

# Early Innovator project - SEND theme

## London Borough of Hillingdon



# Universal Expectations

Attention  
Hillingdon

High Quality  
ACI

Characteristics  
of Effective  
Teaching

Effective Transitions

Early Identification

Making Learning  
Visible

SEND COP expectations:

- TAC / TAF
- One Page Profile
- Co - Production
- Assess -Plan- Do- Review
- Outcome Focussed

Signalong  
Effective use  
of  
Visuals

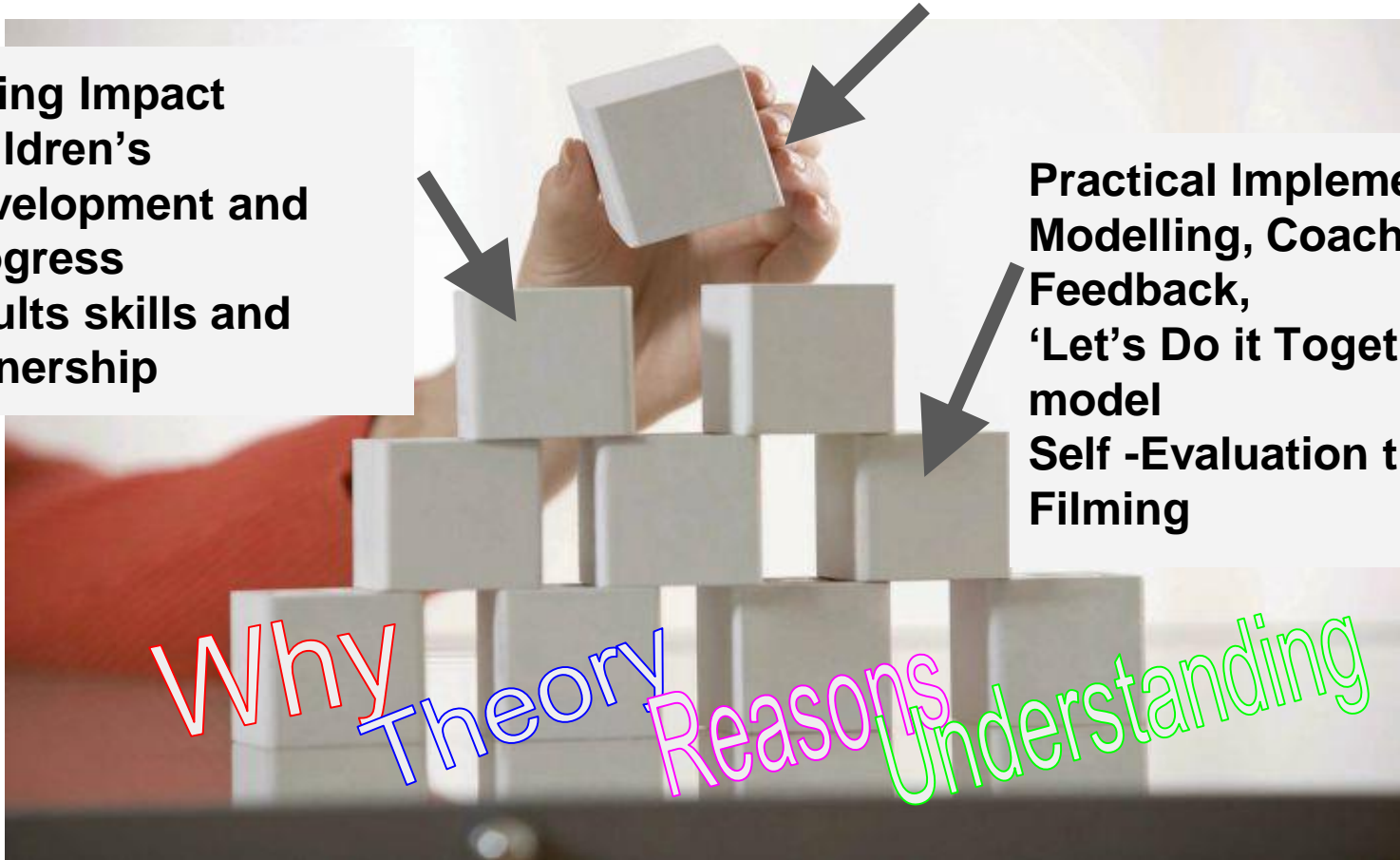
# Leading Whole Setting / School **Change**

## Assessing Impact

- Children's Development and progress
- Adults skills and ownership

**Practical Implementation  
Modelling, Coaching,  
Feedback,  
'Let's Do it Together'  
model  
Self -Evaluation through  
Filming**

**Why**  
**Theory**  
**Reasons**  
**Understanding**



# Embedding Long- Term Change

- Managers/ Owners /Headteachers fully engaged and committed
- Audits (Pre / Post) - hearing from all practitioners / teachers
  - Staff Identifying training needs themselves
- Bespoke Training - Practical, Specific and Real
- Modelling, Coaching, Mentoring, Champions, Leads
- High Expectations on SENCO's
  - Forums/ Networking with School SENCO's/ Certification course annually

Building on good practice and programmes -- Pulling it all together...

