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Further information as requested by the Policy Overview Committee Review 2017/18

Intervention

1.The Inclusion Team

The relative effectiveness of the team

The team consistently delivers the objectives set and where necessary makes changes to improve performance. For example the 2014 SEND reforms led to the team spending more of their time completing requests for Education Health and Care needs assessments; this was reviewed and the ways in which the team work with settings to have changed, with the focus being on developing the skills and knowledge within the sector to complete these requests.

How effectiveness is measured

The effectiveness of the team is measured in a number of ways. Firstly the team use the councils performance management tools, they have a plan in place that delivers council objectives which are also included in individual staff members PADA's. The team reviews work against objectives set as part of the annual planning cycle.

Surveys are also conducted to measure the effectiveness of the team. An audit has recently been introduced which is carried out with management within early years settings and is leading to an inclusion development plan being in place for each setting.

How the intervention is costed

The staffing costs for the team are laid out in the budget. The funding for the posts and the associated costs are funded by the Dedicated Schools Grant (DSG). The service is currently being reviewed with a report due to be presented at schools forum early in 2018.

What short term and longer term success looks like

The Inclusion Team provides support to educational settings in including and meeting the needs of children with SEND. The early years part of the team support settings in meeting their statutory duty to implement the Children and Families Act 2014; to 'be alert to emerging difficulties and to respond early....All early years providers are required to have arrangements in place to identify children with SEN or disabilities'. The numbers of children with additional needs and disabilities that the



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team are being asked to support have increased each year. This suggests that early years settings are identifying more children with additional needs and disabilities and/or that there are more children with SEND within early years settings within Hillingdon. It is well understood that well planned and managed transitions support continuity for children. The team support and promote well planned transitions into the maintained sector for children with SEND. A tool 'Moving On' is in place to support this work.

2. Attention Hillingdon

The relative effectiveness of the programme

The programme is well liked by early years practitioners' and parents. Structures have been developed to ensure that the programme retains its quality and continues to be delivered following training. These include annual audits, a newsletter, support groups and a champion setting initiative. Other areas have expressed an interest in the intervention; earlier this year we provided training to approximately 35 people who were keen to learn from the work in Hillingdon and to develop a similar programme in their area.

How the effectiveness is measured

The effectiveness of Attention Hillingdon is measured in a variety of ways. For settings receiving the intervention for the first time pre and post involvement questionnaires are completed by parents and early year's practitioners.

Examples of feedback from parents can be found below:

"At home we have noticed a lot of difference at home. He makes a lot of eye contact with us and looks and listens a lot more than he used to."

"The parent tip sheets were very helpful as it showed us every week what activities R had been doing and also gave ideas so that we could carry on the activities at home"

"S will now wait for his turn.... he knows he needs to share toys etc. He is more attentive when talking to him"

"J's attention on an activity improved and his concentration on different activities became more meaningful. J has started to point to things that interest him".

"Increased confidence in group setting and ability to follow instructions"

"The girls really enjoyed bucket time and I believe it is a fantastic project by the Hillingdon Inclusion Team"



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Examples of feedback received from practitioners:

Children have learnt to sit and focus on activities. Staff have found many new ideas to use in the room too".

"increased confidence, working together, communication.....better attention / focus for longer.....turn taking is improving.... something in common with a new bunch of peers....beginning to be able to retell events""

"staff learnt different ways to engage children, new activities that could be used in the room, how to engage children to focus attention, simple items can be made very exciting"

The programme is also videoed at weeks 1, 5 & 8, a tool is used to analyse this footage which scores children's 'attentive' behaviours, for example, body stilling, looking at the activity being provided by the lead adult, sitting without adult support and use of spontaneous language. These scores are analysed to check that the programme is still having an impact.

84% of early years settings in Hillingdon currently deliver the intervention.

How the intervention is costed

The intervention was designed to be delivered by staff who already work directly with children with social communication difficulties and autism to ensure that it was a cost effective and sustainable intervention. The costs associated with this intervention relate to initial staff training, resources and support to sustain the programme.

The cost of resources to enable an early years setting to deliver the programme is approximately £60. The other cost incurred is the staffing costs for the Inclusion Team members delivering the training. These costs are funded from the Dedicated Schools Grant (DSG).

