



# House keeping

- Fire exit procedure
- Toilets
- Mobile phones
- Contribution
- Respecting others
- Confidentiality



# Agenda

- Reminders
- Starting School updates
- Transition Events 2024
- EY Specialist Advisory Teachers
- Supporting Children's Emotional Health and Well-being
- Virtual School Information
- AOB and questions
- Networking



# Updates/Reminders

- Inclusion Funding applications to [EYFInclusionTeam@westsussex.gov.uk](mailto:EYFInclusionTeam@westsussex.gov.uk)
- EYISP – evidence of progress (or lack of) is important to help with decision making. Discussion point
- Complete Childcare Survey by 12<sup>th</sup> November  
[Early Years and Childcare | Your Voice West Sussex](#)
- Updated EYFS from September 2023
- Setting Support Phonenumber



# Setting Support Phonenumber

We have replaced our TSS Inclusion support process with a new Setting Support Phonenumber. The phonenumber went live on **Tuesday 12th September**. This is an advice and support service for practitioners and childminders from early years or childcare settings on any inclusion topic.

## Things you need to know:

The contact number is: **01243 777807** please then ask to be connected to the 'Setting Support Phonenumber'. It is available every **Tuesday and Thursday afternoon from 1pm to 4pm**.

We cannot accept queries on: Inclusion Funding, Safeguarding, Free Entitlement, Business Support. **This is for Inclusion Practice Support only.**

You will **not** need to complete the TSS Inclusion form

An EYCA will provide advice and strategies over the phone and should it be deemed necessary, your query will be referred for a support visit.

Please note if you require Business and Sustainability Support you must complete the TSS Business Support Request found here: [Request targeted support - West Sussex County Council](#)



# Starting School Updates

- Starting School Questionnaire
- Transition Events
- Paperwork

Website: [schools.westsussex.gov.uk](https://schools.westsussex.gov.uk) • Email: [school.services@westsussex.gov.uk](mailto:school.services@westsussex.gov.uk)

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# Transition Events 1-13<sup>th</sup> 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"> <li>• Prioritise attendance at events and ensure staff cover</li> <li>• Book onto events to enable discussions with as many schools as possible</li> <li>• Ensure the practitioners attending the events have sufficient knowledge of the children to share with the schools</li> <li>• Read the Transition Event guidance to ensure you are aware of the current processes and paperwork</li> <li>• 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</li> </ul> <p><a href="#">Transition guidance - West Sussex County Council</a></p>	<ul style="list-style-type: none"> <li>• Prioritise attendance at events and ensure staff cover</li> <li>• 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</li> <li>• Read the Transition Event guidance to ensure you are aware of the current processes and paperwork</li> <li>• 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</li> </ul> <p><a href="#">Transition guidance - West Sussex County Council</a></p>
During the events	<ul style="list-style-type: none"> <li>• 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</li> <li>• Share information about children concisely, in a positive and honest manner, modelling a solution focussed and inclusive attitude</li> <li>• Ensure that children who you anticipate will need additional support to make a positive transition to school are clearly identified</li> <li>• Share contact details so you can link further with the schools over the coming weeks</li> <li>• Pass on a copy of your transition records to the relevant schools</li> <li>• 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</li> <li>• Share information accurately with an attitude of professional respect, valuing the expertise of others</li> <li>• Do you need to share safeguarding information- important consideration is whether sharing information is likely to support the safeguarding and protection of a child.</li> </ul> <p><a href="#">Information sharing: advice for practitioners (publishing.service.gov.uk)</a></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Listen with care and a positive attitude to the information shared by the setting, modelling a solution focussed and inclusive attitude</li> <li>• 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</li> <li>• 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.</li> <li>• Meet statutory responsibilities under the SEND Code of Practice and the Equalities Act <a href="#">SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</a></li> <li>• 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</li> <li>• Share contact details so you can link further with the settings over the coming weeks</li> </ul>
After the events	<ul style="list-style-type: none"> <li>• Engage with the additional activity arranged by schools to support transition – including supported/enhanced transitions</li> <li>• Support children and families in your setting to prepare for the transition process – including sharing pictures/books provided by the school with the children</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and carry out additional universal activity to support the children – including visits to settings, children visiting school and parent meetings</li> <li>• 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</li> <li>• Arrange for collection/delivery of child level records and review these to inform your planning for children starting in September</li> </ul>
Autumn term following transition	<ul style="list-style-type: none"> <li>• 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</li> <li>• Consider visits to the school to see the children in their new environment and build ongoing links with the school</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>

