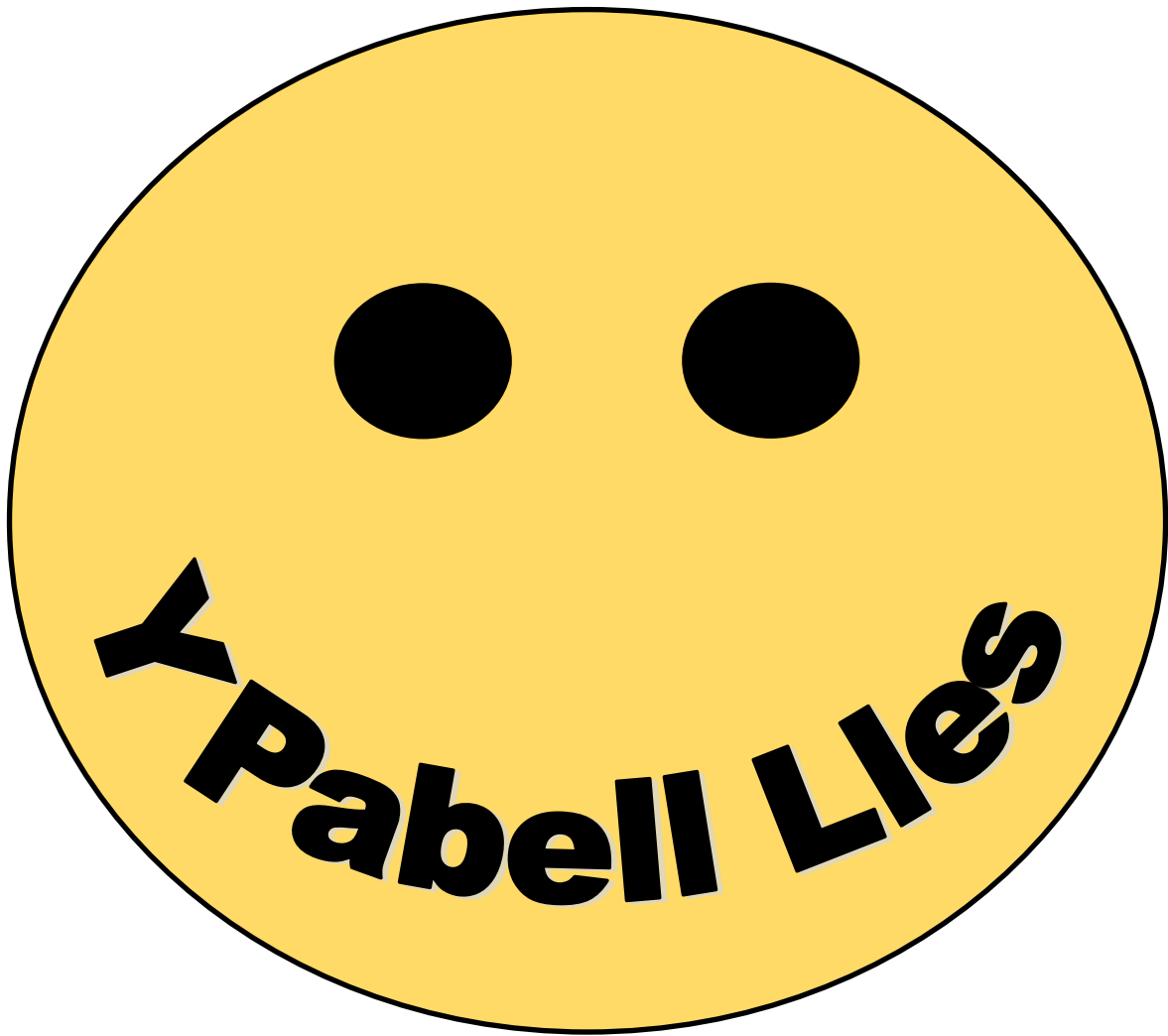


Business Plan

**Part 1-**



(Source: Walther, 2019)

Product name: Y Pabell Lles

Student Number: 1704245

## Y Pabell Lles

- Resource pack for practitioners to support children's wellbeing needs.
- Specially designed box, which includes the pop-up tent (as pictured below).
- Includes a range of ideas to support practitioners in providing nurturing sessions for young children.
- To be used as and when children need support or time out of the classroom environment. However, this resource pack could be used to provide regular intervention sessions for individuals, as well as groups of young children.
- Pop-up tent included within the resource pack to provide a 'safe space' for young children.
- The tent is portable and can easily be popped up indoors or outdoors.

