

Early Years Network Meeting

Tuesday 19th November 2024

19:00 – 20:00

or

Wednesday 20th November 2024

11:00 – 12:00

Agenda

- Welcome (AR)
- Support and training available from Multicultural Development Team (QM & KH)
- SEN update (HW)
- Learning & Development update (BJ)
- Safeguarding and Child Protection CPD (CP)
- Future dates for Network Meetings & accessing slides from meetings (AR)
- AOB from the EY team (AR)



Telford & Wrekin
Co-operative Council

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to create a better borough

Multicultural Development Team

Shropshire Early Years Network Meeting

Tuesday, 19th & 20th November 2024

Multicultural Development Team

MDT provides specialist EAL teaching and assessment. It also provides training, support and guidance for schools and early years settings in:

- ❑ working with pupils who have **English as an Additional Language** including those who are newly arrived from overseas;
- ❑ raising the **attainment of minority ethnic pupils** who are at risk of underachieving;
- ❑ meeting **OFSTED expectations** with regards to **British Values, Cultural Capital** and **equalities** and **diversity**;
- ❑ **tackling racism** and promoting **equality of opportunity** for all pupils;
- ❑ the promotion of all pupils' **spiritual, moral, social and cultural (SMSC)** development as well as providing support to promote behaviour and attitudes of pupils to enhance their understanding of tolerance and respect.



EYFS

Statutory Framework

**(November 2024
pg.16)**

- 2.14 The Profile provides parents and carers, practitioners and teachers with a well- rounded picture of a child’s knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners’ own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- 2.15 Each child’s level of development must be assessed against the early learning goals. Practitioners must note whether children are meeting expected levels of development, or if they are not yet reaching expected levels (“emerging”).

EYFS Statutory Framework

English as an Additional Language

(November 2024 pg.16)

1.14 For children whose home language is not English, providers may take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

1.15 Providers must ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Key Stage 1.

When assessing communication, language, and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.



Bespoke Support for Settings

- Bespoke EAL Advisory visits for settings with EAL learners visit with a follow-up visit report. The visits to be agreed with the Early Years team. This could include:
 - 'Learning walk' style visit to provide feedback and guidance on EAL provision as a whole
 - Consultancy meeting with setting leader to discuss bespoke setting needs and offer advice and guidance around curriculum provision, pupil progress or specific setting need.
 - Review of setting policies (EAL, Equality, Diversity and Race Equality), practices and procedures relating to EAL pupils and their families. (Induction, parental engagement, religious and cultural planned events etc.)
- EAL assessments with a written report

Keeping Children Safe in Education



Keeping children safe in education 2024

Statutory guidance for schools and colleges

2 September 2024

90. The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics (**see paragraph 85**) and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them, such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential. **Pg 28**

135. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk: content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism. **Pg 38**

Online CPD Training courses

| Course Title | 6.00pm – 7.30pm |
|---|--|
| Supporting children with English as an additional language in Early Years | Thursday, 23 rd January 2025 |
| Promoting equality of opportunity | Monday, 17 th March 2025 |
| Embedding cultural diversity | Wednesday, 21 st May 2025 |
| Identifying and Dealing with Racist Incidents | Tuesday, 1 st July 2025 |

Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning,
development and care for children from
birth to five

Dated: 11 October 2024

Effective: 01 November 2024

4. The EYFS seeks to provide: **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported **(Introduction page 7)**

3.23. Providers must follow their legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. **(Qualifications, training, support and skills page 26)**

3.68. Providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments). **(Outdoor access page 36)**

Early years inspection handbook for Ofsted-registered provision (9 September 2024)



53. Inspectors should tell the provider that the relevant documentation or information they may need access to includes: *all logs of incidents of discrimination, including racist incidents.*

(Notification of inspection)

205. Inspectors will use their professional judgement and adopt a ‘best fit’ approach in order to judge whether an early years provider is good or requires improvement: *The provider fulfils its statutory duties, for example under the **Equality Act 2010**, and other duties, for example in relation to the ‘Prevent’ strategy and safeguarding.*

