



NIPA
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ANNUAL REVIEW
2024 - 2025





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Nursery Inclusion Project for All – NIPA

As the UK emerged from the COVID-19 pandemic 'Build Back Better' the Marmot Review, 2020, has become an important mantra. The levels of social, environmental and economic inequality in society are damaging health and wellbeing. NIPA advocates the need for principles of fairness and the need to do things differently that animated the concrete recommendations we set out in the, "Marmot Review 10 Years On" report, published just before the pandemic hit with such devastating intensity. Inequalities in mortality from COVID-19 and rising health inequalities as a result of social and economic impacts, have made such action even more important. This recognition is supported by work conducted by (amongst others) The Institute of Education, University of London, University of Oxford, University of Nottingham, The World Bank, The World Health Organisation and The Education Endowment Foundation. Our Nursery Inclusion Project for All focuses "doing things differently" in an attempt to address social and economic inequalities, their effects on mental and physical health, and their likely effects on health and education inequalities in the future.

Our work is driven by our collective values and culture:

"An Education Provision centred on the concept of Professional Love" - We develop the courage, integrity and kindness needed to ensure we act in the interests of our children and their families, through sincere, honest Professional Love. NIPA looks to challenge a worrying, emerging narrative. This narrative focuses on the "disadvantage" and learning deficit of our most vulnerable children and families compared to others. This narrative does not acknowledge the many wonderful abilities, skills and contributions our vulnerable families bring into our vibrant community. Nor does it focus on the fact that this learning deficit is a result of inaccessible services that a family should, by rights, be entitled to. The narrative focuses on the child, the family's poverty and lack of English as significant factors for learning deficit, not a school's or communities focus on better meeting their needs. Rather than focus on this damaging narrative, we will focus our work on the narrative of capacity building. We will dedicate ourselves to the following challenge, bringing together our community, families and professionals, to build an Early Years provision dedicated to both continuously improving access to high quality education and health care.

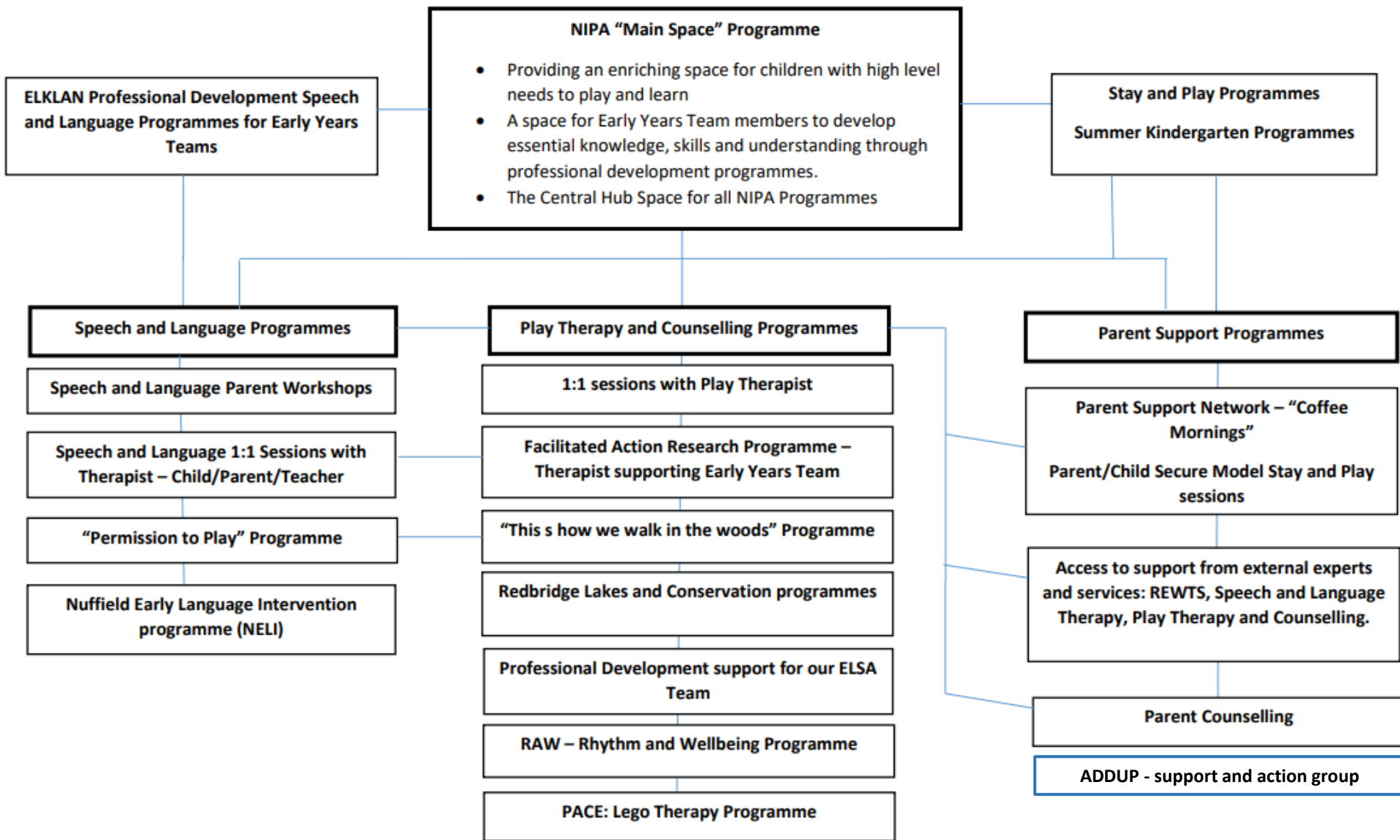
"Justice as Fairness" - To provide sustainable support for vulnerable children and families through the co-production of community-based health and care work. We aim to become a "Supportive Partner" to The North East London NHS ICB and The Redbridge MHLDA Transformation Group. We aim to increase children and young people's access to NHS-funded community mental health services through the co-production of community-based health and care which promotes equality for all; to build evidence of sustainable, scalable solutions to mitigate and prevent inequalities impacting on the health and wellbeing of communities; to sufficiently reach the target groups of children and parents; to identify gaps in current provision and design projects to address these gaps; to work with communities that face health inequalities so that all children experience the highest quality of services focussed on Education and Care, which have enduring effects on the health and life chances outcomes for both the children and their families.

