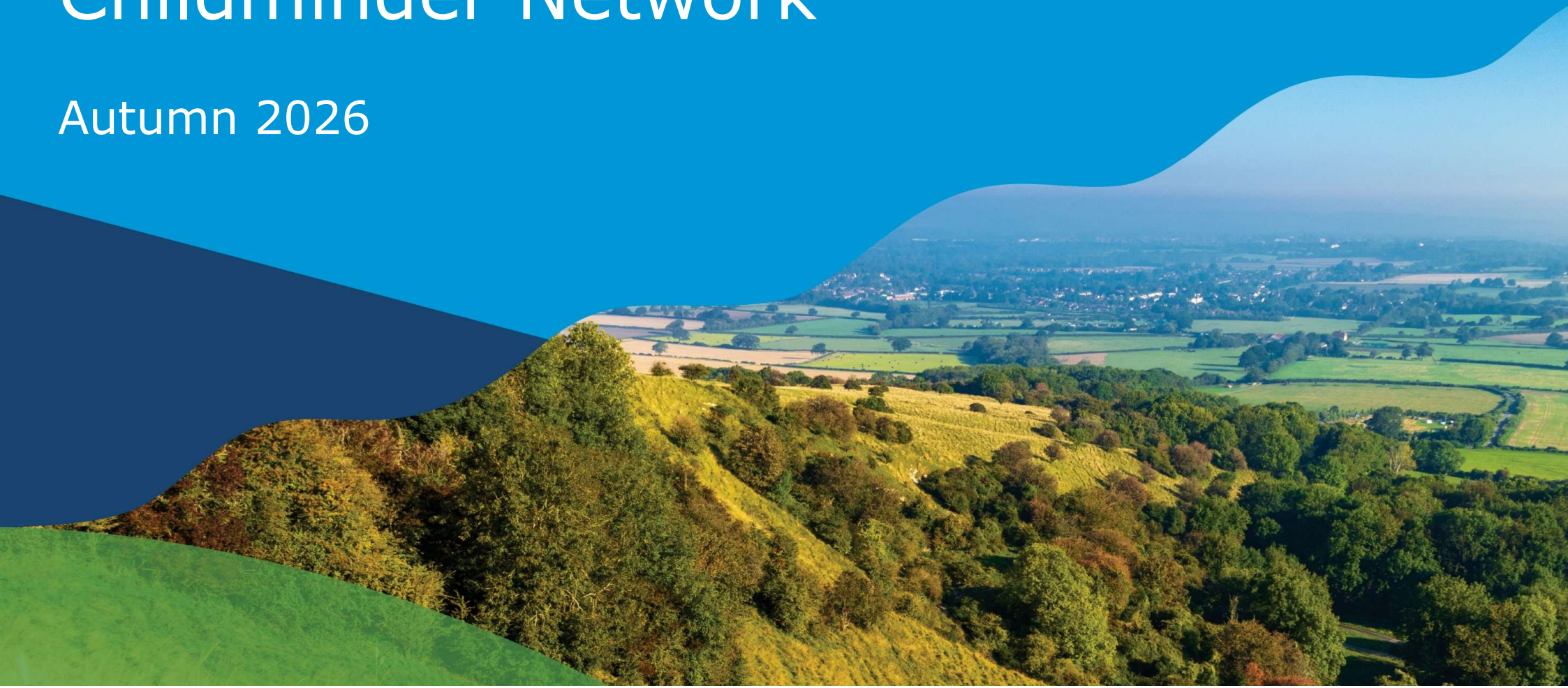
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Childminder Network

Autumn 2026



Agenda

- Updates
- What's Going Well ?
- EYFSP Data
- Inclusive Early Years Fund 2026/27 and supporting inclusion
- Networking time

House keeping

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



Updates to statutory guidance

- Working together to safeguard children 2026
- Keeping children safe in education 2026
- EYFS statutory framework



