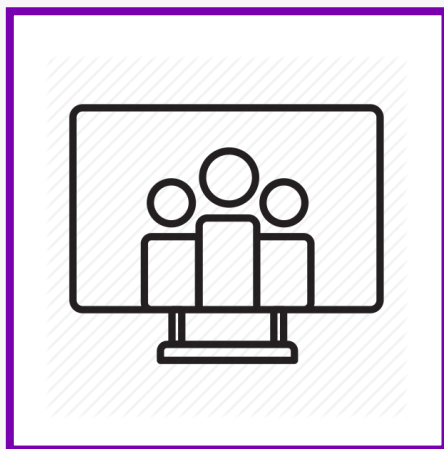


# Early Years & Childcare Service

Briefing and Networking Sessions

February 2022

# Ground Rules



# Agenda

- Welcome, Zoom Housekeeping and Introductions
- SEND Information Hub Update
- New Free For Two (FF2) Portal
- Funding from April 2022
- Break
- Supporting Parents and Carers with Funding
- Collaborations
- Ofsted recommendations and actions
- Family Involvement in Children's Learning
- Networking/Discussion Opportunity
- Early Years and Childcare Provider Association
- Evaluation and close

# SEND Information Hub Update

Natalie Blowers and George Austin  
KCC SEND Local Offer Co-ordinators



# **SEND Information Hub**

Presented by  
George Austin &  
Natalie Blower

On behalf of the  
SEND Partnership  
& Engagement  
Team



# Context


- SEND Information Hub, Kent's Local Offer
- Responsibility for writing a Local Offer
- The Kent Local Offer Directory



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# Homepage promo video




Kent County Council


[Coronavirus \(COVID-19\)](#) - guidance and support

[Brexit](#) - check what you need to do

[Home](#) > [Education and children](#) >


## Special educational needs and disabilities (SEND)





we're here to help and support you

On this page: [What is the local offer?](#) [Find support in your community](#) [Sign up to our newsletter](#)







