

Southampton

Early Years and Childcare Conference 2017

Inclusion begins with 'I'



Saturday 7th October 2017, Oasis Academy, Lord's Hill 9.00 am – 4.30 pm

Workshop Details

1. Working together to support children and families	Helene Brooke-Smith & Vicky Thow Sure Start Coordinators
<p>Sure Start is key to supporting our most vulnerable families, but do you know how they do this? By attending this workshop you will find out what is on offer, what the support looks like and how you can make referrals for targeted work. By working closely with Sure Start you can be confident that you can signpost and get the necessary support for families in your community.</p>	
2. Nutrition: Getting it right in the Early Years	Anne Aburrow, Expert Dietician
<p>This workshop will provide a brief summary of healthy eating and the importance of good nutrition for the early years. We will discuss how you can use this information to promote healthier nutrition in your setting, including Breakfast Clubs, packed lunches and how to engage parents. You will come away with lots of practical tips to implement in your setting and perhaps some personal challenges too!</p>	
3. The challenge of Continuous Provision. How your learning environment can meet the needs of all children	Rachel Booth, Early Years Advisory Teacher
<p>Effective continuous provision should offer a familiar environment that is safe for children to explore whilst supporting and extending their learning. Within this provision children are able to explore areas and resources and develop independence. It allows children to make choices, initiate their own play and show evidence of their embedded learning. However, how do we ensure that our continuous provision simply doesn't become so continuous that it loses its appeal and challenge? This workshop will explore different levels of provision in your continuous learning environment. How can this be best planned for and enhanced so that the needs of all children are met?</p>	
4. Making connections with vulnerable children	Rachel Booth, Early Years Advisory Teacher
<p>Children who have experienced trauma, relational losses and developed poor attachments have difficulties in relating to others. They may have a lack of trust, low self-worth, express anger, fear getting close to anyone and demonstrate a need to be in control. These children can have explosive and often incomprehensible outbursts of behaviour. This workshop will be an opportunity to explore what could be driving their behaviour and explore ways to connect with this group of children. This will be a playful workshop, sharing ideas which can be easily replicated in your setting.</p>	
5. I am Floella	Baroness Floella Benjamin
<p>Following on from Baroness Benjamin's opening speech, this session will provide an opportunity for delegates to chat with her about her life and experiences. Baroness Benjamin will talk about her amazing life from a child in the Caribbean through to being awarded the OBE, becoming the first black woman UK University Chancellor and being a Baroness in the House of Lords, meeting with Presidents, Prime Ministers and royalty. She will also be speaking about what it was like to exist in two different cultures, how she broke down barriers and fought to be accepted and to feel as though she belonged. Baroness Benjamin has also undertaken extensive charity work with children and young people. If you would like the opportunity to find out more – this Q&A is the session for you!</p>	
6. Domestic Abuse is everyone's business	Sarah O'Neill, Community Development Helene Brooke-Smith, Sure Start
<p>An estimated 130,000 children in the UK live in households with high-risk domestic abuse. 1 in 7 (14%) of children under 18 will have lived with severe domestic violence and abuse at some stage in their childhood. The impact of domestic violence and abuse on children and young people in Southampton is high, and also seems to be much higher than in other areas. Children and young people may be significantly affected by living with domestic abuse and it can have a major effect on children's emotional wellbeing, development and learning. This informative workshop will look at the impact domestic abuse can have on a child, what to do if a parent discloses that abuse is taking place and the possible support</p>	