What short term and longer term success looks like

As mentioned above short term success is measured in a number of ways. Following engagement with this intervention children's behaviours frequently change quite considerably, for example children who are upset when they first join the group and who have not yet been able to participate in other group activities often start to anticipate the group with excitement, sitting within little or no adult support and using spontaneous language within a highly structured group where an 'irresistible invitation to look and to learn' is provided. Practitioners have described it as 'like flicking a switch'.



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Children's ability to generalise these skills into their day to day lives varies considerably; a factor within this appears to be the ability of staff and parents to use similar strategies at other times during the day.

During their engagement with the programme early years practitioners confidence in working with children with social communication difficulties and autism generally increased, their expectations on these children also increases.

Research into the long term effectiveness of the intervention has not yet been carried out; this is something that is being considered. Work has taken place to train school staff in the intervention to support children's transition into school.

3. Training and support for families of children with autism

The relative effectiveness of the intervention

A range of training opportunities are provided to families who have a child with autism. These include, Early Bird, Early Bird Plus and individual workshops on topics such as mealtimes, toileting, play, behaviour and sensory needs.

How that effectiveness is measured

The effectiveness of this training is measured through training feedback forms; it is also measured through the numbers attending the courses and the retention of those that attend. Approximately 70 families per year access Early Bird/ Early Bird Plus training. Parents fill out an initial feedback form then a further form three months after attendance at training. This is a flavour of the feedback received from parents.

What have you learnt about autism while attending the Early Bird Programme?

- That every child is different and things can change
- Identify the cause of behaviour, the triggers....and address the behaviour accordingly
- How to observe our son and implement strategies
- With the right strategies I can really help my son to improve
- Although it's a slow process we have the skills to help our son's progress

Has your understanding of your child's autism increased since attending Early Bird?

96% strongly agree

4% agree

What have you learnt about communication whilst participating in the program?

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- Using lots of pictures to help them understand as well as us understanding them
- I've learnt that you don't need to speak to communicate and I wasn't seeing my child communicating
- To reduce the language according to the child's level of communication
- Visual aids section was very useful....now progressing in this area

Would you recommend Early Bird to other parents?

100% answered yes they would recommend it

What would you tell other parents about the programme?

- It's a fantastic course giving all parents a foundationyou can make informed decisions in dealing with everyday life with your child
- You gain confidence in dealing with your child with techniques, understanding and patience
- Better knowledge and understanding about autism and how to have different tools and techniques
- The Early Bird programme will help you to understand your child better
- Its the best thing you can do as you can read lots on the internet but this breaks it down and you also get ideas from other parents
- Covers all aspects to help you to understand...how to cope with your child and how to support them in all areas of difficulty
- A fun way of learning about autism. I learnt many things that I was confused about before
- As a mother with a child with ASD I was made to feel I wasn't alone

Do you feel your communication with your child has improved since attending early Bird?

60% strongly agree

30% agree

10% disagreed or didn't answer

What have you learnt about behaviour whilst participating in the programme?

- Getting to know the reason behind behaviour first is important
- There is always an underlying reason for challenging behaviour



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- I have become a bit more confident and clear in defining between a tantrum and being an ASD issue
- Some of his behaviour is all about sensory
- To really get to the root of sensory and social issues
- Identify the actual reason for a behaviour when it occurs, analyse where it falls in the triad and think of solutions to avoid the behaviour
- I've learnt to achieve my goals by going around it in a different way
- Sometimes they are trying to communicate

Do you feel attending Early Bird has had a positive influence on daily life?

- 80% strongly agree
- 20% agree

Do you feel more confident in your ability to meet your child's needs since attending Early Bird?

- 80% Strongly agree
- 20% Agree

Additional Comments

- All was amazingsharing stories and realising you're not alone.
- The way I feel now to how I felt starting the programme is totally different. I feel more confident in what I do with more son and more confident. I feel happy and have more faith in what I do,

How the intervention is costed

Parents are asked to pay for any resources associated with the training for example a book is available linked to Early Bird training which costs £20, however if parents are not able to pay for the resource this is paid for by the local authority. Staffing costs are the biggest resource in the delivery of this training. When identifying trainers we have ensured that they have the capacity within their role to deliver this training. Training is co-ordinated and delivered by staff from health, local authority, schools and children's centres so that this cost is shared across the local area.

What short term and longer term success looks like

The feedback from parents above provides an insight to the short term success of this training. We want to further understand the longer term success of this, as part



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of understanding this picture we have recently completed a survey of parents of children with autism. 111 parents completed the survey, these responses are being analysed and presented to the Autism Partnership Board.