## **SEND Partnership and Engagement Team**

**Sharon McLaughlin**

SEND Partnership and Engagement Manager

**Natalie Blower**

SEND Local Offer Coordinator

**Chloe-Elizabeth Mutton**

SEND Youth participation Officer

**George Austin**

SEND Local Offer Coordinator



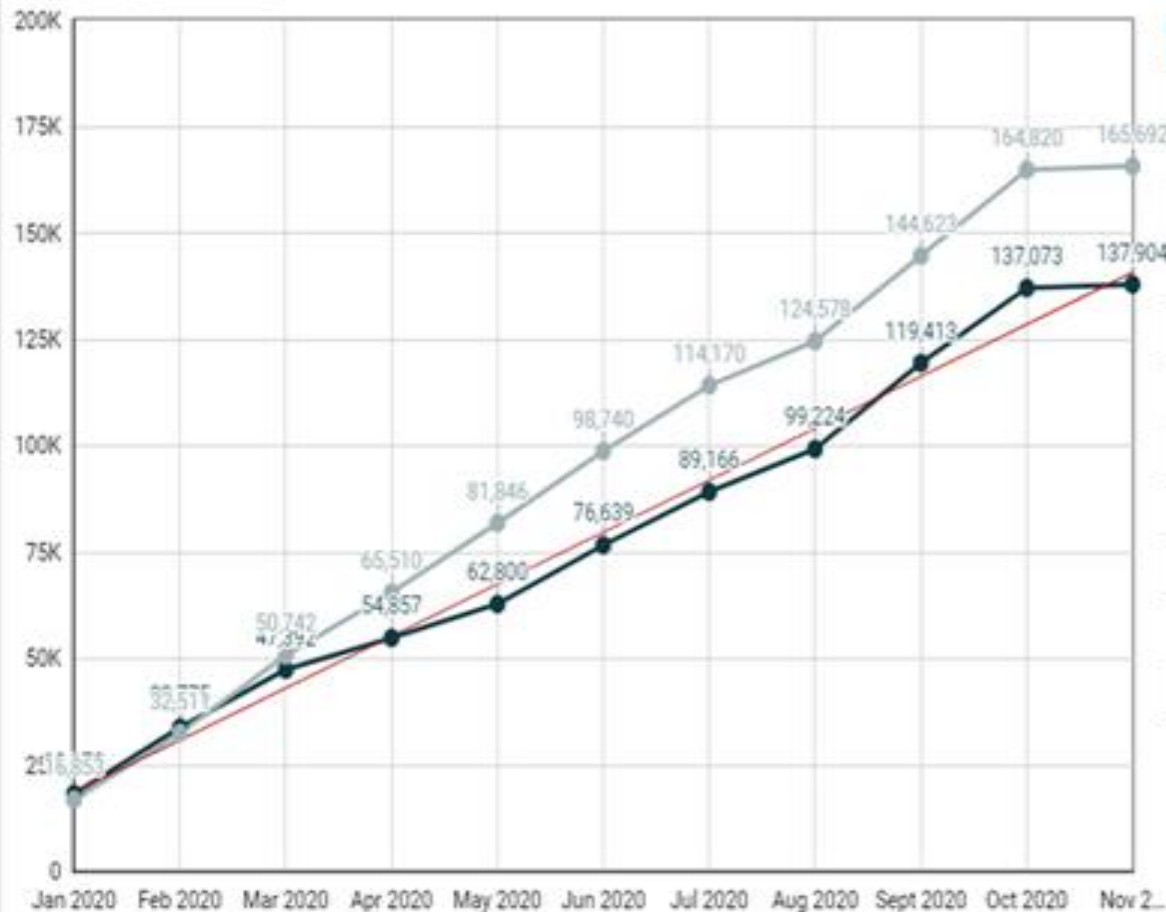


# Page Views 2020

SEND KPIs

5 Jan 2020 - 2 Nov 2020

## Pageviews



Month of Year ^	Pageviews	Pageviews
Jan 2020	18,179	18,179
Feb 2020	15,596	33,775
Mar 2020	13,617	47,392
Apr 2020	7,465	54,857
May 2020	7,943	62,800
Jun 2020	13,839	76,639
Jul 2020	12,527	89,166
Aug 2020	10,058	99,224
Sept 2020	20,189	119,413
Oct 2020	17,660	137,073
Nov 2020	831	137,904

