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Thank you to the network members who attended the third network meeting on Wednesday 19th January.

The theme of the meeting focused on children within the early years and how we can support them through early intervention.



Session three newsletter – "Early Years, Early Identification and Intervention"

Emma Weaver (Director of the Neurodiversity Early Years Service) facilitated a 30-minute session exploring early child development and strategies to support young children with potential emerging traits of neurodivergence.

During her talk, Emma looked at the importance of sensory input and developing skills in emotional self-regulation in young children. It was a great opportunity to explore the importance of these skills for all young children and how strategies can be applied across the Early Years.



Some exciting local updates

Slough's Early Years Advisory Service has seen 28 settings sign up for the Early Years Health and Well-being accreditation which was launched in January 2021. Since then, 3 gold level awards have been achieved.

The service has worked hard to engage early years settings to take part in training opportunities focusing on topics such as, supporting babies brains and language development and Attachment and Trauma informed approaches.

New for 2022, Slough has been given the opportunity along with 10 other Local Authorities, to take part in a national project funded by Comic Relief Change Maker programme. The Dingley's Promise Comic Relief Early Years Inclusion Project aims to increase the number of children with SEND accessing early years and childcare places. For more information about the services from Slough please contact, earlyyears@slough.gov.uk

Achieving for Children: Windsor and Maidenhead Early Years SEND team.

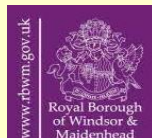
We were joined by Fiona Hewin (Senior Practitioner Educational Psychologist Early Years - Early Years SEN Team) who shared with the network further information regarding early intervention support for young children in Windsor and Maidenhead. Fiona spoke about current practice taking place across the area. The details of which are below:

- Speech and Language Therapy consultant: whole setting good practice.
- Work with parents/carers.
- Early Years inclusion fund.
- Consultation/advice/modelling to settings.
- Training network meetings.
- Transition.
- Close, collaborative working with paediatricians.

Bracknell Forest, Early Years, Child Development Centre.

The CDC forms part of the Early Years service in Bracknell Forest. It supports children aged 0-5 with additional needs and their families. Referrals are received from a range of stakeholders and packages of support for the child are bespoke dependent on need. There is an allocated officer for every group provision who support settings with all SEN/Inclusion practice.

We are currently involved with the EYSEND Partnership developing 'Whole Setting SEND', SENCOs accessed SEND Reviewer training and are currently reviewing practice and action planning areas for development.





Berkshire Healthcare Under 5 autism assessment update:

Following comprehensive demand, capacity, workforce and transformation modelling carried out by BHFT, Frimley CCG has provided additional investment to the Neurodiversity Services in BHFT, with the aim of significantly reducing the wait for autism and ADHD assessment. This additional investment has enabled the service to offer more assessments as well as embed a more streamlined assessment process. We can already report that both the number of children waiting and the waiting time for an autism diagnostic assessment has reduced which is really positive. The **average** wait currently is 31 weeks although some families are still waiting longer than this. The initial goal is to reduce the longest wait for anyone to 12 months by the end of March 2022 and currently we are on track to achieve this.

As a reminder there is a great deal of help and support available, through:

The CYPF online resource - this offers strategies, advice and tips for a range of difficulties that your child may be currently experiencing.

Please go to:
<https://cypf.berkshirehealthcare.nhs.uk/support-and-advice/>

or scan the QR code (with your smartphone's camera app) to access strategies that could support your

child right now.



What our network members are saying?

What is working well within the Early Years?

- A needs led approach to support.
- Looking at Neurodiversity as a wider umbrella, rather than focusing on ADHD/ASC alone.
- All children benefit from the approaches.
- Focusing on integrating and enabling.
- Greater acceptance of neurodivergence and recognising strengths.
- Supported transition into reception is working well.
- Settings having access to training and being supported to develop enabling environments.
- Positive experiences of communication between early years settings, schools and parents/carers.
- Services being available prior to diagnosis – support channels being available 'from now' not from diagnosis
- The language of need rather than deficit.
- More EHCP's being needs dependent rather than diagnosis focused.

What are the next steps going forward?

- Helping early years settings to understand what they can do e.g. Providing for sensory needs like proprioception.
- Include training opportunities within Teacher training.
- Helping educational settings notice that needs should be met with or without a diagnosis.
- Consider all transition points more e.g. Room to room, home to setting/school. Especially following a holiday or change of year group.
- Ensuring consistency in approach across all setting types.
- Once an intervention is working well. Maintain it.
- Social and emotional needs being recognised more than just focusing on learning.
- Information sharing is key. Having enough time to share all of the information so that the child has their needs met.
- To support the transition from Early Years to Year 1, make sure that the needs are recorded well.

