

# Early Years and Childcare Briefing and Networking Sessions

## February 2018

# Early Years and Childcare Briefing and Networking Sessions

Welcome,  
Agenda Overview  
and  
Introductions

# Agenda

## General Updates

- **General Data Protection Regulations (GDPR) Workshops**
- **Local Offer**
- **LIFT**

## Deferred Entry to Primary School

## Unlocking Outstanding Potential

## 30 Hours of Free Childcare Information

## Networking Activity – Bold Beginnings

# General Updates

# GDPR Workshops

- A new General Data Protection Regulation comes into force on 25th May 2018. Many of the GDPR's main concepts and principles are much the same as those in the current Data Protection Act (DPA); however, there are new elements and significant enhancements, so you will be required to do some things for the first time and some things differently.
- To support settings in getting ready for the new Regulation we are putting on a series of two hour workshops.

# GDPR Workshops

CPD Online Code	Date	Venue
EYC 18/095	20th February 2018	Ashford International Hotel
EYC 18/099	26th February 2018	The Ark Christian Centre
EYC 18/103	5th March 2018	Hythe Imperial Hotel and Spa
EYC 18/096	21st February 2018	Riverside Church, Whitstable
EYC 18/100	27th February 2018	The Coniston, Sittingbourne
EYC 18/104	6th March 2018	St Augustine's College Ltd
EYC 18/097	22nd February 2018	Mercure Dartford Brands Hatch Hotel
EYC 18/105	7th March 2018	Eastgate, Gravesham
EYC 18/101	1st March 2018	Darenth Valley Golf Club
EYC 18/098	23rd February 2018	Oakwood House Hotel
EYC 18/102	2nd March 2018	Hadlow Manor Hotel
EYC 18/106	8th March 2018	Salomons



# Equality and Inclusion Spring 2018 update



# Local Offer

- All local authorities are required to publish their Local Offer
- The Local Offer is information available to parents about the support available to children and young people with SEND
- Full information can be found in the SEND code of practice 0-25 (2015), in particular Chapter 4
- Early years settings have a duty to co-operate with the local authority by contributing to the provision available and developing the range of services



# More on the local offer

- The Kent Local Offer can be found at [www.kent.gov.uk](http://www.kent.gov.uk).
- The detail of your own Local Offer should be advertised on the Children and Families Information Service (CFIS).
- The CFIS has a statutory duty to provide information on early years services and holds a database of all providers in Kent.
- You can make changes to your setting's details and add information about your own Local Offer

# National questions

- Twelve standard questions
- Available on the CFIS website
- Helps you to set out and organise the content of your Local Offer



# Writing your local offer

- What would you want to know if you were a parent?



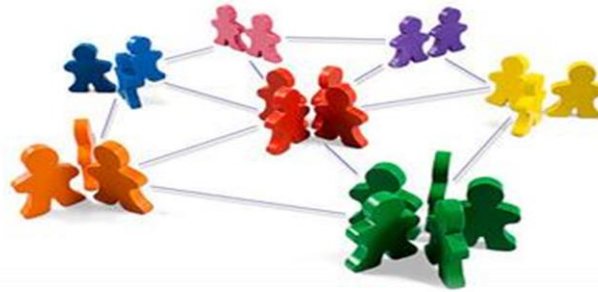
# Summary

- Writing your local offer gives you an opportunity to advertise to parents how you:
- Meet the requirements of the Equality Act 2010
- Believe in inclusive practice
- Help all children fulfil their potential



# LIFT update

- LIFT is an opportunity to seek professional advice and support – come along even if you are not making a referral



- Remember to update your details with your district LIFT administrator

# Deferred Entry to Primary School

Craig Chapman

# Summer Born Applications

- A Summer Born child is any child born between the 1 April and 31 August
- Reach compulsory school age on first day of Year 1
- No legal requirement for them to be taught in a particular year group
- Code relates to non-EHCP children, but principles are still applicable



# Deferment of Entry

## Parental right since 2014 Admissions Code

2.16 Admission authorities **must** provide for the admission of all children in the September following their fourth birthday. The authority **must** make it clear in their arrangements that, where they have offered a child a place at a school:

a) that child is entitled to a full-time place in the September following their fourth birthday;

# Deferment of Entry

b) the child's parents can defer the date their child is admitted to the school until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which it was made; and

c) where the parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age

# Admission outside the normal point of entry

2.17 Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1. Admission authorities must make clear in their admission arrangements the process for requesting admission out of the normal age group.

