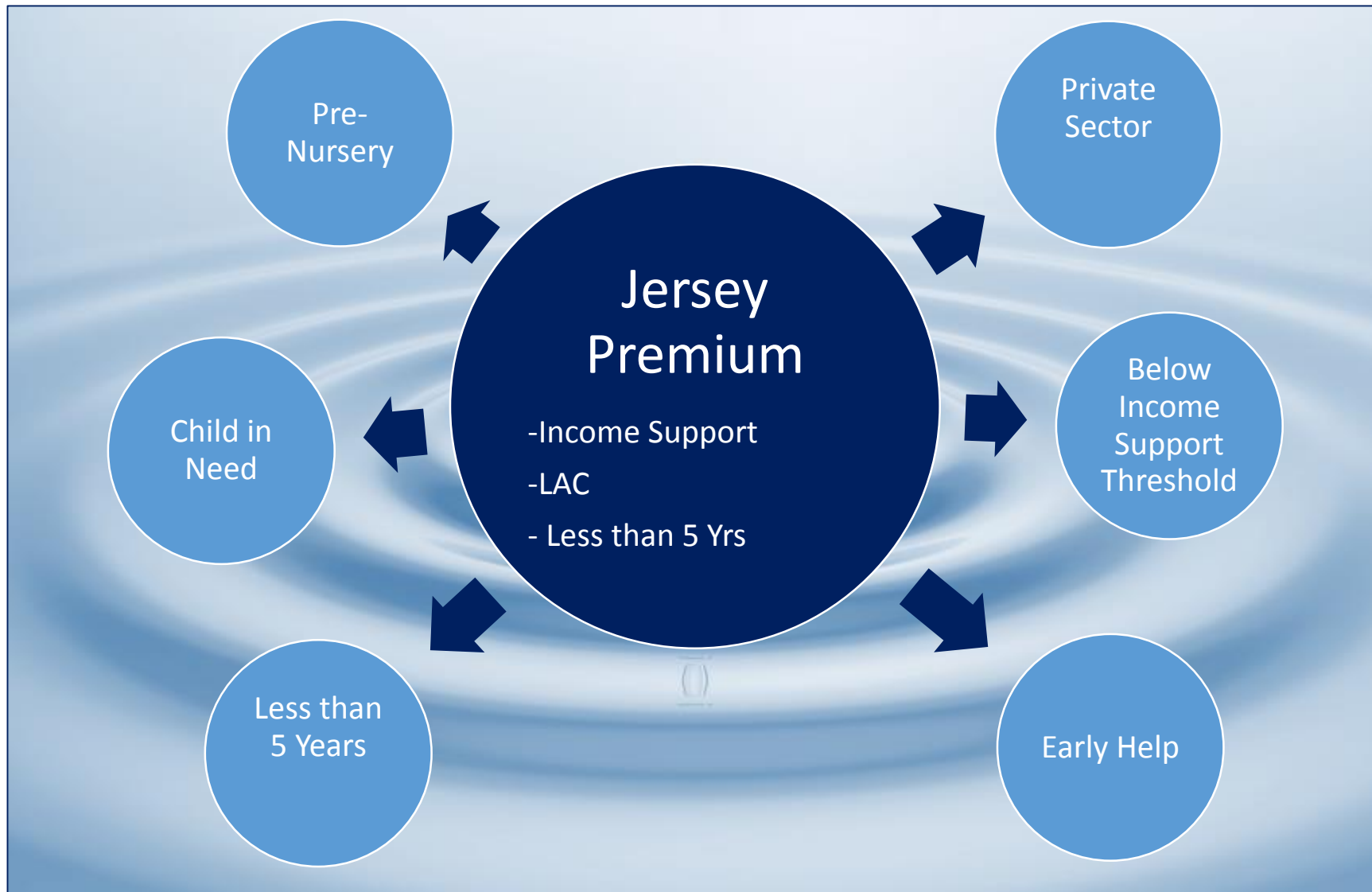


Jersey Premium in the early years

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June 2019

The Wider Reach of Jersey Premium





Getting to know our Jersey Premium Pupils

What do we know about _____?