(Grade descriptors for leadership and management – Good)

Bespoke EAL Support for Settings

- ❑ EAL Strategies in EYFS
- ❑ Induction of EAL learners
- ❑ Language Development in EAL learners
- ❑ Assessing and Monitoring progress of EAL learners
- ❑ Interactions and activities to promote language development advice



Bespoke EDI Support for Settings

Staff meetings

- Use of Persona Doll to tackle racism and stereotypes
- Creating an inclusive Early Years curriculum
- Induction of Ethnic minority families including refugee and asylum seekers
- Festivals and Celebrations
- Use of multicultural resources to promote equality and diversity



Early Years EAL Network Meetings


| Theme | 6.00pm – 7.00pm |
|---|---------------------------|
| Early Oracy strategies with EAL learners | Monday, December 01, 2024 |
| EYFS, and minority ethnic achievement (New framework and updated DfE guidance) | Tuesday, March 04, 2025 |
| Supporting refugee families and vulnerable families in EYFS | Wednesday, May 07, 2025 |

MDT Website

Multicultural Development Team


MDT Flyer

Services for Shropshire Early Years

 Telford & Wrekin Education Council
Protect, care and invest to create a better borough

Multicultural Development Team

Services for Shropshire Early Years Settings 2024 – 2025



Multicultural Development Team
Shropshire Early Years 2024-25

Specific Support for Shropshire Early Years Settings

MDT works in partnership with Early Years settings, childminders and nursery based primary schools to build capacity of Early Years settings to support the educational improvement of EAL learners. There is a wide range of focused support in consultancy visits and in the CPD program of training sessions. EAL Advisory visits are tailored to meet the needs of individual needs of settings. MDT provides a variety of support including:

- Visit to monitor progress of individual child
- Observation of target child and language assessment if necessary
- Additional meeting with parents
- 'Learning walk' style visit to provide feedback and guidance on EAL provision as a whole
- Observation of provision for EAL and ethnic minority children in the setting as a whole
- Staff meeting
- Meetings with individual staff
- Consultancy meeting with setting leader / EYFS lead
- Policies and practices
- Resources and environment audit
- Working with families



Following any visit, MDT will provide the setting a written report with a recommendation on overall provision and advice on best practice to support the EAL learners in the setting.





Shropshire Early Years 2024-25

Who we are



Multicultural Development Team (MDT) are part of Telford & Wrekin's Achievement and Enrichment Service Area. We serve Shropshire schools and Early Years Settings as well as Childminders. We also provide support in person or via Teams to other local authorities. We provide training and support for other educational providers including independent, private and state funded organisations. MDT provides specialist support for English as an Additional Language (EAL) learners and for Ethnic Minority (EM) pupils. We also provide training, support, guidance and resources for schools and Early Years Settings in:

- Working with pupils who have English as an additional language, including those who newly arrived from overseas and more advanced EAL learners
- Raising the attainment of ethnic minority pupils who are at risk of underachieving
- Tackling racism and promoting equality of opportunity for all pupils
- The promotion of all pupils' spiritual, moral, social and cultural development.



What we offer

We offer training, support and guidance for schools and Early Years settings in relation to EAL/ ethnic minority pupils, equalities and diversity. We also provide specialist EAL assessment and teaching. Many settings also have bespoke requests or require additional support that is not listed. MDT invite free direct contact to talk through any concerns and requests. Therefore, we provide bespoke one-off sessions at £360 which is a morning or an afternoon session to support any unique requests.

