

Schools Forum**16 January, 2019****Schools Ready Update Report****1.0 Purpose of the report**

1.1 School's Forum have requested an update on their £250,000 investment to improve children's outcomes by the age of 5 years. The plans and activity delivered through this investment reflect Walsall's corporate vision of reducing inequalities for children and maximising their potential by targeting money where it is needed most. Delivery of the plans reflect the values of improving professionalism, leadership, accountability, transparency and ethical practices. There is a particular focus on the four priorities: 1) Children will be ready for school; 2) Percentage of pupils reaching a good level of development; 3) The gaps in educational achievement between the least and most deprived communities will be narrowed for all under achieving groups and 4) The progress Free School Meals children make.

2.0 Recommendations

2.1 Schools Forum are asked to confirm if they are happy with what has been delivered to date and also with the plans for 2019/20 and to add any further ideas or suggestions for ongoing improvement.

3.0 Report Detail - Background and Current Position

3.1 This report gives clear evidence to members that the £250,000 fund allocated for School Ready improvement continues to be utilised well to deliver the School Ready Strategy and actions from improvement plans to improve outcomes for children by the end of Reception Class.

Table 1 (Part a and b): Early Years Foundation Stage - Walsall Summary 2014 – 2018

Part a	Early Learning Goals – Prime Areas							
	Listening & attention %	Understanding %	Speaking %	Moving & handling %	Health & self-care %	Self-Confidence & self-awareness %	Managing feelings & behaviour %	Managing relationships %
2014	77.6	76.7	74.6	87.2	86.5	82.0	80.9	82.9
2015	80.1	80.2	79.5	88.3	86.5	83.5	83.2	84.7
2016	80.9	80.7	79.6	88.9	86.6	83.7	83.8	86.0
2017	82.0	81.6	81.8	88.2	86.6	83.7	83.6	86.2
2018	83.2	82.2	82.3	88.6	86.6	85.1	84.4	87
Increase/decrease since 2017	1.2	0.6	0.5	0.4	0.0	1.4	0.8	0.8
Increase/decrease since 2016	1.1	0.9	2.2	-0.7	0.0	0.0	-0.2	0.2
Increase/decrease since 2015	1.9	1.4	2.3	-0.1	0.1	0.2	0.4	1.5
Increase/decrease since 2014	4.4	4.9	7.2	1.0	0.1	1.7	2.7	3.3

Part b	Early Learning Goals – Specific Areas									
	Reading %	Writing %	Numbers %	Shape, space and measures %	People and communities %	The world %	Technology %	Exploring media and materials %	Listening and Being imaginative %	GLD
2014	67.9	59.3	66.6	70.1	74.3	73.8	85.2	78.7	75.6	53.3
2015	70.4	63.9	70.3	73.4	76.0	76.0	87.0	82.9	80.1	60.8
2016	72.1	67.0	72.5	73.5	77.6	76.5	87.3	82.3	80.8	64.8
2017	71.7	67.7	73.1	73.3	77.0	77.1	87.0	81.0	80.7	65.6
2018	72.8	69.5	74.6	75.6	79.8	79.8	89.9	84.7	84.2	68.1
Increase/decrease since 2017	1.1	1.8	1.5	2.3	2.8	2.7	2.9	3.7	3.5	2.5
Increase/decrease since 2016	-0.4	0.7	0.6	-0.2	-0.6	0.6	-0.3	-1.3	-0.1	0.8
Increase/decrease since 2015	1.3	3.8	2.8	-0.1	1.0	1.1	0.0	-1.9	0.6	4.8
Increase/decrease since 2014	3.8	8.4	6.5	3.2	2.7	3.3	1.8	2.3	5.1	12.3

3.2. You will see in Table 1 that there has been an increase in the attainment of Walsall children across 16 out of the 17 Early Learning Goals, with the largest increase in the Specific Areas of Learning (highlighted in blue). Projects and training that have contributed to the increase in these areas include: Parents as partners in early learning of Maths, Writing, Communication and Language, Understanding the World and Expressive Arts and Design, Nursery practitioner Annual Update focussed on Literacy and Maths, Phonics – Letters and Sounds, Provocations for Learning, Schema Play, Story Sacks, Outstanding Nursery Practice, Reception Baseline Moderation, Nursery Moderation, Early Talk Boost and further development and roll out of the We Love to Read Project.