Early Education and Childcare Conference 2027

Date – Saturday 13th March

Time – 9am - 3.30pm

Venue – County Hall North, Horsham

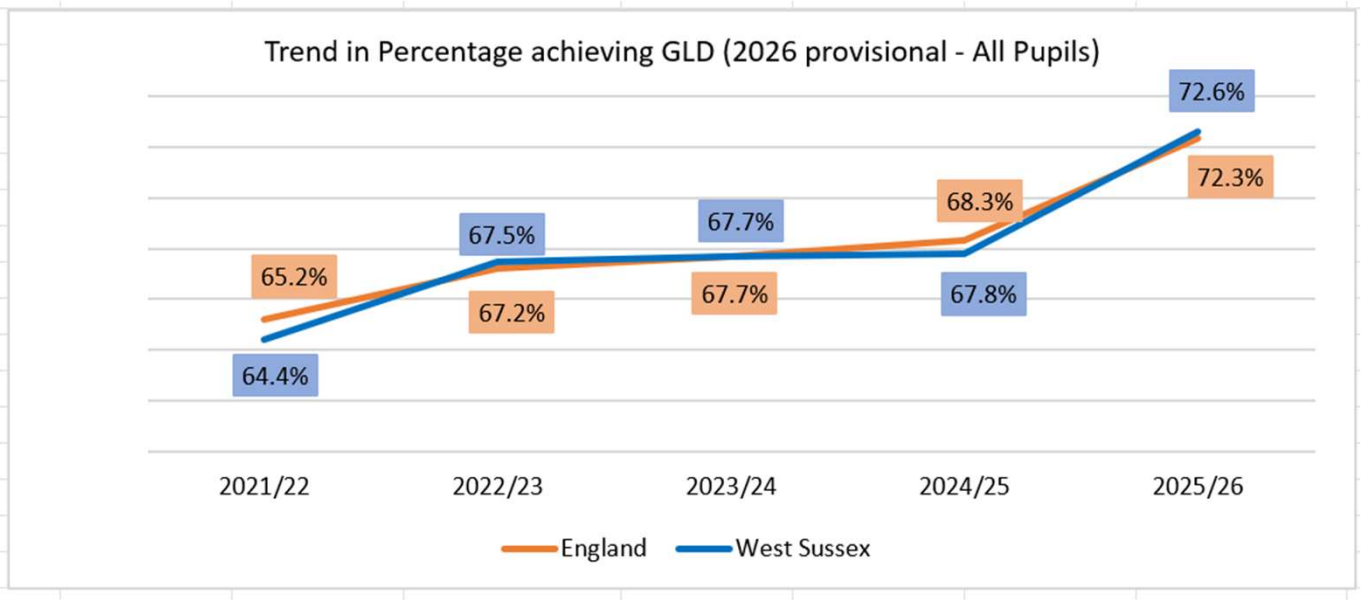
Joint conference with early years educators in schools and pre-school settings to develop partnership working.