"Greatness of Soul" - We should have the capacity to build evidence of sustainable, scalable solutions to mitigate and prevent inequalities impacting on the health and wellbeing of communities, we should take on this great honour, being neither vain, nor small souled, (overwhelmed.)

Research from a range of literature evidences that these forms of early intervention, undertaken within this early year's space, have the greatest levels of impact, accelerating children's language development by up to 7 months, with impacts lasting to the age of 7 years. (EEF) The World Bank's research further evidences that interventions developed in this early year's space are further proven the most valuable in terms of costs and resulting impacts. It is our intention to build a sustainable capacity to meet the needs of our community. The impacts and outcomes of our work will be reported to and scrutinised by an officially established Governing Body Review Committee, The North East London NHS ICB and The Redbridge MHLDA Transformation Group.



Nursery Inclusion Project For All – NIPA. Programmes of Work





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Speech and Language Programmes

Speech and Language Parent Workshops

Speech and Language 1:1 Sessions with
Therapist – Child/Parent/Teacher

“Permission to Play” Programme

Nuffield Early Language Intervention
programme (NELI)

Family Speech and Language Hub (Parent Workshops)

Families raising a child with a speech delay or communication disorder often face significant mental health challenges, including higher levels of stress, anxiety, and guilt. Caregivers, especially mothers, frequently experience high stress and worry about their child's well-being and future.

Concerns raised through research regarding parental mental health and well-being:

- **Increased stress and anxiety:** Parents report elevated levels of stress and anxiety due to the daily frustrations and challenges of raising a child with communication difficulties. This stress can be intensified by feelings of impotence and a lack of control when they cannot resolve their child's distress.
- **Feelings of guilt and self-blame:** Caregivers often blame themselves for their child's difficulties, worrying if they are doing everything right. They may also internalize societal pressure to have their child meet certain developmental milestones.
- **Worry about the future:** Concerns about the child's long-term well-being are common. Parents report significant worry about their child's future independence, ability to form friendships, and vulnerability as they transition into adulthood.
- **Advocacy fatigue:** Many parents feel constant pressure to advocate for their child within the education and healthcare systems, which is often described as exhausting and a constant "battle." This includes fighting for a diagnosis, securing appropriate school support, and finding resources.
- **Lack of professional awareness:** Families report feeling frustrated and drained by professionals, including some speech therapists and doctors, who seem unaware of or misunderstand their child's specific communication needs.

These pressures arise from a combination of communication difficulties, social isolation, difficulties accessing support, and systemic challenges. (Speech and Language UK, 2024)

Challenges with accessing and adapting services:

- **Inaccessible mental health support:** Many children with communication challenges also face mental health problems like anxiety and depression. However, traditional "talking therapies" are often inaccessible or ineffective for them.
- **Fragmented services:** Care for these families is often fragmented, with mental health and speech and language therapy services failing to work together effectively. This forces parents to act as liaisons between different professionals.
- **Delays in intervention:** Long waiting lists for services delay early intervention, which can prevent problems from escalating and lead to longer, more costly therapy in the future.

The Marmot Review clearly evidenced that good quality services focussed on Education and Care, in the early years, have enduring effects on health and life chances outcomes for both children and their families. This project provides a supportive space for 10 families to come together, play with their children and receive weekly guidance and support from a team of experts: A Speech and Language Therapist, a Play Therapist, an Early Years SEND Specialist Practitioner, 4 Early Years SEND Practitioners and a Specialist Leader of Education. Research from a range of organisations evidences the importance of supporting young adults by providing ways in which they can access and build a supportive network.

Impacts

The work of MIND evidences how talking to other new parents, and finding that they share the anxieties and frustrations can be very reassuring. A network also gives parents a chance to share skills and experiences, realise that they are not alone and get some emotional and practical support. This project was evaluated through discussions with participating parents here is a summary of impacts, how this work was effective in meeting the needs of the children and families:

- **Building a support network:** Connecting with other parents in similar situations through support groups, helped combat isolation and provided a space for shared experiences.
- **Celebrating small victories:** Focusing on and celebrating incremental progress, no matter how small, helped to shift the family's focus from frustration to proactive support and acceptance.
- **Early, effective professional help:** Access to timely and integrated speech and language therapy, along with specialized and adapted mental health services, proved vital in improving outcomes for both the child and the family.
- **Positive reframing:** Parents have found joy by accepting their child's unique journey, focusing on their child's strengths, and appreciating the small moments of progress rather than adhering to rigid expectations.



Speech and Language Therapy support for children with delay, 3 to 4 years old.

The Public Health England reports set out how fundamental the early years are in the development of speech, language and communication skills and makes the case for the prioritisation of the first 1,000 days of life and the time up to the transition to school. *“More than two decades of research has unequivocally demonstrated that weaknesses in language learning in the pre-school years increases the risk of poorer outcomes later in adolescence and early adulthood, namely, educational attainment, employment, mental health and general well-being”* (Reilly and McKean) The Marmot Review recognised the critical need for investment in early years and how *“returns on investment in early childhood are higher than in adolescence”*. The report highlighted how high-quality pre-school programmes lead to stronger and more enduring effects on outcomes. Support is particularly pronounced for certain groups, *“There is a robust association between a child’s socio-economic circumstances and language outcomes. Put simply, children living in less advantaged circumstance have poorer language outcomes, which are apparent very early and persist across the lifespan”*. (Reilly and McKean)

It is estimated that 23% of families in our community are forced to accept housing that isn’t suitable for the needs of them and their children. The continued existence of Section 21 ‘no fault’ eviction notices leaves many private renters under the constant threat of eviction. Private renting is the most unaffordable housing tenure, with families spending on average 40% - 60% of their income on rent. Families with children who need speech and language support, but do not have an EHCP, find it very difficult to access or fund the specialist speech and language support their children need. The Institute of Education’s research indicates that children living in families facing these risk factors have worsening developmental outcomes, most notably in children’s language, speech and vocabulary development. *(The impact of homelessness and bad housing on children’s education A view from the classroom; Barking & Dagenham, Havering and Redbridge Joint Strategic Needs Assessment Profiles: London Borough of Redbridge. 2021)* Families in our community facing these socio –economic circumstances face almost insurmountable challenges in accessing speech and language support for their pre school, early years children.

