



TRAFFORD
COUNCIL



Early Years and School Readiness



The current Trafford position

- Top performing LA in the North West at all milestones for overall attainment
- 75% of children in Trafford achieved a Good Level of Development (National: 71.5%)
- Take up of free early education for 2 year old children remains well above national and exceeds 100%
- The percentage of Trafford schools and settings at good or outstanding is above national with 97% of group settings and 99% of childminders judged good or outstanding
- There are 161 graduate practitioners across Trafford and over 1000 practitioners access the early years learning and development programme each year



Outcomes 2018

Each school is required to assess each child at the end of the Reception Year against a series of Early Learning Goals to determine if they have achieved a Good Level of Development.

The key areas which define the Good Level of Development are:

- **Communication and language development**
- **Physical Development**
- **Personal, social and emotional development**
- **Literacy**
- **Mathematics**



Early Years Strategic Priorities

Improving school readiness is a key priority for Greater Manchester.

In Trafford, the multi-agency Early Years Strategic Board has the overarching aim to increase the proportion of children who are ready for school at the end of the Early Years Foundation Stage and narrow the gap between the highest achievers and most disadvantaged children.



Trafford Early Years Strategic Priorities



- 1. Improve outcomes by ensuring systems are more effective and integrated**
- 2. Improve outcomes for children with Special Educational Needs and Disabilities**
- 3. Reduce accident and emergency attendance and unplanned hospital admissions**
- 4. Ensure children meet their milestones for speech, language and communication**
- 5. Ensure children are supported to achieve positive social and emotional well-being**
- 6. Ensure children meet their milestones for physical development**
- 7. Secure sufficient good quality early education and childcare places to meet families' needs**



Improve outcomes by ensuring systems are more effective and integrated

1. Embed Early Help to support whole family approach to early intervention.
2. Develop targeted integrated reviews between health visitors and early years settings
3. Implement consistent approaches to transition building on existing good practice
4. Maximise the benefit of Early Years Pupil Premium (EYPP) and Pupil Premium for vulnerable children.



Improve outcomes for children with Special Educational Needs and Disabilities (SEND)

- 1. Coproduce and implement the Early Years Graduated Approach and Special Educational Needs Support Pathway.**
- 2. Improve the support available by increasing the number of early years children with social communication difficulties being referred to services.**
- 3. Commission and implement learning and development offer for early years Special Educational Needs Coordinators**



Reduce accident and emergency attendance and unplanned hospital admissions

1. Target public health advice about first aid, safety home and car, minor illness



Ensure children meet their milestones for speech, language and communication



- 1. Design and implement the Giving Voice Recognition Award for early years settings**
- 2. Increase the use of the WellComm screening tool and interventions**
- 3. Develop a shared understanding of the Speech and Language pathway for early years children and their families**



Speech and Language Offer: Wellcomm

There is an intensive speech and language offer for settings and schools in the priority areas called Wellcomm.

Wellcomm is a Speech and Language Toolkit for Screening and Intervention in the Early Years and plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development.



Why use WellComm?

- **Identify children in need of referral or support**
- **Provide tailored intervention strategies for all children**
- **Assess children's communication skills on entry to nursery and school**
- **Measure progress throughout**



Roll out of Wellcomm

- **By the end of March, we will have trained 152 out of 167 Early Years settings**
- **In the North and Partington, every early years PVI group setting will have received 3 speech therapy visits since the project started and now have a bespoke action plan**



Ensure children are supported to achieve positive social and emotional wellbeing

- 1. Commission and implement social and emotional learning and development offer**
- 2. Deliver evidence based parenting interventions across all localities.**
- 3. Earlier identification of mental health needs in antenatal period**



Ensure children meet their milestones for physical development



1. Design Trafford physical development pathway



Secure sufficient, good quality early education and childcare places to meet families' needs

1. Implement a targeted programme of quality improvement for early years providers to sustain high quality early education provision.
2. Develop and commission an early years learning and development programme linked to systemic changes
3. Provide good quality information, advice and guidance that meets the needs of parents and prospective parents looking for early education and childcare places



Place Based Plans for Priority Areas

School Readiness Plans have been created for our 2 hotspot areas where there are significant inequalities in outcomes

North Locality

Partington

There has been considerable analysis of the data and context of these localities which has formed the basis for the action plans.

Representatives from a range of agencies across health, education and social care meet to monitor progress against action plans.



Partington School Readiness Plan

Locality Profile established

Quality of provision analysed

- ∇ 93% of settings and providers are good and outstanding

Number of early help assessments monitored

- ∇ 17 to date (89 in Trafford as a whole)

Attainment and outcomes tracked

- ∇ The percentage of children achieving a Good Level of Development has decreased over time
- ∇ The gap between the attainment of Partington children and Trafford is widening
- ∇ All disadvantaged groups consistently perform less well than Trafford and national pupils



North School Readiness Plan- proposals

Parenting offer in the North

Results of analysis of multi-agency data

- ∇ 44% of children who are not school ready in the north locality have English as an Additional Language

Themes from 2 year places uptake review

Developing a social and emotional pathway

Feasibility of targeting siblings