Grand total

137,904

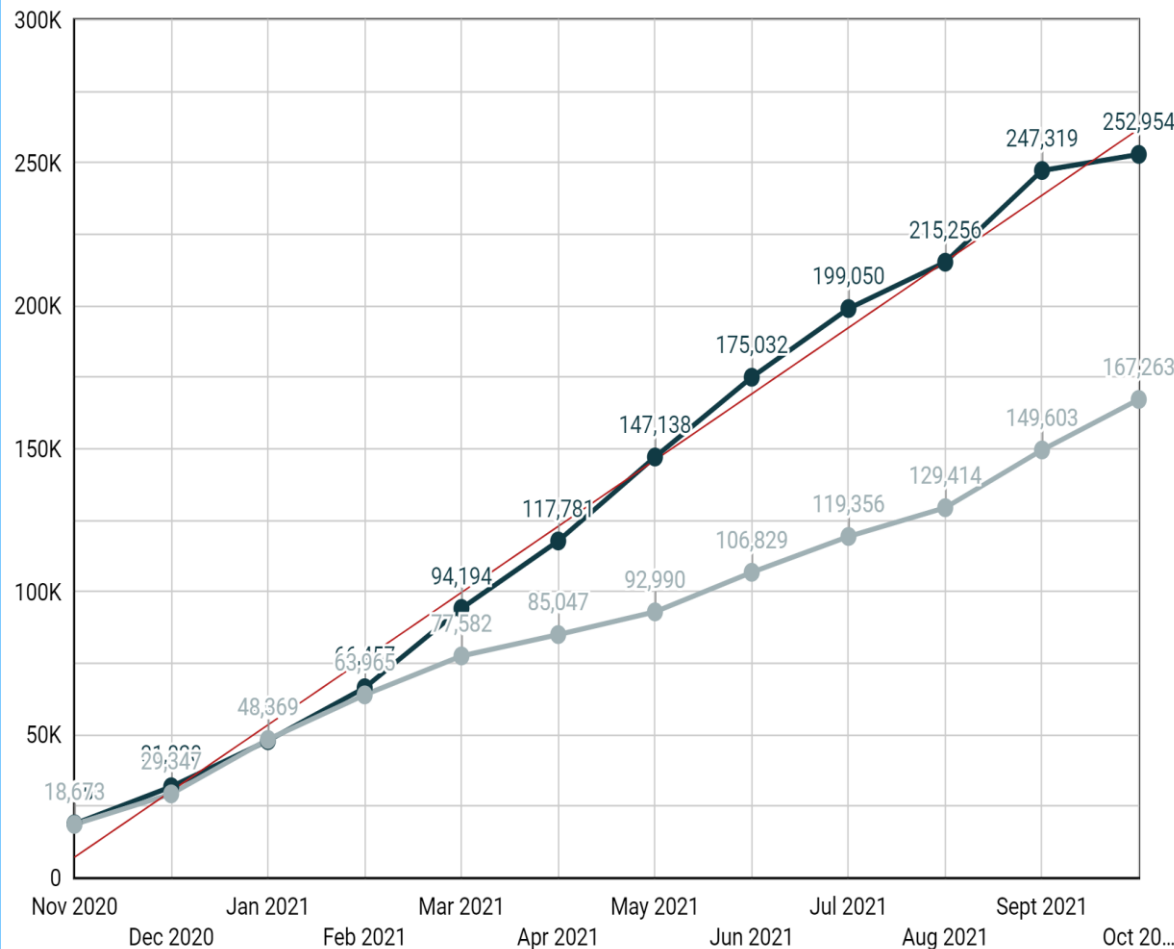
137,904

# Page Views 2021

SEND KPIs

2 Nov 2020 - 31 Oct 2021

## Pageviews



Month of Year ^	Pageviews	Pageviews
Nov 2020	18,856	18,856
Dec 2020	12,964	31,820
Jan 2021	16,140	47,960
Feb 2021	18,497	66,457
Mar 2021	27,737	94,194
Apr 2021	23,587	117,781
May 2021	29,357	147,138
Jun 2021	27,894	175,032
Jul 2021	24,018	199,050
Aug 2021	16,206	215,256
Sept 2021	32,063	247,319
Oct 2021	5,635	252,954

Grand total

252,954

252,954

# Previous Problems

- Ofsted inspection – inadequate 😞
- Reputation – bad 😞
- Confusing layout 😞
- Website design too corporate 😞



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# Solution



- An audit was carried out and gaps identified 😊
- Key partnerships 😊
- Redesigned website 😊
- Changed name - 'SEND Information Hub' 😊

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# Early Years Section

[Home](#) > [Education and children](#) > [Special educational needs and disabilities](#) >

## Support for children under 5 with SEND

We would like your views on your experience of using our SEND information hub (local offer), and would be grateful if you could take a couple of minutes to [complete our survey](#).

### [What to do if you think your child has SEND](#)

Who to speak to first if you think your child has special educational needs and what will happen next.

### [Travel support for your child with SEND](#)

Find out what support is available for you and your child to travel independently around Kent and beyond.

### [Education support for your child](#)

Find local childcare, what support is available from your child's early years setting, guidance for moving your child into primary school.

### [Health and wellbeing support for your child](#)

Health services that support children with their physical, sensory, emotional and mental health needs. Includes autism, adhd, deaf/ deafblind support.

### [Support services to help families with children with SEND](#)

Support services from your local community and us. Includes, short breaks, children centres, changing places toilets, activities and events.

### [Information for early year settings](#)

Information for early years settings to support children with SEND. Including standards, strategies and available funding



# Key updates

---

- Health and wellbeing sections
- Schools options section
- Young people section



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FOR  
UPDATES**

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# Key updates continued

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- EHCNA
- Reorganised sections – age groups
- Local Offer Directory (support in your community)



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# Local Offer Directory



Database of  
activities, events  
and services


Find activities in  
your local area

Filter your options



# Directory Promo Video

Kent County Council



Search kent.gov.uk...