Table 2: The improvement for all vulnerable groups in July 2018 (this is now validated data)

2018 Group		Walsall	National	Gap
All	Walsall	68%	72%	4%
Gender	Female	75%	78%	3%
	Male	62%	65%	3%
FSM	Eligible	57%	57%	0%
	Non Eligible	71%	74%	3%
Term of Birth	Autumn	78%	81%	3%
	Spring	70%	72%	2%
	Summer	56%	61%	5%
SEN Status	No SEN	73%	77%	4%
	SEN Support	24%	28%	4%
	Statement or EHCP	4%	5%	1%
Deprived Areas	Least Deprived	83%	80%	3% above national
	60-80	79%	76%	3% above national
	40-60	68%	73%	5%
	20-40	67%	69%	2%
	Most deprived	64%	64%	0%
DfE Ethnic Codes	White	68%	72%	4%
	Mixed	70%	73%	3%
	Asian	68%	71%	3%
	Black	74%	70%	4% above national
	Chinese	100%	79%	21% above national

Table 3: Group data from the previous two years

Group		Walsall 2016	National 2016	Walsall 2017	National 2017	Gap 2016	Gap 2017
All		65	69	66	71	4	5
Gender	Female	73	77	74	78	4	4
	Male	57	62	58	64	5	6
FSM	Eligible	55	54	56	56	No gap	No gap
	Non Eligible	68	72	69	73	4	4
Term of Birth	Autumn	76	79	75	80	3	5
	Spring	65	70	68	72	5	4
	Summer	54	59	55	61	5	6
SEN Status	No SEN	70	72	71	76	2	5
	SEN Support	14	26	14	27	12	13
	Statement/ EHCP	3	4	2	4	1	2
Deprived Areas	Least Deprived	81	78	81	79	No gap	No gap
	60-80	77	74	79	75	No gap	No gap
	40-60	73	71	72	72	No gap	No gap
	20-40	64	66	62	68	2	6
	Most deprived	60	62	61	63	2	2
DfE Ethnic Codes	White	66	70	66	72	4	6
	Mixed	66	71	69	73	5	4
	Asian	65	68	66	69	3	3
	Black	66	68	63	70	2	7
	Chinese	60	69	45	74	9	29

- 3.3 Analysis of group data demonstrates that in terms of the difference in outcomes between boys and girls Walsall has closed the gap by 3% from 16% in 2017 to 13% in 2018. This is a result of clear data information sharing with head teachers and Early Years Leaders identifying boys as a priority group and delivering key strategies and ideas for improvement through leadership projects, network events and a focus on boys learning in all training.
- 3.4 Analysis also demonstrates that the gap between Walsall and national outcomes for all vulnerable groups is closing for autumn and spring Born children and White and Mixed ethnicity group children
- 3.5 The percentage number of children eligible for Free School meals achieving Good levels of Development continues to be exactly in line with national average. Demonstrating the success of leadership projects and training focussed on closing the deprivation gap, the development and use of Pupil Premium Audit Tools, Improved processes for accessing Pupil Premium Funding developed and clearly communicated to all providers and case study information shared with Early Years leaders.
- 3.6 Outcomes for Walsall's least deprived children continue to be above national, demonstrating the success of the Walsall Early Years leaders training having a focus on high aspiration for this group.
- 3.7 The biggest success has been the increase in the percentage of children with SEN support needs achieving a good level of development. It has risen from 14% in 2017 to 24% in 2018. This is a result

of all training and projects delivered that have focussed on identifying and meeting the needs of children with SEN Support Needs.

