



What is School Readiness?

School readiness is a measure of how prepared a child is to succeed in school cognitively, socially and emotionally. The good level of development (GLD) is used to assess school readiness. Children are defined as having reached a GLD at the end of the Early Years Foundation Stage if they have achieved at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development, physical development and communication and language) and in specific areas of mathematics and literacy



The importance of school readiness

School readiness starts at birth with the support of parents and caregivers, when young children acquire the social and emotional skills, knowledge and attitudes necessary for success in school and life

Children who don't achieve a good level of development aged 5 years struggle with:



Social skills



Reading



Maths



Physical skills

which impacts on outcomes in childhood and later life:



Educational outcomes



Crime



Health



Death



Why invest in school readiness?

Failing to invest sufficiently in quality early care and education short changes taxpayers because the return on investment is greater than many other economic development options



In the UK every £1 invested in quality early care and education saves taxpayers up to £13 in future costs



For every £1 spent on early years education in the UK, £7 has to be spent to have the same impact in adolescence



The benefits associated with the introduction of the literacy hour in the UK outstrip the costs by a ratio of between 27:1 and 70:1

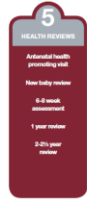


Targeted parenting programmes to prevent conduct disorders pay back £8 over six years for every £1 invested with savings to the NHS, education and criminal justice system

7 Centre for Research in Early Childhood (2013). The impact of early education as a strategy in countering socioeconomic disadvantage. DCSF (2008). The impact of parental involvement on children's education. Public Health England (2015). The health and wellbeing of children and young people in London



Health Visitor Universal mandated visits
 Antenatal
 New Birth
 6-8 weeks
 12 months
 2 years ASQ 3



All of these assess child's stage of development to enable early intervention.
 Up to 12 months assesses maternal mental health also.



Integrated 2 Year Review – All About Me@2.



Link Health Visitors all Early Years Settings - ASQ shared with Early Years where performed
 Rolled out to all Early Years settings from January 2017 – April 2017.
 Currently electronic system cannot tell us in which category children need additional

ASQ SE (Social/Emotional)



For targeted children will eventually be Universal

EYFS – Review 2 ½ - 3 Years. Need baseline review early in setting.
 Follow up assessment.



Any age children – Parenting courses (Referral or self-referral)
 Country Wide - Multi-Professional Delivery
 On-Line Version - (Targeted currently but will have universal)
 Programme - Being delivered to childcare practitioners
 Universal Groups - E.g. Children's Centres, Toddler Groups





Bookstart



Bookstart Pack	Aimed at	Gifted by
Bookstart Baby Pack	0-1yrs	Health Visitors
Bookstart Treasure Packs	3/4yrs in year before going to school	Early Years Settings
Bookstart Touch / Shine	For visually impaired and deaf children (in both Baby and Treasure formats)	Health Visitors Sensory Impairment Teams Portage Homestart
Bookstart Start	For any developmental delay / additional needs	Health Visitors Sensory Impairment Teams Portage Homestart










24U




Entitlement for disadvantaged families
570 hours free childcare per year for any family
who meet the free school meal
criteria

Approximately 900 eligible at any one time 75-80%
take up



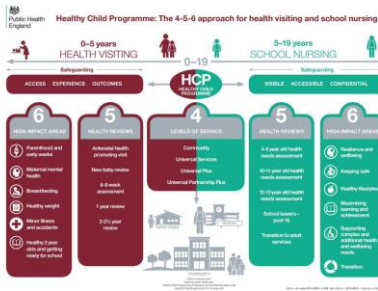



Health Visiting and School Readiness



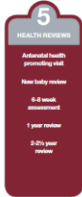
Gwyneth Bowyer
0-19 Shropshire Service Manager and Professional Lead
13th October 2017