[Home](#) > [Local Kent Directory](#) >

## Local Offer

Search within Local Offer

What are you looking for?

Location

IN

Submit

Sorted by: Name

Show results on map

Shortlist

Sign in as a provider

Register as a provider

Category

+ Add these 10 records to Shortlist

121 Care & Mobility Limited (Help with living at home)

Telephone: 01227 792249

E-mail: [121care@121carekent.co.uk](mailto:121care@121carekent.co.uk)


Website: [www.121carekent.co.uk](http://www.121carekent.co.uk)

+ Add to Shortlist

Local Offer

Activities and events (1339)

Advice and support (107)





# Engaging

- Parent support groups
- Attending in person events
- SEND Newsletter



# Focus Groups

---

- Plan to host more focus groups
- Survey on website
- Smiley faces



# SEND Information Hub now



- Content up to date
- Positive feedback
- Easy to use
- Promotion of the website is key
- Through in person events, marketing materials, social media, surveys, engagement



# We would love to hear from you!

- [Yourvoice2@kent.gov.uk](mailto:Yourvoice2@kent.gov.uk)



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# Any questions?





# Thank you for your time!!



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# **New Free For Two (FF2) Portal**

**Nathania Smith – Kent County Council Management Information**

---

# **FF2 Parent Portal – what does this mean for parents?**

- Wednesday 16 February 2022 the new FF2 Parent Portal was launched for parents applying for FF2 Funding. The link where parents apply on Kent.gov.uk, remains the same, however rather than loading a form, it will take the parent to a new portal.
- The application process itself has not changed very much for parents; the main difference is they will need to create an account to make the application. This means they can log in at any point to see the status of the application.

# FF2 Parent Portal – what does this mean for parents?

- As the portal creates a parent account, providers will be unable to apply on parents' behalf for FF2 funding. However, we still encourage you to support families to apply, but you will need to use the parents' email address and not the settings. This may mean completing the application process with the parent rather than on their behalf.
- The new portal is a shared platform with school admissions, so when the child reaches school age, the parents will use the same account and log in to complete their school admissions application.

# FF2 Parent Portal – what does this mean for early years settings?

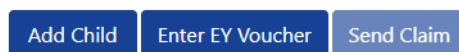
- When a parent applies and is confirmed eligible, the parent will receive an automated email with an **EY Voucher code** stated in the email. The codes are made up of a mixture of 6 letters and numbers i.e. 8BSYOW, 6PFTRQ, WBZK2X.
- For those confirmed immediately from the portal, **the date the automated email is sent is the date eligibility has been confirmed.** MI will no longer be sending the eligibility emails stating the eligibility date in the body of the email.

# FF2 Parent Portal – what does this mean for early years settings?

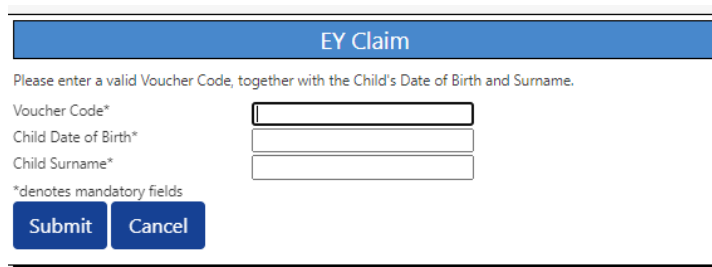
- For parents who are not found eligible straight away, MI will investigate each application to confirm eligibility based on the evidence required. An eligibility email will be sent from MI for these applications which will also contain a 6 digit EY Voucher code.
- Parents can apply from the age of **1 year 10 months** to ensure those turning two at the end of term can apply in good time to secure a FF2 place. This does however mean some families who apply are not eligible until later in the year. For example, a child born in April, can apply now, but cannot take their FF2 place until September.  
Therefore, when a parent provides you with a code you must **check the date of birth of the child** to determine when their FF2 place can start.

# How does this affect claiming on the Synergy FIS Provider Portal?

- When making a FF2 claim in the Synergy FIS Provider Portal providers will need to select the EY Voucher Code button.



