

## **EYSEN Service development Plan 2018-19**

### **Children's Services - Vision:**

'Working creatively together to inspire and empower children, young people and their families and communities to be the best they can be: safe, healthy, happy, learning and working'

### **Priority 1: To keep all children safe**

- Enhance children and young people's emotional wellbeing and resilience
- Provide timely, tailored support to children with specific vulnerabilities

### **EYSEN Overall aim: to build resilience and emotional well-being for young children with complex needs**

| <b>Aim</b>  | <b>Action</b>   | <b>Outcome</b>  |
|---|---|---|
| To continue improve children's mental health and emotional well-being                 | Raising awareness of the early childhood adverse experiences impact on children's mental health, cascade training from EYs conference | All staff more aware of the impact of ACE   |
| Revision of 'Promoting Positive Behaviour' training.                                  | Revise the 'promoting positive behaviour course' in line with SEND emphasis and complexity of needs.                                  | Evaluations will show team have benefited from EWB policy<br>Meetings are held<br>Anecdotal information |
| Work with Behaviour Support to identify FS Exclusions and create pathways for support | Attend regular meetings to discuss innovations to reducing numbers of EYs exclusions  | Identification of proactive means to reduce exclusions in EYs.  |

### **Priority 2: Be a good corporate parent to our children in care**

- Support our children in care to do their best at school/setting

**EYSEN Overall Aim: To support children in care or at risk of DA by providing a flexible child led service.**

| <b>Aim</b>  | <b>Action</b>  | <b>Outcome</b>   |
|---|--|--|
| All EYSEN staff will attend safeguarding training as required by LA                                     | EYSEN staff will take responsibility for attending training as required  | All staff will attend safeguarding courses, recorded on data base. |
| To continue to liaise with professionals to ensure children in care get the best possible start in life | EYSEN team will consistently contact all professionals and prioritize TAF meetings for children in care or in receipt of early help support. | Children's records will have records of meetings attended          |

**Priority 3: Be an effective champion for high standards in education:**

- Support children with additional learning needs to reach their learning potential.
- Ensure young people with SEND are ready for work and are able to lead as independent a life as possible

**EYSEN Overall Aim: To improve the quality of delivery of support for children with Social Communication needs**

| <b>Aim</b>   | <b>Action</b>   | <b>Outcome</b>   |
|--|---|--|
| Whole Service knowledge and delivery of the Attention Autism approach. | 4 team members attend AA training<br>4 team members work to pilot scheme with identified children on their case load<br>AA cascaded to all team<br>AA becomes part of the EYSEN menu of support for children with SC difficulties | All team members are confident to use Attention Autism as part of their advice to settings and families. |

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| To identify team advocates/coordinators for children with SC difficulties | Team members are identified and specialism targets set through teacher Performance management and PHV my plan.<br>Developing an ASD Position statement and 'offer' for early year's educators<br>Advocate for Intensive interaction established within the team. | Advocates named<br>Position statement written<br>Menu of support available   |
| To continue to expand Training and awareness raising in this area.        | 2 additional members of staff deliver ASD training.<br>Extending Sensory processing training through bespoke model   | Training advertised amongst maintained and non-maintained settings.<br>EYSEN Training leaflet produced for distribution to EYRS providers.<br>Training completed and evaluations show practitioners found it beneficial to working practice and learning outcomes for children.<br>Training responsibilities identified within the team. |
| To continue to work on the Sensory Processing steering group              | Taking the lead in CPD task and finish group<br>Finalising the Tool kit and identification of users to pilot it.   | Tool kit will be available across CS and partners<br>CPD workforce development will be planned and piloted.  |
| Another member of the team will complete PECS training                    |  | Training Attended  |

**EYSEN Overall Aim: To improve learning outcomes for young children with complex SEND**

| <b>Aim</b>  | <b>Action</b>  | <b>Outcome</b>   |
|---|--|--|
| To continue to raise learning outcomes for children with SEND through the Early Years                           | Team will engage in 'moderation' exercises to improve practice and identify influence they can have when advising other practitioners.<br>Organised at team meetings | Key identifiers to improve learning outcomes for children when working with families and PVI sector. |
| Developing a 'emerging' and 'learning to learn' position statement  | Review of literature   | Position statement written and shared with team.   |
| To embed a standardised processes for planning and recording, professional accountability and use of data bases | BSA's move to using SYNERGY as main data base.<br>Continued refreshers of standard procedures in team meetings and at case reviews with individual staff.            | Synergy established<br>All staff familiar with professional standards and protocol as demanded.      |
| To facilitate another member of the EYSEN service to become a Portage Trainer. (yr2 of training)                | A PHV will continue to train as Trainer.   | PHV completes yr2 of training  |

**Priority 4: Plan effectively for the needs of communities:**

- To improve outcomes for young people with special educational needs and disabilities.

**EYSEN Overall Aim: To promote and sustain good practice at Transition times.**

| <b>Aim</b>   | <b>Action</b>                                | <b>Outcome</b>  |
|--|--|---|
| To raise awareness of maintained and no-maintained sector strategies for good transitions. | Deliver training at the SENCO briefings      | Schools and nurseries are more confident in supporting children through transitions<br>Children experience improved transitions     |
| To offer the transition package from the end of February                                   | New referrals are offered transition package | Schools and nurseries will be better equipped to support children through their transitions.<br>Monitoring reduction in exclusions. |

**Priority 5. Ensure the availability of early help support to vulnerable children and families:**

- Work with partners to model a new approach to delivering support for families with children aged 0-5.

**EYSEN Overall Aim: To work with partners to improve information sharing and outcomes for young children with complex needs. .**

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| To raise awareness of childminders as they support Children with SEND | To liaise with EYIO service to deliver a Childminders conference.<br><br>EYSEN will present workshops and training on SEND service delivery      | Conference will take place and evaluated |
| To establish a Makaton 'baby signing group' and deliver 2x2 sessions  | One PHV will work with JG (Makaton trainer) to develop a 'baby signing group'<br>To be advertised and run 2 lots of 2 sessions through the year. | Group will run and be evaluated.         |

## PUBLIC

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| To Work with health to promote support with Health care Plans within the PVI sector.                        | Jnt training with NHS at SENCO Briefings   | SENCO briefings delivered. Evaluations considered.                                     |
| To research and feedback to the service a briefing on the engagement of fathers in their child's SEN        | Research and investigation on engagement of fathers of young children with complex needs.                            | Briefing provided that may influence our practice of working with families of clients. |
| To continue the new expansion model of clinic helpline to support children with emerging and moderate needs | Continue to review work by EYSEN and EYIO's in collaboration through the clinic helpline.<br>Review of service users | Clinic helpline is established a route for support within the LA                       |