



SERVICES FOR  
**SCHOOLS**  
and other educational settings

# EYFS Learning and Development Networks

Summer Term 2023



# Aims of today



To provide you with an opportunity to meet with and share ideas with other early years lead practitioners



To develop the support opportunities for managers in early years settings



To consider how to retain staff in the current early years and childcare climate



To understand how all staff and children can engage with risk management in the setting



To consider the impact of the government announcement to extend childcare in early years and how you can respond to the anticipated changes



To provide updates on the transitions of children starting school in September 2023

# Supporting Managers

- Manager supervision
- Manager well-being
- Peer support

What is it that helps you recharge and refresh?



# Retention of Staff

- Supporting staff wellbeing
- Supporting staff to valued
- Motivating and engaging staff
- Developing a strong team dynamic
- Understanding and supporting individual staff's career aspirations





# Risk Assessment

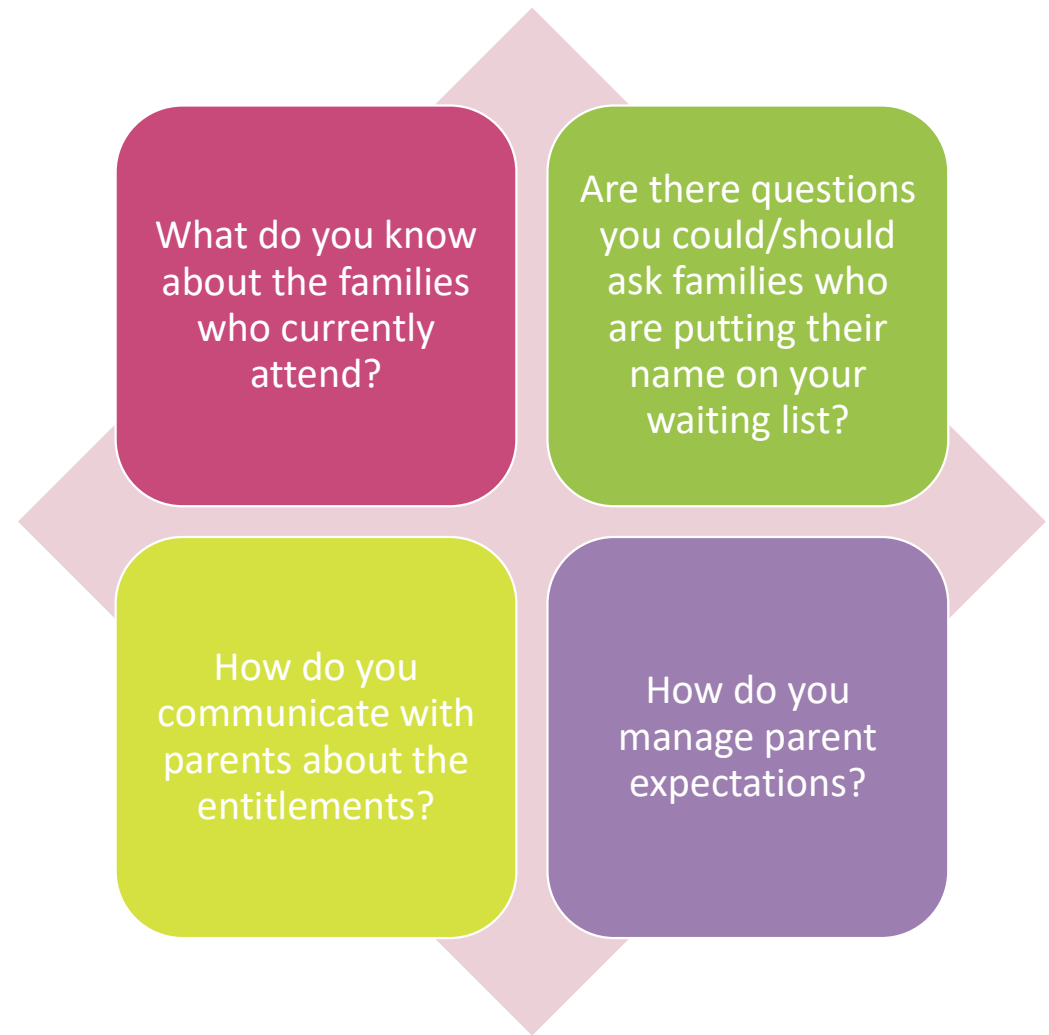
- Setting risk assessments
- Involving all staff in assessing and managing risk throughout the day
- Involving children in assessing and managing risk