- Once selected, you will be asked to put in the EY Voucher Code, child date of birth and child surname.

A screenshot of a web form titled 'EY Claim'. Below the title is a blue header bar. The form contains the instruction 'Please enter a valid Voucher Code, together with the Child's Date of Birth and Surname.' followed by three input fields: 'Voucher Code\*', 'Child Date of Birth\*', and 'Child Surname\*'. Below these fields is a note '\*denotes mandatory fields' and two buttons: 'Submit' and 'Cancel'.

- If all 3 pieces of information match, then the child's record will appear for you to input the
- funding for the term against them.
- Providers will be able to use the EY Voucher code to make a claim **the next working day after the parent been confirmed as eligible**. This is because MI need to import the records into Synergy ready for provider's to be able to match the claim to the application



# Early Years Funding

Chris Scott – Schools, High Needs and Early Years Finance  
Manager

# 2022/23 Funding Update

Recent government announcement made for three years which many found misleading

ESFA have announced the local authority funding rates will be increased from 2022-23

- 21 pence per hour for two year olds

- 17 pence per hour for three and four year olds

- Early Years Pupil Premium increased to 60 pence per hour per eligible child

- Disability Access Fund increased to £800 per eligible child per year

These changes were presented to the Kent School Funding Forum on the 20<sup>th</sup> January where the recommendation was to pass these increases directly to providers

Final Political decision is awaited before letters are sent to all providers

No proposed changes to quality supplements

# Deprivation Funding Methodology

- Has been identified for review but was delayed due to pandemic
- Is doubt regarding future access to the database that we currently rely on
- Isn't a question of total funding but the approach to sharing it out

# Mosaic – Current process

- Potential Strengths
  - Very specific using individual addresses
  - Is established
- Potential Drawbacks
  - Isn't widely understood
  - Is significant fluctuation when rates updated
  - Is doubt over future access to the database

# LSOA

- Potential Strengths
  - Same principle but simpler than current system
- Potential Drawbacks
  - Isn't as accurate
  - Still likely to have significant fluctuation when rates updated

# EYPP Top-up

- Potential Strengths
  - Easy to understand
  - Links funding directly to individual children
  - Transparency regarding changes in funding
  - Funds eligible pupils everywhere
- Potential Drawbacks
  - Duplicates EYPP strengths and weaknesses
  - Dependent on EYPP claims being made

---

# Any Questions or Thoughts



# Break



# Supporting Parents and Carers with Funding

Carol Briault – Partnership & Integration Manager

Lucy Norman – Lead Liaison & Communication Officer

# Kent Children and Families Information Service (CFIS)

- Free confidential impartial information and advice
- Childcare options and finding childcare
- Early education funding
- Database of Ofsted registered childcare in the county
- Maintains the Kent Directory
- Supports providers to update their directory record
- Works collaboratively to provide support for prospective providers

# Common Issues

- 30 Hours code not valid
- Parents and carers unaware of application or renewal deadlines
- HMRC vs KCC
- Changing settings or increasing hours mid-term
- Promoting early education funding

**facebook**

kelsi

# Collaborations

Carol Briault – Partnership & Integration Manager

Lucy Norman – Lead Liaison & Communication Officer

# Definition

“A group of early years providers,  
working together in proactive,  
respectful and equal partnership for the greater good of,  
and best outcomes for, all the children and families  
they collectively serve.”

# How do Collaborations Work?

- Size
- Location
- Terms of reference
- Characteristics of an effective collaboration

# Why Collaborate?

“A good networking opportunity that offers support, both on a practical and empathetic level, particularly for settings that may otherwise feel isolated.”

“Collaborative working motivates leaders, supports our workforce, enhances outcomes for children locally and eases the pressure of running an ever-changing/challenging business. A problem shared is a problem halved and often a solution is found.”

“A friendly way to keep up to date with current good practice, share ideas, training and knowledge.”



# A Collaboration Leader

”Being a Collaboration Leader gives you the opportunity to encourage and inspire other setting managers. By working together we can improve outcomes for children and the wellbeing of practitioners.”

