



## INCLUSIVE EARLY CHILDHOOD EDUCATION (IECE) COUNTRY QUESTIONNAIRE – UK (WALES)

### 1. ACCESS, PROCEDURES AND PARTICIPATION

#### Key principles

1.1 Provision that is available and affordable to all families and their children.

1.2 Provision that encourages participation, strengthens social inclusion and embraces diversity.

Guiding questions	Country response
<p><b><i>Legislation and policy at national level</i></b></p> <p>1. Is there a national policy and legislation that gives the right to all children, without exception, from at least 3 years onwards, to attend mainstream Early Childhood Education (ECE)?</p> <p>2. Is there support available to enable every child to attend ECE?</p> <p>3. Is there a period of compulsory ECE before school starts?</p> <p>4. Are arrangements in place for transition from home to ECE and from ECE to primary education for all children?</p> <p>5. Is inclusion stated as a goal of ECE provision? Is there a policy making ECE accessible to all children?</p>	<p>1. Yes, all three- and four-year olds are entitled to 10 hours free early education.</p> <p>2. Yes, there is the Special Educational Needs (SEN) Code of Practice (CoP) (2004). This code is designed to offer clear guidance for early years providers.</p> <p>3. No. The legal age to start school is five.</p> <p>4. Yes, this varies between settings and schools. Transition is an important element of the SEN CoP (2004) which provides information about transition. The Welsh Government also produces guidance to support good practice.</p> <p>5. Entitlement for all children is explicitly stated in the curriculum document. It states ‘schools in Wales should ensure that all children are engaged as full members of their communities, accessing the wider curriculum and all school activities and working wherever possible alongside their peers.’ The curriculum document also states that ‘under the UNCRC (United Nations Convention on the Rights of the Child) and Rights to Action, all children and young people must be provided with an education that develops their personality and talents to the full.’</p> <p>It also states that ‘settings should seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources which may be used to support the full participation of all children</p>



Guiding questions	Country response
<p>6. Is there a policy that obliges mainstream publicly funded ECE to make adaptations so that all children can attend and participate? Please describe</p>	<p>including those who use a means of communication other than speech.'</p> <p>6. Yes. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.</p> <p>Special Educational Needs and Disability Act (2001)</p>
<p><b><i>Practice at national level</i></b></p> <p>1. What percentage of children attend mainstream ECE provision at ages</p> <ul style="list-style-type: none"><li>• 3 years</li><li>• 4 years</li><li>• 5 years (if not primary)</li><li>• 6 years (if not primary)?</li></ul> <p>2. What are the main factors preventing some children from accessing mainstream ECE?</p> <p>3. Are there children who attend special ECE settings? Please provide data if available.</p> <p>4. Describe arrangements for inter-service collaboration to enable children's attendance and participation?</p>	<p>1. Percentages:</p> <ul style="list-style-type: none"><li>– 3 years: 93%</li><li>– 4 years: 60.4%</li><li>– 5 and 6 years: NA.</li></ul> <p>2. Waiting for equipment and/or funding.</p> <p>3. Yes, in early years this is through parental choice. Some settings are non-maintained, e.g. in Bridgend Local Authority there is a special ECE day nursery. Data is currently unavailable.</p> <p>4. Inter-service collaboration/multi-disciplinary professional teams come together under the Children Act 1989 and Children Act 2004. This varies between Local Authorities, of which there are 22 across Wales. There is a guidance document called 'Safeguarding Children: Working Together under the Children Act 2004.' The SEN CoP (2004) also provides information about ways of working together.</p>



## 2. WORKFORCE

### Key principles

2.1. Well-qualified staff whose initial and continuing training enables them to fulfil their professional role.

2.2. Supportive working conditions including professional leadership that creates opportunities for observation, reflection, planning, teamwork and cooperation with parents.