Shropshire Early Years 2024-25

Online CPD Training courses:

MDT will provide CPD training sessions via TEAMS, which will be available to all settings and all staff and can be booked through Telford & Wrekin MDT Team (see the details below). All sessions are costed as £25 per delegate. This includes EYFS staff in schools, EYFS settings and childminders.

| Course Title | £.00pm – 7.30pm |
|---|---|
| Supporting children with English as an additional language in Early Years | Thursday, 23 rd January 2025 |
| Promoting equality of opportunity | Monday, 17 th March 2025 |
| Embedding cultural diversity | Wednesday, 21 st May 2025 |
| Identifying and Dealing with Racist Incidents | Tuesday, 1 st July 2025 |

Early Years EAL Network Meetings:

| Theme | £.00pm – 7.00pm |
|--|---------------------------|
| Early Onset strategies with EAL learners | Monday, December 01, 2024 |
| EYFS, and minority ethnic achievement (New framework and updated DIE guidance) | Tuesday, March 04, 2025 |
| Supporting refugee families and vulnerable families in EYFS | Wednesday, May 07, 2025 |

To book a place on the online CPD courses and EAL Network meetings, please contact:

✉: Multicultural.development@telford.gov.uk
☎ Tel: 01952 380828

Multicultural Development Team

Achievement & Enrichment
Education & Skills
Telford & Wrekin Council
Darby House, Lawn Central,
Telford TF3 4JA
Email: multicultural.development@telford.gov.uk
Telephone: 01952 380828
Website: <https://www.md.tl.wrekin.org.uk>

MULTICULTURAL DEVELOPMENT TEAM

Telford & Wrekin Council

Education and Skills

Achievement and Enrichment

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: multicultural.development@telford.gov.uk



: 01952 380828



: <https://www.mdt.taw.org.uk>

EIG form update

Panel is now being more mindful of the extensive amounts of requests for 1:1 support for children along with EEF research and guidance contained within The Effective Use of Teaching Assistants (2021) and Special Educational Needs in Mainstream Schools (2021).

This research and guidance states that small group and 1:1 support can be a powerful tool but must be used carefully. Research found that pupils who receive the most support make less progress than similar pupils who received little or no support. It is also recognised that use of one-to-one TA support can result in a dependency effect. With this in mind we are looking to settings to be considerate of the amount of 1:1 support a child is receiving to support as much independence as possible enabling children to be better prepared for transition into their mainstream primary school. Having said this if there is evidence that the child's SEND is complex and that there is a robust graduated response with support and intervention in place, panel may still award funding for full time 1:1 support.

Training and Support – Save the date

EY SEND Solution Circles

- 10th December 2024, online 9.30am to 11.30am
- 8th January 2025, online 9.30am to 11.30am
- 5th February 2025, online 9.30am to 11.30am

EY SEND and Inclusion Network Meetings

- 4th February 2025, online 6.30pm to 7.30pm
- 1st July 2025, online 6.30pm to 7.30pm

Three-part new EY SENCo Course (Three 2-hour sessions)

- 23rd January 2025, 25th February 2025, 26th March 2025
- 30th April 2025, 21st May 2025, 25th June 2025

SENCo Buddies



We are keen to develop networks within the county and provide mechanisms to enable solution focused peer support.

Having a 'SENCo buddy' can be an informal way of talking through issues, sharing ideas and gaining some support.

Would you like to have a buddy or could you be a buddy for someone else? Please register your interest here and we will support with matching you up: <https://forms.office.com/e/PxU3YuKeJu>

Updates from the SEND Team



Phased Transfers

Please be aware that all **annual reviews** for pupils who are transitioning to another setting from September 2025 need to be completed by no later than **Friday 20th December** 2024.

Starting school in September 2025

Please encourage your families to explore different local schools when deciding on where they would like their child to go.

Remember to remain impartial. When they have decided, encourage parent carers to share their choice with you so that a plan for the phase transfers can be made.



Early Language Support for Every Child Shropshire, Telford and Wrekin

Newsletter Autumn 2024

What is ELSEC?

ELSEC is a pilot programme exploring different ways of promoting Speech Language and Communication in Early Years and Key stage 1.

The focus is on coproduction—joined up working between Health, Education and Parents.



ELSEC are using Talk Boost to support children who have delayed language development who would not usually qualify for specialist help.

ELSEC updates

- We have completed talk Boost trackers for whole cohorts of children in EYFS and Year 1 in the 16 pilot schools.
- Communication Audits are well underway in the pilot schools.

