



SERVICES FOR  
**SCHOOLS**  
and other educational settings

# Childminder Network

Autumn Term 2022



# Aims of today



To provide you with an opportunity to meet with and share ideas with other childminders



To share knowledge and discuss gaps in safeguarding knowledge in a supportive way



Quality of education



Supporting children with SEND

# Specialist Advisory Teachers - Early Years SEND Transition

- We support settings, schools and other agencies to plan and enable a positive experience for children with additional needs as they transition from home and/or pre-school to Reception.
- These new roles are part of the West Sussex SEND and Inclusion Strategy, (2019-2024). We work closely with the SEND and Inclusion Advisers, and the Standards and Effectiveness team.

## SEND & Inclusion Advisory Team



# What we do

- We provide advice and guidance to support the transition of children with additional needs into Reception. Children can be referred to this service in the year prior to starting school, in consultation with parents.
- Other teams, such as Portage, the Fair Access Team and SENAT can also refer children to this service, in consultation with parents.
- We work closely with Early Years Childcare Advisors and participate in the SEND U5's process.

# Referrals

Referral forms can be accessed via the West Sussex Services for schools or West Sussex Tools for schools websites and sent into the email address detailed on the form.

## Referral form for Early Years Settings

[Specialist Advisory Teachers for Early Years SEND Transition | West Sussex Services for Schools](#)

[Specialist Advisory Teachers – Early Years SEND Transition | Tools for schools \(local-offer.org\)](#)

# Referrals cont.

- Once a referral has been received it will be considered at the weekly referral meeting. A Specialist Advisory Teacher (SAT) will then contact the referrer with the decision and arrange a meeting, if appropriate.
- Settings are responsible for discussing the referral with parents and gaining their consent.

# What might our support look like?

When a referral has been agreed we contact the setting to arrange a date to visit.

During the visit we would usually spend time observing the child and meet with key staff.

We may also meet with parents.

Following our visit we send the setting a record of visit report including suggested strategies and actions.

We may undertake a follow up visit or a series of visits depending on the child's needs.

Once a school placement has been agreed we will liaise with setting and school staff to ensure a well planned transition is in place.

## Contact details

Tracy Swaffer (North) – [Tracy-Anne.swaffer@westsussex.gov.uk](mailto:Tracy-Anne.swaffer@westsussex.gov.uk)

Marianne Allan (Mid) – [Marianne.allen@westsussex.gov.uk](mailto:Marianne.allen@westsussex.gov.uk)

Tori Healy (South) – [Victoria.healy@westsussex.gov.uk](mailto:Victoria.healy@westsussex.gov.uk)

Emma Spurle (West) – [Emma.spurle@westsussex.gov.uk](mailto:Emma.spurle@westsussex.gov.uk)



# Safeguarding

## What are the main weaknesses in safeguarding at inspection

- Insufficient knowledge of basic signs & symptoms that may indicate a child is at risk of harm
- Insufficient knowledge of all child protection issues, such as the risk from being exposed to extreme views and behaviours, county lines, internet exposure etc
- The suitability of household members and childminders & NOT informing Ofsted of new members to the household
  - Paediatric first aid certificate not renewed or not in place
- Insufficient knowledge of LA procedures of raising a child protection concern
  - Unsure about the role of the LADO
- Safety within the home and inability to risk assess

# Avoid the stress with knowledge



## Types of abuse

Physical  
Emotional  
Domestic  
Sexual  
Neglect  
FGM  
Child criminal exploitation  
Child sexual exploitation  
Child trafficking & modern Slavery  
Radicalisation & extremism  
Bullying

West Sussex Safeguarding  
Children Partnership -  
([westsussexscp.org.uk](http://westsussexscp.org.uk))

## Integrated front Door (IFD)

If you are suspect a child is suffering or is likely to suffer from significant harm, including any form of mistreatment or abuse

## Local Authority designated officer (LADO)

The LADO is responsible for co-ordinating the response to allegations against people working with children

Integrated Front Door  
Tel:(01403) 229900  
Email: [WSChildrenservices@WestSussex.gov.uk](mailto:WSChildrenservices@WestSussex.gov.uk)

## Ofsted Notifications

You must tell Ofsted about:

- an allegation of serious harm or abuse
- disqualification
- Any significant event that may affect someone's suitability to look after children, or be in regular contact with children.