Guiding questions	Country response
<p><b><i>Legislation and policy</i></b></p> <p>1. What level of qualification is required to work in ECE:</p> <ul style="list-style-type: none"> <li>• for teachers?</li> <li>• for other staff?</li> </ul> <p>2. What regulation is there for staff-child ratios in ECE?</p> <p>3. What provision is there for additional staffing to support children with diverse and additional needs?</p> <p>4. Does the initial training of staff include understanding and supporting children with diverse and additional needs:</p> <ul style="list-style-type: none"> <li>• for teachers?</li> <li>• for other staff?</li> </ul> <p>5. Does initial training include preparation for working in partnership with families:</p>	<p>1. For teachers: a university degree (Level 6) and/or a Post Graduate Certificate in Education (PGCE)</p> <p>For other staff: this can vary, but to lead/manage a non-maintained setting, it is expected that staff must obtain Level 3. Other staff could range from being unqualified to Level 6.</p> <p>2. In school settings, 1:8 for children aged between 3 and 5 and 1:15 for children aged between 5 and 7. In ECE settings for 2-year olds, 1:4 and 3- and 4-year olds, 1:8.</p> <p>3. This varies and will depend on support that is stipulated in the child’s statement of SEN. Schools and settings are usually funded to provide an adult (usually at the lowest level) to support the child with care and educational needs.</p> <p>4. Yes. For teachers: there are professional standards in place which also relate to Higher Level Teaching Assistants (HLTA). Standard 15 addresses SEN, standard 42 addresses diversity and standards 9, 12 and 22 address inclusion.</p> <p>For other staff: There are currently no standards in place for other learning support staff who work in the classroom, however schools can access appropriate guidance from existing frameworks including the National Occupational Standards (NOS). The NOS standards that relate to supporting children with SEN are 12, 38 and 39.</p> <p>5. For teachers and HLTAs, standards 63 and 64 address partnership with families.</p> <p>For other staff, the NOS that relate to partnership with</p>



Guiding questions	Country response
<ul style="list-style-type: none"> <li>• for teachers?</li> <li>• for other staff?</li> </ul> <p>6. Is there a policy for in-service training? Does it cover inclusive education skills?</p> <ul style="list-style-type: none"> <li>• for teachers?</li> <li>• for other staff?</li> </ul>	<p>families include 36, 38, 51, 52 and 60.</p> <p>6. For teachers: five days per school year.</p> <p>For other staff: this varies and is specific to the job contract.</p> <p>The content of the training days might involve an inclusion focus but this is the setting's choice.</p>
<p><b><i>Practice at national level</i></b></p> <p>1. What proportion of staff has the required qualification:</p> <ul style="list-style-type: none"> <li>• for teachers?</li> </ul> <p>2. Please describe any proposed changes to the required qualifications.</p> <p>3. Describe the role of leaders of ECE settings in ensuring inclusive practice?</p> <p>4. Provide any data on staff–child ratio.</p> <p>5. Please describe the range of specialist support that is available and how it is organised?</p> <p>6. How do regular and support staff collaborate in IECE settings?</p>	<p>1. 100%.</p> <p>2. In 2015, the Welsh Education Minister announced the 'New Deal for the Education Workforce' which will offer all practitioners, support staff, teachers, leaders and FE lecturers in Wales an entitlement to access world class professional learning opportunities to develop their practice throughout their career.</p> <p>3. The role varies across settings, however leaders are accountable to Estyn (Her Majesty's Inspectorate for Education and Training in Wales). Leaders are expected to be familiar with legislation surrounding inclusion.</p> <p>4. –</p> <p>5. Specialist support varies among Local Authorities and settings. It could include speech and language therapists, educational psychologists, paediatricians, social workers, occupational therapists, school nurses and physiotherapists.</p> <p>6. The Estyn annual report for 2014–2015 states that 'around two-thirds of schools provide good or better value for money. In these schools, leaders deploy staff well and teachers and support staff have roles that make the best use of their expertise and experience.'</p> <p>7. This varies between settings, but in the main support assistants implement individual educational plans (IEPs), individual behavioural plans (IBPs) or individual play plans (IPPs). They might implement a plan from a specialist</p>



<b>Guiding questions</b>	<b>Country response</b>
7. Describe the role of support assistants in the ECE setting?	professional, such as a speech and language therapist. Also, they might make resources that help an individual child find tasks easier.



### 3. CURRICULUM

#### Key principles

3.1. A curriculum based on pedagogic goals, values and approaches that enable children to reach their full potential in a holistic way.

3.2. A curriculum that requires staff to collaborate with children, colleagues and parents and to reflect on their own practice.