Table 4: The percentage of good or better Ofsted Grades

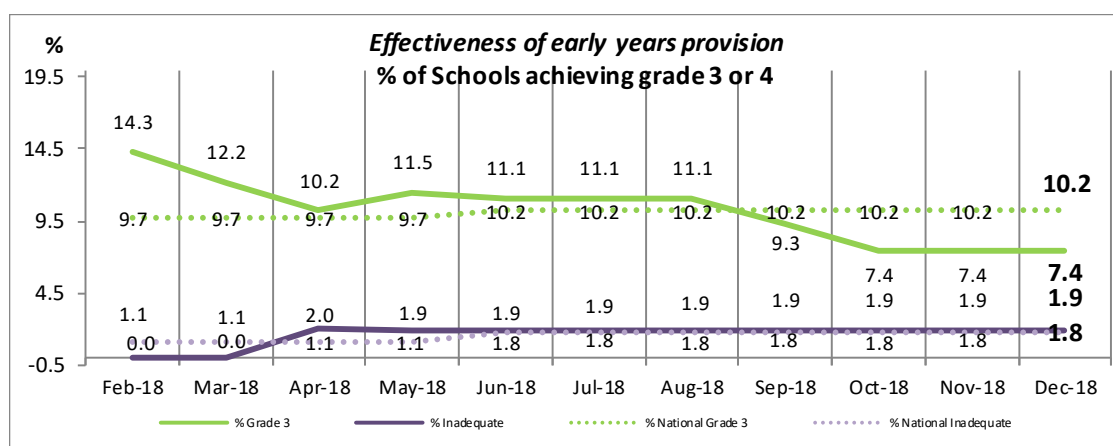
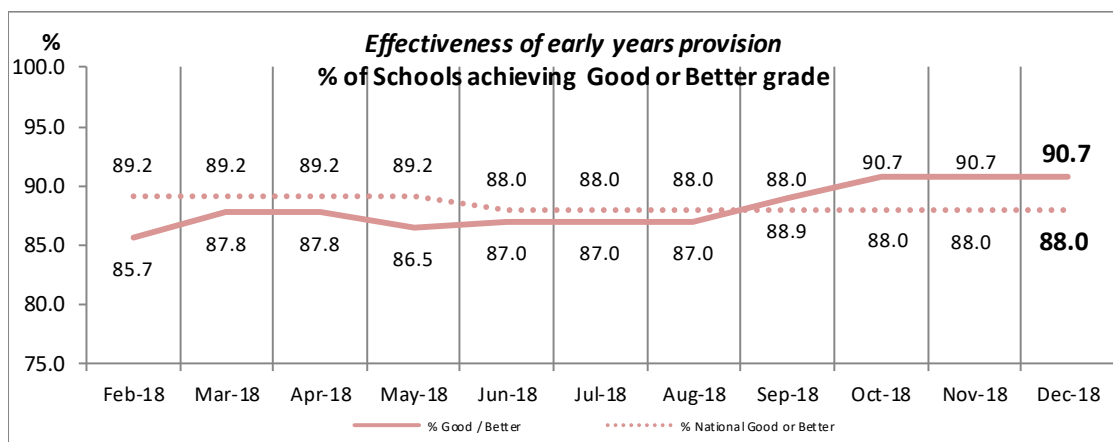


Table 5: Ofsted Grades by school provider type

Effectiveness of early years provision									
Dec-18		Good / Better	Outstanding	Good	Requires Improvement	Inadequate	Total Inspections	No Data	Total Schools
Nursery LA		-% (0)	-% (0)	-% (0)	-% (0)	-% (0)	0	8	8
Primary	LA Maintained	94.9% (37)	23.1% (9)	71.8% (28)	2.6% (1)	2.6% (1)	39	21	60
	Academy Converters	66.7% (4)	16.7% (1)	50% (3)	33.3% (2)	-	6	1	7
	Academy Sponsor Led	100% (8)	-	100% (8)	-	-	8	1	9
	Academies Overall	85.7% (12)	7.1% (1)	78.6% (11)	14.3% (2)	-	14	2	16
	Primary Overall	92.5% (49)	18.9% (10)	73.6% (39)	5.7% (3)	1.9% (1)	53	23	76
Secondary	Academy Sponsor Led	-	-	-	100% (1)	-	1	0	1
Special	LA Maintained	-% (0)	-% (0)	-% (0)	-% (0)	-% (0)	0	2	2
	Academy Converters	-% (0)	-% (0)	-% (0)	-% (0)	-% (0)	0	0	0
	Special Overall	-% (0)	-% (0)	-% (0)	-% (0)	-% (0)	0	2	2
Overall	LA Maintained	94.9% (37)	23.1% (9)	71.8% (28)	2.6% (1)	2.6% (1)	39	31	70
	Academy Converters	66.7% (4)	16.7% (1)	50% (3)	33.3% (2)	-	6	1	7
	Academy Sponsor Led	88.9% (8)	-	88.9% (8)	11.1% (1)	-	9	1	10
All Schools		90.7% (49)	18.5% (10)	72.2% (39)	7.4% (4)	1.9% (1)	54	33	87

