

Agenda

- Updates
- Starting School
- Right From the Start:
West Sussex Early Years and
Childcare Strategy
- Online Safety
- Childcare Expansion
- West Sussex website feedback



Updates

- Updated EYFS from September 2023
- Inclusion Funding Applications - Complete or update an 'Action Plan for Inclusion' and return this to EYFInclusionTeam@westsussex.gov.uk
- Gypsy, Traveller, Roma, Showmen, Boater Cultural Awareness Training



Adobe Acrobat
Document



A young boy with a backpack is smiling on a sidewalk. The background shows a residential street with trees and a house.

Starting School Updates

- Starting School Questionnaire
- Transition Events
- Paperwork

Website: schools.westsussex.gov.uk • Email: school.services@westsussex.gov.uk

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Transition Events 1-13th May 2024

Venue	Locality	Date of Event	Time of Event
Glebe School	Adur	Tuesday 7th May	9am-12pm
Wickbourne Centre	Angmering/ Littlehampton	Friday 3rd May	1.30-4.30pm
Eastergate Village Hall	Barnham/ Westergate	Friday 10th May	1-4pm
Billingshurst Primary School	Billingshurst	Thursday 2nd May	9am-12pm
The Shore Community Centre	Bognor/ Felpham	Wednesday 8th May	1-4pm
London Meed Community Primary	Burgess Hill/ Hassocks	Thursday 9th May	9am-12pm
Chichester Free School	Chichester	Wednesday 1st May	9am-12pm
Crawley Family Hub - Broadfield	Crawley 1	Thursday 2nd May	9am-12pm
Our Lady Queen of Heaven Catholic Primary School	Crawley 2	Friday 10th May	1-4pm
Blackwell Primary School	East Grinstead	Wednesday 8th	3.30-6.30pm
Warden Park Primary Academy	Haywards Heath	Monday 13th May	2.30-5.30pm
St Mary's CE Primary School	Horsham 1	Wednesday 1st May	4-7pm
The Needles - Horsham Family Hub	Horsham 2	Wednesday 8th May	9am-12pm
West Wittering CE Primary School	Manhood	Tuesday 7th May	1.30-3.30pm
Midhurst CE Primary	Midhurst and Petworth	Thursday 2nd May	4-7pm
Southbourne Village Hall	Southbourne	Friday 3rd May	1-3pm
Steyning CE Primary School	Steyning/ Storrington	Friday 3rd May	1-4pm
Vale School	Worthing/ Durrington	Tuesday 7th May	2-5pm
Springfield Infant School and Nursery	Worthing/ Durrington	Monday 13th May	2.30-5.30pm

