Pilot Review Process (Self - Assessment)

Family Voice Data Evaluation

1. Introduction

The new strategy for early years puts emphasis on "closing the gap" and the readiness for school, and the fact that many children arriving on a school settings does not have the basis for a successful start on an educational setting. Although Peterborough is performing above national average which gives some confidence in the work ahead, the individual differences of the population raises concerns, regarding the success and meeting expectations of the new strategy.

The peer review process visa to explore the effectiveness of local services in improving early outcomes for disadvantaged children at age 5 with focus on early language, and the identification of opportunities for improvement. Particular emphasis on the critical evaluation and on Family Voice particular areas of interest are improving of outcomes, access to targeted support, quality of provision, partnership working. An underlying focus on parental resilience is a common running tread between educational, health and care frameworks and strategies that is also present in this review.
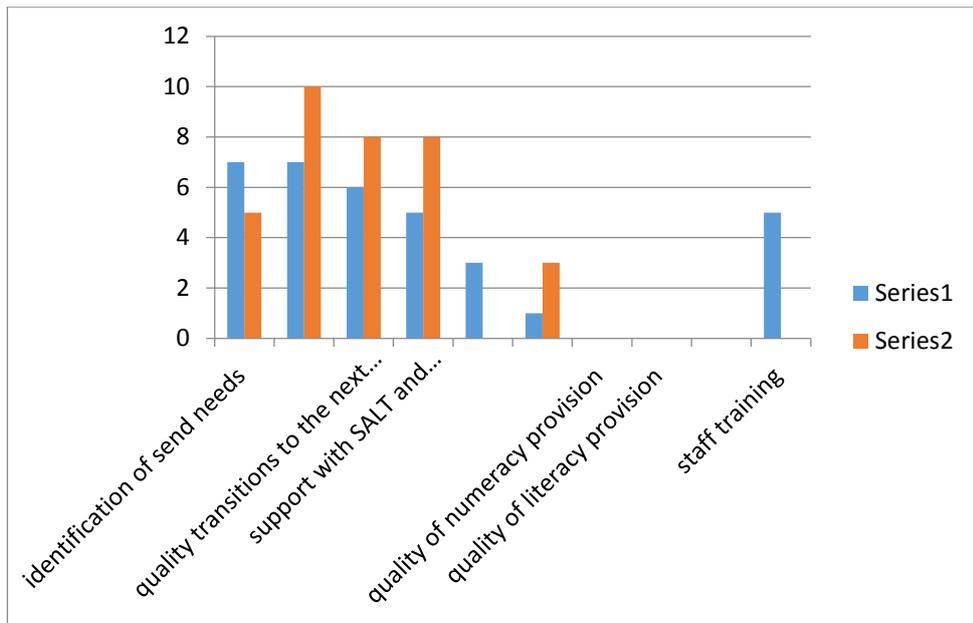
2. Data Analysis

Fig.1 Assessment of areas for improvement by the service user

	Source 1	Source 2
Identification of SEND needs	7	5
Partnership with other services	7	10
Quality of transitions	6	8
Support with SALT	5	8
Home programmes	3	
Quality of bespoke programmes	1	3
Staff Training		5
Numeracy Provision		
Literacy Provision		
Emotional and social provision		

Fig.2 Breakdown of potential areas for improvement

2.1. Population and Method

A total of 20 parent carers took part in our online opinion poll, all residents in Peterborough area, from different cultural and ethnic backgrounds, all with children attending an early years setting.

The data collection method was two different opinion pools, with different populations participating including seldom heard communities.

2.2. Results

Transitions, Partnership working/support from others agencies, either educational, health or Care is still problematic, partly due to area services that are not always available can be one of the possible forward reasons, or the fact that identification of need is still slow and the child may not be offered the right level of input that a child with a diagnosis may have, or that there is still not a need to address SEND needs in pre-school settings along with staff training in this area. Parent statement: "Implementation of EHCP's direct therapies in a timely manner".

The data results also reveal that parents are not aware of the possible preschool expectations and targets for the child and are still not seen as part of the process of building up those skills and working in partnership with the educational setting, this is in alignment with educational settings reporting loss of skills between a child leaving the pre-school setting and the child starting on the new educational setting.