# 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

Name	DOB	Key Person	Number of hours accessing	Friendships	Key strengths and interests
------	-----	------------	---------------------------	-------------	-----------------------------

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> EYPP      | <input type="checkbox"/> universal                     |
| <input type="checkbox"/> EAL       | <input type="checkbox"/> supported                     |
| <input type="checkbox"/> Traveller | <input type="checkbox"/> supported with referral to EY |
| <input type="checkbox"/> SEND      | Transition   |
| <input type="checkbox"/> Other     | Teacher  |

# 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
<b>Assessment Summary – based on age expected stage of development</b>							
<b>Other agencies currently involved in supporting child or family</b>							
<b>Other agencies previously involved in supporting child or family</b>							
<b>Other information that the new setting needs to know</b> 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
<b>Learning Journal</b>		
<b>SEND information</b> <ul style="list-style-type: none"><li>• Including the list of all professionals involved</li><li>• SEND under5 outcome if appropriate</li></ul>		
<b>Safeguarding information</b> <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>		
<b>Medical Needs</b> <ul style="list-style-type: none"><li>• Include current health care plan, risk management plan, and any other relevant documentation</li></ul>		
<b>Any other records currently held by the setting</b>		

# Specialist Advisory Teachers – Early Years SEND Transition

## **SEND & Inclusion Advisory Team**



# What we do



We provide advice and guidance to EY settings and schools to support the transition of children with additional needs into Reception. Children can be referred to this service by the EY setting, in the term before they start school.

Schools can request support in the first half of the school year.

# Who are we?

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)

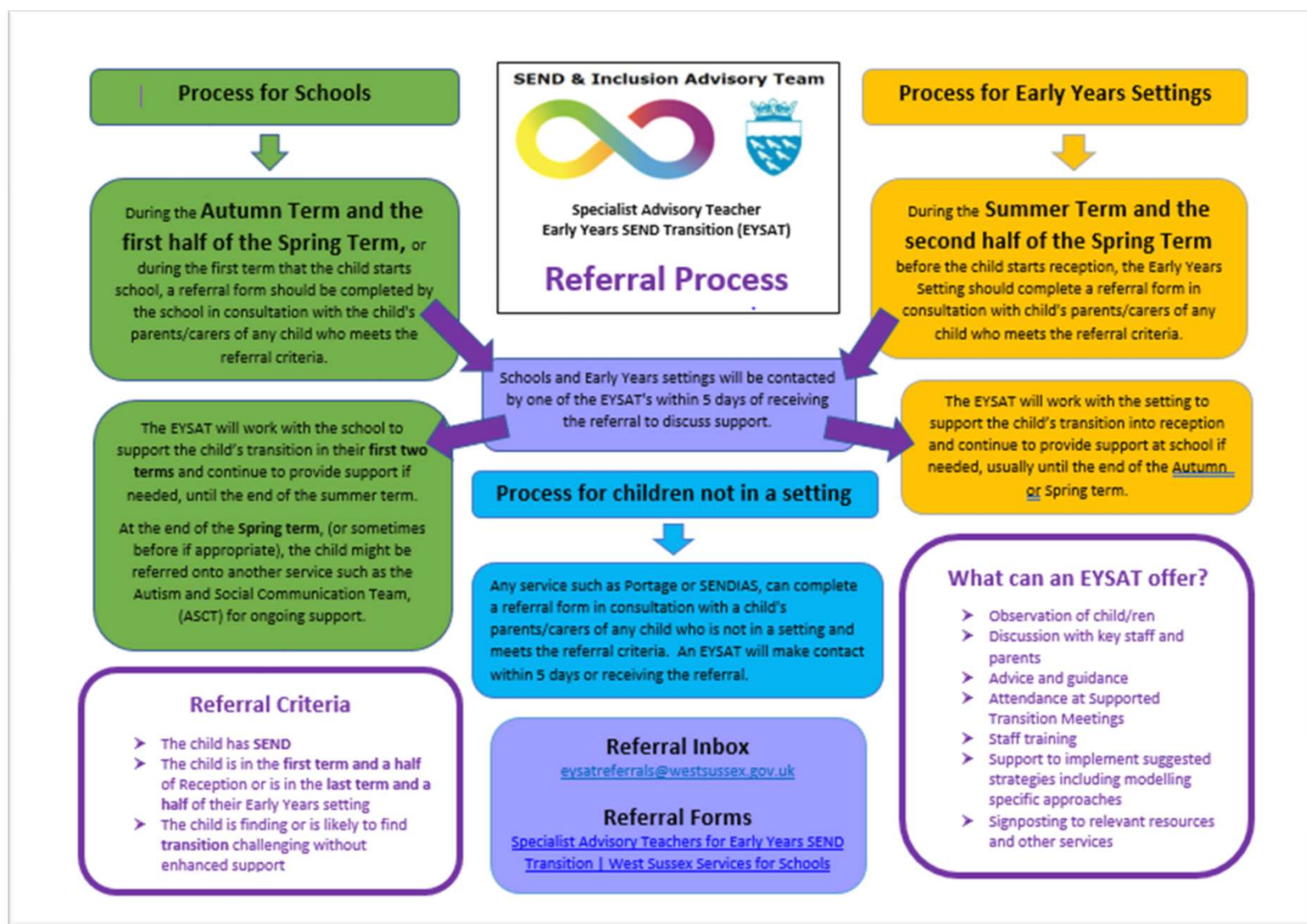
Emma Spurle (West) – [Emma.spurle@westsussex.gov.uk](mailto:Emma.spurle@westsussex.gov.uk)