- 3.8 Analysing the improvement in Good and Outstanding EYFS Ofsted Grades has demonstrated an increase from 74% Good or Better grades in June 2016 (well below national) to 91% by December 2018 (above national by 3%). This is impacted by ongoing new leaders and aspiring leaders training, clear information sharing and updates through emails and three Early Years Leaders networks a year. Strengthening schools to school support through increasing Specialist leaders In Early Years education, involving Early years leaders in developing training, toolkits, audit tools, case studies and best practice ideas to share across the sector, Leadership and Management training for private providers, outstanding provider sector led training for private providers and whole school practitioner training.
- 3.9 School Forum fund continues to fund the training, support and challenge to all provider types including academies, independent schools and private day care providers including childminders.
- 3.10 Appendix 1 is a summary of some of the training delivered in 2017/2018 and shows the numbers of practitioners that accessed training.
- 3.11 Action planning is a part of all training delivered and all courses that span more than one event include gap tasks for delegates. Appendix 2 gives an example of evaluation and impact monitoring from some of this year’s leadership training.
- 3.12 Evaluation and next steps planning is carried out at the end of all training/projects. See Appendix 3 for examples of next steps planning for improvement.
- 3.13 In addition longer-term impact evidence is being collected and analysed by the two part time Training and Brokerage Officers to inform next year’s planning.
- 3.14 Early Years leaders, head teachers and practitioners in Walsall recognise the value that is placed on their work and appreciate the School Ready investment from Schools Forum.
- 3.15 Remaining spend will fund plans roll out a new Early Years Strategy focussed on Closing the Words Gap, a universal, targeted and specialist approach to partnership with parents and further improvements to children’s Literacy and Maths.

Specific details are listed in the Action Plan below:

Action	Planned outcomes	Next steps
Develop and deliver 2019/20 training plan to each sector of the EY workforce covering all priorities including a menu of Language First Training, EYFS offer. Deliver Jean Gross and Alistair Bryce Clegg conferences.	Increase in percentages of children achieving Early Learning Goals and Good Levels of Development. Close the gap between vulnerable and non-vulnerable groups of children in Walsall. Close the gaps between Walsall and national percentages for all children particularly deprived, summer born and SEN support groups	Training plan ready for May 2018 leaders network meeting.
Leadership training for new school leaders, aspiring leaders, setting leaders and outstanding leaders	All leaders are confident, competent and can clearly communicate their strengths, areas for improvement, vision, aspiration, organisation, staff development and key strategies to ensure children’s outcomes.	New school/setting EYFS leaders identified by September 2019 and aspiring/outstanding leaders identified by July 2019.

Language First Project for 10 schools	To support identified schools with low communication and language outcomes and low GLD to improve outcomes for children.	Identify schools following analysis of the 2019 Profile Data submission.
Two year old parent partnership project	To strengthen parents understanding, skills and motivation to work with schools and settings to support their child's good progress.	Meeting for all two-year-old leads in January 2019 to begin work on project.
1000 stories in Early Years (Parent Project)	To improve children's communication, vocabulary and comprehension through strengthening home reading and parents ability to teach their own children.	Inform leaders, headteachers and setting managers about the project in order for them to prepare to deliver the project from September 2019. To launch the project at the leaders network meeting in May 2019.
Transition project	To strengthen communication between settings and with parents, sharing of ideas, understanding of the needs of individual children and best approaches for their learning.	SEN working group to meet to identify key principles and agreed actions for transition to add to the Strategy Bank for Inclusion, again to launch at the May network meeting.

