

Improving Outcomes for Children with Additional Support Needs

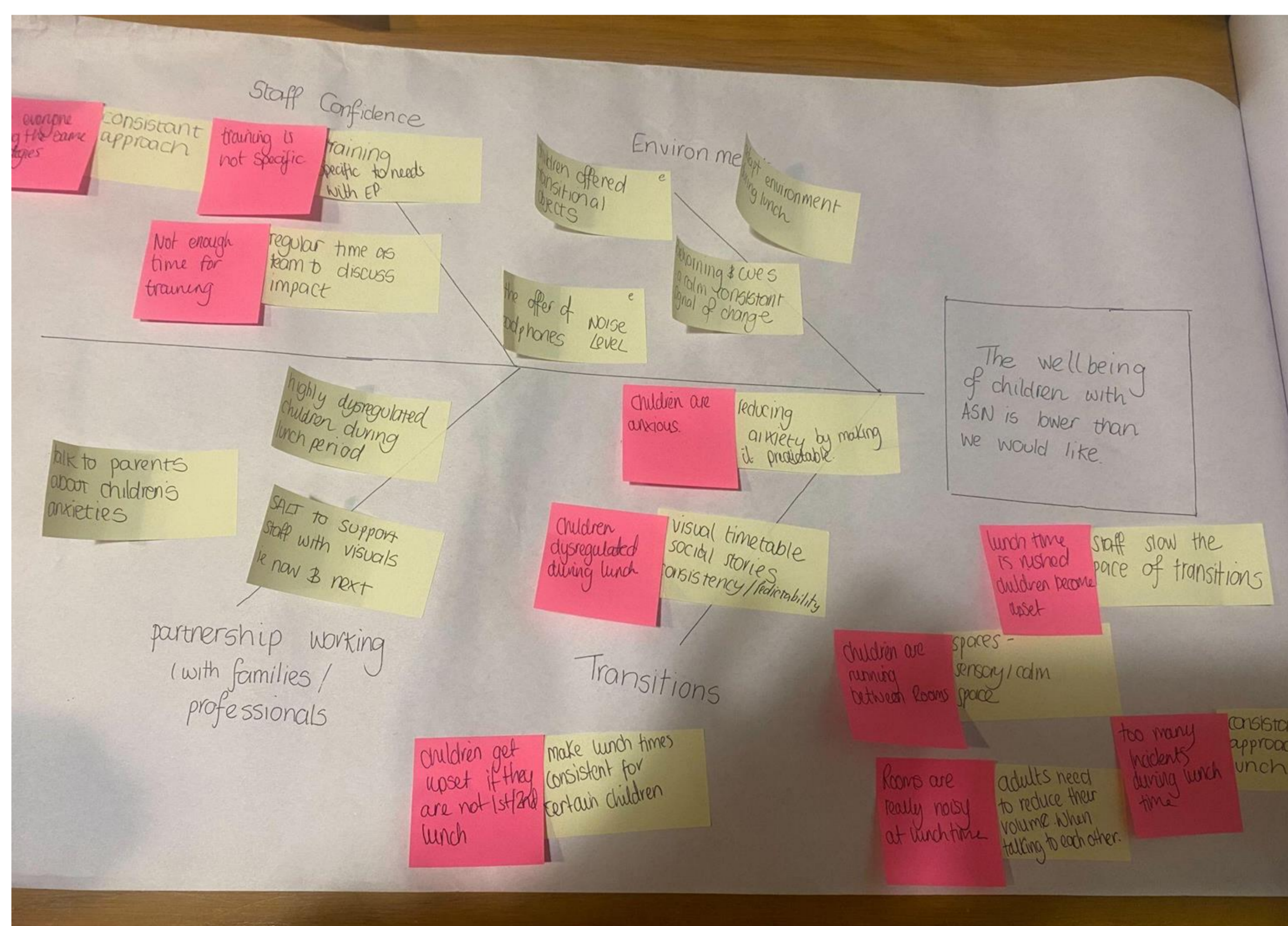
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Aim