Name		_____
SEN		Autistic Spectrum Disorder Diagnosed in January 2019 Under SALT (Richard Boak) who are currently working on the addition of vocabulary Issued with a RoN – we await a copy of this
EAL		Yes- Portuguese speaker
Other Agency Involvement		ASCIT involved more on a consultancy basis currently Therapy Support Worker engaged with _____ every Tuesday at 9:50
Family		Younger brother due to start nursery in September 2019 Older sister in Year 5- very much supports mum with her two younger brothers Lives with both mother and father
Interests		Numbers and joining in with rhymes and songs with peers. Baking Swimming
Data	Reading Decoding	49-54 months
	Reading Comprehension	61-66 months- ARE
	Writing	49-54 months
	Maths Number	61-66 months- ARE
	Maths Shape and Space	49-54 months



Attendance	<p>The chart displays attendance data for Child A. The x-axis represents the percentage of attendance from 0% to 100%. The bar is divided into three segments: Present + AEA (green, 91.67%), Authorised (yellow, 8.33%), and Unauthorised (red, 0%). Below the chart, three summary boxes provide additional data: Present + AEA at 91.67%, No. of Lates at 3, and Time Late at 23 mins.</p>
What works	<ul style="list-style-type: none"> -Consistency and routine -Visual timetable -Timers -Group activity as he enjoys and learns from copying what others are doing -Memorising through repetition -Additional 1 to 1 support. Trained to support and develop his speech through commentary and modelling.
Interventions	<ul style="list-style-type: none"> -In Nursery <small>Child A</small> received funding for 10 hours support weekly -On entry into Reception the funding was removed and the process of exceptional action was started (awaiting diagnosis) therefore school maintained full time individual support from school fund -Bespoke Work Station set up outside of the classroom (under the advice of ASCIT) -Staff fully trained in <i>"Using visuals in the classroom."</i>
Other	<p>FSW worker () has supported the family since June 2018</p> <p>Early Help proposed- await lead worker decision</p>

1

Prioritise the development of communication and language



Language provides the foundation of thinking and learning and should be prioritised.

High quality adult-child interactions are important and sometimes described as talking *with* children rather than just talking *to* children.

Adults have a vital role to play in modelling effective language and communication.

Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.

2

Develop children's early reading using a balanced approach



Early reading requires the development of a broad range of capabilities.

Using a number of different approaches will be more effective than focusing on any single aspect of early reading.

Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.

Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.

3

Develop children's capability and motivation to write



Writing is physically and intellectually demanding.

Expressive language underpins writing and should be prioritised.

Provide a wide range of opportunities to communicate through writing and develop children's motivation to write.

Support children to develop the foundations of a fast, accurate, and efficient handwriting style.

Monitor the product and process of children's handwriting and provide additional support as necessary.

4

Embed opportunities to develop self-regulation



'Self-regulation' refers to children's ability to manage their own behaviour and aspects of their learning.

A number of approaches to developing self-regulation exist, including the 'Plan-Do-Review' cycle.

Embed opportunities to develop self-regulation within day-to-day activities.

Monitor the development of children's self-regulation and ensure activities remain suitably challenging.

5

Support parents to understand how to help their children learn



Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy.

Promising strategies include:

- encouraging parents to read to children before they can read, then to begin reading *with* children as soon as they can; and
- running workshops showing parents *how* to read and talk about books with their children effectively.

Less promising strategies include occasional home visits or homework tasks.

6

Use high quality assessment to ensure all children make good progress



Ensure clarity of purpose about the different assessments used in your setting.

Collect a small amount of high quality information to ensure that

- children who are struggling receive the right type of support; and
- time is used efficiently by avoiding rehearsing skills or content that children already know well.

Use assessments to inform, not replace, professional judgement.

Monitor children's sensory needs to ensure they do not impede learning.

Avoid using assessments to label children and split them into fixed groups.

7

Use high quality targeted support to help struggling children



High quality targeted support can ensure that children falling behind catch up as quickly as possible.

Small-group support is more likely to be effective when:

- children with the greatest needs are supported by the most capable adults;
- adults have been trained to deliver the activity being used; and
- the approach is evidence-based and has been evaluated elsewhere.

In addition to using evidence-based programmes, some specialist services are likely to be best delivered by other professionals, such as speech and language therapists.

1

Prioritise the development of communication and language



Language provides the foundation of thinking and learning and should be prioritised.

High quality adult-child interactions are important and sometimes described as talking *with* children rather than just talking to children.

Adults have a vital role to play in modelling effective language and communication.

Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary

Practical Suggestions

1. Language for life
2. [WellComm](#)
3. Helicopter Stories
4. REAL – English, Polish & Portuguese
5. Easy Peasy app
6. School employing Speech Therapist
7. ELKLAN training
8. Communication Trust toolkit
9. Communication Trust CPD

2

Develop children's early reading using a balanced approach



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Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.

Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.

Practical Suggestions

1. Pre-school literacy groups (to replace JELLY)
2. REAL – English, Polish & Portuguese
3. Easy Peasy app
4. Parent workshops specifically focused on early reading
5. Parent leaflets
6. Use of the children's library

3

Develop children's capability and motivation to write



Writing is physically and intellectually demanding.

Expressive language underpins writing and should be prioritised.

Provide a wide range of opportunities to communicate through writing and develop children's motivation to write.

Support children to develop the foundations of a fast, accurate, and efficient handwriting style.

