



Early Intervention Foundation

Update to EI Academy for Police Leaders, November meeting



Early Years

Speech and Language

- Early language acquisition impacts on all aspects of young children's non-physical development.
- While the majority of young children acquire language effortlessly, a significant minority do not.
- The UK prevalence of early language difficulties is between 5% and 8% of all children, and *over 20% for those growing up in low-income households.*
- This is thought to contribute to the achievement gap that exists by the time children enter school and continues until they leave.
- EIF is calling for early language development to be prioritised as a child wellbeing indicator, so that it must be treated as a public health issue, like vaccination, obesity and mental health.

The image shows two identical promotional posters for the Early Intervention Foundation (EIF) report 'Language as a Child Wellbeing Indicator'. Each poster features a purple header with the EIF logo and name, followed by the report title and date. The main text is in a bold, sans-serif font, and the background shows a child reading a book. The bottom of each poster has a purple bar with the download link.

EARLY INTERVENTION FOUNDATION

LANGUAGE AS A CHILD WELLBEING INDICATOR
NEW EIF REPORT, JUNE 2017

Communication skills are essential for education, future employment and adult wellbeing

Children with poor vocabulary skills at age 5 are more likely to have reading difficulties as an adult, more likely to have mental health problems, and more likely to be unemployed

Download from: www.EIF.org.uk

EARLY INTERVENTION FOUNDATION

LANGUAGE AS A CHILD WELLBEING INDICATOR
NEW EIF REPORT, JUNE 2017

The quality of the home learning environment is a key factor

Children living in better-off families will hear many more words from their parents, more complex language and more questions, and engage in more verbal games and shared activities

Download from: www.EIF.org.uk

Social and emotional learning

Social and emotional learning: the evidence

- Social and emotional skills fundamental to children's mental health, wellbeing and future success
- Socio-economic gap seen from age 3
- Social and emotional skills are malleable. Can be taught and developed through childhood, adolescence and beyond.
- Schools play a central role. Engagement in effective social and emotional learning programmes is associated with significant short and long-term improvements for children and young people.

Social and emotional learning: recommendations

- SEL should be given greater prominence within schools – PSHE should be compulsory with dedicated time and a curriculum that reflects the current evidence base
- Teachers need good quality training in effective teaching practices to support SEL
- Need to scale up high quality, evidence-based SEL and make this a core part of the education of all children, but especially those who need it most

Social and emotional learning: our future work

THIS YEAR:

- Communication of key messages to policy makers, sector leaders and schools
- Consultation (with the Education Endowment Foundation) about what schools need in terms of advice and guidance, and about any gaps in the evidence

NEXT YEAR:

- Possible evidence review around whole school approaches/teacher practice
- Practical guidance to schools (with EEF)
- Exploration of opportunities to test the impact of these approaches in schools

Vulnerability (children at greater risk)

Preventing Gang Involvement

- 3 year project with a focus on early intervention for primary school age children in Lambeth and Wandsworth
- Qualitative research currently at the analysis stage: expect to publish our report in March
- Tentative, key messages (highly indicative in advance of analysis):
 - Schools more engaged than expected
 - General lack of support to help schools identify and manage risk
 - Disparate approach to managing risk – processes vary in formality and level of priority
 - Sense that SEL is very important but the curriculum doesn't allow for it sufficiently
 - Lack of clarity about the support that the LA/partnership can provide
 - Disparate approach to buying in services, but rarely evidence-based – more likely to be based on word of mouth
 - Lack of resources seen as a real issue – referring then waiting is common



Troubled Families

- [*Commissioning parenting and family support for Troubled Families*](#) - Information on parenting in adverse circumstances and guidance on effective commissioning, evidence-based interventions and value for money.
- [*Functional Map: Troubled Families practitioners*](#) – supporting workforce development by understanding the range of functions undertaken by practitioners across the country. The map provides a snapshot of the day-to-day work of these practitioners, drawing out the core elements of these roles.

Future plans

- ACE Roundtable: 15th December, hosted by WMP
- Home Office funding potential
- Next (final?) Academy session: 15th March, Manchester
- Possible national conference in May, hosted by UCLAN (2nd May)