### Stakeholders of product

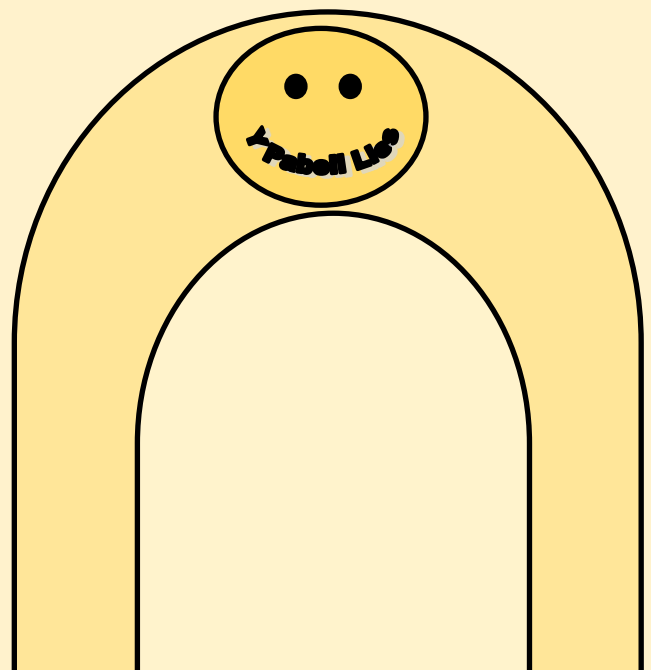
Y Pabell Lles is aimed at children aged 4 to 8 years old within the Foundation Phase that need additional wellbeing support. However, the stakeholders would be practitioners within school settings that need additional wellbeing resources and a safe space to support these children.

Wellbeing pack– which  
includes pop-up tent and  
resources



(Source: Walther, 2019a)

Y Pabell Lles- Pop-up tent



(Source: Walther, 2019b)

## **How Y Pabell Lles is innovative and links to the Early Years**

Young Minds (2017) state that there is a growing mental health crisis within primary schools. Hanley et al. (2017) add that practitioners find that there is an increasing need for wellbeing support for young children, however, not enough support and resources for staff to implement appropriate support. Linking to the early years as Pacey (2015) states that very young children need secure and consistent relationships with other people in order to thrive, learn and adapt to their surroundings and young children learn from behaviours they see. Therefore, Y Pabell Lles can be used for social opportunities, for modelling appropriate behaviours and to support positive relationships.

According to Brown (2018), primary schools do provide targeted support which currently includes one to one therapeutically based sessions with school staff, externally provided counselling and play therapy, and interventions as part of schools' Nurture programmes. This suggests that there are a range of programmes that are currently implemented to support young children's wellbeing. However, I feel that Y Pabell Lles is a unique idea as it includes the portable safe space that young children need.

Similar ideas used within some school settings-



(Source: Safe Spaces, 2019)



(Source: Eco Pod Design, no date)

Y Pabell Lles is different to other designs as it is a portable safe space that is specifically designed to support children's wellbeing needs, unlike the designs shown in the images, and it can be used indoors or outdoors. Douglas (2018) and Nitecki and Chung (2016) state that there is a need for young children to be provided with a safe space, so that they can have some control and time to gather their emotions and comfortably learn in their surroundings. Therefore, Y Pabell Lles would give children the freedom to learn and feel comfortable to become creative within their surroundings.

**Links to more information on the lack of wellbeing support for young children-** Brown, R. (2018) *Mental health and wellbeing provision in schools*. England: Department for Education. [Online]. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/747709/Mental\\_health\\_and\\_wellbeing\\_provision\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747709/Mental_health_and_wellbeing_provision_in_schools.pdf) [Accessed: 22<sup>nd</sup> April 2019].

## **Benefits of Y Pabell Lles-**

Gov (2018) and NHS (2018) state that Health and Wellbeing will now become one of the core areas of learning which is set out in the new curriculum for Wales. However, schools have limited resources to address and support this due to such pressures on academic achievements and budgeting (Bracewell, 2011; Aggleton et al., 2010; Weston, 2017). Therefore, with tight budgets but a need for wellbeing support, Y Pabell Lles would be suited as a cheap alternative in providing this support.

### **Links to more information on Health and Wellbeing within the New Curriculum for Wales-**

Welsh Government. (2019) 'Preparing for the new curriculum' <https://gov.wales/preparing-new-curriculum> [Accessed: 20<sup>th</sup> April 2019].