West Sussex Learning and  
Development Gateway | Home  
Page ([westsussexcpd.co.uk](http://westsussexcpd.co.uk))



Quality of Education

# Quality of Education

## Curriculum Supporting Children's Learning

- What does curriculum mean to you?
- How do you know your curriculum is effective?
- Quality Improvement Criteria (QIC)



# Quality of Education

## 1.4 Providing an Appropriate, Ambitious Curriculum

- The setting has a sound understanding of the children's background and starting points and plans an effective and ambitious curriculum, based on this knowledge.
- Curriculum planning is appropriate and ambitious for the cohort of children within the setting.
- The curriculum aims to build on children's strengths and interests as well as broaden their experiences.
- The curriculum is underpinned by the setting's focus on play-based learning and the Characteristics of Effective Learning.
- All practitioners are confident to talk about the setting's ethos and overall curriculum plan as well as the intent, implementation and impact of all the experiences offered to children.
- Parents' views are gathered to inform the setting's curriculum planning as well as plans for their own child.
- The balance of adult guided and freely chosen experiences reflects and responds to children's interests and next steps for learning.

# Group Discussion

The setting has a sound understanding of the children's background and starting points and plans an effective and ambitious curriculum, based on this knowledge.

Parents' views are gathered to inform the setting's curriculum planning as well as plans for their own child.



Supporting children with SEND



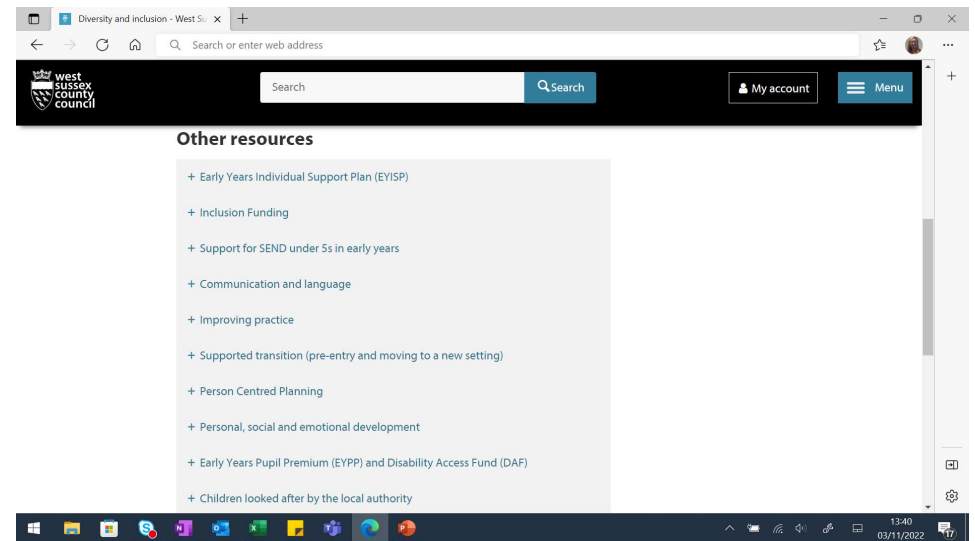
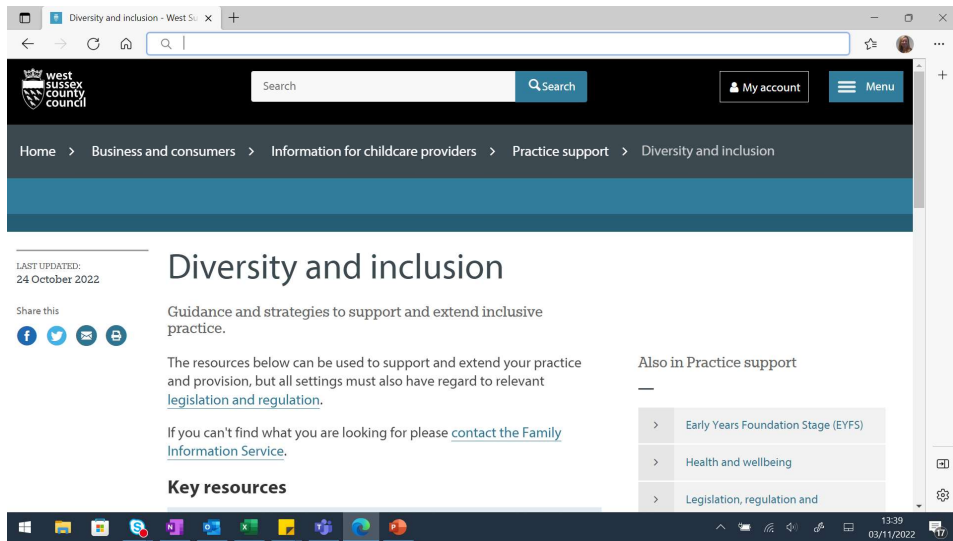
You can...