3. Recommendations

As part of the process Family Voice looked at potential main areas of concern among parents using the relevant document as guideline either to look at areas of development or implementation of the recommendations of the Peer review. The data results also highlighted possible areas of conflict, between the policy implementation and parent expectations of the service, which raises questions about success rate and efficiency in deprived areas of the country. Be attentive to the specific needs and pitfalls of the local population is crucial for the success of this national recommendation and be mindful that extra support may be needed to attain uniform results across the counties.

Peterborough is considered a deprived area and due to these environmental factors parental engagement can be problematic, and both counties need to be mindful of this discrepancy in the population especially when looking at things in merge of services situation such is the one currently undergoing between Cambridge and Peterborough.

Again the need to address parental skills in deprived areas is a factor that is crucial for the success of new educational strategies. The need to develop cost efficient parental strategies is imperative and should be seen a priority in all the SEND or non-SEND educational strategies. This also needs to be address having in account individual differences of the local population and to consider factors such emotional and social deprivation, multi-cultural differences, anti-social behaviour to name a few. A full analysis of the local population is needed.

Early years settings are also reporting to Family Voice the loss of skills over a period of six weeks during the schools holidays and the need for all the intervenient parties including parental to be address this gap. The minimisation of this loss of skills needs to be a joint approach and the fact that may be draining to other agencies to address this factor. Summer Clubs can be a form of addressing this gap with embedded strategies across the delivery of the summer activities.

Claudia Dias

Family Voice Forum coordinator

Peer review Strategy notes (11/07/18)

Networking

1. Most points on the matrix was issues highlighted by FVP as matter of priority.
2. Improve of networking within the teams around early years
3. DfE is also shadowing the peer review
4. Quality standards to be uniform across all settings and all sectors
5. Long term strategy to be extended to 0-5 early years and a framework of expectations like the one for school years should be devised alongside.
6. Raise the standards and have a uniform standard of quality.
7. Foundation for early intervention independent body (check) AIF
8. Why early language is overlooked in the development of a child (published on the AIF website)
9. Balance the system and the matrix puts the focus on it
10. Differences of opinion are crucial for this, have different perspectives it is important
11. Draw on best practice and what should look like.
12. SLCN from bump to birth, where the journey for families starts
13. How are resources and investment in the right places, workforce is crucial
14. A consensus Look at Leeds handbook, range of tools in different places
15. Budget, community assets, value parent and community voice, it is an essential part of the process and champions should be found. Community change is at the heart of it.
16. Partnerships are essential and how that is organised, engagement, use families and service user experience as the drive for change
17. How you connect your information and data, evidence is using to support intervention at EY, targeting resources accordingly, and common processes and work with families in coherent way, how families can make decisions about the services that EY provided.

18. Connect parts of the system that make things better, that make things better for families in a short term (agencies co-production work and strengthen of relationships)
19. Information should be timely and specific CoP ethos
20. Health and early years connection came low in the matrix and was concisely reported
21. Family Outcome Star recommended to be replaced Parent outcome star (FME look at it)
22. Develop a learning culture, breath of Bradford, practical application of academia, Luton is another example.

Discussion Groups

Does this self-assessment feel right -do you recognise the narrative?

Not yet, but good progress.

What are the areas of strength for C&P, and what evidence supports this?

Quality of the services that we already got, readiness to engage,

Which key issues need to be addressed as a priority?

Establish an expectations framework to work from. Strategy in delivery, how you address into the thrive model and SALT delivery framework. Common language for professionals and families.

1. Where are we now?

Leadership

Explicit policy around early years, JCU Send should you early years being a point of their agenda.

What it means to be school readiness across both counties.

The need for a common ground of expectations for all the service users.

Wider child

Look at criteria and how that should be use in the early years setting and how should be addressed.

Consistency of targets within school, for everyone to work YEF targets.

Partnership

How we share information, and it is common language across settings (Schools and pre-schools) and health providers (SALT), supporting the child is it common process.

Overcome what can be profession barriers and share more between different services, find a duty bond strategy that every professional should be under and work within. Ask for Social Care

2. What do we need to improve?

Leadership

Wider child

Partnership

3. What issues do we want the peer review to help us to explore?

Leadership

Wider child

Partnership