Public Health England’s Early Language Identification Measure (ELIM) and intervention guidance noted that *“all children in England are offered a 2 to 2½ year review completed by the health visitor as part of their universal service”* and that *“The ELIM and intervention should be integrated into this review with all children to enhance identification of need”*. However, delivery of this training for health visitors has stalled due to COVID and the redeployment of health visitors. This programme of work aims to ensure a full and continuous roll out of speech and language therapy support for children with delay (3 to 5 years old) so all young children in our community have their needs identified and high quality support put in place at the earliest opportunity.

The cost of this programme:

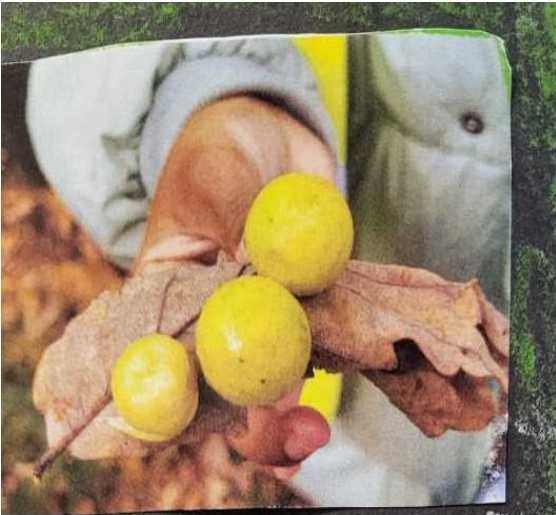
- £26,520 (NHS NORTH EAST LONDON ICB)
- Speech and Language Therapist, one day per week; based in our Nursery and pre school provision settings – delivering small group interventions
- Training of Practitioners: ELKLAN Speech and Language support for 3 to 5 year olds - Level Three – delivering small group interventions, supported by Speech and Language Therapist
- Our strategical approach to funding this work has secured annual savings of £9240 per 10-week period, compared to a school or family trying to provide the same level of support as a private programme; opposed to a co –production programme. Our VMI exercise (evaluation comparing indicators of success against cost per children) resulted in an outcome of £402 per child, compared to £545.88 per child (available comparative data)

Impacts:

- It is difficult to find comparative data for 3 to 4 year old children, however, we can use end of Early Years Foundation Stage data as a comparable against both LBR and National cohorts, which records children’s attainment at age of five years
- Children receiving this programme achieved significantly higher outcomes in Communications and Language, compared to both Local and National comparative cohorts 83.3% achieving significantly above age expected outcomes; compared to 79.7% London Borough of Redbridge; 79.6% National figures. (Source: Redbridge Research and Data Team.)

	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Listening, Attention and Understanding		16.7% (11)				83.3% (55)
Speaking		15.2% (10)	1.5% (1)			83.3% (55)





Permission to Play

This work centres on creating protected time and space for the professional learning developing through our NIPA work with external experts, to become embedded into the daily practice of all our adults' supporting children across our Early Years Settings. This work looks to provide a safe and supportive space for Practitioners to develop their skills, knowledge, understanding and expertise in the delivery of strategies shared with them by our Speech and Language Therapist and Play Therapist.

Time and space for play and rehearsal in our main NIPA building is crucial; before expecting practitioners to instantly embed these approaches into our daily practices across all areas of our Early Years provision. Professional development is essential to the early years curriculum because it ensures that educators are informed, skilled, and confident in implementing the most current, evidence-based practices. Since the earliest years of a child's life are a critical period for development, high-quality, continuous training directly enhances teaching quality and improves outcomes for children. The field of early childhood education constantly evolves with new research on child development and learning. Ongoing professional development (often called CPD, or Continuous Professional Development) allows practitioners to stay informed about the latest teaching strategies and educational standards. CPD strengthens an educator's confidence and expertise, empowering them to make informed professional judgments about a child's learning. This is crucial for explaining their approach to parents and other colleagues. (The importance of CPD in articulating the process of early childhood education, to drive quality and impact, Education Development Trust, Dubiel, J. 2024)

This work looks to support our Practitioners to identify ways in which their professional learning can form part of our sustainable provision. Providing time and space for them to explore how the strategies they learnt can be innovatively developed into practice – A “Permission to Play” in two senses:

- The adults having time and space to play with the children in a safe, enriching environment, trying out new strategies being learnt through our NIPA programme
- The children having protected time to play with our adults, experiencing high quality interactions centred on making relationships and language.

Impacts: School outcomes compared to Local Authority and National Outcomes.

Early Years Foundation Stage

Good level of development
Achieving at least expected in all ELGs
Average total point score
Inequality gap

School	Redbridge		National	
77.5	72.9	+4.6	68.4	+9.1
77.5	71.4	+6.1	67.0	+10.5
14.6	14.2	+0.4	14.1	+0.5
34.4	37.9	-3.5	n/a	



The Nuffield Early Language Intervention Programme (NELI)

A significant concern for our families comes from supporting SEND children who join our Early Years settings at the ages of 4 and 5 years old, have recently arrived from abroad and may not be entitled to access essential benefits and services due to not having either a, "Settled Status" or "Leave to remain" status. Families living in our borough experience higher levels of the following "risk factors" compared to other London Borough's: Child poverty (41%) Lower levels of affordable housing (past 3 years only 60 "affordable" homes built compared to 110/year across London) pay inequality (2.78) evictions (2.21) rough sleeping (330) families living on benefits (11.6%) unemployment (5.4%). The Institute of Education's research indicates that children living in families facing two of these risk factors have worsening developmental outcomes, most notably in children's language, speech and vocabulary development. With a 4.6-month gap in development now evident between disadvantaged children and their 3-5-year-old peers. The World Health Organisation has further identified that children facing such issues are at high risk of developing social and emotional issues, which in turn lead to an even greater negative impact on their long-term outcomes.

Within our local community at least 51% of identification type for children needing SEND Support is speech and language difficulties. This is at least 13.8% higher than National Average. 92% of these families (111 families) have English as an Additional Language. 26% (31 families) of these families have recently arrived from abroad and do not yet have, "Settled Status."

