COUNCIL FOR DISABLED CHILDREN

Barnet Early Years Event

Daniel Stavrou



Agenda

- A word on CDC and SEC
- Reflections on the EYSEND: a double crisis?
- Policy direction of travel
- Ordinarily Available Provision

Council for Disabled Children and the Special Educational Consortium

- Council for Disabled Children
- Special Educational Consortium

EYSEND

- Our DfE – funded work: Early Years SEND
- Challenges in the early years sector: recruitment and retention, sufficiency, workforce training, lack of parity with school staff?
- Funding: Prices faced by early years providers had increased more quickly than those faced by households or the economy (IFS in Parliament report, 2022)
- 87% of settings receiving SEND funding say it isn't sufficient (EYA, Mar 2022)

The Social Mission: Addressing Inequality

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At age 5

4.8

months behind

EPI Annual Report, October 2023

By the age of

3

cognitive skills affected by socio-economic differences

IFS, 2022

22.9%

of children with SEND 'good level of development'

65.7%

of all children

DfE EYFS Profile Results, Nov 2022

SEND – specific
Access to early education and childcare

Take up of FEEE

37%

children with SEND

45%

children without SEND

DfE, Childcare and early years survey of parents, July 23

- Concerns around continuity of settings / peers
- (Perceived?) lack of appropriate provision
- Childcare ‘deserts’

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“Childcare Support is Expanding”

April 2024
2 year-olds
15 hours
childcare
support

Sept 2024
9 month-olds to
3 year-olds
15 hours
childcare
support

Sept 2025
Under the
age of 5
30 hours
childcare
support

Policy design influences

- Multiple entitlements: universal, disadvantaged 2-year-olds, working families

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- Confusion about the entitlements
- System difficult to navigate
- Administrative burden for providers
- Decline in eligible disadvantaged 2- year-olds

- Funding rates do not cover delivery costs, esp. for SEND and other disadvantaged children
- New investment focuses on working families

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- 15 hours only places are not financially viable - mainly accessed by disadvantaged families
- More places and lower childcare costs for middle-high income families

Early education for disadvantaged children: How local action can support take-up of the 15 hours entitlement, 2024 (link)

The backdrop: COVID-19

Sir David Bell is the vice-chancellor of Sunderland University, a former primary school teacher who later became chief inspector of Ofsted, and permanent secretary of the Department for Education between 2006 and 2012.



Highlighted areas of concern

- *“headteachers have spoken of children arriving at school who are still wearing nappies, whose communication abilities are limited, or who are still unable to use a knife and fork”*
- *“fewer two-year-old children are reaching expected standards of development this year, compared with last”*
- *“Children with SEND…are arriving at school with their learning and development almost a year behind their friends”*

Where is policy going?

- ‘school readiness’ (what do you think of the term?): https://www.nesta.org.uk/blog/the-pms-plan-for-change-is-a-big-moment-for-the-early-years/#:~:text=By%202028%2C%20the%20government%20wants,look%20modest%2C%20but%20it%27s%20not.
- Focus on speech, language and communication needs (ELSEC): continuation from previous Government
- Workforce development, e.g., practitioner guidance Help for early years providers : Support for practitioners
- Nursery placements in schools (SBN) https://www.gov.uk/government/publications/establishing-school-based-nursery-provision/establishing-school-based-nursery-provision

Ordinarily Available Provision



Universal provision is the shade provided by the parasol… the wider the parasol (OAP) is, the more needs are met.

Conversely, where a child is not protected by the shade (if not enough room under the parasol), extra provision will need be given;

- sun hats, protective cream
- a separate shaded space would be the specialist provision

Why is this important and why is it important particularly in the early years

- Build trust and confidence amongst parent / carers: this is about transparency
- Create a shared understanding of expectations LA / schools + settings
- Provide practical support to practitioners
- Thresholds for statutory assessments
- (in particular for EY): provide a data base for interventions before escalation of need (think SLCN; SEMH e.g., anxiety)
- Training audit and local priorities

… and Barnet's OAP

- Is widely recognised as good practice.
- Comes with a fantastic, practical toolkit.
- Includes setting visits.
- Explains funding structures.
- Comprehensive training offer to support it
- Collaboration between the Standards Team, SEND Team and Families and Settings

My top 3 tips

- **Conceptual:** remember that being inclusive is good for all children, staff and parent / carers. It's not altruism; it's the smart thing to do.
- **Financial:** (if you are a proprietor) proactive financial planning for additional needs.
- **Practical:** make regular use of Barnet's OAP framework and available support.

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Early Years SEND PARTNERSHIP

Thank you.
Any questions?



Dr Daniel Stavrou