On average, children make five months' progress after a 10 week TB

Useful links:

[The SEND local offer | Shropshire Council](#)

SEND Local Offer in Telford - www.telfordsend.org.uk

[Home - Speech and Language UK: Change your lives](#)

Did you know?

- children who struggle to talk and understand words, are:
- ⇒ six times more likely to be behind in English at age 11
 - ⇒ eleven times more likely to be behind in maths at age 11
 - ⇒ have more mental health problems
 - ⇒ twice as likely to be unemployed

Top Tip!

Use props e.g. storyboards and symbols which have visual prompts for different steps of an activity (e.g. making a sandwich) or story (e.g. who, where, what happened).

Did you know?

Using visuals, such as who/what/when/where narrative frameworks, provide a structured format for pupils to organise their thoughts.



Spotlight on Storytelling

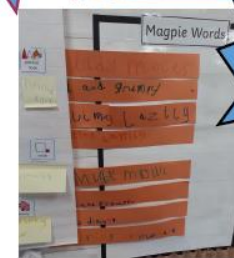
Wifred Owen Nursery use props and widget symbols to support story time.



Ludlow use props and word maps!



Pretend play is an important precursor for story telling

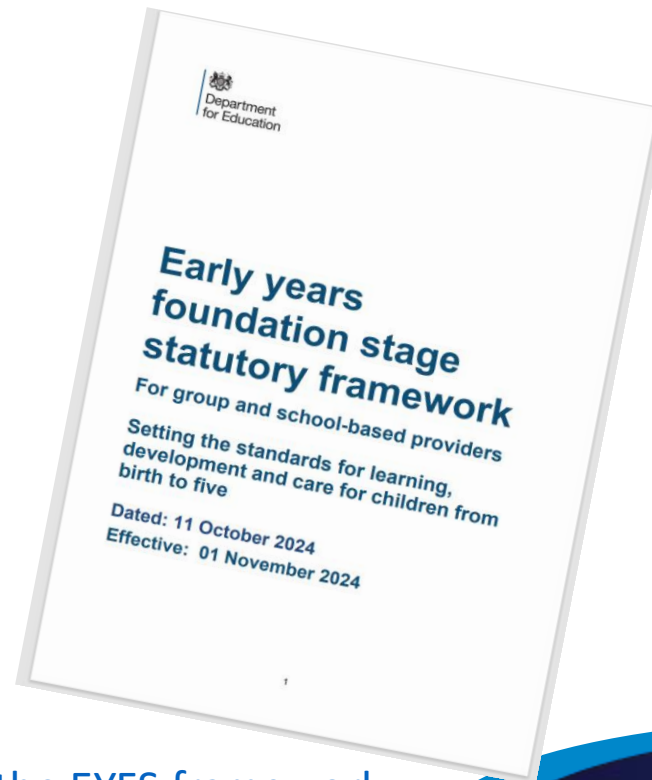


Contact the team

gillian.hackett@nhs.net

Learning & Development updates

- EYFS Statutory Framework updated (01.11.2024) [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)



Learning & Development updates

Links to further resources

[!\[\]\(feabb98897b440bc8695a03336a6e2df_img.jpg\) EYFS MUSTS November 2024 Childminders](#)

[!\[\]\(9dfdaff1d86ba3c1f8353b4d1b61b8c5_img.jpg\) EYFS MUSTS November 2024 Schools And Settings](#)

Childminders and out-of-school settings

Information and recent Ofsted recommendations.

[Go to item](#)

Group based settings

Information and recent Ofsted recommendations.

[Go to item](#)

School based settings and Reception

Information to support you with your next Ofsted inspection.