# Admission outside the normal point of entry

2.17A Admission authorities **must** make decisions on the basis of the circumstances of each case and in the best interests of the child concerned.

This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. They **must** also take into account the views of the head teacher of the school concerned. When informing a parent of their decision on the year group the child should be admitted to, the admission authority **must** set out clearly the reasons for their decision.

# Admission outside the normal point of entry

2.17B Where an admission authority agrees to a parent's request for their child to be admitted out of their normal age group and, as a consequence of that decision, the child will be admitted to a relevant age group (i.e. the age group to which pupils are normally admitted to the school) the local authority and admission authority **must** process the application as part of the main admissions round, unless the parental request is made too late for this to be possible, and on the basis of their determined admission arrangements only, including the application of oversubscription criteria where applicable. They **must not** give the application lower priority on the basis that the child is being admitted out of their normal age group. Parents have a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

# Current Process for Parents

- Parents should make an application for their child's normal age group at the usual time, in case their request is not agreed. At the same time, parents should approach the admission authority of each school to request the right to apply outside of the normal age group. The decision of one admission authority is not binding on another, but where one Community or Voluntary Controlled school is in agreement, KCC would expect all other named Community or Voluntary Controlled schools to agree unless they had strong reasons not to.
- Admissions authorities should ensure that parents receive a response to their request in writing before national offer day.
- If their request is agreed, their application for the normal age group should be withdrawn.
- Parents should then make a new application as part of the main admissions round the following year. Parents must apply using a paper application sent directly to the LA and include a copy of the agreement from each named school.

# Outcome of Investigations

- Where school grants application outside normal point of entry, child is considered as any other
- No requirement to “catch up”
- School based tests taken with class, not age group
- Secondary transfer remains an issue
  
- Where school refuses application outside the normal point of entry, parent must decide between current Year R or next year’s Year 1
- No right of appeal or review
- No clear requirement to review case again

- In August 2015, Nick Gibb sent an open letter to LAs and admission authorities and asked them to allow all Summer Born children to apply outside the normal point of entry without investigation
- This was a non-statutory request
- Bypasses a number of requirements of the Code
- Taken by parents as a determined change in policy
- Parents are not interacting with schools at required times
- Some schools continue to be unaware of requirements in spite of regular training – parents should contact KCC for support



# Any questions?

# Unlocking Outstanding Potential

# UNLOCKING OUTSTANDING POTENTIAL

	Good- Outstanding	Outstanding
Early Years including OOS	97.2%	25.3%
Childminders	98%	20%

*Leadership and  
Management*

*System Leadership*

# UNLOCKING OUTSTANDING POTENTIAL

*Pathway to Excellence*

*Masterclass*

*Strategic Visits*

# Pathway to Excellence

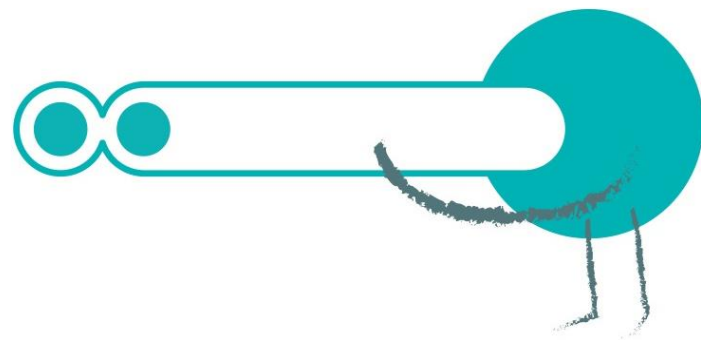
Full day facilitated workshop

**Aim:** To build on an existing foundation and knowledge, to nurture your growth and develop a culture of outstanding practice



# Masterclass

- Planning for learning
- Intentional provocation
- Transition is a process



# System Leadership

- “Making the Moderator, Moving Mind-sets”
- “Sustained Shared Thinking Emotional Wellbeing- how to complete audit”
- “Certificate Collectors or Cascaders”



# Focused Strategic Visits

- Self evaluation
- Enhancing the quality of teaching
- Quality assuring for success
- Policy into practice
- Operationally secure
- Safeguarding
- Embracing EFICL
- Analysing the gap