Shropshire Council
0-19 Service Delivery



Shropshire Council
Health Visitor Universal mandated contacts

- Antenatal
- 10-14 days
- 6-8 weeks
- 12 months
- 2 years ASQ 3



School readiness starts from conception
 Building towards being ready to learn at 2 years old
 Ready for school by 5 years old

Shropshire Council
Vision

All children to reach their potential
 Collaborative approach to make improvements and give all children the best start
 Child's readiness affects success at school in three areas:
 - Cognitive
 - Social
 - Emotional
 Allowing further educational attainment and employment opportunities



Reason for a review at 2 years

Two years is a key time for:

- the development of speech and language, social, emotional and cognitive development
- supporting parents as children gain independence and learn new skills and behaviours
- transition as increasing numbers of children are gaining from early years learning with the Early Years Foundation Stage assessment offering continuity with the HCP
- taking stock of current health status and plan future health promotion matching services to need



What is the 2 year review

Not a test!

Opportunity for parents to engage in child's development and to discuss achievements and concerns.

Focuses on development, health, and wellbeing.

Sharing information, and key public health messages.

Identifies children who need additional early support.



Topics discussed at a 2 year review

Nutrition.

Immunisations.

Personal, social, and emotional development.

Speech, language and communication.

Injury prevention.

Advice on: - Sleeping

- Potty training

- Healthy eating

- Active play



The Two Year review information



leaflet



Horizontal lines for notes

What are Ages and Stages Questionnaires?



Developed in USA

Developmental screening personal-social (ASQ 3) social and emotional (ASQ SE)

21 age specific questionnaires 2-60 months

Each ASQ 3 questionnaire consists of:

- short demographic section
- 30 questions about the child's development divided into five domains with response options of 'yes', 'sometimes' 'not yet'.
- 9 open ended questions relating to parental concerns

Horizontal lines for notes

Ages and Stages Questionnaire (ASQ)



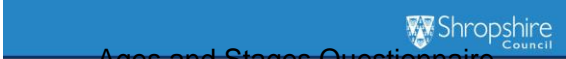
3)

- 1. Communication
2. Gross motor
3. Fine motor
4. Problem solving
5. Personal-social

Followed by general questions regarding parental/caregiver concerns.

Activity leaflets supplied to parents

Horizontal lines for notes



Ages and Stages Questionnaire Social and Emotional (ASQ SE)

- 1. Self regulation
- 2. Compliance
- 3. Communication
- 4. Adaptive behaviours
- 5. Autonomy
- 6. Affect
- 7. Interactions with people

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Case Study

- 2 Year review & ASQ 3
- Mum worried about speech, limited vocabulary
 - Concerns regarding behaviour and interactions with others
- Actions taken:
- ASQ SE completed
 - Speech and Language and Audiology referrals made
 - Further review conducted and literature supplied
- Intervention support
- Behaviour techniques
 - Sleep diary
 - Telephone support
 - Seen by paediatrician in neurodisability clinic



Case Study

- Outcomes
- Multidisciplinary assessment child development centre
 - Speech and language care
 - Attending nursery
 - SEND referral
 - Orthoptist referral
 - Psychological referral
 - Continued support for parents



Summary

School readiness is complex.

Underpins core contacts.

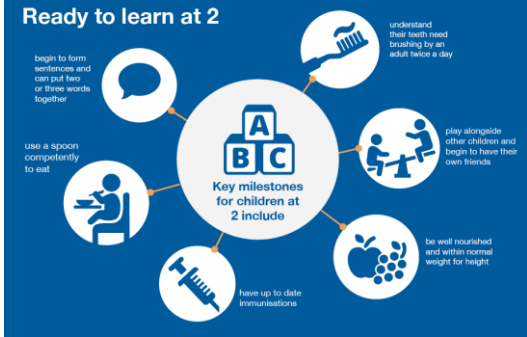
Drives interventions and support.

Key element of the 2 year review involving the use of ASQs

Part of the wider collaborative approach to supporting families.