Early Years Talk Boost in all schools and settings. All EYFS practitioners trained in Wellcomm screening	To accelerate progress in communication and language for identified children in all schools and settings.	To promote case study evidence to schools and settings, to identify discounted rates with I CAN, to build team of 'Early Talk Boost Trainers'.
Communication and Language and PSSED into Year 1	To ensure the foundations for learning are embedded as children to progress to Year 1 and beyond.	Plan training dates for 3 rd 4 th weeks in June 2018.
Multi- agency word gap theory training and service development.	To ensure all professionals from education, health, early help and social care have common understanding of the word gap theory and identify key deliverable targets within their own work practices to work with parents to ensure children make good progress.	To commission training development and delivery.

4.0 Financial Implications

Table 6: Expenditure to date

Allocation of £250k - School Ready Fund	£
Expenditure - 2015/16	8,521
Expenditure - 2016/17	78,611
Expenditure - 2017/18	62,063
Expenditure 2018/2019	8,432
Balance	92,373

4.1 The School Ready Money continues to be spent effectively to improve outcomes for children by the age of five. As you have seen qualitative evaluation and quantitative data is used to continually inform the plans for financial spend. Last year’s external audit highlighted the excellent systems in place to ensure value for money. Many of the training events, projects and support programmes continue to be delivered through Walsall’s schools, teaching schools, specialist provisions and services, therefore reinvesting School Forum money back into Walsall.

6.0 Risk Management/ Risks

6.1 A key risk to achieving the objectives of this investment would be if the money was spent on activity that what not leading to impact. To minimise this risk all planned training, projects and courses are based on evidence based practice and are evaluated to ensure their impact is worth the time and financial investment.

7.0 People

7.1 The whole of the Early Years workforce is impacted by this investment. This includes providers working with children 0-5, practitioners working with 2 year olds, nursery and reception teachers, TA’s and support staff, early years leaders and managers and head teachers and governors.

8.0 Consultation

8.1 Professionals form Health, Early Help and Social Care, national speakers and organisations, head teachers, early years leaders and practitioners are continually invited to shape plans and projects. Schools/ settings are encouraged to consult with families and identify children’s responses through their enjoyment, engagement and progress.

Appendix 1: Evidence of training summary Sept 17 – July 18

Number of Practitioners attended training

Course Description and who it is funded by: Local authority (LA) or School Forum (SF)	Childminder	PVI	School	Total
30 Hours Early Learning - One Year On - LA			13	13
Agreement Trialling - LA			139	139
An Approach To Managing High Risk Behaviour - SF		14	19	33
Aspiring Leaders - SF			14	14
Baseline Moderation For Reception Teachers - LA			82	82
Celebration Day - SF		13		13
Child Protection Level 1- LA	8	64		72
Child Protection Level 1 Refresher - LA	31	127		158
Child Protection Level 2 - LA		48		48
Childminding Information Session- LA	13			13
Creating Challenge In The Early Years -SF		5	7	12
De-Escalation Techniques In EYFS -SF	14	21		35
Early Talk Boost -SF		2	30	32
Early Years Quality First Toolkit For Send -SF		24	11	35
Early Years Sensory Workshop -SF		15		15
Effective Childminding Part 1 - LA	33			33
Effective Childminding Part 2 - LA	24			24
English As An Additional Language -SF		46	9	55