[Go to item](#)

Learning & Development updates

Links to further resources

- [0.3 Year Olds EY Booklist](#)
- [Know How Guide Working With Under 2'S \(November 2024\)](#)
- [Know How Guide Working With 2 Year Olds \(November 2024\)](#)

Progress check at two

Guidance to provide support for early years practitioners when completing the early years foundation stage (EYFS) progress check

[Go to item](#)

[Babies and toddlers | Shropshire Learning Gateway](#)

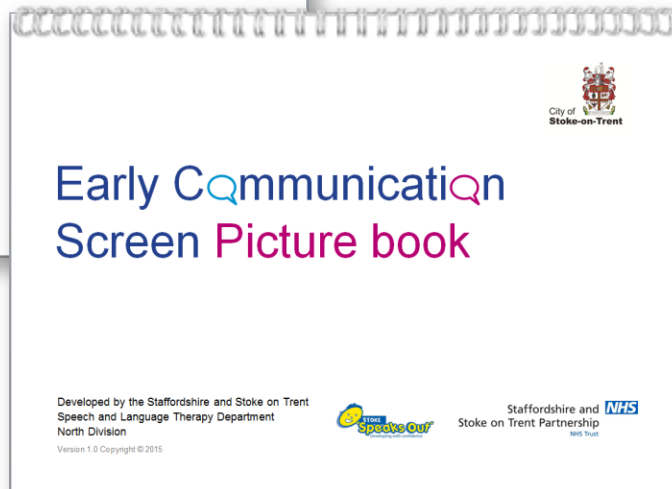
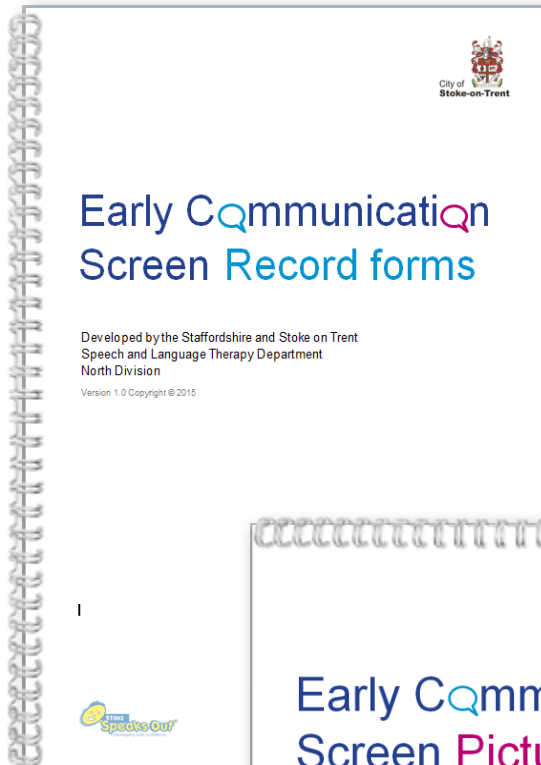
Links to further resources

- [Bite Size CPD Best Beginnings Caring For Babies \(2\)](#)
- [Bite Size CPD Playing With Schemas \(1\)](#)