# Referrals

Referral forms can be accessed via the SEND and Inclusion Advisory Team webpage on Services for Schools.

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

EY Settings/schools are responsible for discussing the referral with parents and gaining their consent.



# Referrals Process

- We accept referrals for a wide range of children with a variety of additional needs (including children with EHCP's or who are undergoing an EHCNA).
- We may not accept a referral if, for example the WS Sensory Support Team or WS Virtual school are already providing support for the child.



# What might our support look like in the Summer Term?

When a referral is received from an EY setting we will contact the referrer, usually by phone.

We will discuss the main concerns around transition to school for the child and identify next steps for support.

This might be:

- Signposting the setting to Supported Transition paperwork
- Talking through actions to support the child with transition
- A visit to the setting to meet the child
- Attendance at a Supported Transition Meeting



## **What have schools found most useful?**

One page profiles

Strategies that work well to support the child in setting

Visiting children in settings

Sharing visuals that the setting use to support the child

# Support in the Autumn Term

- We can follow up the children who have been referred to our service once they start school in September and offer support to schools if required.
- Schools will also be able to refer children not previously known to us.



## What might our support look like?



For individual children we would arrange a date to visit the school.

During the visit we would usually spend time observing the child and then meet with key school staff. This may be the class teacher, TA, SENCO and/or Early Years Lead.

We may also meet with parents.

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

We may undertake a follow up visit or a series of visits depending on how confident the school feel about meeting the child's needs.

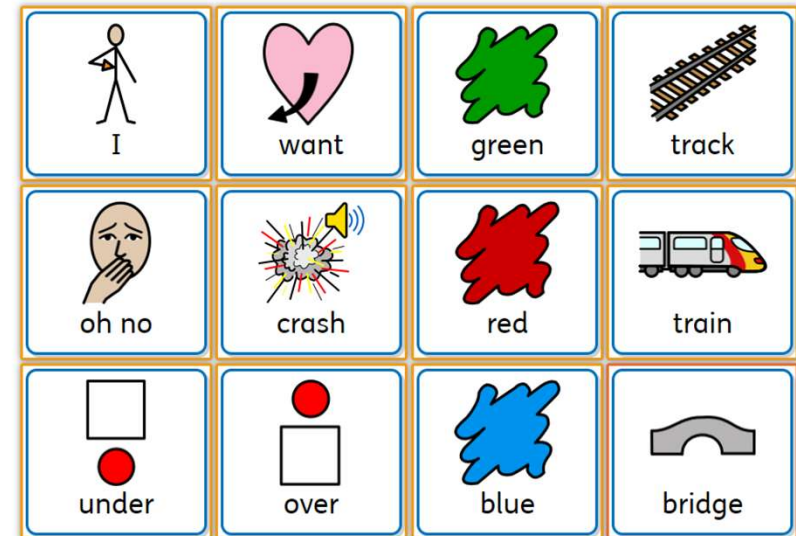
Our support may include staff training, modelling strategies etc

