

What happens in a one-stop-shop?

Justine Gallagher

Linda Graham

Karen Hudson



Two main aspects of inclusion

SEN / School Inclusion

- Well established in the UK
- Lots of frameworks
- Lots of support
- Lots of options for children & parents

Early Intervention

- High on the agenda for many years
- Challenges of addressing inequalities
- Focus is improving the life chances of children born into disadvantage



Aims

- To develop your understanding of the context of 'inclusion' in relation to children born into disadvantage
- To highlight the international and UK research that has informed the development of services and interventions
- To enable you to experience some of the activities that are common to this approach
- To give you some skills to use in your practice





SureStart

- Based on Head Start
- 1965
- Long term impact of quality early years experiences
- SureStart
- 1998
- Extremely well funded initiative nationally





A girl called Victoria



Every Child Matters



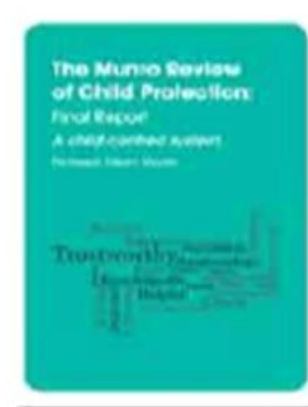
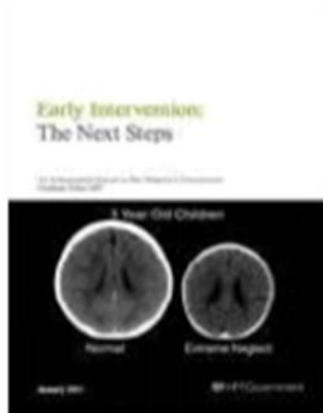
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Inclusion in the UK



Child Poverty

Early Intervention

EYFS

Child Protection

- Growing evidence base about the impact of foundation years services on the social, emotional and cognitive development, and hence school readiness.



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What do we know....?

- Experiences between birth and 5 are important in their own right BUT they also have a major impact on children's life chances.
- YET in the UK 4 out of 10 children have not made good progress by age 5
- The lowest 20% performing children at age 5 are six times more likely to be in the lowest 20% age 7



- EPPE Research showed us the importance of pre-school experiences, the better the quality the better the outcomes for children
- Practitioners AND parents are significant
- What parents do rather than who they are is key
- The services are often multi-generational and aimed at empowering and enhancing parents' skills





