



**TRAFFORD  
COUNCIL**

**AGENDA PAPERS FOR  
CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE**

**Date: Tuesday, 19 March 2019**

**Time: 6.30 p.m.**

**Place: Committee Room 2 and 3, Trafford Town Hall, Talbot Road, Stretford,  
M32 0TH.**

<b>A G E N D A</b>	<b>PART I</b>	<b>Pages</b>
1.	<b>ATTENDANCES</b>	
	To note attendances, including officers, and any apologies for absence.	
2.	<b>QUESTIONS FROM THE PUBLIC</b>	
	A maximum of 15 minutes will be allocated to public questions submitted in writing to Democratic Services ( <a href="mailto:democratic.services@trafford.gov.uk">democratic.services@trafford.gov.uk</a> ) by 4 p.m. on the working day prior to the meeting. Questions must be relevant to items appearing on the agenda and will be submitted at the meeting in the order in which they were received.	
3.	<b>DECLARATIONS OF INTEREST</b>	
	Members to give notice of any interest and the nature of that interest relating to any item on the agenda in accordance with the adopted Code of Conduct.	
4.	<b>MINUTES</b>	To Follow
	To receive and, if so determined, to agree as a correct record the Minutes of the meeting held on 15 January 2019.	
5.	<b>SCHOOL READINESS</b>	1 - 18
	To receive a presentation form the Director Education Standards, Quality and Performance.	

6. **REGIONAL ADOPTION AGENCY** To Follow  
To receive a report from the Acting Director of Safeguarding.
7. **TRAFFORD YOUTH PARLIAMENT** To Follow  
To receive a report from the Acting Director of Safeguarding.
8. **CHILD PROTECTION PLAN UPDATE** To Follow  
To receive a report from the Acting Director of Safeguarding.
9. **SEND TASK AND FINISH GROUP** To Follow  
To receive a report from the Committee's Task and Finish Group.

**SARA TODD**  
Chief Executive

Membership of the Committee

Councillors D. Western (Chair), Miss L. Blackburn (Vice-Chair), T. Carey, J. Coupe, J. Dillon, J. Holden, D. Jerrome, A. New, J.R. Reilly, G. Whitham, A.M. Whyte, D. Acton (ex-Officio), R. Chilton (ex-Officio), Goodstadt and Khan.

Further Information

For help, advice and information about this meeting please contact:

Alexander Murray,  
Tel: 0161 912 4250  
Email: alexander.murray@trafford.gov.uk

This agenda was issued on **Monday 11 March 2019** by the Legal and Democratic Services Section, Trafford Council, Trafford Town Hall; Talbot Road, Stretford, Manchester, M32 0TH

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## 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