# General school support

We may also provide support for a whole class or year group of Reception pupils, where schools have general concerns around meeting the needs of all the pupils.

This may include advice and support around a range of issues including:

- Toileting
- Language and communication
- Routines
- Environment



# Training

We have provided a range of training courses for Reception staff including:

- **Early Years SEND Transitions** (Summer Term)
- **Phonics for All – Adapting Phonics in the Reception class for children with SEND** (Autumn Term)
- **Why use visuals in the Reception class?** (Autumn Term)

# 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?

# Virtual School Training Offer



# Virtual School Training Offer



## Theraplay

Theraplay is a therapeutic intervention based on the pattern of interaction between a parent and a secure infant. First developed in 1967 it is a simple, structured play experience for a child and a key attachment. The goal of Theraplay is to enhance attachment, self-esteem and trust in others through joyful engagement.



# Virtual School Training Offer



Theraplay

This 2 hour workshop is based on Theraplay activities and principles and will provide staff with:

- An overview of the core concepts of Theraplay
- Practical activities based on the 4 dimensions of Theraplay
- How to incorporate Theraplay activities in your setting

23rd Feb 2024

- 9.30 - 11.30
- The Charis Centre  
Crawley

7<sup>th</sup> June 2024

- 9.30 - 11.30
- Field Place  
Worthing



# Virtual School Training Offer

Bitesize



These **1-hour** training sessions address a variety of topics that are specific to Early Years. They will be delivered through a trauma-informed lens and will discuss therapeutic strategies and interventions to support children in Early Years settings.

The training sessions are for any staff working in Early Years Settings. These sessions are shorter versions of the termly support groups we run, covering the same topics.



# Virtual School Training Offer

Bitesize



## Ahh there's a bear.

- The impact of early trauma.
- Dr Bruce Perry's 5 states.
- Toxic shame and its impact
- **Tuesday 7<sup>th</sup> November**  
**3.30 - 4.30pm**

## 999 What's your emergency?

- How to support a dysregulated child
- 4 R's (Regulate, Relate, Reason, Repair)
- Window Of Tolerance
- **Wednesday 24th January**  
**3.30 - 4.30pm**

## You've got a friend in me.

- Relationship disruption
- The attuned adult
- PACE
- **Thursday 21st March**  
**3.30 - 4.30pm**

## Same but different.

- Understanding changes
- Quality transitions
- Secure base
- **Monday 20th May**  
**3.30 - 4.30pm**



# Virtual School Training Offer



These support groups are for staff who work intensively with children who are displaying distressed behaviours as a result of adversity and trauma. This group of children includes Children We Care For, those who are now adopted, those subject to a Special Guardianship Order, those subject to Child Arrangements Order and children with current or previous social care involvement.

Attendees will need to be able to commit to all four sessions across one term either Autumn, Spring or Summer.

Early Years colleagues are invited to join a support group online. The Early Years Support Group is for colleagues in Preschools, Nurseries and Childminders.

The sessions are online and run from 1.30 – 3.00pm.



# Virtual School Training Offer



The topics across the 4 sessions are - Relationships, Emotional Development, Communication, Transitions

Spring Term dates

Mon 15th Jan

Mon 22nd Jan

Mon 29th Jan

Mon 5th Feb

Summer Term dates

Mon 10th June

Mon 17<sup>th</sup> June

Mon 24<sup>th</sup> June

Mon 1<sup>st</sup> July

Support Group



# Virtual School Training Offer



This session will give Designated leads the knowledge and information needed to create a high-quality PEP. Led by the Advisory Teacher and Pep champion we will look at the different elements needed to complete a PEP, how best to prepare and plan for the meeting and your role prior to and then during the process.