Karen and Justine



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Tasty Treats Weaning Course



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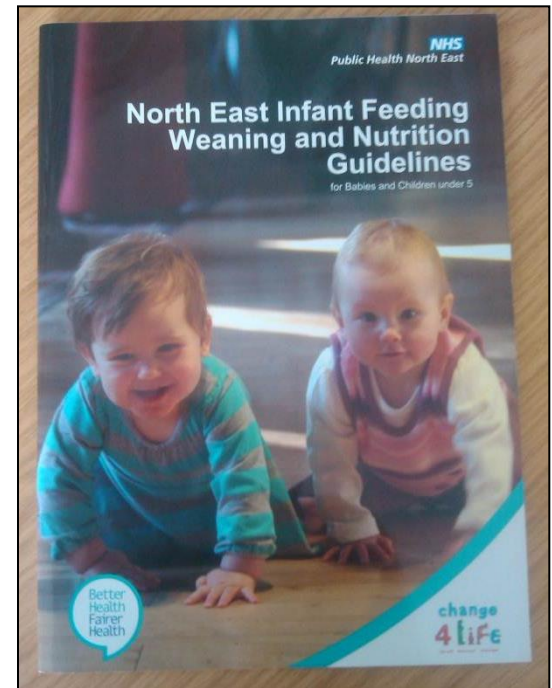
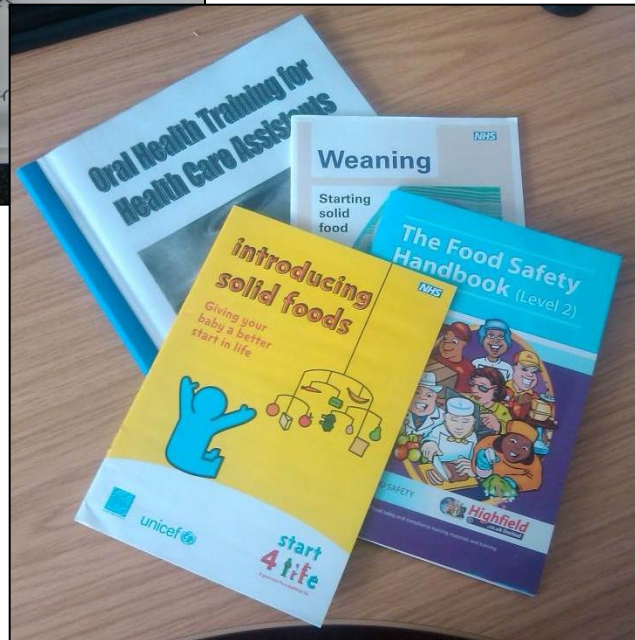
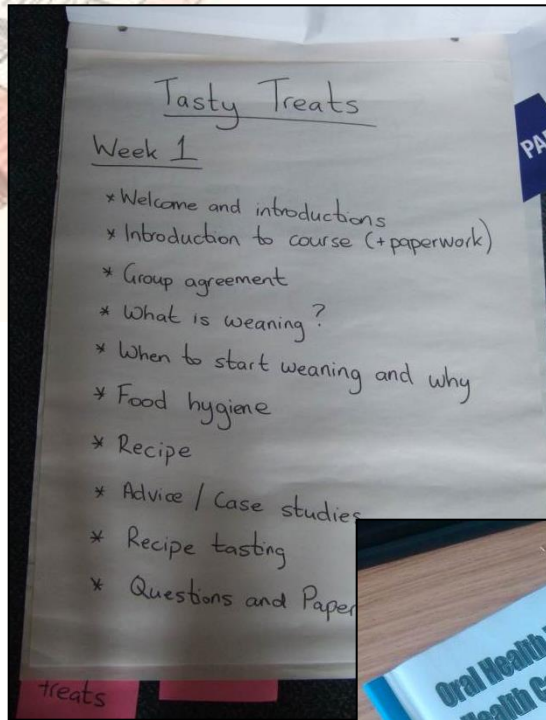


Context

- Health visitors, community nursery nurses and home visitors had noticed an increasing number of babies being weaned too early and onto the wrong foods.
- Childhood obesity rates in North East of England are high and increasing.



Three week course for parents, grandparents and babies



2 hours per week for 3 weeks



Group Discussions

	<u>Cost</u>	
<u>Pear Puree</u>		
	<u>Estimate</u>	<u>Real</u>
3 Pears	90p	38p
$38 \div 5 \text{ portions} = 7.6p$		
<u>Lentil Broth</u>		
1 onion	10p	13p
2 potatoes	8p	40p
2 carrots	12p	17p
1/4 swede	15p	15p
100g lentils	15p	20p
(5p per portion)	60p	£1.05

Why people eat

Social Influences

social celebrations

Physiological Need

grow survival

nutrition hunger

Psychological Influences

makes you happy

comfort

habit

boredom

treats

pleasure

had a bad day

had a good day

reward

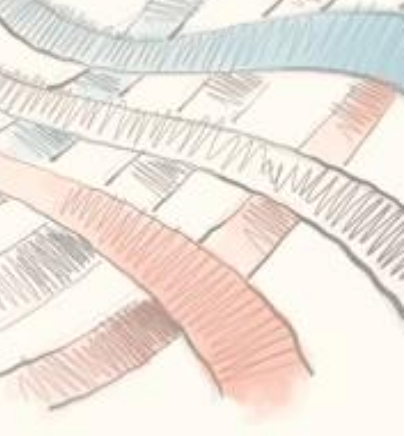
Sensory Appeal

taste

advertising

Visual

smells



Cooking - Pear Mash

Healthy Pizza





Why People Eat

In groups make a list of the reasons
why people eat

e.g. people eat because they are..

hungry

bored



Baby Food Challenge



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Outcomes

1, *“How cheap you can make meals by using fresh foods”*

2, *“Cheaper to make fresh food than buy jars, can make a big pan and freeze it for cheaper”*