Monitor the product and process of children's handwriting and provide additional support as necessary.

Practical Suggestions

1. REAL – English, Polish & Portuguese
2. Write dance
3. Helicopter stories

4

Embed opportunities to develop self-regulation



'Self-regulation' refers to children's ability to manage their own behaviour and aspects of their learning.

A number of approaches to developing self-regulation exist, including the 'Plan-Do-Review' cycle.

Embed opportunities to develop self-regulation within day-to-day activities.

Monitor the development of children's self-regulation and ensure activities remain suitably challenging

Practical Suggestions

1. Philosophy for Children
2. Meta cognition
3. Easy Peasy app

5

Support parents to understand how to help their children learn



Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy.

Promising strategies include:

- encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and
- [EFLA](#) workshops showing parents how to read and talk about books with their children effectively.

Less promising strategies include occasional home visits or homework tasks.

Practical Suggestions

1. Pre-school literacy groups (to replace JELLY)
2. REAL – English, Polish & Portuguese
3. Easy Peasy app
4. Parent workshops specifically focused on early reading
5. Literacy Guide for Parents and Carers

6

Use high quality assessment to ensure all children make good progress



Ensure clarity of purpose about the different assessments used in your setting.

Collect a small amount of high quality information to ensure that

- children who are struggling receive the right type of support; and
- [EFLA](#) is used efficiently by avoiding rehearsing skills or content that children already know well.

Use assessments to inform, not replace, professional judgement.

Monitor children's sensory needs to ensure they do not impede learning.

Avoid using assessments to label children and split them into fixed groups.

Practical Suggestions

1. FNHC eye checks
2. FNHC hearing screening
3. Tapestry
4. PM Benchmark, high frequency words and phonic assessments
5. [EFLA](#)
6. [WellComm](#)

7

Use high quality targeted support to help struggling children



High quality targeted support can ensure that children falling behind catch up as quickly as possible.

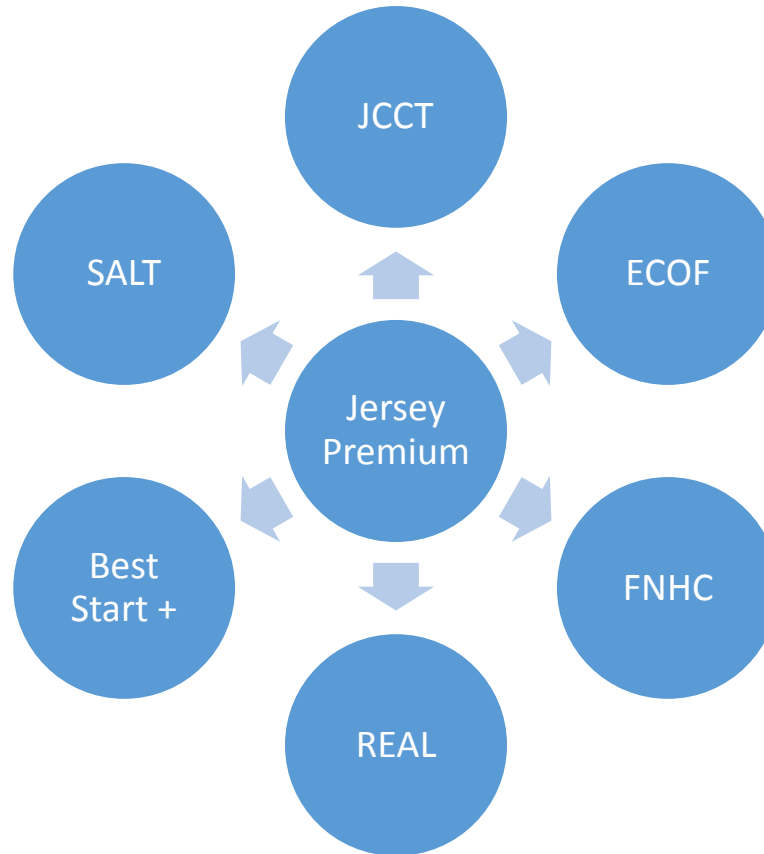
Small-group support is more likely to be effective when:

- children with the greatest needs are supported by the most capable adults;
- adults have been trained to deliver the activity being used; and
- [EFLA](#) approach is evidence-based and has been evaluated elsewhere.

In addition to using evidence-based programmes, some specialist services are likely to be best delivered by other professionals such as speech and language therapists.

Practical Suggestions

1. Speech therapist referrals
2. Key worker support in schools
3. [WellComm](#)
4. Language for life
5. School employing Speech Therapist
6. [EFLA](#) training
7. BP@P training



Barriers



- Short term project
- Earlier intervention
- Numbers in the private sector
- Capacity of teams that support schools e.g
Speech and Lang , EAL



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