Gov.Wales. (2017) 'Health and Well-being AoLE: Submission to Curriculum & Assessment Group: December 2017' <https://gov.wales/sites/default/files/publications/2018-07/health-and-well-being-aole-december-2017.pdf> [Accessed: 2<sup>nd</sup> May 2019].

## **Links to Early Years Development-**

### **Personal, Social and Emotional Development-**

- Aims to promote positive relationships and appropriate behaviours, such as providing opportunities for turn taking, sharing and co-operation (Layous et al. 2012).
- The pack includes resources for practitioners to support aspects of Social and Emotional development- including ideas and games to build resilience and self-esteem, which aim to help improve children's learning, health and wellbeing outcomes (Crivello et al, 2009; Yoon, 2018).
- Provides information on using emotional co-regulation, which Caspari (no date) states is important for young children's development.
- Provides a safe space- creating an effective holistic provision (Bouchane et al., 2016).

### **Communication, Language and Literacy development-**

- Provides opportunities for children to talk, including to adults and other children (Davies, 2014).
- Allows children to express themselves, for example, through creative writing, drawing and games (Canning, 2011).

### **Creative development-**

- It can be used in a positive way to support children's wellbeing needs through creative activities and playing games within the tent (Conner et al., 2016).
- Provides children with opportunities to express themselves through a range of ways, including arts, crafts, communication and writing (Nutbrown et al., 2013).

## **Challenges and barriers**

- Time constraints- lack of time can make it difficult for teaching assistants to plan worthwhile activities, thus affecting the effectiveness of the wellbeing sessions (Johnson et al., 2017; Ofsted, 2009).
- Low staff available- due to lack of funding (Bracewell, 2011).
- Lack of knowledge- lack of practitioner knowledge and expertise when it comes to identifying issues, such as wellbeing needs (House of Commons, 2018; White, 2017). Suggesting that training is necessary (White, 2017).
- Additional funding may be necessary- for example, for extra staff. However, budget constraints and financial issues mean that this might not necessarily be possible (White, 2017; Mind, 2015).
- Length of sessions- sessions need to be lengthy enough to make a long-term difference, suggesting that Y Pabell Lles would possibly need to be implemented regularly into a proper timetable (Mind, 2015; Weare, 2015).

### **Who I am and my expertise in the field of Wellbeing and the Early Years**

In terms of my personal background when considering children's wellbeing, I feel that I am the best person to take on this business as I have a wealth of personal experience of dealing and working with young children that find the classroom difficult and have needed additional wellbeing support. I also fully understand that there is a growing need in schools for more wellbeing support and they just do not have the time, space and sometimes knowledge to facilitate this.

My set of competencies that will be useful to implement this idea successfully include being passionate and dedicated about children's wellbeing. I also have a lot of knowledge from different training that I have attended to support young children's wellbeing. Some specific training includes 'Attachment Awareness in Schools: Building resilience, improving outcomes', 'Emotional Coaching' and 'Team Teach' Training.

Part 2-

Considering the impact that Y Pabell Lles could have on the early years, Cefai and Camilleri (2015) state that many children are not formally identified by local education authorities as having social, emotional and behavioural difficulties until the age of nine. Therefore, do not get support until this age. However, Cefai and Camilleri (2015) point out that what is clear from studies is that many of these children identify as having these issues well before they are formally assessed. Domitrovich et al. (2007), National Institute for Health and Clinical Excellence (2008) and DataPrev Project (2011) all similarly suggest that there is an underlying need for earlier identification and intervention for children as young as 4 years old. Therefore, as Y Pabell Lles is specifically designed to support children within the Foundation Phase, it would provide support for children as young as 4 years old.

Considering Y Pabell Lles as a form of wellbeing support within the early years, Durlak et al. (2011) state that many young children lack social and emotional competencies and become less engaged and connected to school as they progress. Durlak et al. (2011) and Nutbrown et al. (2013) add that this lack of connection can negatively impact and affect children's academic performance, behaviour and health. Aggleton et al. (2010) note that schools play a vital role in not only supporting cognitive development, but also the social and emotional development of young children. Yet schools have limited resources to address and support this due to such pressures on academic achievements (Bracewell, 2011). Therefore, linking back to the product and the impact that it could have on early years development, its aim is to provide support to areas outside academic development, including social and emotional development, which have been suggested to be lacking in schools and the early years currently (Powell and Graham, 2017).