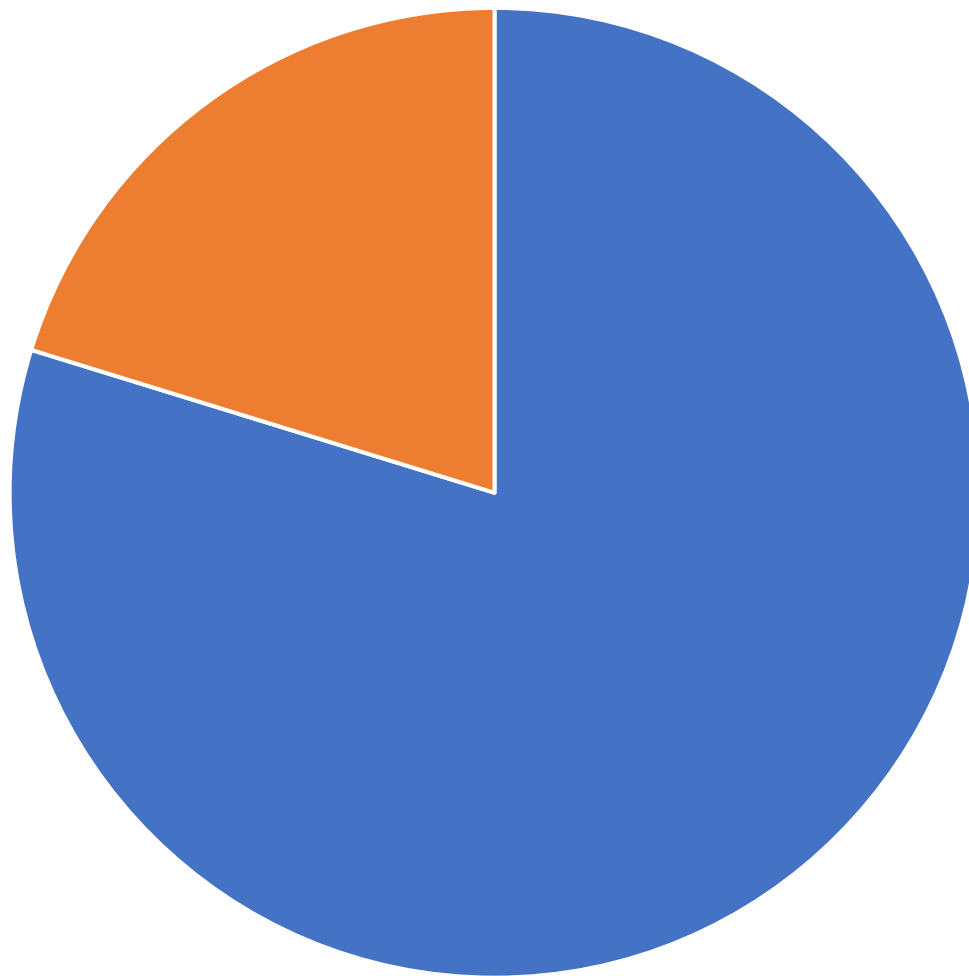
[Early Years bite-size CPD | Shropshire Learning Gateway](#)

Learning & Development updates

- Early communication screening tool (Stoke-Speaks-Out)
- Screens children aged between 2 years and 5 years 11 months, identifying delay in understanding and speaking.



Settings with two-year olds:



■ Attended SSO training ■ Not attended SSO training

Early Communication Screening Tool – What next?

To be used alongside the Early Communication Screen
Record Book and Picture Book.

| Does the child understand ..? | | Suggested storybook / rhyme | Letters and Sounds : Phase 1 | Development Matters guidance |
|-------------------------------|--|---|--|---|
| Body parts | eyes, feet, tummy, mouth | If your clothes are very red Books and Rhymes 2 Year Olds – Sheringham Nursery (sheringham-nur.org.uk) | Story sounds (p.17) | Point to your own eyes/ feet/tummy mouth and then point to the toddlers, playfully exploring the idea of self/ other. Around their second birthday, can the toddler jump with both feet off the ground at the same time? |
| 2 key words | SRFT- 2 Information Carrying Words handout.pdf | | | |
| Size | big and little | Dear Zoo (Rod Cambell) | Enlivening story (p.12) e.g. 3 Billy Goats Gruff | Use the language of size in everyday contexts e.g. little and big bears, shoes, cups, bowls etc. |
| Action words | jump | 5 little monkeys jumping on the bed Five little monkeys jumping on the bed - BBC Teach | Listen to the music (p.20) | Encourage toddlers to jump with both feet off the ground at the same time. |
| | sleep | Sleeping bunnies Sleeping Bunnies song lyrics - BBC Tiny Happy People | Noisy neighbour 1 (p.21) | Join in with pretend play, modelling 'putting baby to sleep'. |
| | drink | Polly put the kettle on Polly put the kettle on - BBC Teach | | Start pouring their own drinks. |
| | eat | Little Jack Horner https://www.nurseryrhymes.org/nursery-rhymes.html | | Start eating independently. |
| | clap | If you are happy and you know it Nursery Rhymes and Songs - A to Z - BBC Teach | Action songs (p.20) | Join in with children's movement play when invited and if appropriate, clapping to the music. |