3, *“Refreshed weaning process again – understood it more this time”*

4, *“Learned ways to budget rather than buying baby jars”*

5, *“Very surprised at the salt and sugar content in food”*

6, *“That babies up to 1 year old are only allowed 1g of salt”*

7, *“That making homemade food is a lot tastier than ready made jars”*

8, *“Useful tips in relation to preparation and books to use”*

9, *“Fresh food much nicer for baby than jar / pre-packed”*

10, *“Realised more why it’s best to wait until 6 months for weaning”*

11, *“Why the government states weaning should start at 6 months and not before!”*

12, *“That the fresh/tinned pears taste better than the pre-packed baby foods”*



Impact

- Children's diet
- Parent and family health
- Social opportunities
- Mental health
- Informal learning, then progressing onto more formal learning / employment



Story Sacks





Context

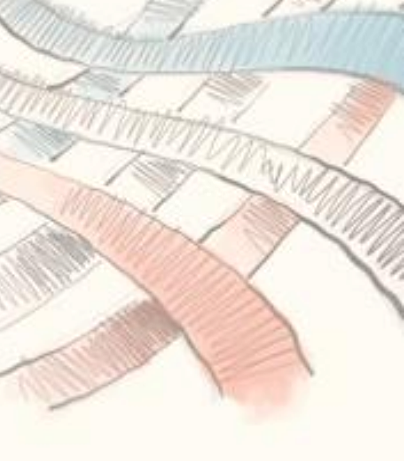
In the United Kingdom some key priorities in early years are early literacy development and parental partnership and inclusion.





Recent research suggests that the *‘home and family are crucial in the development of reading and writing, particularly in terms of reading for pleasure.....this tends to ‘rubs off’ in the home’*

(Levy et al,2014, p.3)



Story Sack Initiative...

Story sacks are a popular, non-threatening way of encouraging parents to start sharing stories with their children, which helps develop their children's imagination, language and literacy.

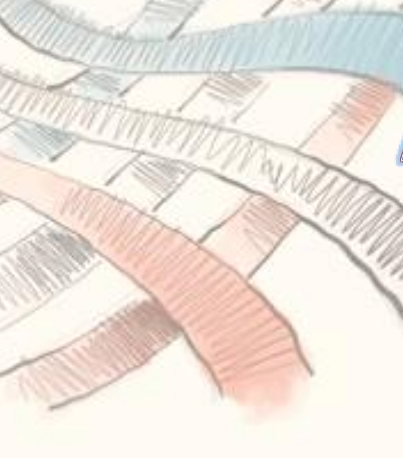
The bringing together of spoken word, music and items related to a story has long been recognised as an excellent way of developing communication between adults and their children

(Barron & Powell, 2003)



Children's Centres use this initiative to.....

- Supports parents to develop pre reading skills with their child; making their own story sack to use at home.
- Adults and children learning together



Associated benefits of using Story Sacks

- Motivate and excite children about reading
- To support and develop children's imagination and creativity.
- Encourage active participation in reading
- Create a safe environment for young learners
- Stimulate language development
- Develop home-school partnerships
- To provide opportunities for quality play
- Provide fun and enjoyment





Developing Story Sacks

Group activity

1. Share a story sack
2. Listen to a story
3. Plan our own story sack based on **We're going on a Bear Hunt**

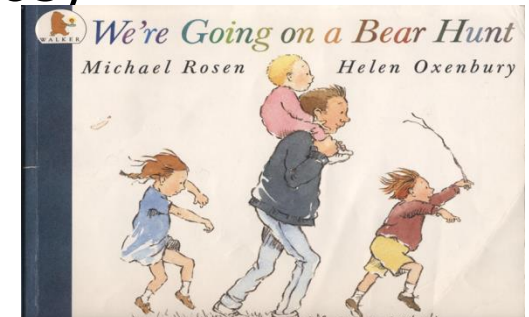
- Things you need to consider.....