Allen et al. (2018) suggest that, given these academic pressures and time constraints, schools need to implement and have more of a priority on effective interventions to support wellbeing. Research suggests that developing aspects of wellbeing, such as social-emotional competencies within the early years, is said to improve children's overall outcomes and school performance (Thorburn and Dey, 2017). However, Guerra and Bradshaw (2008), Duncan et al. (2008) and Thorburn and Dey (2017), similarly state that there has been a wealth of research that questions the extent that wellbeing interventions have on children's academic and behavioural outcomes.

The aim of Y Pabell Lles is to provide children that need additional wellbeing support with opportunities for creative and play experiences that foster building self-esteem to promote

resilience through creating positive attachment experiences and valued activities. Social Care Institute Excellence (no date) and Canning (2011) state that promoting positive relationships with practitioners and other children can improve poor self-esteem and self-worth. Bauman (2012) and Guerra et al. (2011) say that lower self-esteem affects learning, academic performance and can lead to behaviour problems and increased aggression in some children. Therefore, linking back to the product, by providing children with activities that are targeted to promote aspects of wellbeing such as self-esteem, children are more likely to feel that they have the ability to learn, which may enable them to learn successfully (Bauman, 2012; Yoon, 2018).

A company called safe spaces have a similar idea for schools, where they create specially designed areas within classrooms to provide a calm, low stimulation environment, aimed to provide sensory experiences for young children with a range of needs, such as Additional Learning Needs (Safe Spaces, 2019). Also, some settings invest in products, such as Pod Learning Spaces, which cost thousands of pounds, again, aimed to support a range of different needs (Eco Pod Design, no date). However, as mentioned within part 1, what makes Y Pabell Lles innovative and different to other interventions is that it provides a safe space for young children, with a specific focus on supporting wellbeing.

Bouchane et al. (2016) state that safe spaces are effective holistic provisions that provide children with a feeling of protection, physical and psychological support, as well as play opportunities and early learning. Nitecki and Chung (2016) state that within the early years, there is a need for young children to be provided with a safe space, where they can comfortably learn in their surroundings. Therefore, Y Pabell Lles would give children the freedom to learn and feel comfortable to become creative (Nitecki and Chung, 2016).

According to Gordon and Toole (2014), there is a wealth of evidence to support creativity as a means to help build and protect children's health and wellbeing, but also how promoting wellbeing supports children's creativity. Supporting wellbeing by giving children opportunities, such as Y Pabell Lles, provides them with the satisfaction of being able to express themselves openly, without being judged (Bouchane et al., 2016). Public Broadcasting Service (no date) and Gordon and Toole (2014) add that providing young children with the space to feel safe and secure gives them opportunities to become creative. For example, creating something from personal feelings and experiences, to reflect and nurture children's emotional health.

According to Teall and Forster (2015), these creative experiences can help children express and cope with their feelings, which is one of the main focuses of Y Pabell Lles. Y Pabell Lles can also support practitioners in learning and understanding more about what the child may be thinking or feeling, which Musgrave (2017) states is important in providing children with individualised support, as well as in promoting positive relationships. However, Sanchez (2017) argues that providing safe spaces for children can affect their self-reliance and self-exertion as they get taken away from dealing with real life problems and are almost stifled into using these spaces. That being said, Teall and Forster (2015) state that providing opportunities for children to express themselves fosters mental growth, by providing opportunities for trying out new ideas, new ways of thinking and problem-solving. Mckiernan (2018) also states that the Children's Commissioner has urged that more safe spaces are needed in schools.

Another reason that Y Pabell Lles is a unique and useful tool for the early years is that it is portable, which allows intervention to be undertaken anywhere. According to Mind (2015) and Norwegian Log (2016), with a lack of space for additional buildings, insufficient funding and school buildings not being fit for purpose, many schools do not have the capacity to provide wellbeing interventions. House of Commons (2018) also comment that there is a lack of space in schools to provide interventions outside of the classroom. However, Mind (2018) emphasises the use of the outdoors as a means to support mental health and wellbeing, adding that it is a good resource to use to relieve feelings of stress and anger, and can improve confidence and self-esteem (Mind, 2018). The Foundation Phase similarly puts an emphasis on learning outdoors, as stated by the Welsh Government (2015). Estyn (2015) also suggests that providing outdoor experiences for young children has a significant impact on holistic development, including promoting high levels of wellbeing, such as social skills, which raises the question as to whether the outdoors could be used as an alternative to Y Pabell Lles.

This being said, as previously mentioned, there has been an emphasis on the need for safe spaces for young children. Not only that, but with the outdoors comes barriers, such as availability, weather factors and staff ratios (Waite, 2009). Therefore, Y Pabell Lles sessions could be an innovative solution to the lack of space for interventions by providing a cheaper learning space that could be incorporated within the indoor or outdoor environment to further enhance the link to the Foundation Phase, while providing a safe space for young children to enhance their wellbeing.