The Speech and Language UK association's manifesto (2024) states that Schools and nurseries need to know what is available to help children with speech and language challenges. They need guidance about what evidence-based tools and programmes work best, and which might be most appropriate for each school or early years setting. The National Institute for Clinical Excellence (NICE) should develop guidance on Developmental Language Disorder (DLD) so that NHS Trusts and families are clear about what support is needed to get the most effective outcomes for children and young people. One "Promising Programme" (Education Endowment Foundation) supported by all of the for mentioned association is The Nuffield Early Language Intervention Programme (NELI). The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills.

This work centres on providing high quality professional training and continuous professional support for Early Years Practitioners so they can effectively deliver The Nuffield Early Learning Language Intervention Programme (NELI) to children and families who have recently arrived from abroad and have been identified as having language delay.

The impact of this work is measured by reviewing the average total points score (ATPS) for language development achieved by children receiving this programme, compared to available, comparative data.

The cost of this intervention: £4,800 (NHS NORTH EAST LONDON ICB)

- Costs of additional hours for each of the two Practitioner's delivering the programme (Training and preparation time).
- Support from a Speech and Language Therapist to provide the needed Professional Development for these two Practitioners.

Impacts: School outcomes compared to Local Authority and National Outcomes.



Percentage of pupils achieving the expected standard in each Early Learning Goal by pupil characteristic in 2025

Cohort		Communication and Language				Personal, Social and emotional Dev				School		Redbridge		National	
		1	2	AOL	3	4	5	AOL	School	LA	2025	2025	2025	2025	
Language	EAL	107	84	81	81	89	92	86	85	76	71	75.7	71.4	63.3	
	English	13	92	92	92	92	100	92	92	92	77	92.3	76.8	70.0	
Ethnic minority	White - British	2	100	100	100	100	100	100	100	100	78	100.0	78.4	70.2	
	Ethnic Minority	117	85	82	82	89	92	86	86	77	73	76.9	72.9	66.8	



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Play Therapy and Counselling Programmes

1:1 sessions with Play Therapist

**Facilitated Action Research Programme –
Therapist supporting Early Years Team**

“This s how we walk in the woods” Programme

Redbridge Lakes and Conservation programmes

**Professional Development support for our ELSA
Team**

RAW – Rhythm and Wellbeing Programme

PACE: Lego Therapy Programme



Play Therapy and Counselling Programmes for Children and Families

This work focusses on the designing and delivery of a programme to provide children and families, who are experiencing or have experienced trauma / Adverse Childhood Experiences, (ACEs) with weekly access to a Play Therapist, Parent Counselling and Play Therapy sessions. To support children and parents overcome Adverse Childhood Experiences (ACEs), we are creating stable, nurturing relationships, providing access to professional support through therapy and counselling to teach coping and problem-solving skills, and foster a sense of safety and connection. While community-level strategies involve strengthening economic support for families and promoting healthy social norms. The early intervention, trauma-informed practices provided through this programme work to ensure children and parents have access to therapy and counselling; crucial for healing and building resilience.

For children this work aims to:

- **Establish safety and stability:** Creating a predictable, consistent, and nurturing space which helps a child who has experienced trauma feel secure. Routines can help reduce stress and bring a sense of control.
- **Encourage communication:** Create a space where children feel comfortable talking about their experiences and feelings.
- **Promote emotional regulation:** Help children learn to identify and cope with intense feelings
- **Support healthy coping mechanisms:** Encourage the child to engage in hobbies and activities that are relaxing and fun
- **Connect with caring adults:** to provide a consistent relationship with a single, trusted adult.

For parents this work aims to:

- **Address their own trauma:** Since ACEs can be passed down through generations, this work looks to provide support and signposting for parents to therapy, support groups, and other mental health services that can help process past experiences in a healthy way.
- **Learn about trauma-informed care:** Trauma-informed care involves recognizing the signs of trauma and responding with non-judgmental support. This helps develop an understanding that a child's behaviour not as defiance, but as a potential symptom of their trauma.
- **Model healthy coping:** Support parents develop their skills in modelling to their children how you manage your own emotions and stress in a healthy way.
- **Use effective parenting strategies:** Learning tools that build resilience and communication skills. For parents to learn about child development, to understand their child's needs.
- **Build a support network:** Connect with other parents, friends, and family who can offer encouragement; to provide a crucial support system.

The Play therapist also works with our team in building their knowledge and skills associated with Emotional Language Coaching to:

1. Develop effective strategies for showing the children and families empathy
2. Develop a language approach which separated behaviour from the child's/ parent's personality
3. Develop an approach which helps adults communicate to the young children that this is not how they normally behave
4. Develop an approach that helps adults to help young children develop emotional resilience and their own self-regulation of their social engagement systems and stress management systems.



“This is how we walk in the woods”

Based on studies in London and the UK, there is a widely recognized decline in children's connection to nature, particularly in urban, socioeconomically disadvantaged areas like Redbridge. Research confirms this reduction impacts children's health, wellbeing, and educational outcomes, prompting various programs to re-engage young people with the natural world.

Factors driving reduced nature connection

Multiple interconnected factors contribute to the decline in children's connection to nature in London and Redbridge.

- **Urbanisation and limited access to green space:** London has a high population density, and research shows that children in more urbanized areas are less connected to nature. In boroughs like Newham, for example, limited green space is a key barrier to accessing nature. A 2021 study in Nature Sustainability using data from London adolescents found that daily exposure to nearby woodlands was linked to better mental health outcomes, highlighting the importance of accessible green spaces in urban areas.
- **Socioeconomic deprivation:** A significant disparity exists in access to nature. Studies show that children and young people in more deprived areas are nine times less likely to have access to green spaces. For London's most disadvantaged communities, barriers include lack of green space and transport costs.
- **Increased screen time:** The rise of digital technology has led to increased screen time and sedentary behaviour among children, often taking the place of outdoor play.
- **Reduced outdoor play and mobility:** Children today spend less time playing outside without adult supervision than previous generations. Concerns over safety in urban environments, coupled with changes in transportation, have limited children's independent exploration of outdoor spaces.
- **Lack of teacher confidence and time:** A 2016 Natural England study found that teachers' lack of confidence in outdoor teaching was a significant barrier to outdoor learning in schools. Time constraints and lack of funding also limit schools' ability to offer regular outdoor learning.