Ready to learn at 2





Education Services

Alison Rae

**School's Improvement
Commissioner**

**Adviser Early Years Foundation
Stage**



What do school-ready children look like?



6 Milestones of normal child development aged about four years (based on the work of Mary Sheridan, From Birth to Five Years)



Sam Scott
Head Teacher
Market Drayton Infant School
and Nursery



- Three form entry primary school
 - Large nursery – 85 place; satellite nursery 30 place.
 - Two Lower Layer Super Output Areas within the 30% most deprived areas nationally.
 - 31% of residents in employment work in elementary occupations compared with only 20% nationally. Anecdotal evidence number of our pupils is from families whose income puts them just above the level of eligibility for free school meals.
 - Reception – Year 2: 23% Disadvantaged (R-Y2); 9% SEN (Sep 2017)
 - Nursery – 20 EYPP (Sep 2017) 17 EYSEN (Sep 2017)

School Context

- Home visits for children starting in nursery
- Pre-writing Impact Lunch in the Nursery
 - 90% uptake 2017
 - What I learned:
 - the importance of communication and more importantly listening and allowing my child 10 seconds to process.
 - Lots of alternatives to using pen and paper for developing fine motor skills.
 - how my child is encouraged to learn through language and communication.
 - Reading together is really important.
- Confidence rating in supporting child went from 5.4
- Pathway to school
- Expectation of 3 workshops during the reception year
- Understanding Your Child 10 week course



Engaging Parents

- Home visit and baseline combine to feedback to parents
- Speech and Language – 2016-17 49 children with speech and language need
- Early Years Pupil Premium
- Identifying SEND



Early Identification



Next Steps Task and Finish Group

- Mapping and Action plan
- Development of brand and logo
- Clear communication plan
- Development of clear messages
- Making every contact count



Early Years pupil premium (EYPP) additional funding for providers for 3 ¼ year olds

Struggling to obtain this and to demonstrate how funding used to meet specific needs Ofsted very focused on EYPP and how being used for individual entitlement. No EYPP for service families. Struggling to identify eligible families and eligibility to check termly basis.

Looking at putting together Universal Form to collect information and consent.

Requires National Insurance numbers, which can be a problem for immigrant families.

This will impact on school readiness for these children



How I grow and learn.... My Journey to School

Pregnancy key messages

- When you talk to me, I can hear you and I get to know your voice.
- When you sing to me, I feel settled and safe and that helps me grow and develop.
- When you eat, I grow.
- When you stroke your tummy, I feel safe.
- If you take care of yourself, you are taking care of me



How I grow and learn.... My Journey to School

0-2 years key messages

- When you talk to me, look at me, I know I am important to you. I will learn new words and try to copy.
- When you sing to me, I start to recognise words, patterns and rhythms, so please sing to me or tell me a story or nursery rhyme.
- Let me explore my world so that I can learn about it. Let me play on my tummy, on my back and let me touch and feel things.
- It's fun when we play together, I learn from you. I like to meet others and visit new places.



How I grow and learn.... My Journey to School

2- 4 years key messages

- I like it when we talk about my day, read books together and make u our own stories.
- I would like to learn to do things for myself like go to the toilet, get dressed, wash my hands, brush my teeth but you may need to help me at times.
- Let me run, jump, play, sing, dance and explore.
- I like to play with other children, make friends and learn to share.



How I grow and learn.... My Journey to School

All ages key messages

- To help me to continue to grow, develop and learn, I need....
- You to take care of yourself to take care of me
- To eat healthy food
- To see the dentist to make sure my teeth are healthy.
- Have my immunisations to protect me from infection and serious diseases.
- To have my health checks to make sure I am growing and developing well and to help me if I need additional support.
- To see the doctor when I am not well.
- I might have some additional challenges that require some specialist support or equipment to help me to achieve my personal aspirations. Please speak to my GP or HV if you think this might be the case



School Readiness is everyones business

- What can you do to support?
- What is needed to enable this to happen?
- What are the challenges/enablers?