that may be offered.	
7. Developing inclusive teams without breaking the bank!!	Sam Coote, Early Years Advisory Teacher
With so many different needs and levels of experience how can we support <u>ALL</u> the children in all these areas with a limited budget? During this session we will look at strategies to provide cost effective CPD. We will explore strategies for making the most of practitioners in your own setting through knowledge sharing and peer observation, as well as building links, networking with other settings and accessing other professional advice.	
8. EAL? SEND? or BOTH?	J-P Cooke, Early Years Advisory Teacher
How can we be as clear as possible if a child's inclusion needs stem from their EAL, SEND or a combination of the two? This can be a particularly difficult dilemma for Early Years practitioners as they work with children who are still in their early stage of developing. This workshop will help you reflect on key elements of a child's behaviour and development, with the specific focus of unpicking what the most appropriate first point of assessment is for a child, and what strategies to put into place to best support them. Is it about EAL, SEND or both? There will be the opportunity to briefly look at potential tools to help you with this process and allow you to clarify next steps for potential personal CPD, work with individual children and also how to further embed EAL/SEND practice in your setting.	
9. You matter to me	Belinda Cone, Development Worker
Whether you are the child, the parent /carer or the key person it is necessary to understand that ' <i>matter</i> '. This workshop is both a refresher of good practice and for those who are new to the keyworker role. The time will be spent looking at the importance of the key person approach in promoting a positive environment, effective communication and building a good relationships which are all key to supporting a child's learning and development. Join this workshop to reflect on some tops tips and identify good practice to take back to your setting.	
10. Being Brilliant by Doing Nothing	Andy Cope, The Art of Brilliance
'Being Brilliant by Doing Nothing' is the antidote to every other bit of training you've ever received. You know the sort? The training you've been sent on that aims to improve you. The format is: 1. Attend a course; 2. Learn some stuff; 3. Do it for a while until it wears off. Traditional training adds layers. Even worse, it masks who we really are. The problem with modern life is that we become cluttered with 'busyness', things to remember and stuff to do. This 'clutter' gets in the way and we can lose our shine. We end up counting down to the weekend, caught inadvertently in the trap of wishing our life away. You don't need more stuff to do. You need less! 'Being Brilliant by Doing Nothing' peels back the layers, getting you to think about thinking. Once you have clarity, self-improvement follows, effortlessly ... and the benefits go way beyond work. So, come along with an open mind. There is nothing to remember and nothing to do.	
<i>You are already brilliant!</i>	
11. Who or What is an EP?	Caroline Carpenter, Educational Psychologist
During this session we will explore what an Educational Psychologist is and what they can do to help support children in our settings. They are also able to offer tips and advice.	
14. Neglect is everyone's business	Karen Grove, Education Welfare Officer
According to the NSPCC, over 25,500 children were identified as needing protection from neglect in 2015 and one in ten children have been affected by it. Child neglect is the most common form of child abuse, but it isn't always easy to identify. Neglect is a factor in many serious case reviews and for those children who are taken into care. Neglect can affect a child's ability to achieve and make progress in many ways. This workshop will look at possible signs and symptoms, introduce you to the neglect toolkit and what you can do if you are concerned about a child.	
15. Supporting the development of play	Christine Hallet Assistant Team Manager 0-25 SEND Service

Play is central to the Portage Model and the EYFS as it underpins all aspects of children's development. Some children may need additional support to fully develop their play skills.

Outcomes of this workshop: To be aware that children with a range of SEND may need specific support to develop their play skills; to gain an awareness of the Portage Principles; to explore and share ideas to help children develop their play, share play and generalise.

16. Invitation to play – getting started!!	Clare Knight Teacher, Springwell School
Developing curiosity and engagement for children with Special Educational Needs and Early Years children. This session provides a taster around strategies for adults working alongside children with complex learning needs/developmental delay and may help to support engagement and interaction in young children under three. We will begin to look at the five stages of 'Getting Started' with children to develop exploration and engagement skills. This will include adult interaction strategies and help practitioners to support children to engage and explore. This session will also help practitioners to support children to develop the necessary skills to participate in the Attention Autism programme (Gina Davis).	
17. SEN graduated response and the EHC (Education, Health and Care) Plan Pathway	Tammy Marks, SEND 0-25 Service Engagement & Development Manager
During this workshop we will look at what the Local Authority expects from settings when supporting children with SEN before additional funding or an Education Health Care Plan is requested. This will be linked to the setting's Local Offer. We will look at the graduated response to supporting children with SEN and develop an understanding of the EHCP process. Advice will also be given on writing EHC applications	
18. Seeing is understanding and exchanging is communicating	Emma Rosenberg Speech & Language Therapist
In this workshop we will be covering what visual support is, how exchanging pictures can help develop a child's communication, and how to make picture exchanging work for you and your setting.	
19. Supporting young learners with hearing difficulties	Niki Seel Teacher, Rosewood School
This session will cover how hearing works, what can go wrong and the implications of this (including 'what is the speech banana?')! We will discuss what amplification can and cannot do, and the pros and cons of different systems. Acoustic environments which support hearing and listening for all learners will be identified, and specific strategies for helping learners make sense of what they hear will be shared. Hearing does not fully mature until children reach their teens, glue ear is very prevalent in the Early Years and many children need support with their listening skills, so the session should be applicable beyond supporting hearing aid users.	
20. An introduction to Schema	Liz Smith Early Years Advisory Teacher
Have you seen a child lining up all their toys? Have you seen a child constantly wrapping things up, using piles of sellotape and wrapping toys in blankets? Have you seen a child paint a beautiful colourful picture and then paint all over the top of it in one colour? This workshop will help to increase your knowledge and understanding of children's schemas and to identify common schema patterns in children's play.	
21. Baby Talk ... Communicating with babies	Jan Stevens, ECaT Consultant/Speech & Language Therapist
Babies are incredibly communicative beings and they do it without words!! Just because they don't 'talk' doesn't mean that they can't be involved in all sorts of communication exchanges, whether they're in a nursery setting or at home. Chomsky, an American linguist, has identified a Language Acquisition Device [LAD] which means that human babies are pre-programmed to communicate; but they need to spend time with adults who actively model communication and talking throughout the day. In this workshop, we will consider the skills babies bring to their own communication development and the essential role played by the adults they spend time with. In particular, we will explore the Every Child a Talker [ECAT] techniques and strategies that adults can use to maximise a baby's communication development, enabling the building of solid foundations to support the emergence of later skills in childhood. Experiences and learning opportunities that are missed as a baby can have a significant longer-term impact on communication development later into childhood; so it's essential that we get it right from the beginning!!	