Research on consequences and benefits

The effects of reduced nature connection are a focus of research for several London-based organisations. (Team London, Redbridge Vision, Wildlife Trust, The Children and Nature Programme)

Cognitive and mental health benefits:

- A 2021 Imperial College London and UCL study of over 3,500 adolescents in London found that greater exposure to urban woodlands was associated with better cognitive development and a 16% lower risk of emotional and behavioural problems.
- The Mental Health Foundation and the London Wildlife Trust have also published research showing that engagement with nature significantly improves children's wellbeing and mental health.

Physical and social health improvements:

- The Royal Society for the Protection of Birds (RSPB) found a positive correlation between a child's connection to nature; over 90% of schools reported improvements in pupils' social skills, health, and wellbeing.
- Pro-environmental behaviour: Research suggests that children's time spent in nature is linked to positive attitudes about the environment later in life.
- Initiatives addressing the issue in London and Redbridge

The need to be actively implementing programs to reverse the trend of declining nature connection.

Redbridge Council and its leisure trust, Vision RCL, run a nature conservation team that manages local open spaces and organises public events and school trips. Their Environmental Education program offers hands-on outdoor learning sessions at locations like Hainault Forest and Ray Park, however, staffing issues have caused interruptions to this programme.

In this work we focus on supporting teachers and practitioners from our school develop their confidence, skills and knowledge to run outdoor and adventurous learning experiences, centred on free play and nature connection. This work is delivered by professionally qualified nature therapists.



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The Redbridge Fishing Lakes and Conservation Well Being Project

"As we begin to exit the pandemic and look to how we can build back better and greener, environmental science and geology will play a vital role in developing what our greener world will look like. But sadly, we are missing out on the potential of so many talented scientists, and risk further entrenching inequalities for the next generation if we do not act now to show everybody, no matter their background or gender, that science is for them"

Ms Chi Onwurah -The UK Parliament's All-Party Parliamentary Group (APPG) on Diversity and Inclusion in Science, Technology, Engineering and Maths (STEM)

The World Bank's research, amongst others, evidences that work focussed on challenging inequalities needs to be priorities within our Early Education Settings and provisions. 2019 Early Years Foundation Stage Outcomes evidenced a range of 84% - 85% achievement in learning connected to "Understanding the World – The Natural World" Early Learning Goals. Deeper analysis evidences significant inequalities - Boys Ethnicity minority achievement was 47%; Girls/ Ethnicity minority - 63%. This data evidences with a growing concern related to low income and Ethnicity Minority families facing barriers/discrimination, which reduce their ability to engage in a range of nature-based outdoor activities. (Research of Dr Anjana Khatwa)

99% of our Early Years Community would, in DfE terms, be categories where children could engage in high quality outdoor learning experiences

This project further works on addressing a growing concern that biophobia – a fear of nature and the outdoors. A growing body of research evidences that children's well-being, however, an increasing range of research accumulative with urban development. That, biophobia is being evidenced as a consequence for children's physical and mental health. A child's disconnection from nature is being evidenced as a consequence for children's physical and mental health. A child's disconnection from nature is being evidenced as a consequence for children's physical and mental health.

The RAW Project- Rhythm and Wellbeing

Promoting emotional wellbeing and resilience in early years (birth to five) is a core part of the Early Years Foundation Stage (EYF) framework, a statutory requirement for all early years providers. This focus is rooted in the understanding that strong emotional health in early childhood is crucial for a child's cognitive development, future success, and lifelong mental health.

The RAW Project's work is conducted in partnership with The Redbridge Educational Wellbeing Team (REW) (part of REW's work focuses on providing safe and nurturing spaces to talk and learn about mental health and psychology, working in partnership with school communities to reduce stigma, raise awareness and enhance emotional wellbeing and resilience for all).

The RAW Project started as a piece of research into innovative ways in which schools can support children's emotional development through music and creativity.

Interoception is a lesser-known sense that helps you understand and feel what's going on inside your body. It vitally supports processes such as emotional regulation: the insula is a small section of the brain that is highly involved in interoception: practising music makes the insula stronger and supports processes such as emotional regulation. The RAW Project explores how music creates a sense of community through which children's emotional development can be supported using David Hughes' RACE model:

1. **Harfulness:** Encouraging laughter and humour, sharing enjoyment
2. **Empathy:** Letting children know you understand their emotions and feelings, letting children know they are not alone
3. **Curiosity:** Wondering aloud, allowing children to tell their views, reflecting on the feelings behind the child's behaviour
4. **Acceptance:** non-judgemental understanding of the behaviour a child displays as communication.

Research from University College London, Imperial College London, University of Exeter and the Nuffield Trust have found that the proportion of children and young people with a mental health condition has grown between 1998 and 2018 in England over the past two decades. This research data includes children as young as 4 years old. This work looks at creating a sustainable approach to providing early intervention and support for children who display concerning behaviours in regards to emotional wellbeing and resilience development.

Impacts: Impacts are confirmed by measuring the progress of the children (identified as having personal, social and emotional needs and their developmental progress over the spring and summer terms (engagement) in the RAW Programme).

Data was collected with practitioners using our online tracking system, aligned to Development Matters stages of progress. On entry three progress notes were recorded between a range of 17 and 45.1, following the intervention, 100% of children made expected levels of progress across the three focus areas: 'Nurturing Self', 'Building Relationships' and 'Being Expressive and Creative'.

The Data is displayed on the following slide.

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Research has shown that children developing a reluctance to engage in The Outdoors are at greater risks of experiencing increases in anxiety and depression at younger ages:

- Difficulties with emotional regulation and self-control
- Lack of socialization, sharing, and problem-solving skills
- Increased risk of obesity and Type II diabetes
- Vitamin D deficiency
- Higher stress levels
- Reduced creativity
- Lowered self-esteem

To reverse the cycle, research insists, education is essential. Children are especially impressionable and early exposure to nature in a safe environment, such as with a school, teacher or parent, could change their attitude. Creative solutions are necessary because as cities grow bigger and denser, accessing green space is becoming difficult for many, especially those in low-income communities (FSM) and Ethnicity minority families.