| | Does the child understand ..? | Suggested storybook / rhyme | Letters and Sounds : Phase 1 | Development Matters guidance |
|--------------------------|--|---|---|--|
| 2 key words | SRFT- 2 Information Carrying Words handout.pdf | | | |
| Question words | who | Who lives here? (Julia Donaldson & Axel Schffler) | Bertha goes to the zoo (p.32) | When talking with young children give them plenty of processing time (at least 10 seconds). This gives them time to understand what you have said and think of their reply. They will be learning to understand simple questions like 'who', 'what' and 'where' (but generally not 'why'). |
| | where | Where the wild things are (Maurice Sendak) Everyone hide from Wibbly Pig (Mick Inkpen) | Socks and shakers (p.11) | |
| Words ending -ing | running painting | Baby Bear, Baby Bear, what do you see? (Bill Martin Jr / Eric Carle) | Hidden instruments (p.17) (<i>running / skipping etc. to find the instruments</i>). | Create an obstacle course encouraging the children to practice crawling, running, jumping. Create a large outdoor painting area with large brushes, rollers etc. |
| Plural – s ending | Apples Flowers | The wheels on the bus The Wheels on the Bus: Nursery Rhymes for Babies - BBC Tiny Happy People | Action songs (p.20) | Model accurate use of plurals. "Look there are two apples". Helping toddlers to say words properly by recasting How to help when toddlers say words wrong - BBC Tiny Happy People |

Learning and Development updates

Summary:

- Next Early Communication Screening Tool training session (online) on Wednesday 26th February 2025 (10:00 – 11:00) CPD schedule and booking information will be available at: [CPD Schedule and Booking Information 2024 - 2025 | Shropshire Learning Gateway](#)
- ‘Early Communication Screening Tool – What next?’ document will be available at: [Speech and language | Shropshire Learning Gateway](#)

Learning & Development updates

CPD training courses Spring 2025:

- **Early Talk Boost** 5th February and 12th February (10:00 – 12:00) Online (chargeable)
- **Early Talk working with under 3's** 5th March and 12th March 2025 (10:00 – 11:30) Online
- **Cluster Meetings – talking about under 3's** 18th March 2025 (15:00 – 16:00) or (18:15 – 19:15) Online
- **Best beginnings: Solihull Approach for under 1's** 20th March 2025 (13:30 – 15:00) Online
- **Key messages from Ofsted for PVI settings and childminders** 31st March 2025 (18:15 – 19:45) Online
- [CPD Schedule and Booking Information 2024 - 2025 | Shropshire Learning Gateway](#)

Safeguarding training – Spring 2025

Raising awareness in Safeguarding & Child Protection

- 14th January 13:00 – 15:00
- 12th February 09:30 – 11:30
- 4th March 13:00 – 15:00
- 3rd April 18:00 – 20:00

Newly appointed DSL

- Part 1 – 12th March 09:30 -12:00
- Part 2 – 18th March 09:30 -12:00
- Part 3 – 24th March 10:00 – 13:30

Safeguarding training – Spring 2025

DSL refresher

- Part 1 – 20th March 18:15 – 19:45
- Part 2 – 27th March 18:15 – 19:45

Early Years network session

- 30th January 10:00 – 11:30
- 30th January 18:15 – 19:45

Committee members safeguarding

- 13th February 18:15 – 20:15

Future Early Years Network Meetings

- **Spring 2025: face-to-face**

(Shrewsbury College, Clayton Hall, London Road, SY2 6PR)

Tuesday 11th March 2025 (19:00 – 20:30)

- **Summer 2025: online**

Tuesday 24th June 2025 (11:00 – 12:00) **or** (19:00 – 20:00)

Further details on how to book onto these meeting:

[CPD Schedule and Booking Information 2024 - 2025 | Shropshire Learning Gateway](#)

Accessing the slides from this meeting

Early Years Newsletter



To sign up to our newsletter as well as accessing previous newsletters,
please following the link:

[Early Years Newsletter | Shropshire Learning Gateway](#)