- **Access support from WSCC:**
- Early Years Individual Support Plan (EYISP)
- SEND Under 5's
- Ordinarily Available Inclusive Practice (OAIP)
- Targeted Setting Support (TSS)
- Inclusion Funding (FE Childminders)



# Where is this?

- <https://www.westsussex.gov.uk/business-and-consumers/information-for-childcare-providers/practice-support/diversity-and-inclusion/>



# EYISP

The aim of the Early Years Individual Support Plan (EYISP) is to draw together information to provide an overview of the support needed by an individual child and the progress that they have made with that support. The resulting document will support settings to share information with parent/carer(s) so they can input into planning and review, as well as gaining an insight into the support provided for their child and the progress made in the setting.

# EYISP Contents

## Checklist

*Before submitting this paperwork for EHCNA, you must discuss with your EYCA.*

Documentation	To be included for transitions	To be included for EHCNA	Last Updated (date)	Tick when added to pack
Front Page	Yes – include most up to date version	Yes – include most up to date version		
Child Details	Yes – include most up to date version	Yes – include most up to date version		
Parent/Carer views	Yes – include most up to date version	Yes – include most up to date version		
Key Worker/SENCO Notes	Yes – include most up to date version	Yes – include most up to date version		
Support Overview – Graduated Approach	Yes – include most up to date version	Yes – include most up to date version		
All About Me	Yes – include most up to date version	Yes – include most up to date version		
Progress Overview	Yes – include current and previous copies	Yes – include current and previous copies		
Two Year Review	Yes – if applicable	Yes – if applicable		
One Page Profile	Yes – include most up to date version	Yes – include most up to date version		
Individual Plan	Yes – include current and previous copies	Yes – include current and previous copies		
Additional Assessment data	Yes – include current and previous copies	Yes – include current and previous copies		
Reports from other professionals	Yes – include current and previous copies	Yes – include current and previous copies		
Action Plan for Inclusion	Yes – include all current and previous copies	Yes – include all current and previous copies		
Healthcare Plan	Yes – if applicable, include most up to date version	Yes – if applicable, include most up to date version		
Risk Management Plan	Yes – if applicable, include most up to date version	Yes – if applicable, include most up to date version		
Supported Transition Plan	Yes – complete as part of transition planning			
EHCNA Request Form including Medical Questionnaire		Yes – <u>complete</u> with parents once all of the information has been updated and gathered into the ISP		