Sharing:
What's going well



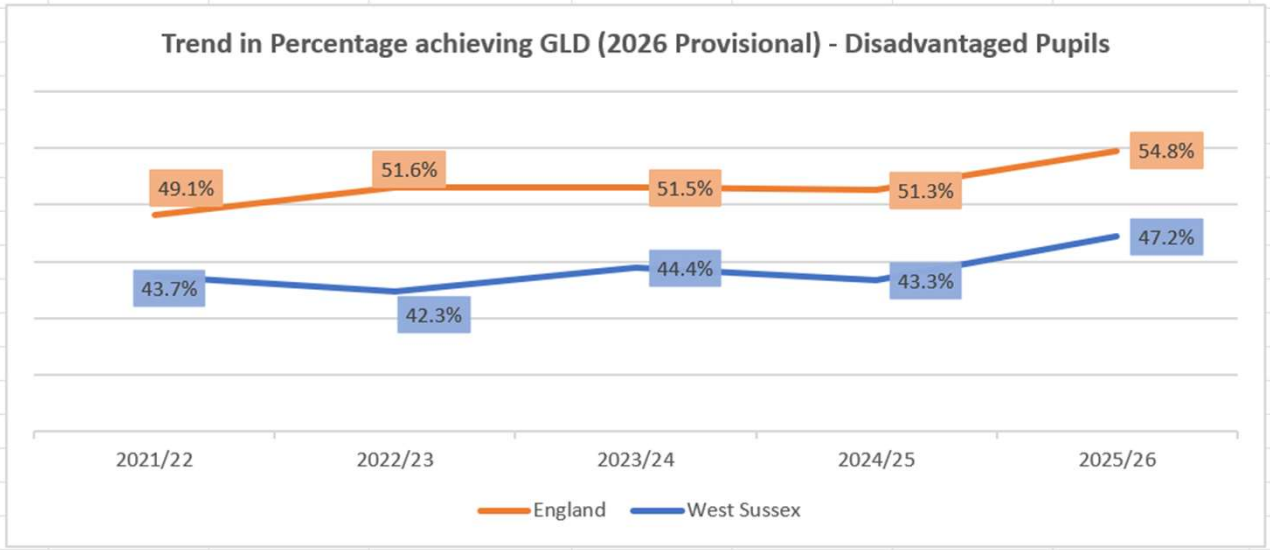
EYFSP Good Level of Development (GLD)

The percentage of children in West Sussex reaching GLD in EYFSP has **increased by 4.8%** this year and is now slightly above national



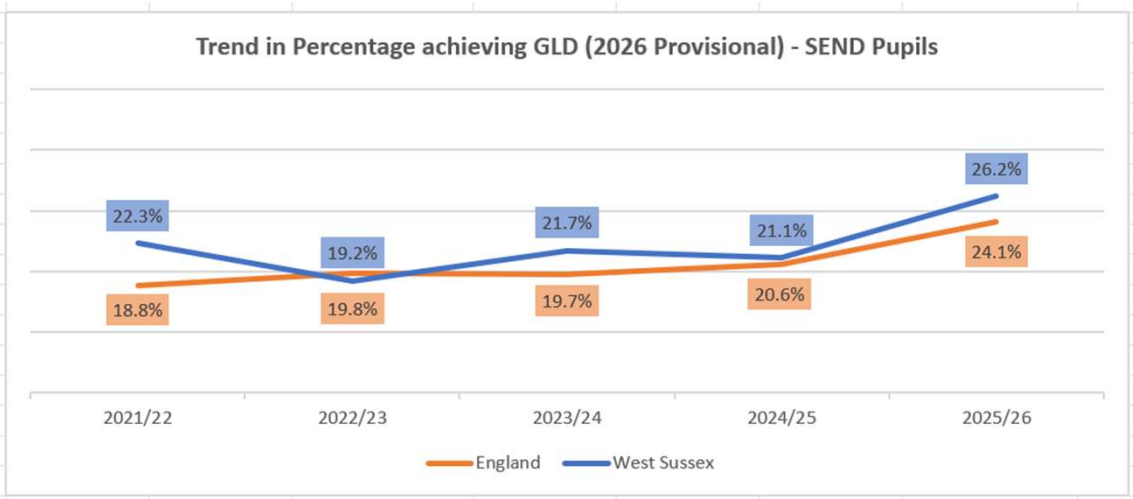
EYFSP GLD – Disadvantaged (FSM)

- An **increase of 2.9%** in the percentage of disadvantaged children in West Sussex achieving a GLD.
- The proportion of disadvantaged children in West Sussex achieving GLD is below the trend for England but the **gap has narrowed** slightly from 8% to 7.6% for 2026.