Code of Conduct

	Pre-School Settings	Schools
Before the events	<ul style="list-style-type: none"> • Prioritise attendance at events and ensure staff cover • Book onto events to enable discussions with as many schools as possible • Ensure the practitioners attending the events have sufficient knowledge of the children to share with the schools • Read the Transition Event guidance to ensure you are aware of the current processes and paperwork • Complete the agreed paperwork fully for each child in your setting to give an accurate overview of the child. Bring copies to share at the events with schools and, if possible, EYCA <p>Transition guidance - West Sussex County Council</p>	<ul style="list-style-type: none"> • Prioritise attendance at events and ensure staff cover • Book onto events early, allowing settings to know who is booked and which events they need to attend. This should ensure all parties attend making the events as effective as possible which will save time for all involved • Read the Transition Event guidance to ensure you are aware of the current processes and paperwork • Ensure that there are sufficient staff attending to meet with all the settings, ideally one staff member per class or form of entry, but the school SENDCo may also wish to attend <p>Transition guidance - West Sussex County Council</p>
During the events	<ul style="list-style-type: none"> • Follow the timetable and keep to time on your allotted appointments – the transition events are to provide schools with an overview of all the children coming to them. Children with additional support needs will be identified at these events but discussed and planned for in more detail at another time • Share information about children concisely, in a positive and honest manner, modelling a solution focussed and inclusive attitude • Ensure that children who you anticipate will need additional support to make a positive transition to school are clearly identified • Share contact details so you can link further with the schools over the coming weeks • Pass on a copy of your transition records to the relevant schools • Share relevant information with the EYCA attending your event – either by sharing a copy of the paperwork, sharing a list of relevant details or showing paperwork for EYCA to record the required information • Share information accurately with an attitude of professional respect, valuing the expertise of others • Do you need to share safeguarding information- important consideration is whether sharing information is likely to support the safeguarding and protection of a child. <p>Information sharing: advice for practitioners (publishing.service.gov.uk)</p>	<ul style="list-style-type: none"> • Follow the timetable and keep to time on your allotted appointments – the transition events are to provide schools with an overview of all the children coming to them. Children with additional support needs will be identified at these events but discussed and planned for in more detail at another time • Listen with care and a positive attitude to the information shared by the setting, modelling a solution focussed and inclusive attitude • Where you are concerned that a child may find the transition to school challenging, ensure you arrange further conversations with the setting and the parents/carers to put plans in place to support the child to start well in your school • Listen to the information shared about the needs of the child and use this to continue the work carried out in early years settings, enhance planning the support required for each child when they arrive at school. • Meet statutory responsibilities under the SEND Code of Practice and the Equalities Act SEND Code of Practice January 2015.pdf (publishing.service.gov.uk) • Share information with the setting that they can use to support the transition process – for example, information about events organised and photos of staff and the environment that the setting can use to support children to prepare for starting school • Share contact details so you can link further with the settings over the coming weeks
After the events	<ul style="list-style-type: none"> • Engage with the additional activity arranged by schools to support transition – including supported/enhanced transitions • Support children and families in your setting to prepare for the transition process – including sharing pictures/books provided by the school with the children • Where children have been identified as needing a supported transition, liaise with the school and attend any transition meetings that are arranged to ensure all relevant strategies and information is shared • Update children’s records ready to transfer information to their new school and agree with the school how and when the records will be collected/delivered 	<ul style="list-style-type: none"> • Plan and carry out additional universal activity to support the children – including visits to settings, children visiting school and parent meetings • Where a child is identified as needing a supported or enhanced transition, arrange meetings with parent/carers, practitioners from the child’s current setting and other relevant professionals to plan a successful transition for the child to ensure you are fulfilling your legal responsibility to meet the needs of all children allocated a place in your school • Arrange for collection/delivery of child level records and review these to inform your planning for children starting in September
Autumn term following transition	<ul style="list-style-type: none"> • Check in with the schools that children have moved into to see how they are doing and what supported them to make a good transition • Consider visits to the school to see the children in their new environment and build ongoing links with the school 	<ul style="list-style-type: none"> • Contact feeder settings and feedback on how the children are doing and what the setting did that supported the children in transitioning to school well • Consider inviting practitioners from feeder settings to visit the school to see the children settled in their new environment and to build ongoing links with the setting

Transition Event Paperwork – 2023 version

Transition Event Record

Event Date: **Current Setting:**

Receiving School:

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"/> universal |
| <input type="checkbox"/> EAL | <input type="checkbox"/> |
| <input type="checkbox"/> Traveller | supported |
| <input type="checkbox"/> SEND | <input type="checkbox"/> enhanced |
| <input type="checkbox"/> Other | |

Name	DOB	Key Person	Number of hours accessing	Friendships	Key strengths and interests
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Transitions Paperwork – 2023 version (page 1)

Transition Summary

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"/>	

What are my strengths, talents and interests?
E.g. characteristics of effective learning, things I enjoy, what people admire about me

What's important to me?
E.g. spending time outside, familiar routines or knowing who will collect me

What can you do to support me?
E.g. providing visual clues, help with toileting

(page 2)

Assessment

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.							

(page 3)

Records to be passed to child's new setting/school

Outline the information that needs to be shared, when and how this information will be shared – ensuring that sharing is secure and timely

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

Right From the Start: West Sussex Early Years and Childcare Strategy

[Right from the Start: West
Sussex Early Years and
Childcare Strategy | Your
Voice West Sussex](#)



Key Draft Priorities

Children with **additional needs** benefit from early identification, inclusion and targeted support

All children are kept safe and **safeguarding** concerns are acted upon quickly

Quality of early years, health and childcare provision is excellent

Good **physical health** is promoted in young families, and those with health needs are well supported

Good **mental and emotional health** is promoted in young families

Parent and child participation is at the heart of service planning to ensure accessibility of quality provision

Strong **leadership and collaborative** working is embedded across the system

Childcare is a **sustainable business**, and **sufficiency** is met for all

Supporting Children's Emotional Well-Being and Mental Health

What are the key areas that you think need to be considered to support all children (conception to age 5) to have good emotional well-being and mental health?

What support would help you as an early years practitioner in delivering this goal?

Would you like to be part of a group looking at this so we can develop a framework to improve outcomes for children in this area?