# Remember these documents

**MY ONE PAGE PROFILE**

CHILD'S NAME: \_\_\_\_\_

This is ME: \_\_\_\_\_ DOB: \_\_\_\_\_

MY gifts, strengths and talents: \_\_\_\_\_

Photo of me: \_\_\_\_\_

What's important to ME...: \_\_\_\_\_

HOW to support me...: \_\_\_\_\_

Individual Plan

School email address: \_\_\_\_\_

What is going well now? \_\_\_\_\_

Photo of me: \_\_\_\_\_

My wishes: \_\_\_\_\_

What else you do to help out? (Next steps) \_\_\_\_\_

Any outcomes, benefits and goals? \_\_\_\_\_

Review date: \_\_\_\_\_

Teacher name: \_\_\_\_\_

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**Action Plan for Inclusion**

This plan should outline what needs to happen within the setting to enable the child to be included, have access to high quality learning experiences and main programme.

Name of the child (optional): \_\_\_\_\_

Child's Name: \_\_\_\_\_

Child's DOB: \_\_\_\_\_

Child's email of needs (tick all that apply):

- Communication and Interaction
- Social, Emotional and Mental Health
- Cognitive and Learning
- Physical
- Sensory
- Medical

Is the child being funded (tick all that apply):

- Inclusion Funding
- DAF
- Dependent Supplement
- DAF - Disability Living Allowance
- DAF - Disability Access Fund
- Other (Please state what type of funding)

Specialist Support: \_\_\_\_\_

Other support: \_\_\_\_\_

Support needed by the child in the setting: \_\_\_\_\_

Actions for the setting: \_\_\_\_\_

Review of impact and progress: \_\_\_\_\_

Next Steps: \_\_\_\_\_

What is working well? \_\_\_\_\_

What are we still worried about? \_\_\_\_\_

What do we need to do next? \_\_\_\_\_

Date of Action Plan: \_\_\_\_\_ Date for Review: \_\_\_\_\_ By whom: \_\_\_\_\_

Support needed by the child in the setting: \_\_\_\_\_

Actions for the setting: \_\_\_\_\_

Review of impact and progress: \_\_\_\_\_

Next Steps: \_\_\_\_\_

For Inclusion Funding, submit at least one completed Action Plan with Next Steps and last two individual planning documents. Providers must be able to evidence at least the Action Plan, the Review cycle.

Action Plan for Inclusion - Additional Sheet

Date of Action Plan: \_\_\_\_\_ Date for Review: \_\_\_\_\_

By whom: \_\_\_\_\_ ASDA Code Number: \_\_\_\_\_

Support needed by the child in the setting: \_\_\_\_\_

Actions for the setting: \_\_\_\_\_

Review of impact and progress: \_\_\_\_\_

Next Steps: \_\_\_\_\_

Focus



## West Sussex Ordinarily Available Inclusive Practice

A co-produced guide for all mainstream  
staff working in education settings



# Ordinarily Available Inclusive Practice (OAIP)

- The additional needs of most children and young people can be met by inclusive quality first teaching and reasonable adjustments through the funding and resources that are already or 'ordinarily' available in their mainstream school or setting. The SEND Code of Practice calls this 'ordinarily available' provision

# Send under 5's

- The SEND Under 5s process seeks to establish proactive, practical support for families at an early stage, as well as identification of the support needed throughout their early years and into school. The process will be overseen by the Early Years and Childcare Advisers who provide inclusion support within pre-school settings.
- For more information and to refer a child, view the Send Under 5 page on the Local Offer website.

## **PROFESSIONALS REFER A CHILD TO THE SEND UNDER 5S SUPPORT PROCESS:**

- If wish to make a referral for a child that you do not believe is currently known to the local authority, we require the following:
- Child's name, address and DOB
- Parent/guardian's name and contact details (including email address where able)
- Name of child's Early Years Setting (if applicable)
- From your discussion with parent/guardian, what support you feel is appropriate



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**Thank you for joining us, we hope  
to see you again soon.**