# Leadership and Management

- Leadership and Management programme (three days)
  - Mentor and Coaching programme (three days)
  - Leaders of Learning: Outstanding Practitioners Make the Difference (five days)
  - The Registered Person Role in Quality Assurance (one day)
  - Performance Management and Supervision (one day)
-

# Final Thoughts

*'I will revisit my setting's development plan, share this with everyone, staff and committee members and, engage each individual in accordance to their skills and passions. We may not reach the Outstanding grade the next time around but I feel more confident we are on our way towards the right direction'*

**Debora Bell, Children's workshop**



# 30 Hours Update Information

# Headcount

- **All** providers must submit a termly headcount
- Failure to submit within the allotted time will result in payment being delayed
- Providers must ensure the person responsible for submitting headcount is available during headcount week

# Synergy Calendar Dates and Stretched Funding

- Providers offering a stretched pattern will need to manually enter onto Synergy the days and weeks they will be closed
- This will be all days that the provider is not delivering Free Early Education including weekends and bank holidays

# Validating 30 Hour Codes

- All 30 Hour codes must be validated through the KELTSI checker
- Failure to use the KELTSI checker will result in your payment not being processed, even if Synergy allowed the claim through
- Please also double check details such as NI numbers as there have been a number of errors where these have been noted down incorrectly

# Childcare Vouchers reconfirmation error

- Some parents are receiving a message telling them they will not be eligible for 30 Hours if they are still using childcare vouchers
- This is a technical error and parents who receive this message should call HMRC helpline on 0300 134097 straightaway so that they can be supported to reconfirm

# Parents of two year olds being issued with 30 Hour eligibility codes

- Parents can check eligibility when their child is still two
- **A child can only take up their 30 Hour place the term after they turn three**
- KCC has asked Childcare Choices to rethink the wording in their communications with families as this is leading to confusion



# Over Allocations

- MI has processed a large number of over allocations
- Evidence must be sent to MI to support over allocations
- In the instance where no evidence is supplied, MI may split the payment

# Grace Period

- Parents are required to reconfirm their eligibility every three months
- If they fail to do so they enter a grace period before falling out of eligibility
- During the grace period parents can continue to access 30 Hours of free childcare

# Grace Period

- A child in a grace period cannot change settings for their extended hours
- A provider who claims the extended funding cannot switch the hours to universal
- A new child cannot start at a setting during a grace period

# **‘Bold Beginnings: The Reception curriculum in a sample of good and outstanding primary schools’**

*Ofsted December 2017*



# Bold Beginnings

**Is the Reception Year a missed opportunity?**

School  
Improvement  
Services



# Key Findings

- The headteachers recognised that a successful Reception Year was fundamental to their school's success.
- An increased expectation for how reading, writing and mathematics are taught
- There is no clear curriculum in Reception
- Many of the schools visited found the processes of the EYFSP burdensome



# Cont..

- The headteachers prioritised language and literacy
- Reading was at the heart of the curriculum – story time valued and part of the daily routine
- Most schools designed their own mathematics curriculum
- All schools planned a judicious balance of direct whole-class teaching, small-group teaching, partner work and play



## Cont..

- Play was an important part of the curriculum
- Headteachers took the CPD of staff seriously
- Most leaders felt NQTs were not well prepared to teach mathematics, reading and writing in the curriculum.





# To consider and reflect.

## What lessons are to be learnt from the document?

- Language and literacy have a high profile within the findings and recommendations.
- Reading was at the heart of the curriculum. A great deal of emphasis was placed on songs, rhymes, enhancing vocabulary and feeding children's imaginations. Systematic synthetic phonics was deemed to play a critical role in teaching the alphabetic code essential for later spelling and early writing.
- Teaching of mathematics had a firm foundation on practical activities before more formal recording takes place.



# To consider and reflect.

- A balance of direct whole-class teaching, small group teaching, partner work and play were clear and valued.
- Success in reading writing and maths is built on a strong foundation of the Prime areas of learning.
- Middle managers in these schools who oversee different subjects such as music or science knew that their responsibilities did not begin at Year 1.
- The Reception class is very much part of the whole school and valued highly.



# Bold Beginnings Discussion

After hearing about Bold Beginnings, what will you now take back to discuss or implement in your setting/school?

# Evaluations and Thanks