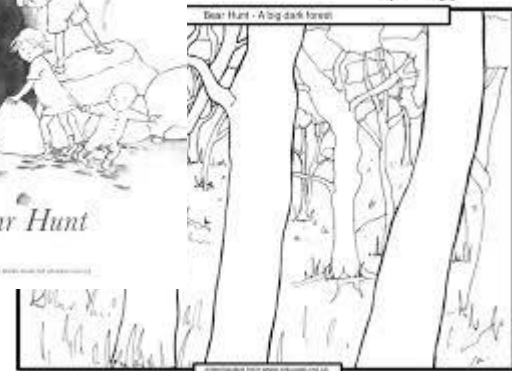
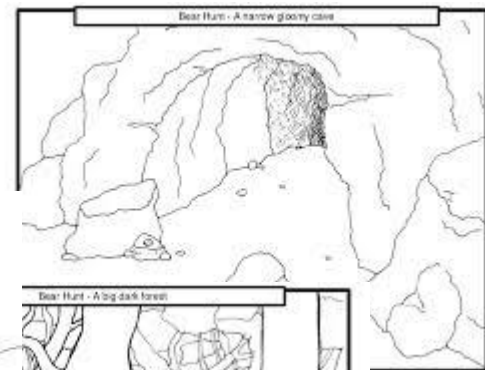
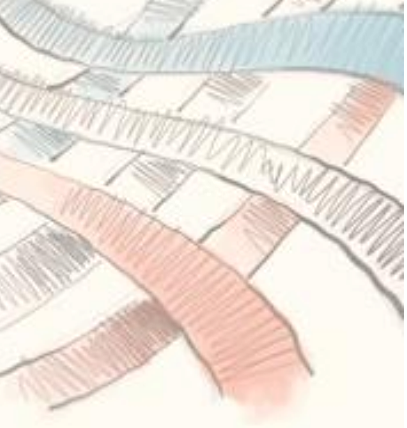
Choosing a Story

- Think of a popular story from your country
- Think about the potential for developing props to support the story telling
- If a story has a strong storyline and quality illustrations, then it will have more appeal to the children. (Hyland, 2005)



Filling your Story Sack

- The sack should be filled with items that support the central story book. Here are some ideas to help you decide what to put in the sack with the story book:
- Soft toys of the main characters (or masks, puppets, costumes)
- Props, scenery, artefacts related to the story
- A language game based on the story.
- Pictures to colour in (Hyland, 2005)





Plan your own story sacks

Choosing **the** story

Developing your Sack

Filling your Story Sack

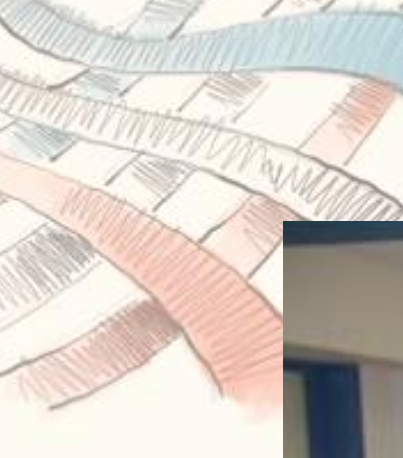


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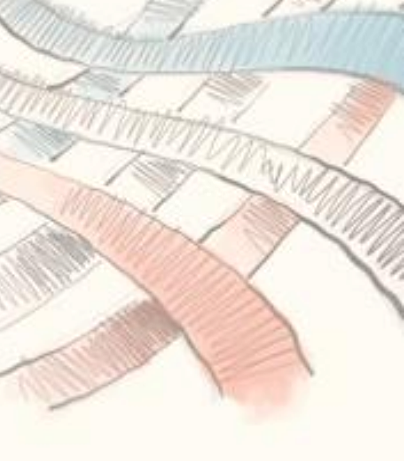


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Massage to promote attachment and emotional wellbeing



- Attachment theory
- What happens when a child has poor attachment
- Baby massage
- Other benefits





Let's have a go!!!

Movements

- Smooth towards the finger tips
- Circular around knuckles and palm
- Tapping to vary the sensation

Music to massage to

<https://www.youtube.com/watch?v=-uZ3FvAcIf4>

How do you feel?



An abstract pattern of overlapping, wavy lines in shades of blue, red, and orange, resembling a textured surface or a stylized map.

Peer message

Massage has calming effect that can help children make relationships but also be ready to learn.

Circle story massage

Children talk about peer message

- <https://www.youtube.com/watch?v=vyT7jbq54U>



We hope you have..

- An understanding of the context of ‘inclusion’ for children born into disadvantage in the UK
- An awareness of the research that has informed the development of services and interventions
- Know about some of the activities that are common to this approach
- Have developed some skills to use in your practice
- **Had some fun!!!!**

Thank you ☺



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