Impacts: The positive impacts of this work were confirmed when analysing the children's developmental progress and achievement in key identified areas, compared to both Local and national comparative data (see table)



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Cohort - 120	(No.)	(Percentage)		
	Pupils	School	Redbridge	National
Communication & Language	99	82.5	79.7	79.6
Understanding the World	101	84.2	79.4	80.5
The natural world	103	85.8	82.9	85.1
Prime areas of learning	97	80.8	77.5	75.3
Specific areas of learning	94	78.3	72.1	68.2
All Early Learning Goals	93	77.5	71.4	67.0
Good Level of Development	93	77.5	72.9	68.4

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The RAW Project– Rhythm and Wellbeing

Promoting emotional wellbeing and resilience in early years (birth to five) is a core part of the Early Years Foundation Stage (EYFS) framework, a statutory requirement for all early years providers. This focus is rooted in the understanding that strong emotional health in early childhood is crucial for a child's cognitive development, future success, and lifelong mental health

The RAW Project's work is conducted in partnership with The Redbridge Educational Wellbeing Team (REWT.) Part of REWT's work focusses on providing safe and nurturing spaces to talk and learn about mental health and psychology. Working in partnership with school communities to reduce stigma, raise awareness and enhance emotional wellbeing and resilience for all.

The RAW Project started as a piece of research into innovative ways in which schools can support children's emotional development through music and creativity.

Interoception is a lesser-known sense that helps you understand and feel what's going on inside your body, it vitally supports processes such as emotional regulation. The insula is a small section of the brain that is highly involved in interoception. Practicing music makes the insula stronger and supports processes such as emotional regulation. The RAW Project explores how music creates a sense of community through which Children's Emotional Development can be supported using Daniel Hugh's PACE Model:

1. Playfulness: Encouraging Laughter and humour, sharing enjoyment
2. Empathy: Letting children know you understand their emotions and feelings, letting children know they are not alone
3. Curiosity: Wondering aloud, allowing children to tell their views, reflecting on the feelings behind the child's behaviour
4. Acceptance: non-judgemental understanding of the behaviours a child displays as communication

Research from University College London, Imperial College London, University of Exeter and the Nuffield Trust have found that the proportion of children and young people with a mental health condition has grown between 65 and 75% in England over the past two decades. This research data includes children as young as 4 years old. This work looks at creating a sustainable approach to providing early intervention and support for children who display concerning behaviours in regards to emotional wellbeing and resilience development.

Impacts:

Impacts are confirmed by measuring the progress of the children identified as having Personal Social and Emotional needs and their developmental progress over the spring and summer terms (engagement I the RAW Programme).

Data was collected with practitioners using our Sonar tracking system, aligned to Development Matters stages of progress. On entry these progress rates were recorded between a range of -.17 and -43.1, following the intervention, 100% of children made expected levels of progress across the three focuses areas: Managing Self, Building Relationships and "Being Expressive and Creative".

The Data is displayed on the following slide.





RAW Autumn 2025 Entry Data

			On Track Or Higher	
Managing Self	52.6% (61)	27.6% (32)	39.7% (46)	39.7% (46)
Building Relationships	52.6% (61)	27.6% (32)	35.3% (41)	33.6% (39)
				-1.7
Being Imaginative and Expressive	52.6% (61)	52.6% (61)	43.1% (50)	
				-43.1

RAW Autumn 2025 Exit Data

	Total	On Track Or Higher		
		Spr2 24-25	Sum1 24-25	Sum2 24-25
Managing Self	100.0% (1)			100.0% (1)
	Change (%)			100.0
Building Relationships	100.0% (1)			100.0% (1)
	Change (%)			100.0
Being Imaginative and Expressive	100.0% (1)			100.0% (1)
	Change (%)			100.0



Change: Improved Regressed Unchanged



LEGO - Based Therapy

This work looks at exploring ways in which professional knowledge and learning developed through The Redbridge Educational Well Being Team's ELSA Programme (training for Emotional Literacy Support Advisers) could be developed and embedded into our everyday Early Years provision – supporting children identified as having difficulties with their social and emotional development. The work looks in particular at combining LEGO based therapy play with a PACE Model of delivery.

Aims:

- To model and teach children effective ways to realise and develop empathy, recognise emotions and resolve their own conflicts fairly by using Emotion Coaching and the PACE framework as guides for how we as adults should communicate.
- Children can realise the outcomes of their choices

LEGO®-based therapy shows promise for improving the social and communication skills of children and adolescents with Autism Spectrum Disorder (ASD), with positive effects on social interaction, friendship building, and ASD-related behaviours.

The PACE approach is a trauma-informed therapeutic framework developed by Dr. Dan Hughes for supporting children, especially those adopted or in foster/kinship care, by building trust and safety through Playfulness, Acceptance, Curiosity, and Empathy. It focuses on creating a secure environment by communicating a non-judgmental, curious, and compassionate attitude, helping children feel understood, emotionally regulated, and connected to the adults in their lives.

While large scale studies of LEGO – Based Therapy are limited, Studies of the PACE Model show increased parental efficacy, better child coping, and lower behaviour problems, while implementation in clinical and educational settings demonstrates positive impacts on person-centered care and the creation of trauma-informed environments.

Evidence of impact (Quantitative reflections from parents and practitioners):

- **Improved emotional regulation:** Children learn to manage their emotions more effectively as they feel safer and more understood.
- **Reduced behavioural concerns:** Many programs have seen a decrease in negative behaviours as the child's underlying emotional needs are addressed.
- **Enhanced relationships:** The approach strengthens the bond between children and their caregivers, building trust and a more secure attachment.
- **Healing from trauma:** It creates an environment conducive to healing for children who have experienced developmental trauma.
- **Positive outcomes for parents:** Parents report feeling less isolated and more confident in responding to their child's trauma. Communication with their children often improves.