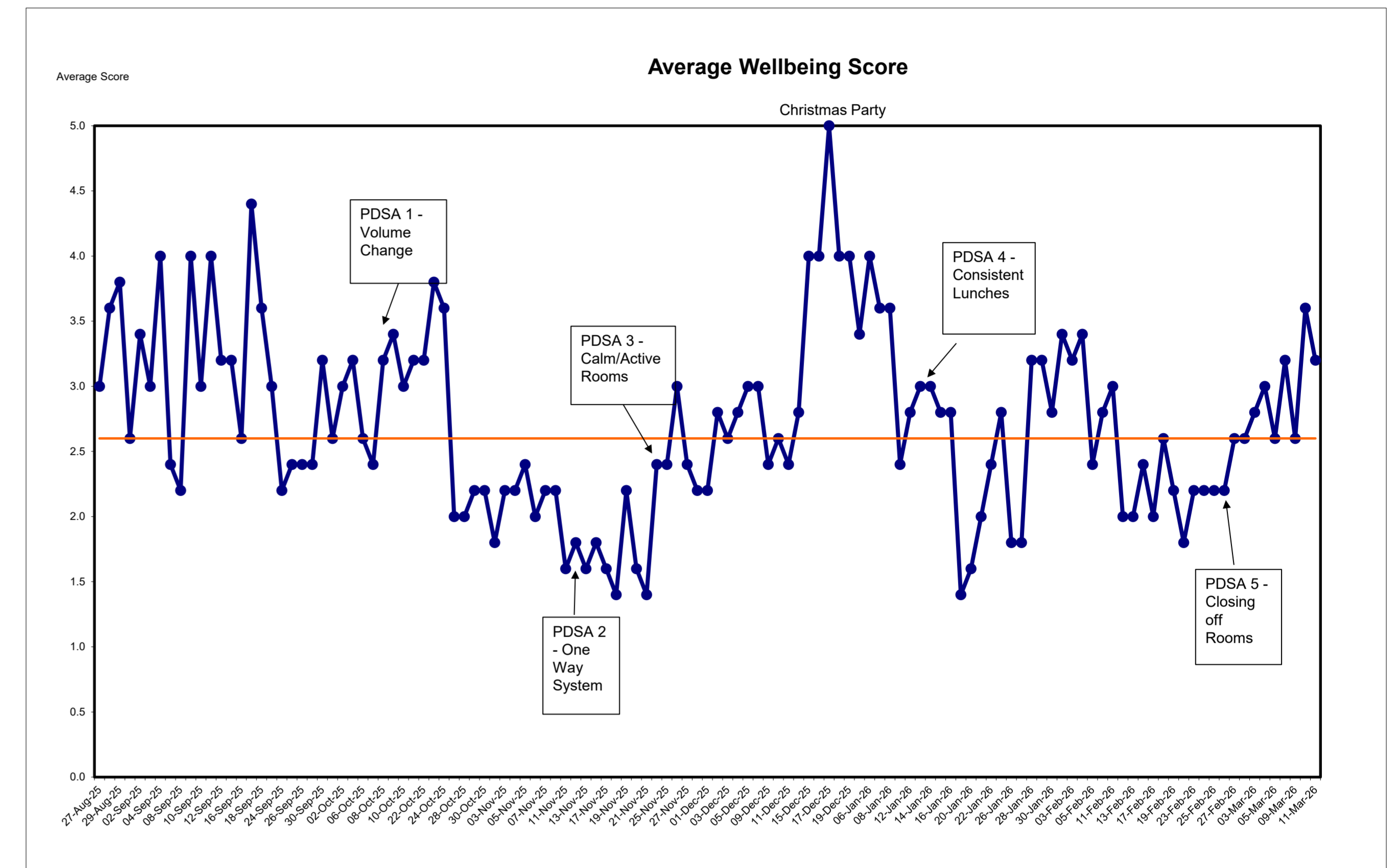
By April 2026, improve the average daily wellbeing score of children with additional support needs from 3 to 4 (using Leuven Wellbeing Scale)

Method

- Established an Improvement Team.
- Attended the East Ayrshire QI in ELC Programme.
- Began gathering daily data on children's wellbeing.
- Used run charts to track variation and progress towards our aim.
- Completed a fishbone tool to get to the root causes and identify change ideas.
- Tested change ideas aligned to a secondary driver.



Results



Conclusions

- Providing consistent and predictable lunchtimes made a big difference - children can ask any member of staff and be reassured when lunch is and what will happen.
- Offering one room with calm experiences and another with energetic experiences after lunch has helped meet individual needs - some children choose Zumba or dancing in the Discovery Room and others choose quieter experiences in the Social Room.

"It is easier to help children regulate as I know which lunch they are on and can offer predictability"

"I like having my lunch at nursery, I get to sit with my friends and do dancing after"

Key Learning Points

- The smaller changes, for example lowering our voices during staff lunch changeover had the biggest effect - the children noticed straight away and started to copy the adults.
- The solution focused conversations got easier and quicker each time we did it as a team. It has become a really productive way of voicing everyone's concerns but also collaboratively solving them as a team within the time allocated.

Next steps

- Make more use of the fishbone diagram to establish realistic improvements within each leadership team.
- Continue to embed the successful changes which have supported children's wellbeing during lunch time.

Vision: All children in ELC thrive and reach their full potential

In order to achieve this aim...

We must ensure...

Which requires...

Some ideas to test out...

By April 2026, improve the wellbeing score of children with Additional Support Needs (ASN) from 2.8 to 4

Confident STAFF that are empowered to make changes

An ENVIRONMENT which meets the needs of all children

INDIVIDUALISED approach for all children

Regular, solution focused conversations to develop practice and support reflection

Use of QI tools and regular data to support decision making

Consistent, predictable routines and approaches by all staff

Meal times are adapted to meet the needs of identified children

Consistent use of visuals to support transitions

Daily high quality input on emotional regulation

Children are involved in the process

Partnership working with families and professionals

Time is allocated each week for reflection. This is a time to focus on working on solutions collaboratively.

Changes will be introduced based on data collected focusing on children's wellbeing, number of incidents and staff wellbeing.

Daily time-table visible on the wall for children. Daily routine on the staff information board to ensure all staff are following and making it predictable for children.

Meal times have been adapted throughout this process of change. Earlier quieter lunch for identified children and smoother transitions to support children's wellbeing.

Photos and objects of reference to be used to support children with transitions. During lunch we have introduced visuals of staff on lunch, what's for lunch and of the lunch room.

Environment adapted to give a softer feel, staff to create quiet. Consistent visuals and social stories on display within rooms to support emotional regulation. Training with Educational psychologist

Children to be encouraged to give feedback on lunch experience by choosing happy/sad faces

Educational psychologist to give in house training on specific needs. Regular parent surveys sent out for feedback, questions based around Quality Improvement.

Change Ideas Tested

- Staff consider their volume when speaking to children and other staff during lunchtime (staff lunch changeover can be loud and distracting for the children).
- Introduce a one-way system for lunches - children leave from The Social and return from lunch into The Discovery Room.
- Make lunches more predictable - they will know if they are 1st or 2nd lunch and this will be consistent.
- Better use of Visuals including visuals of staff on lunch, what's for lunch and the lunch room.