EYFSP GLD – SEND

- An **increase of over 5%** in the percentage of SEND children in West Sussex achieving a GLD.
- Provisional data shows that West Sussex has consistently been **above the trend** for England and the gap has widened from 0.5% to 2.1% for 2026.



EYFSP Data Target – West Sussex

	2024/25	2025/26	2027/28 Target
All Children	67.8%	72.6%	76.7%
Children Eligible for Free School Meals	43.3%	49.9% (EYPP)	53.4%
National - All	68.3%	72.3% (provisional)	75%

Outcomes by Areas of Learning

	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
National							
West Sussex	78.5%	80.8%	81.1%	68.8%	79.4%	82.3%	84.9%
Adur/Worthing	76.3%	78.4%	79.4%	66.71%	78.1%	80.2%	83.4%
Arun	79.9%	80.0%	80.7%	65.0%	78.2%	80.9%	84.7%
Chichester	77.3%	80.2%	77.3%	66.2%	77.5%	83.9%	86.4%
Crawley	75.3%	79.7%	80.4%	68.8%	76.0%	77.7%	82.0%
Horsham	81.4%	82.4%	83.3%	73.3%	83.7%	85.9%	87.6%
Mid Sussex	80.4%	83.8%	84.1%	71.6%	82.3%	85.1%	85.9%

EYFSP Data – GLD by Locality

District	All Children	Children in receipt of EYPP	Boys	Girls
Adur/Worthing	71.0%	44.0%	64.1%	78.3%
Arun	69.6%	48.1%	62.8%	75.9%
Chichester	70.2%	51.3%	63.1%	77.3%
Crawley	70.9%	58.5%	67.0%	75.3%
Horsham	73.5%	45.1%	70.1%	77.2%
Mid Sussex	75.2%	48.5%	69.4%	81.3%

What has the biggest impact on outcomes for children?

Gender

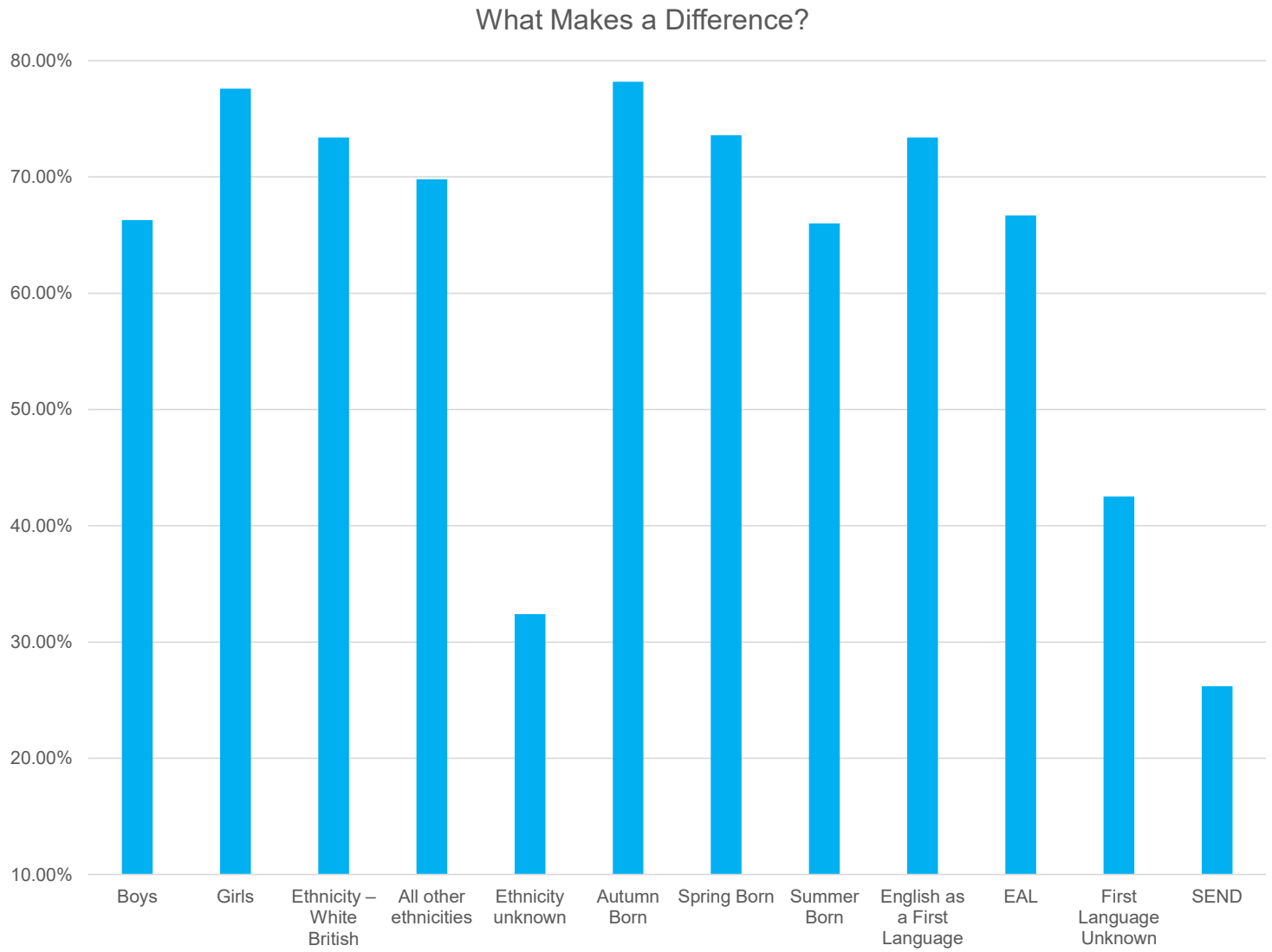
EAL?