**ECAT**

BEAL  
SEAL  
PEAL

*Sustained  
Shared  
Thinking*

**Inspired by Babies**



Not just another programme...?



- 'Why does this intervention make a difference'
- 'What is happening in the child's brain... how are my interactions making a difference'
- 'Why does what I am doing affect the development of a child's brain'



- 'How do I ensure I am delivering it at the highest quality'
- 'What does outstanding really look like'
- How do I be a responsive practitioner
- What does QFT really look like in practice
- What practical things can I change that make a big difference

# The shocking Truth about what motivates us...



# Using Values and Personal styles to instigate change...

Interests and needs

Preferences and Skills

Likes and dislikes

Starting points and understanding



I dislike having to spend so much of my day tidying up after the children. It eats into my break times.

We could draw out a plan outlining how we could alter your learning environment so that learning experiences are more long-term, you wouldn't need to tidy them away all the time.





- ▶ Leaders must take time to understand the individual ‘Values’ and ‘Learning Styles’ of those they are leading in order to motivate and engage people which in turn will result in high performance and quality.
  
- ▶ “If its my idea, if I understand and value it I will do it with ardour and excellence.”





- ▶ People are **Purpose** 'maximisers', not only 'profit'. We care deeply about mastery and our need to be 'self-directed' is very strong!
- ▶ Leadership that inspires and promotes ownership, can build organisations that will have high excellence at its core.

# Background

The background of the slide is a vibrant, natural landscape. It features a wide, green field in the foreground, leading to a line of trees in the middle ground. The sky is a clear, bright blue with scattered white clouds. The overall scene is peaceful and open.

**Hillingdon are one of the Early Innovators for the implementation of 30 hours childcare and have a focus on providing support for providers working with children with SEND.**

**We have adopted a co-creation approach with providers and parents identifying barriers, Challenges and finding solutions in relation to increasing access to childcare for children with SEND.**

## Starting Point

Parents Views and  
Concerns

Survey

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graph LR; Survey --- A[Parents Views and Concerns]; Survey --- B[Practitioners skills and issues identified];
```

Practitioners skills  
and issues identified

Support & Advice wanted

6 settings for Pilot

# How Settings and Schools were identified ....



- Identified their data and SEN percentages
- High level of children with SEND over the last three years
- Settings sitting at 'Amber' quality
- Schools came on later, due to their engagement - focussing on those that are providing 30 hours at this stage

# First Steps of Project



- Develop an action plan to focus on whole setting improvements including **reasonable adjustments, adaptations to the environment, routines and any aspect of practice** which will enhance access and inclusion
- Develop a **portfolio of their practice**
- Welcome practitioners from other settings to **share identified barriers** and how they were overcome
- Attend **network meetings** to discuss ongoing progress and share findings

Accountable to the above in order to receive a 'Pilot Grant'

# Working Together

Lead and Manager focussed on:

- what interventions were staff already trained in
- staff qualifications and experience
- What provision looked like
- parents engagement

Shared learning walks

- effectiveness of the environment
- adult/child interactions (ACI) skills
- Use of Visuals

Focus on what practical and skills based elements are essential to enable children with SEND to cope with a longer day at nursery



# Action Plan

# Environment / Reasonable Adjustments

Whole setting provision

ACI

Staff role in supporting transition

Total Communication Approach



Clear visuals used for sequencing at times of routine

Clear objects of reference to support all children' understanding at times of transition

Minimise distractions at focus times

Support around planning for highly motivating carpet times (amount of time on carpet)



# Parents

- I feel anxious; I know my child won't be able to
  - Sit on the carpet
  - Access the setting independently
  - Use the bathroom independently / self-care on their own
  - Settle themselves when they are upset
  - Keep themselves safe ... he has no awareness of danger



'I will explain to Parents from the beginning how children are supported with the above ...'

'I will show them how we understand children's needs and why what we do helps them learn and develop'