# Spring Budget Announcements

- The government has confirmed that:
- from **April 2024**, all eligible working parents of **two-year-olds** will be able to access funding for **15 hours per week** of education and care
- from **September 2024**, all eligible working parents of children aged **nine months** up to three-years-old will be able to access funding for **15 hours per week** of education and care
- from **September 2025**, all eligible working parents of children aged **nine months** up to three-years-old will be able to access funding for **30 hours per week** of education and care
- from September 2026, all schools able to offer wraparound on their own or in partnership

As with the current offers, all entitlements apply over 38 weeks of the year, with providers having the option of 'stretching' the offers over a longer period of time.

# Understanding the impact



# Transition Events

Name	DOB	Key Person	Number of hours accessing	Friendships	Key strengths and interests	Other areas to highlight Examples: Delays in learning and development, vulnerabilities (CLAWBA information), current and previous support from other agencies such as: CDC, Social Care, Early Help, SALT	Vulnerability Indicators (tick all that apply)	Transition needed
							<input type="checkbox"/> EYPP <input type="checkbox"/> EAL <input type="checkbox"/> Traveller <input type="checkbox"/> SEND <input type="checkbox"/> Other	<input type="checkbox"/> universal <input type="checkbox"/> supported <input type="checkbox"/> enhanced

Guidance, paperwork and booking information can be found at [Early years transitions - West Sussex County Council](#)



# Transition paperwork for end of term – page 1

Child	FSM eligibility	Setting name	Key person	Parent/carer name(s)	Discussed with parent/carer (tick or signature of parent to confirm)	Verified by manager
Name: DOB:	<input type="checkbox"/> 2yr FE <input type="checkbox"/> EYPP				<input type="checkbox"/>	

<p>What are my strengths, talents and interests?</p> <p>E.g. characteristics of effective learning, things I enjoy, what people admire about me</p>	
<p>What's important to me?</p> <p>E.g. spending time outside, familiar routines or knowing who will collect me</p>	
<p>What can you do to support me?</p> <p>E.g. providing visual clues, help with toileting</p>	

# Transition paperwork for end of term – page 2

Area of learning and development	Personal, Social and Emotional Development	Physical Development	Communication and Language	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Assessment Summary – based on age expected stage of development							

Other agencies currently involved in supporting child or family	
Other agencies previously involved in supporting child or family	
Other information that the new setting needs to know For example, child's first language(s) if not English, cultural background, family circumstances, SEND needs, CLA, other factors increasing child's vulnerability, any other specific needs that the school should be aware of – for example, specific sensory needs or strategies that support the child.	

# Transition paperwork for end of term – page 3

Records	Information to be shared	Date for information to be shared
Learning Journal		
SEND information <ul style="list-style-type: none"> <li>• Including the list of all professionals involved</li> <li>• SEND under5 outcome if appropriate</li> </ul>		
Safeguarding information <ul style="list-style-type: none"> <li>• Including log of concerns</li> <li>• Current/previous support</li> <li>• Information from CLaWBA</li> <li>• Contact names for those involved in supporting child/family</li> </ul>		
Medical Needs <ul style="list-style-type: none"> <li>• Include current health care plan, risk management plan, and any other relevant documentation</li> </ul>		
Any other records currently held by the setting		

**... and finally**