Term of Birth?

SEND?

Anything else?

Ethnicity?


What Makes a Difference?
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
Boys
Girls
Ethnicity – White British
All other ethnicities
Ethnicity unknown
Autumn Born
Spring Born
Summer Born
English as a First Language
EAL
First Language Unknown
SEND

Girls	Autumn Born					
	All	EYPP	No EYPP	SEND	No SEND	No EYPP or SEND
% GLD	83.4%	63.0%	88.0%	28.4%	88.9%	92.0%
	Spring Born					
	All	EYPP	No EYPP	SEND	No SEND	No EYPP or SEND
% GLD	79.1%	58.6%	84.0%	28.2%	83.9%	87.9%
Difference from previous term	4.3%	4.4%	4.0%	0.2%	5.0%	4.1%
	Summer Born					
	All	EYPP	No EYPP	SEND	No SEND	No EYPP or SEND
% GLD	72.4%	48.6%	78.2%	23.1%	76.7%	81.4%
Difference from previous term	6.7%	10.0%	5.8%	5.1%	7.2%	6.5%
Difference over the whole year	11.0%	14.4%	9.8%	5.3%	12.2%	10.6%

Boys	Autumn Born					
	All	EYPP	No EYPP	SEND	No SEND	No EYPP or SEND
% GLD	73.1%	52.0%	77.3%	29.7%	82.3%	85.1%
	Spring Born					
	All	EYPP	No EYPP	SEND	No SEND	No EYPP or SEND
% GLD	68.8%	52.8%	73.6%	23.8%	76.5%	81.4%
Difference from previous term	4.3%	-0.8%	3.7%	5.9%	5.8%	3.7%
	Summer Born					
	All	EYPP	No EYPP	SEND	No SEND	No EYPP or SEND
% GLD	59.8%	30.8%	65.2%	18.1%	68.5%	72.2%
Difference from previous term	9.0%	22.0%	8.4%	5.7%	8.0%	9.2%
Difference over the whole year	13.3%	21.2%	12.1%	11.6%	13.8%	12.9%

Family income is the biggest factor in determining a child's life chances.