Agenda Item 8.i

EYPP Reviewers Training -SF			6	6
General Data Protection Regulation -SF		28		28
Group Moderation - LA			110	110
Headcount Information Session- LA	30	12	2	44
Inspiring Learning Through Story Sacks In The Early Years -SF	6	10		16
Introduction To Autism Spectrum & Strategies -SF		22		22
Lac Self-Assessment Tool Training -SF		28	42	70
Leaders Core Termly Update Event -SF			49	49
Leaders Core Termly Update Event -SF		23		23
Leaders Core Termly Update Event -SF		12	48	60
Leaders Core Termly Update Event -SF		38	72	110
Leadership And Management 1 -SF		12		12
Leadership And Management 2 -SF		15		15
Looking Glass Centre -SF		17	16	33
Managing People -SF		4		4
Mop Up Leaders Network-SF		1	5	6
New School Leaders Working Group-SF			15	15
New To EYFS -SF		3	8	11
New To Profile Training -SF			11	11
Nursery Moderation-SF			91	91
Nursery Teachers Annual Update Session -SF		4	52	56
Nurturing Wellbeing In Under Two's -SF		50		50
Observation, Assessment And Planning -SF		35		35
Ofsted Rising -SF		19		19
Ofsted Rising – Schools -SF			12	12
Outstanding Nursery Practice -SF		5	56	61
Outstanding PVI's Network -SF		5		5
Paediatric First Aid – LA -SF	28	56	10	94
Parent Partnership - Writing Project Launch -SF			13	13
Parent Partnership - Maths Project Launch -SF			16	16
Parents As Partners In Early Learning -SF		2	57	59
Personal Development Behaviour And Welfare -SF		10		10
Phonics (Letters And Sounds) -SF		19	14	33
Positive Behaviour For Effective Learning -SF		12	20	32
Positive Communication And Interaction In The Classroom -SF			28	28
Practical Makaton - LA	7	64	40	111
Profile Training - LA		1	18	19
Provocations For Learning -SF		10		10
PSED- Attachment And The Role Of The Key Person -SF		5	22	27
PSED - Teaching With The Brain In Mind -SF		6	11	17
PVI Moderation -SF		2		2
Quality Teaching Learning And Assessment -SF		11		11
Schema -SF		2	14	16
Send Network – LA		57		57
SLE Training -SF			10	10
TA Training - Train The Trainers -SF			11	11
Terrific Two Year Olds -SF	8	46	2	56
Wellcomm Training - LA	9	24	13	46
Total	211	1049	1197	2503

Appendix 2: Example of the impact of the New School EYFS Leaders Training

Leadership Programme 2017/18

New Leaders Group

Name of Early Years Leader: XXXX Name of school: XXXX Primary school

Position in School: Early Years Leader & Reception teacher

Number of Reception Children: 60 Number of Nursery Children: 65

Number of Two-Year-old Children: 48

1. What were your reasons for joining the programme? What did you want to learn, achieve, consolidate, develop etc?

I was new to the EYFS leader role, and although I had completed a middle leaders course, I wanted to continue to develop my skills as a leader.

2. What were the main points for improvement from your GLD, progress and baseline data?

From last year's data Maths and Writing was an area for improvement. Therefore we split into 3 ability groups for Maths (group 1-24 children, group 2-24 children, group 3- 12 children). We also split 6 ways into RWI groups. We also introduced an independent writing book which the children can choose to write in.

3. What were the main development areas in terms of the context of your school? Eg staff development, induction of new staff, development of outdoor learning, partnership with parents, use of early year's pupil premium etc?

Parental involvement- this is an area we are still continuing to develop through parent workshops, mini homework projects and parent sessions.
The outdoor learning environment was an area of development- due to the area and equipment being stolen a new school fence has been put up around the site.

4. How do you know when you have consistently good and outstanding teaching and learning across your EYFS?

Each term, school have deep reviews where staff are observed for 2/3 lessons, book trawls and an environment check are completed and a progress check. The staff are given verbal feedback and a pack of all the evidence collected with an action plan. The head teacher, deputy head teacher and EYFS leader are involved in these for teachers and teaching assistants.
Each term planning trawls, book trawls, environment checks and rapid observations are completed by the EYFS leader.

5. What strategies are in place to ensure all of your EY practitioners share a vision and are effective in supporting children's rapid progress?

EYFS Action plan is shared with all staff in school and all EYFS given a copy. The priorities for the year are discussed.

Fortnightly phase meetings are held to discuss EYFS.

Data is collected half-termly on SPTO and analysed by EYFS leader. This information is given to all EYFS practitioners and areas of strengths and weaknesses are discussed.

Interventions are set up based on half-termly data, which is collected from SPTO. These are then implemented in Reception. Some interventions occur in Nursery.

Half-termly RWI assessments on Reception children are completed by RWI manager and groups are changed accordingly.

Termly progress meetings are held with the EYFS leader. The children who are not making expected progress are discussed.

Reception: 3 ability groups for Maths. 6 ability groups for RWI.

Nursery: 3 ability groups for Maths & 3 ability groups for RWI.

6. Which groups or individual children's needs are you focussing on to ensure they achieve a GLD? What strategies do you have in place? What impact are they having?

Children who entered Reception at 30-50 E were the focus to achieve GLD in Maths and Literacy. SEND children.

