

Salford City Council

Childcare Matters Information session

**Salford City Council Local updates
and priorities**

Local Priorities Free Entitlement Funding

Ensuring that;

- We have sufficient places for families eligible for 2, 3 and 4 year old funding
- Families apply for and provide childcare providers with the relevant 2 year old voucher; 30 hour eligibility code
- Families remember to reconfirm their details and renew their 30 hour eligibility code
- Information for families and childcare provider to help them understand what help is available to support paying for childcare
- Efficient digital systems that support childcare providers to submit information that then generates into relevant payments

What we are working on;

- Revamping information documents to make sure that messages are clearer, smarter, quicker to process
- Allowing childcare providers to complete 2 year old applications in setting

Take up headlines

	2 YOF	3&4 YOF	EYPP	DAF	SENIF
Spring 2019 Term	1,170	4,917			
Autumn 2018 Term	1,287	4,124			

Local priorities – Speech and Language

Improving speech, language and communication amongst three year olds

Did you know that only 40% of Salford's three year olds have the expected levels of speech, language and communication skills?

As part of Salford's 0-25 transformation programme, Salford Royal's speech therapists have teamed up with the council's Starting Life Well service to introduce a new way of working to help three year olds achieve their potential.

Find out about some of the amazing work that has been taking place by watching our short film at <https://www.partnersinsalford.org/slcn>

Local priorities SEND

To ensure that we have an Early Help pathway that has;

- Improved Early identification
- Clear process of support in place
- Solution focussed approach
- Integrated working in place that supports a plan, do, review approach

What we are working on;

- Reviewing the funding streams available to settings to find a 'one stop' system
- Revamping information documents to make sure that messages are clearer, smarter, quicker to process

Senco's in settings need to be your SEN champions (it is good practice to have a co-senco)

All of us need to be champions of SEND

SEN Support

SEN Support

- With 1 in every 15 children in Salford having an identified SEN, the LA has a city wide approach to ensuring that schools and settings are equipped to routinely put the right support in place.
- Services from Starting Life Well, Educational Psychology and Learning Support provide support and challenge using the 'Plan, Do, Review' cycles delivered in schools and settings enabling SENCOs to plan provision to meet needs and influence outcomes.

SEN Data

In Salford there are 40,278 pupils on roll in Salford maintained and academy schools; of these;

➤ 19.1 % are in receipt of some form of provision for their Special Educational Needs. This is far higher than the England average of 14.6%.

There are:-

➤ 1792 children and young people (0-25) with an EHC Plan. This is a 79% increase overall since the implementation of the SEND reforms in September 2014 when there were just over 1000 Statements of SEN.

➤ 627 children and young people placed in maintained or academy Special Schools

➤ 128 children and young people attending non-maintained or Independent Special Schools.

➤ 177 young people with EHCPs attend General Further Education or Sixth Forms

➤ 29 young people attend Specialist post 16/19 settings

➤ 27 young people are undertaking supported internships

➤ 9 children and young people who have EHC Plans are electively home educated

Attainment scores

EYFSP

There has been an improvement of 3% from 26% achieving GLD in 2016/17 to 29% in 2017/18 takes Salford above the national average for SEN Support cohort (28%)

- 43% of children with a hearing impairment achieved GLD in 2017/18 (5% higher in Salford than the national average)
- 12% of children identified as having a moderate learning need achieved GLD in 2017/18 against a national average of 16%
- 63% of children with a physical disability achieved GLD in 2017/18 which is twice the national average.
- 14% of children identified as having social emotional and mental health needs achieved GLD in 2017/18 which was below the national average of 26%.
- 34% of children with identified speech, language and communication difficulties achieved GLD compared to 28% nationally.
- 25% of children with specific learning difficulties achieved GLD compared to 16% nationally.
- 50% of children with a visual impairment achieved GLD which is 8% higher than national

A Celebratory Approach to SEND Assessment in the Early Years

Funded by

Department
for Education

A Celebratory Approach to SEND Assessment in the Early Years




Department
for Education

Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

Published: 3 March 2017

Effective: 3 April 2017


Department
for Education


Department
of Health

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities

January 2015

Activity –questions for discussion

1. What are your main priorities when supporting children with SEND?
2. What is the main 2/3 identified needs of children with SEND attending your setting?
3. Have you seen a rise of children with SEND?
 - 3b. What have you done in recognition to this?
4. What support does your setting feel you would require to enable more spaces and better quality provision for children with SEND?
5. Do you access any peer to peer support with other settings or share good practice?
 - 5b. How do you do this?
6. What training do you consider your setting needs to access?
7. Please provide information about what resources or toolkits you feel would benefit your setting when supporting children with SEND?

Keynote Presentation

Improving Outcomes: high aspirations and expectations for SEN in the early years”

Geoff Catterall

Head of Service - SEN and Complex Needs