Guiding questions	Country response
<p><b><i>Legislation and policy</i></b></p> <p>1. Is there a national ECE curriculum for <i>all</i> children?</p> <p>2. Does it include skills and competences to be achieved by children?</p> <p>3. Describe how the curriculum facilitates inclusion?</p> <p>4. Is the use of new technologies included in the curriculum?</p> <p>5. Is the curriculum adaptable to meet the needs of all children?</p> <p>6. How are parents involved in the adaptation of the curriculum to individual children?</p> <p>7. Is there awareness of the impact of labelling on children's participation</p>	<p>1. Yes, it is called the Foundation Phase for 3- to 7-year olds.</p> <p>2. Yes, outcomes for children’s educational attainment are described within the document. The Foundation Phase Profile, a national assessment framework, also supports the assessment of all children against developmental norms.</p> <p>3. The Welsh Government has summarised the UNCRC under seven core aims which provide a clear message about inclusion. The Foundation Phase curriculum document states that ‘the Foundation Phase encompasses the developmental needs of children. At the centre of the statutory curriculum framework lies the holistic development of children and their skills, building on their previous learning experiences and knowledge. The Foundation Phase curriculum promotes equality of opportunity and values, and celebrates diversity. Positive partnerships with the home are fostered and an appreciation of parents/carers being the children’s first educators is recognised.’</p> <p>4. Yes, and the new curriculum proposed for children in Wales includes a digital competence element.</p> <p>5. Yes, it is a key element of Foundation Phase pedagogy.</p> <p>6. Parents are not directly involved in adapting the curriculum but they are involved in the statementing process and are regularly informed about their child’s individual educational plans (IEPs). In very good practice, they are encouraged to collaborate.</p> <p>7. This varies between settings.</p>



Guiding questions	Country response
<p><b><i>Practice at national level</i></b></p> <p>1. Is there assessment of the learning and development of children from age 3 years?</p> <p>2. What arrangements are there for the screening of children's functioning?</p> <p>3. Is children's engagement and participation in ECE activities monitored?</p> <p>4. How do ECE settings reflect the cultural and linguistic diversity of all children?</p> <p>5. How do staff adapt (prepare and present) the curriculum and the learning activities to make them accessible to all children?</p> <p>6. How are parents involved in this process?</p> <p>7. How are children themselves involved in this process?</p> <p>8. How is ICT used to overcome barriers to participation and</p>	<p>1. Yes. The Foundation Phase Profile (FPP) can be used in a nursery school or setting from age 3, at baseline in Reception and through to the end-of-Phase in Year 2. Settings might also use other forms of assessment. The child also continues to be assessed by a health visitor for development needs and when they start school, they undertake a school nurse assessment.</p> <p>2. There is a school nurse assessment within the child's reception year, along with a hearing test. A statutory baseline assessment is made within the first six weeks of a child's first year in school once they are five.</p> <p>3. Yes, within the Foundation Phase Profile.</p> <p>4. This varies between settings – through resources, learning environment, learning activities/tasks, links with community. Wales' inspectorate inspects this element.</p> <p>5. Staff differentiate tasks to suit the needs of individual children.</p> <p>6. IEPs must be discussed with parents.</p> <p>7. Children are not directly involved in this process but it is considered good practice to consult with children to find out their preferences and what works best for them.</p> <p>8. It is used as and when appropriate and depending on funding. Many children have access to an interactive white board and other digital appliances. Estyn reports that one setting has invested in an interactive floor projector.</p> <p>9. SEN CoP (2004), Education Act 2002, policies in each setting.</p> <p>10. This might be through physical adaptations to the building and/or classroom equipment.</p>



Guiding questions	Country response
learning? 9. What provisions are there for meeting children's additional needs? 10. How is the environment adapted to the needs of all children?	





## 4. EVALUATION AND MONITORING

### Key principles

4.1. Monitoring and evaluating produces information at the relevant local, regional and/or national level to support continuing improvements in the quality of policy and practice.