PP children.

Small group teaching in RWI- 6 groups which change regularly. Small group teaching in Maths- lowest group of 12 taught by EYFS leader. Phonic intervention twice a week, maths intervention once a week, reading intervention twice a week and writing intervention 3 times a week.

The impact has been very successful.

Children in lowest Maths group have made exceptional progress due to small group teaching.

RWI has been successful, highest group have started yellow books which is above age related expectation and only 5 children out of 59 children aren't on ditties or above. This is significantly higher than last academic year.

7. What improvements have you made as a result of this programme both personally as a leader and in your practice?

Reading audit has been completed with RWI leader and an action plan has been made.

The yearly overviews for Pre-school, Nursery and Reception have been updated.

OWLET observations have been introduced.

Homework projects have been set up for September 2018-19 to involve parents in their child's learning.

8. What outcomes can you evidence to date? What are your attainment predictions for 2018? (GLD)

2016-2017 = 74% GLD

2017-2018= Currently 81% GLD

9. What are the strengths of your setting and what evidence do you have? (Does this show in your data?)

Working as a team- this is evident through the high results in GLD and number of children reaching age related expectations.

Planning- this is evident in EYFS leader folder and through the books and children's learning journeys.

Teaching is good or outstanding- this is evident in our observations which are on Perspective.
New opportunities and experiences provided for all children- this is evident in the class book.

10. What is next for your school in terms of continuous improvement?

These are on the EYFS action plan for 2018-2019:

- Development of OWLET and next steps in the moment teaching September 2018-2019
- To develop High frequency words in Reception.
- To develop children's prediction and thinking skills by learning traditional tales and creating an alternative ending.
- To increase parent involvement through mini homework projects.
- To develop the planning to in Pre-school to incorporate Letters and Sounds alongside the RWI programme.
- Introduce a Makaton sign every week alongside topic work.
- To continue to develop the outdoor learning environment by having a weekly focus for outdoor.
- To share learning journeys Termly with the children and complete child voice sheet.

11. How could this programme be improved? Any other comments?

The programme was very successful, a very supportive process.

Appendix 3: Summary of some of the common actions practitioners plan to take following attendance at training, funded through Schools Forum, to improve outcomes for children:

PSED – Attachment and the role of the key person

- Share learning/strategies with colleagues
- Develop my practice in order to manage more subtle behaviours in the setting
- Raise staff awareness; Make sure the team are calm, approachable, happy environment – consistent approach
- To me more aware of attachments with some children who are unable to communicate as well as others
- Discuss/train adults and key workers of the importance of attachment; how to extend the adult role and how to identify children who show attachment issues
- Listen more effectively

Nursery Teachers Annual Update Session

- Continue - who? Where? Stories – use story building to improve literacy
- Get children to retell parts of the story through imaginations, create books to share with class
- Use writing box to help children's own writing
- Word a week relating to topics
- Short, sharp stories, building up over a week as modelled during the training to show children how to write a story
- Display more vocab in small world areas to enhance imagination from children & adults
- More problem solving and opportunities for speaking

- Capture young children's oral/written stories in nursery
- Good to reflect on more things that need to be habitual – daily practices very important for all skills to be embedded – will revisit with all staff
- Drama levels/productive questioning

Early Talk Boost

- Trial groups of talk boost children for summer term. Plan for full implementation in Autumn Term
- Set up intervention groups to improve communication skills
- Use tracking to assess progress

EYFS Leaders Update Session

- Conversation starters to be displayed and used – intentional interactions
- Evaluate how adults model conversation
- Use OWLET prompts when interacting with children
- Develop children's writing during Child Initiated time; writing rich environment
- Consider text in environment
- Use Wellcomm
- Create riddle cards for nursery
- Enhance sentences in nursery play with pictures
- Increase print from singular words
- Take note of what children know and what children can do (Schema Play) Enhance learning through this.

De-escalation Techniques in EYFS

- Use Visualisation Strategies
- Look for triggers
- Share with colleagues to support consistent approach
- Consider transition times for trigger points
- Use of specific strategies (e.g. puppets, timers) for specific children to improve behaviour
- To look in detail at what can be behind the children's behaviours to be pro-active rather than reactive
- Questioning the right questions