Promoting online safety

- [Internet safety - Help for early years providers - GOV.UK \(education.gov.uk\)](#)
- [Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners - GOV.UK \(www.gov.uk\)](#)
- [Spotlight on | PACEY](#)
- [online-safety-under-5s.pdf \(nspcc.org.uk\)](#)
- [Online Safety Advice for Early Years Settings – Safeguarding Network](#)
- [Online Safety and Cyberbullying Awareness for Parents and Carers \(kidscape.org.uk\)](#)
- [Keeping children safe online - Parent's questions answered | Barnardo's \(barnardos.org.uk\)](#)
- [Early Years resources for online safety | Internet Matters](#)

Childcare Expansion

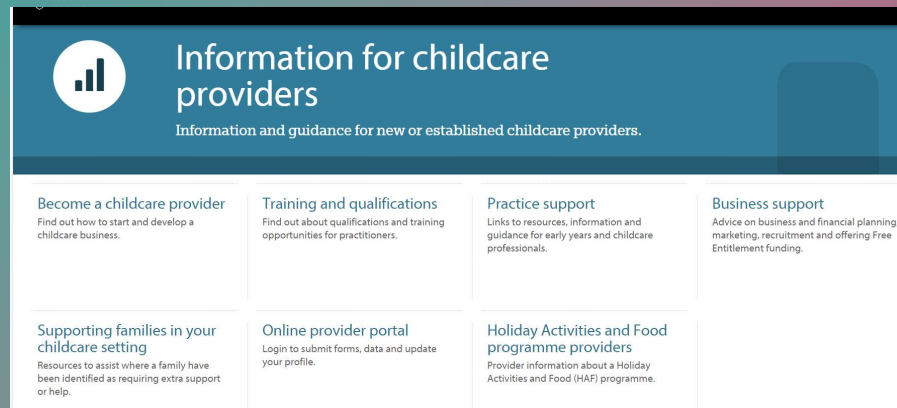


CHALLENGES



SUPPORT

WSCC Webpages



The screenshot shows a webpage header with a blue background and a white bar containing a bar chart icon. The main title is 'Information for childcare providers' with a subtitle 'Information and guidance for new or established childcare providers.' Below the header is a grid of seven service tiles:

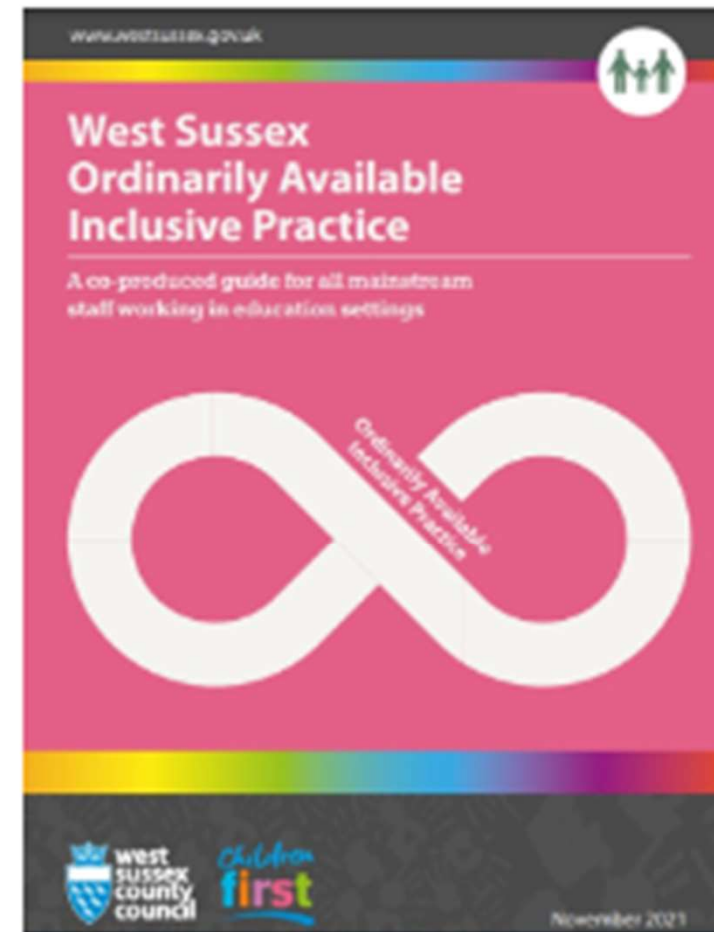
Become a childcare provider Find out how to start and develop a childcare business.	Training and qualifications Find out about qualifications and training opportunities for practitioners.	Practice support Links to resources, information and guidance for early years and childcare professionals.	Business support Advice on business and financial planning, marketing, recruitment and offering Free Entitlement funding.
Supporting families in your childcare setting Resources to assist where a family have been identified as requiring extra support or help.	Online provider portal Login to submit forms, data and update your profile.	Holiday Activities and Food programme providers Provider information about a Holiday Activities and Food (HAF) programme.	

- Do you use these webpages?
- Finding information
- Scenarios – e.g. if you wanted to find information on XX where would you look?

Tools for Schools and Settings

Reminder to use this as a resource:

[Tools for schools \(local-offer.org\)](https://www.local-offer.org)



Ordinarily Available
Inclusive Practice Guide