This work further supported the team in creating a provision which carefully combined the professional expertise and guidance received from The Redbridge Educational Well Being Team, our ELSA's, our Speech and Language Therapist and our Play Therapist into one enriching project. This has ensured that the professional learning developed through our programmes and external experts has been embedded into a sustainable, long-term provision, one which evidences significant impacts on the children's personal, social and emotional development and their expressive and imaginative dispositions development





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Parent Support Programmes

Parent Support Network – “Coffee Mornings”
Parent/Child Secure Model Stay and Play sessions

Access to support from external experts and services: REWTS, Speech and Language Therapy, Play Therapy and Counselling.

Parent Counselling

Family Networks: “Coffee Mornings” (Secure Base Model)

Earlier access to early years education is both an entitlement and necessity for our families. Funding was secured through the North East London NHS CCG and Redbridge CAMHS Partnership to deliver this project. In this work, we invited families new to our school community to join our Early Years team for nursery style sessions hosted in our main NIPA space. In these sessions, the families can meet some members of our team and discuss their children’s development while their children can play. The focus here is early identification of any concerns or barriers to positive child development, both in terms of physical, social, emotional and cognitive needs of the child and socio- economic needs of the family. The hypothesis being that this work provides an early, initial moment for the team to build trusting relationships with new families, which in turn would lead to the creation of a sustainable Family Network.

This work further focuses on supporting new and younger parents cope with the stresses that can be caused from, separation anxiety. As we continue to adjust in our recovery from the COVID-19 pandemic and find our ‘new normal’, separation anxiety, is most notably occurring with our younger parents. We have taken the view that our NIPA Stay and Play provision and Family Networks could provide valuable support if we carefully consider how better to support young adults, young parents. The work of MIND evidences how talking to other new parents, and finding that they share the anxieties and frustrations can be very reassuring. A network also gives parents a chance to share skills and experiences, realise that they are not alone and get some emotional and practical support. It can help parents feel more confident as a new parent.

Impacts:

It was decided that the key measure of success for our Early Years families and children would be the improvement in our Early Years attendance data—evidencing our parents abilities to overcome their separation anxieties. Attendance in 2023 -2024 dropped to 73.8% . Current statistics show a significant improvement: 91.1%

Grouping	Total Pupils	Attendance	Male	Female	Disadvantaged	Not Disadvantaged	FSM	Not FSM	PP	Not PP	SEN	Not SEN	SEN Support	EHCP	Not SEN	NA	EAL	Not EAL	LAC	PLAC	Not LAC
All Pupils	897	92.7%	438	459	105	792	105	792	-	897	128	769	92	36	24	745	819	78	-	-	897
Nursery 1	11	80.2%	6	5	-	11	-	11	-	11	-	11	-	-	-	11	11	-	-	-	11
Nursery 2	55	87.1%	24	31	-	55	-	55	-	55	7	48	7	-	-	48	52	3	-	-	55
Reception	120	91.1%	59	61	8	112	8	112	-	120	14	106	13	1	1	105	113	7	-	-	120



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The focus of this work is early identification of any concerns or barriers to positive child development, both in terms of physical, social, emotional and cognitive needs of the child and socio- economic needs of the family. Significant impact was seen in the parents abilities to overcome separation anxiety and improve their child’s attendance, from an average of 73.8% to 91.1%.

Further analysis evidenced significant improvement in the children’s personal social and emotional development (Tracked 18 most vulnerable children/families): vulnerable) :

3 Periods | Nursery 1, Nursery 2, Reception, Year 1 | Group, Not Leaver | (18 Pupils)

		On Track Or Higher		
		Sum2 23-24	Spr1 24-25	Sum2 24-25
Managing Self			88.9% (16)	94.4% (17)
			88.9	5.5

		On Track Or Higher		
		Sum2 23-24	Spr1 24-25	Sum2 24-25
Building Relationships			77.8% (14)	88.9% (16)
			77.8	11.1

Change: Improved Regressed Unchanged

3 Periods | Nursery 1, Nursery 2, Reception, Year 1 | Group, Not Leaver | (18 Pupils)

		On Track Or Higher		
		Sum2 23-24	Spr1 24-25	Sum2 24-25
Speaking			61.1% (11)	77.8% (14)
			61.1	16.7

		On Track Or Higher		
		Sum2 23-24	Spr1 24-25	Sum2 24-25
Self-Regulation			77.8% (14)	88.9% (16)
			77.8	11.1

Change: Improved Regressed Unchanged

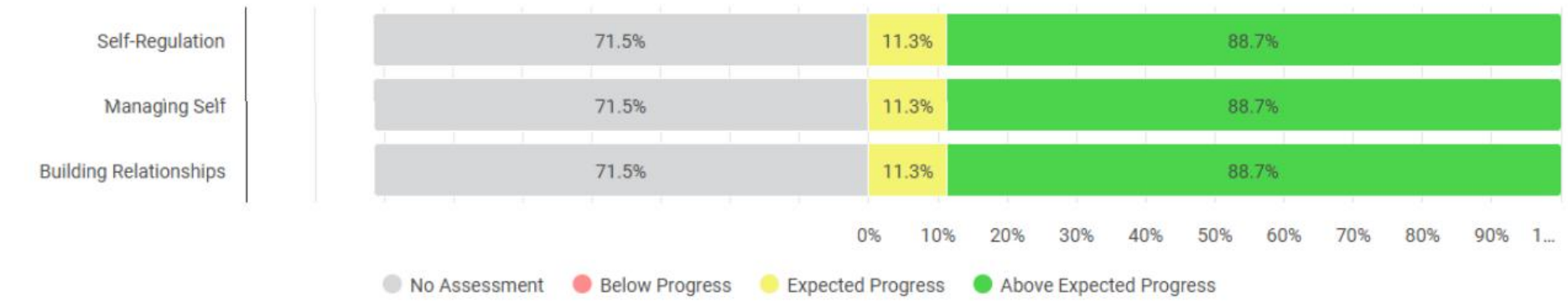
Stay and Play Sessions (Secure Base Model)

Both the Stay and Play sessions and Parent Network sessions were designed using The Secure Model (University East Anglia) The attachment and resilience-based framework of the model promotes relationships and interactions within the school that build children and families' trust, reduce their anxiety and enhance their capacity for finding satisfaction in education and learning. The model is particularly valuable for supporting staff in working with vulnerable children and families.