Evidence shows us what makes the difference.

What are we doing to redress the balance?



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Principles of the Inclusive Early Years Fund (IEYF)

Strategic approach: supports setting-wide inclusive practice and supports planning for how the setting can meet the needs of children with emerging special educational needs and disabilities (SEND) today and in the future.

Complementary funding: works alongside SENIF, DAF, and high needs funding, not as a replacement or top-up.

Whole-setting benefit: intended to strengthen inclusion for all children across the setting, especially those with emerging SEND.

What does inclusion mean to you?



Reality

Some gets more than is needed, while others get less than is needed



Equality

The assumption is that everyone benefits from the same support



Equity

Everyone gets the support they need, which produces 'equity'



Impartial

Causes of inequity addressed. Systemic barrier has been removed



Inclusion

Everyone is included and involved

Early Years SEND Inclusion Audit



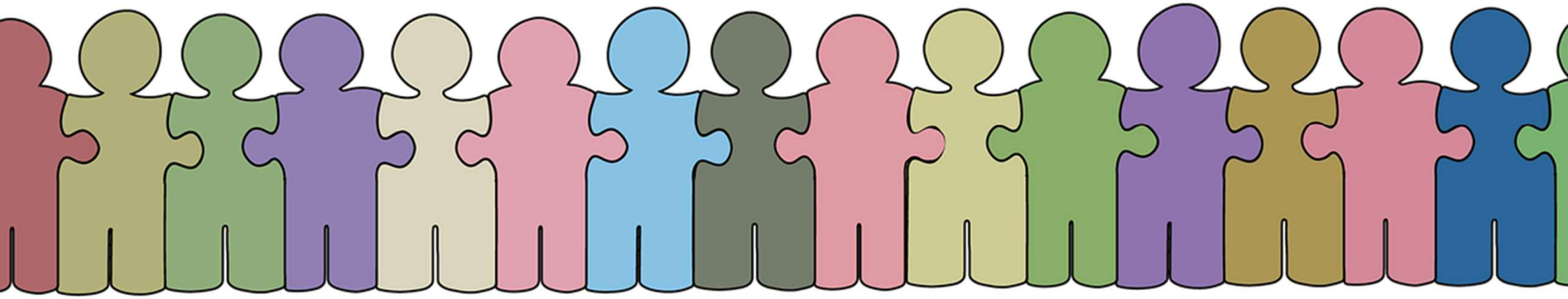
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Time to share good practice of tools already being used

Group activity – Review and complete the audit- how confident are you these things are fully in place- are there any trends in the group?

Measure Children's Sense of Belonging

- How can we tell that a child genuinely feels they belong in our setting?
- Group discussion on evidence?



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What Does Belonging Look Like for a Child with SEND?

Build Positive Relationships

- Seek out trusted adults
- Positive peer interactions
- Included in play
- Develop friendships

Participate Meaningfully

- Access activities and routines
- Make choices and express preferences
- Engage with favourite experiences
- Participate alongside peers

Show Emotional Security

- Relaxed and confident
- Explore independently
- Communicate needs
- Show enjoyment and curiosity

Feel Valued for Who They Are

- Identity reflected
- Use communication systems
- Appropriate support
- Important member of the community



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Remember, inclusion is not just about children with SEND

Who else might be vulnerable in your community?

What else might they need to feel they belong in your setting?

Useful Links

Diversity and inclusion - West Sussex County Council

SEND toolkit - West Sussex County Council

Early Years SEND Assessment Guidance - Dingley's Promise

Action Plan for Inclusion Workshop | West Sussex Services for Schools

Early years education and childcare training and support programme - West Sussex County Council

Early identification in the EYFS - West Sussex County Council

Early Years SENCO 2026 | Best Practice Network

Early years inspection toolkit

Early Years | EEF

Networking time…



Thank you for joining us..
Have a safe journey home.



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