However, House of Commons (2018) states that there is a lack of expertise in schools that allow them to identify issues such as wellbeing needs, raising the concern that financial burdens on schools are affecting their capacity and ability to identify and support problems and provide the early intervention that is necessary. Also, that schools no longer have the financial resources to fund additional support, including teaching assistants that often help keep children in mainstream schools (House of Commons, 2018). White (2017) similarly adds that consideration needs to be given as to whether there is appropriate staffing to implement the product. This could also include difficulties caused by changes in staff, insufficient time to plan, a need for more staff training and limited staff availability (Bracewell, 2011). Therefore, consideration to funding may be required, as staffing for Y Pabell Lles needs to be considered as the intervention would take place outside the classroom.

Although Y Pabell Lles provides activity ideas and games for practitioners, Johnson et al. (2017) suggest that it can be difficult for practitioners to plan for targeted support due to lack of time. It is suggested that this can make it particularly difficult for practitioners to implement meaningful and worthwhile sessions, as practitioners are less prepared and lack subject knowledge to confidently adapt sessions to suit individual children's needs (Johnson et al., 2017; Ofsted, 2009). White (2017) suggests that interventions that are easy to carry out and fit the needs and context of the school are more likely to be implemented well. Also, practitioners are more likely to deliver Y Pabell Lles's content as the developer has intended, if they were given appropriate training and ongoing support, suggesting that this is something to consider in order to develop the product further (White, 2017).

A further barrier of Y Pabell Lles, according to Mind (2015) and Weare (2015), is that schools often do not provide interventions that are intense or lengthy enough to make a long-term difference. It is suggested that Y Pabell Lles as a type of intervention in promoting aspects of wellbeing, is able to support milder versions of issues, such as conflict and anxiety (Mind, 2015). However, would need to be used more intensively, with more sessions per week, to support improving behaviour and more severe issues, such as violence, bullying, anger and preventing mental disorders, and this, again, is dependent on time constraints and staffing Weare (2015). However, Department for children, schools and families (2010) add that early interventions, such as Y Pabell Lles, that are implemented in a developmentally appropriate way, would appear to be the optimum approach to supporting young children's wellbeing needs.

Allen et al. (2018) state that there has been an increasing policy focus in the United Kingdom (UK) on the wellbeing of children in school, combined with policies to promote children's wellbeing (Public Health England, 2015). There is a similar international focus on the promotion of children's wellbeing (Fauth et al., 2013; The Children's Society, 2012). However, looking at research on mental health and wellbeing provision in schools, one study which looked at approaches and interventions in 10 European countries, concluded that schools tend to focus on using more universal approaches rather than providing targeted support, which they felt was needed for young children (Patalay et al., 2017). However, looking at quantitative data from the study, 90% of the UK focused on targeted support in comparison with other countries such as France which results showed 14% (Patalay et al., 2017). This suggests that, if successful, Y Pabell Lles could become an international product used within schools and the early years to boost targeted wellbeing support for young children. However, a high number of schools within the UK do provide targeted support, raising the question as to whether further intervention is necessary within the UK (Patalay et al., 2017; Allen et al., 2018).

With research taken into consideration, there is an increasing recognition of schools' roles in supporting and promoting children's emotional well-being and mental health (Allen, 2011; Stanbridge and Campbell, 2016). However, Weston (2017) and charities such as Young Minds (2017) add that schools often struggle to prioritise wellbeing due to funding constraints, coupled with the lack of prominence given to wellbeing in legislation and the Ofsted inspection framework, meaning that schools that are already having to make tough decisions about which services to cut are not incentivised to direct resource towards wellbeing provision. Pye et al. (2017) state that some interventions that were funded by the Welsh Government's Pupil Deprivation Grant such as Place2Be, was identified by Estyn as having a positive impact on wellbeing, however, did not add value to attainment, therefore many schools ended this intervention.

This being said, considering Y Pabell Lles as a new intervention for practitioners to implement, Gov (2018), NHS (2018) and NHS (2018a) state that health and wellbeing will now become one of the six core areas of learning and experience set out in the new curriculum for Wales and will be a separately structured part of the curriculum for the first time. This new perspective provides an emphasis on supporting the wellbeing of young children in order to support development and outcomes. Therefore, with tight budgets but a need for wellbeing support, Y Pabell Lles would be suited as a cheap, innovative alternative in providing this support.

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