22. The Early Home Learning Environment (EHLE) supporting Early Literacy Development	Jan Stevens, ECaT Consultant/Speech & Language Therapist
Recent research has identified many of the important elements of a rich, positive Early Home Learning Environment [EHLE], which not only underpin the development of early language skills, but equally can support early literacy development. Parents are KEY in both cases; if they can get it right for their child's communication skills, then they should be in a very good position to support early literacy skills. By modelling and using many of the ECaT strategies and techniques, we are already in a very strong position as EY practitioners to support parents and children to take those skills into literacy; as Pie Corbett said <i>"Literacy Floats on a Sea of Talk"</i> . Based on the work of Professor Cathy Nutbrown at Sheffield University, who has identified 4 key strands of early literacy development, in this workshop we will explore the elements not only of the EHLE but also look in detail at each of the 4 key strands. We will explore together some of the options for working with parents to encourage and enable them to maximise the development of their child's early literacy development.	
24. Inclusive ICT - More than just computers	Sue Vaughan, Lead Early Years Advisory Teacher
All children should be learning about technology and using it to support their development. However, although most children will be able to use the same ICT equipment, some will need more specialist equipment to allow them to access experiences.	
25. Attend to the whispers, not to the shouts!!!	Diana Vincent, Early Years Advisory Teacher
A practical session that will explore the 'roots' of communication skills and look at how to fill in the gaps of children coming up as 'At risk' of delay on the ECaT audit.	
26. Growing the roots: Activities that promote listening and attention skills for young children	Diana Vincent, Early Years Advisory Teacher
In this session we will explore positive approaches to promote good behaviour in your setting and develop an understanding of how to teach the skills children need to manage their own feelings and emotions.	
27. Active play for all	Nimesh Visavadia, Development Worker
We will look at getting all children active in your provision, with a focus on the 4 to 12 age group. Using minimal space and resources, we will try out ideas for introducing and developing physical activities all children can join in with. The focus will be on raising self-esteem, healthy physical development and fun.	
29. Supporting inclusion in the Early Years	Gwen Clifford, Senior Lecturer, Winchester University
Based on the overarching principles of the EYFS: The Unique child; Positive Relationships; Enabling Environments and that children learn in different ways and at different rates, we will look at ways of supporting a range of learning needs (eg: Autism Spectrum Disorders; Behavioural, Emotional and Social Difficulties; Cerebral Palsy etc.) Participants would be asked to discuss examples of children with various learning needs/differences from their own setting as well as various case studies. We will review a range of teaching strategies and resources to support learning and behaviour in settings. We will consider the role of the adult and requirements of settings towards inclusion; this will include team working. The aim would be to share good practice.	

Due to the high number of workshops on offer, 4 workshops have now been removed from the original programme.

To reserve your place, please complete and return the Conference Booking Form. Payment to be made at time of booking. The Early Years and Childcare Conference details and Booking Form can be found on the Southampton Information Directory (Search: 'Early Years and Childcare Conference')

Completed booking forms should be returned to
eyconference@southampton.gov.uk, tel: 023 80 363309