- We measured the impacts of this work on identified children's progress across two key periods: summer 2023/24 to spring term two 24/25
- The hypothesis being—if we effectively support our parents development in these two key mechanisms, they will be better placed to support their children's development.
- Prior to engaging in our Stay and Play Programme, expected progress in these areas was 11.3%
- As a result of this programme, progress across all three key measurable areas was 88.7%



	No Assessment	Below Progress	Expected Progress	Above Expected Progress
Self-Regulation	71.5% (133)		11.3% (6)	88.7% (47)
Managing Self	71.5% (133)		11.3% (6)	88.7% (47)
Building Relationships	71.5% (133)		11.3% (6)	88.7% (47)



1000 Words of Belonging

"1000 Words of Belonging" is a multilingual arts project exploring belonging in educational and community settings. The project includes a four-part podcast series, poetry and visual art by students, and community workshops. "The space between us" refers to the project's focus on the relationships and connections between people and different spaces, and a deeper examination of the emotional and cultural landscapes surrounding belonging. This work is supported by: The School of Advanced Study, Queen Mary University, The Redbridge Mental Health and Wellbeing Team, Talia Randall, Anthony Anaxagorou and Nina Mingya Powles, and Neela Doležalová.

Project overview

The project, which began with the "1000 Words for Weather", uses a multilingual approach to explore the concept of belonging in schools and communities. This project celebrates culture and language to help students develop their self-concept and, therefore self-esteem. It provides a support space to explore concepts associated with Erikson's theory of adolescence at a time of 'identity vs role confusion'. During this period, young people develop an independent sense of identity by comparing themselves to peers and, as such, it is common for adolescents to form collective identities, something which can be both protective and challenging. This project celebrates individual identities and the difference between belonging and 'fitting in' so that students can develop self-confidence.

This work prides itself on giving a voice to multilingual students and families, challenging traditional assumptions about language and education, creating a space for knowledge sharing and discussion.

Key components

- 1000 Words for Belonging podcast: A four-part series that discusses the emotional and educational complexities of multilingual classrooms, featuring students, teachers, and experts.
- Poetry and art: Students contributed to an anthology called 100 Poems for Belonging and created other visual artworks as part of the project.
- Theatre and performance: Students' short plays were performed by professional actors at Queen Mary University of London.
- Community workshops: Events were held at spaces like Rich Mix in London, including community mosaic workshops where participants could press small, personal objects into clay.
- Pedagogical resources: The project resulted in resources for teachers, including a multilingual dictionary of belonging and articles in educational magazines

www.the-space-between.org/1000-words-for-belonging



☐ New Programmes of Work

- Partnership with ADDUP+ Family centred workshops for children and families with ADHD
- PINS - Partnerships for Inclusion of Neurodiversity in Schools



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New Programmes of Work: “Addup” Attention Deficit Disorders: Uniting Parents Programme

Addup is a registered charity, support and action group run by parents of children with ADHD. Addup supports, nurtures, and educates families living with, and professionals working with, ADHD.

The work which will take place in this partnership programme:

- We will offer practical and emotional support.
- We will teach parents/carers new skills to manage ADHD in their everyday lives to help reduce the risk of family breakdowns.
- We will teach children how to manage their ADHD and encourage them to remain in education to achieve their true potential.
- We will bring parents, carers, guardians and children together in many social settings to boost their self esteem and invoke a sense of belonging.
- We will offer a range of training packages to schools for both staff and pupils.
- We will empower parents/carers with the correct information needed to meet with the professionals involved in their child’s life, giving them confidence to manage the many aspects of their child’s disabilities.
- We will campaign to achieve better and more beneficial services and we work with the statutory services to help identify gaps in provision to improve services for children with ADHD.
- Working together we will raise funds from many sources in order to provide better services for our children.

How this these outcomes will be achieved:

- By organising activities for children and young people with ADHD and their siblings to meet their specific needs.
- By offering training/information to parents/carers teaching them new skills to manage their family more effectively.
- By working together as a united voice for all parents/carers of children with ADHD and challenging behaviours to make changes that will benefit the children.
- By engaging with the statutory services and raising issues that affect the entire family.
- By encouraging all people to find the practical and financial help they may be entitled to and by offering any practical assistance we can.
- By inviting appropriate guests and speakers to address our meetings.
- Our main objectives:
 - Raise public and professional awareness of ADHD.
 - For our children to take their rightful place as valued members of the community.



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New Programmes of Work: “PINS” Partnerships for Inclusion of Neurodiversity in Schools

The acronym PINS refers to the Partnerships for Inclusion of Neurodiversity in Schools, a UK-based program for mainstream primary schools. The project aims to improve outcomes for neurodivergent children by strengthening relationships between schools and parents.

PINS program overview:

The PINS program is a national initiative launched in spring 2024 by the Department for Education (DfE) and NHS England (NHSE). It places specialist health and education professionals alongside experienced parent-carers within schools. The program's core goal is to test a new model for supporting neurodivergent pupils and leave a lasting positive impact on schools.

How PINS supports parents and carers:

- **Strengthening partnerships:** A key component of the PINS project is to strengthen parent-carer and school partnerships. It aims to improve communication so parents can have more confidence in how schools are supporting their child.
- **Engagement activities:** PINS includes engagement activities for parents and carers, such as forming or developing parent-carer groups and organizing forums like coffee mornings. These events allow parents to share feedback, knowledge, and ideas.
- **Amplifying parent voices:** The initiative gathers input from parents to inform the training and support provided to schools, ensuring that the parent perspective is vital to the project.
- **Building a network:** The program works to create a stronger network of support for parents, helping to combat feelings of isolation.

How PINS benefits schools and students:

- **Improved provision:** Specialists work within schools to help shape their overall Special Educational Needs and Disabilities (SEND) provision.
- **Early intervention:** The program provides early interventions at the school level and promotes a neuro-inclusive school culture.
- **Staff training:** PINS helps upskill mainstream school staff and other non-health staff to better understand the needs of neurodivergent children and adapt their teaching styles.
- **Positive environment:** By creating more supportive and understanding school environments, the program aims to improve outcomes for all children, not just those who are neurodivergent.

PINS program status:

PINS is currently a pilot program running in around 600 mainstream primary schools across England. An independent evaluation, running from March 2024 to September 2026, will assess the program's effectiveness and its suitability for a wider rollout.





Acknowledgement

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