What makes a good PEP?

31<sup>st</sup>  
January

Online  
3.30 – 4.30

19<sup>th</sup>  
April

Online  
12.00 – 1.00



# Virtual School Training Offer



Using immersive Virtual Reality technology, this full day session will enable attendees to explore and understand the impact of adversity and trauma on a young person's development, their presentation and ability to engage in learning.

Using a combination of neuroscience, and nine VR films that follow the life of a child. This revised training provides a powerful insight into the lived experiences of children and young people, alongside practical advice and strategies to support attendees in meeting their needs in their setting.

Where possible we suggest that delegates attend with a colleague from their setting.

A blue circle containing the text 'Virtual Reality' in white.

Virtual  
Reality



# Virtual School Training Offer



Due to the nature and content of the training, and in order to safeguard your own health and wellbeing, you will not be able to attend without the consent and support of a senior leader. Before booking a place on the whole day session, please ensure that a manager or senior leader from your setting has attended an online demonstration and agrees to your attendance. If you have not yet attended please do book on.

Contact  
[emma.hoare@westsussex.gov.uk](mailto:emma.hoare@westsussex.gov.uk)

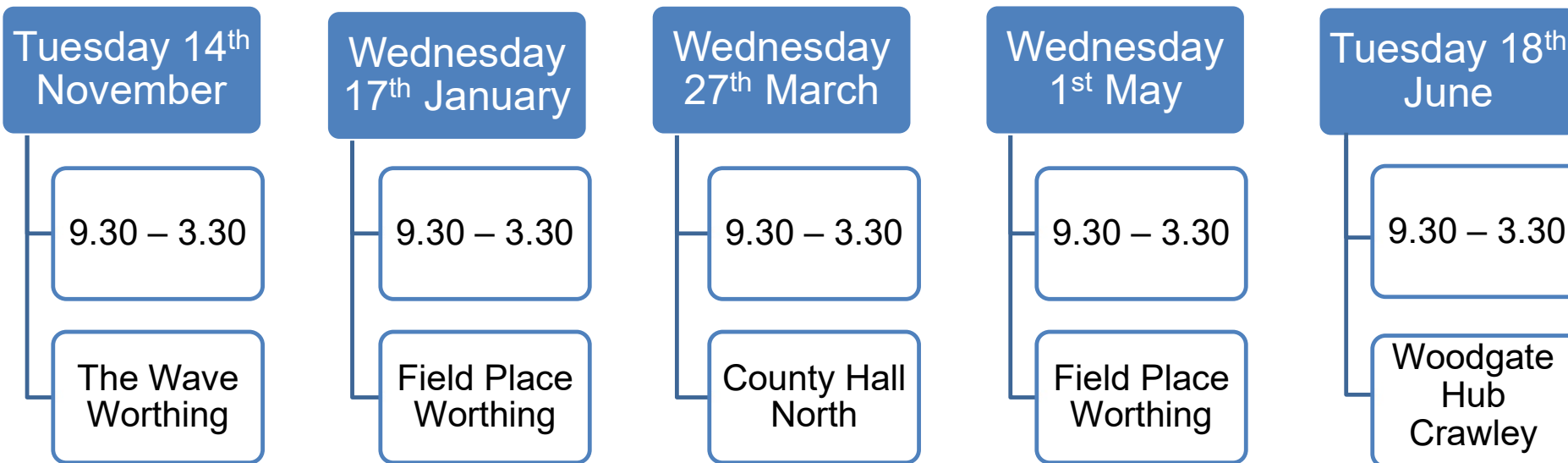
Mon 6th November 5-6pm

Thursday 9th 12-1pm

Virtual  
Reality  
Demo



# Virtual School Training Offer



# Virtual School Training Offer



[gemma.peck@westsussex.gov.uk](mailto:gemma.peck@westsussex.gov.uk)

[emma.hoare@westsussex.gov.uk](mailto:emma.hoare@westsussex.gov.uk)

For any  
further  
information





Any Questions?