4.2. Monitoring and evaluation which is in the best interest of the child.

Guiding questions	Country response
<p><b><i>Legislation and policy</i></b></p> <p>1. What standards are in place for ensuring the quality of ECE at national level?</p> <p>2. Describe the arrangements for monitoring and evaluating the quality of ECE provision?</p> <p>3. How is the participation of all children reflected in the national quality standards for ECE?</p> <p>4. How does national policy identify and address inequalities in participation in ECE?</p> <p>5. How does research inform policy and practice in ECE?</p>	<p>1. Estyn inspects from an education perspective using a national framework and the Care and Social Services Inspectorate Wales (CSSIW) inspects from the care perspective.</p> <p>2. Settings are inspected each year by CSSIW looking at care standards against a national minimum standard. Estyn inspects every seven years, looking at specific aspects of practice and provision and making recommendations for improvement.</p> <p>3. Estyn and CSSIW both specifically look for and pass judgement on the participation of all children.</p> <p>4. National policy currently looks to address the gap in outcomes between children from deprived areas and those who are not. As such, additional funding has recently been put in place (Early Years Pupil Deprivation Grant, 2015). This funding is to be used by schools and settings to provide specific support for children from deprived backgrounds to enrich their curriculum.</p> <p>5. The Welsh Government has put together an expert group who will use research to inform a ten-year plan for the Foundation Phase. In 2014, the Public Policy Institute for Wales was formed, which seeks to use evidence to improve policy and practice in Wales and beyond. It is also a member of the UK's What Works Network. Staff might engage in action research in their settings.</p>



Guiding questions	Country response
<p data-bbox="150 320 464 398"><b><i>Practice at national level</i></b></p> <p data-bbox="150 427 517 600">1. How do staff monitor and evaluate the participation and learning of all children?</p> <p data-bbox="150 629 443 752">2. How are parents involved in this process?</p> <p data-bbox="150 781 501 904">3. How are children themselves involved in this process?</p>	<p data-bbox="549 320 1423 450">1. Staff undertake self-evaluation within their setting. Observation is another useful tool in ensuring all children participate and reach their potential.</p> <p data-bbox="549 472 1374 551">2. Through IEPs. Daily communication also takes place with parents.</p> <p data-bbox="549 573 1406 651">3. This varies between settings, but some may use circle time.</p>



## 5. GOVERNANCE AND FUNDING

### Key principles

5.1. Stakeholders in the ECE system have a clear and shared understanding of their role and responsibilities, and know that they are expected to collaborate with partner organisations.

5.2. Legislation, regulation and/or funding supports progress towards a universal legal entitlement to publicly subsidised or funded ECE, and progress is regularly reported to all stakeholders.

Guiding questions	Country response
<p><b><i>Legislation and policy</i></b></p> <p>1. Under which ministry(ies) / department(s) are ECE provisions regulated and funded?</p> <p>2. How is intersectorial (health, social and education) collaboration promoted among all stakeholders in ECE?</p> <p>3. How is free or affordable provision guaranteed to all children age 3 years and over?</p> <p>4. What additional economic measures are available for children with additional needs and their families to access mainstream ECE?</p> <p>5. How is additional funding allocated?</p>	<p>1. The Department for Education and Skills.</p> <p>2. The Early Years Development Assessment Framework (EYDAF) aims to bring together a range of different professionals. Also, each Local Authority has a Local Safeguarding Children Board (LSCB) which aims to bring together different professionals.</p> <p>3. Each Local Authority has a Family Information Service, where information is provided about free early education.</p> <p>4. Disability Living Allowance (DLA). Some families would be entitled to benefits and tax credits. Funding is in place for children with a statement of Special Needs.</p> <p>5. Directly to the setting or school. Charity or third sector organisations might offer financial help.</p>



Guiding questions	Country response
<p data-bbox="150 320 464 398"><b><i>Practice at national level</i></b></p> <p data-bbox="150 427 491 600">1. How far does the standard of ECE provision vary across regions and localities?</p> <p data-bbox="150 629 501 891">2. How effective is collaboration between the ECE and health, social and other relevant agencies for children and families?</p>	<p data-bbox="545 320 1433 492">1. Between 2011 and 2014, Cardiff University conducted an evaluation of the Foundation Phase and one of the key findings reported was that there is too much variability in the implementation of the Foundation Phase principles.</p> <p data-bbox="545 521 1334 600">2. The development of an Early Years Development Assessment Framework (EYDAF) is in progress.</p>