."



G. JOHNSON  
MAPLEDENE PRIMARY

"25 years into my teaching career and now a DHT and SENDCo, I rarely get excited by resources, but I genuinely can't wait to read more of this information and use it to train my staff and support my families. So, so impressed with the balance of the 'need to know' psychology with practical and realistic strategies."



LAKEY LANE PRIMARY SCHOOL for the Behaviour 360 package

"Family First has been transformational for our parents. It has improved parents' wellbeing and their relationships with their children, and has had a huge impact on children's behaviour both at home and in school. A huge success!"



LYNDON GREEN INFANT SCHOOL for Family First for School

# FEEDBACK FROM ALL STAKEHOLDERS

We are delighted to have received such great support from our DLP. It is making a real difference to our children and their families. Supporting our staff and developing their knowledge ensures our children receive the right support at the right time. The dedication, leadership and coordination of this project by Ms Harvey is outstanding. Thank you from Holy Souls Catholic Primary School.

The DLP has provided us with an incredible opportunity to upskill our staff in order to create SALT and OT Champions. We feel confident to identify needs and assign the right interventions, reducing the need for children to wait for the outcome of referrals. This is really worth investing the time in.

## IMPACT

All schools now have Speech and Language and Occupational Therapy Champions who are ensuring early identification and intervention. Staff feel more confident in supporting these children and helping them reach their full potential.

As a consortia we exceeded our target of the number of children reaching a Good Level of Development at the end of EYFS and we hope this will continue to develop at the end of Year 2.

Across all schools the number of children on a part time timetable has steadily decreased across the whole academic year with now only 1% of children across all 18 schools on a reduced timetable. The percentage of children on a part time timetable has **reduced by 52%** over the last 3 terms.

The number of exclusions across the consortia is at the lowest it has ever been with less than 1% of exclusions, across all 18 schools, by the end of the academic year. The percentage of fixed term exclusions/ suspensions has **reduced by 78%** during the last academic year.

## PLANS FOR YEAR 2

As a consortia, our plans for Year 2 are to continue embedding all of the CPD and training each school have had and to further improve outcomes for all of our children. In addition to the support from Year 1 continuing we are also adding SCERTS training to our project. This intervention will enable all of our schools to implement a more personalised curriculum for children with more complex needs and enable them to have small step targets that are achievable and enable them to make good or better progress in a mainstream setting. We will also be offering more parent workshops in the areas of Speech and Language, Occupational Therapy and Social, Emotional, Mental Health and Well-Being.