- Support
  - initial meeting
  - assist in the development of a collaboration plan
  - Leaders’ Days
  - signposting settings.

# Contact Us

[EYCollaborations@theeducationpeople.org](mailto:EYCollaborations@theeducationpeople.org)

# Ofsted News

Nicky Bowman  
Early Years Improvement Adviser

# Ofsted News – Group Settings

Ofsted inspections since 2018 have shown there has been a 6 per cent drop from outstanding to good or lower in inspections.

There are themes within the recommendations and these cover:

- providing more challenge and extend children's learning
- improving organisation of routine, staff and activities
- teaching children about health and hygiene
- teaching children about similarities and differences outside of their own communities and religious beliefs
- teaching children to learn how to manage risks
- strengthening partnership with parents and involve parents in children's learning.

# Ofsted News – Childminding Reports

Ofsted inspections since September 2019 have shown there have been 17 childminders who have not maintained their outstanding judgement.

There are themes within the recommendations and these cover:

- provide enough challenge within the environment and/or activities offered to children
- ensure activities planned meet the needs of all children
- extend the range of resources to better support younger children
- increase sensory play opportunities
- give children the time to respond and explore
- enhance the registration process to obtain better information about children.

# Ofsted News

There is also a message in the terminology used in the recommendations.

consistently  
develop  
build on  
challenge  
further  
extend learning  
strengthen  
enhance

appear regularly in recommendations, these link to the grade descriptors for outstanding.

# Ofsted News – Group Settings

- consistently encourage children to follow good health and hygiene routines and develop their physical wellbeing even further
- make greater use of opportunities to consistently challenge and extend children's learning and development, to help them make the best possible progress
- explore further ways to support children to develop their critical thinking skills, offering higher levels of challenge
- enhance parent partnerships and provide further opportunities for parents to continue their children's learning at home and to contribute to assessments
- strengthen the key person system when new and young children first start to attend, to enable them to develop even stronger bonds from the outset.

# Ofsted News – Childminding Reports

- consistently encourage children to follow good health and hygiene routines and develop their physical wellbeing even further
- make greater use of opportunities to consistently challenge and extend children's learning and development, to help them make the best possible progress
- explore further ways to support children to develop their critical thinking skills, offering higher levels of challenge
- enhance parent partnerships and provide further opportunities for parents to continue their children's learning at home and to contribute to assessments, including when starting at the setting
- provide consistent support for children to further develop their growing communication skills and give them enough time to think and then answer questions.



# Contact Details

[threadsofsuccess@theeducationpeople.org](mailto:threadsofsuccess@theeducationpeople.org)

Early Years and Childcare  
Kent County Council  
Worrall House  
Kings Hill  
Kent ME19 4AE  
Tel: 03000 422376  
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# Family Involvement in Children's Learning

Stella Nalini  
Family Involvement Lead

# Ofsted News

Enhance **family** partnerships and provide further opportunities for parents **and caregivers** to continue their children's learning at home and to contribute to assessments.

Strengthen the key person system to develop even stronger bonds.

# What do We Mean by Settling-in?

Definition:

‘to become or help to become adapted to and at ease in a new environment.’

# What Research Tells Us

A study carried out by Cambridge University in 2005 found that cortisol levels in young children were still raised five months after commencing in a preschool setting ... even when the children looked like they had settled.

More alarmingly, the cortisol levels did not drop over the day. Instead, they remain “unusually aroused or stressed”.

# STRESS

Causes the brain to activate the HPA  
(Hypothalamic Pituitary Adreno-Cortical)  
Axis  
(regulates stress and emotions)

The HPA Axis is closely linked to the  
Hippocampus – the part of the brain  
involved in learning and memory

Elevated cortisol levels  
in children that occur  
frequently can alter  
the brain's architecture

# Implications for Key Persons and Parents/Carers

Not only do we need to ensure the beginning of the session supports children with separating and transitioning, we also need to consider the ending of the session ...

“Children need extra time and attention at the end of the day to help bring them back to ‘emotional’ equilibrium ready for the next day at nursery. Without that comfort from a parent/carer, the children start the following day ‘hyper-aroused’ which can lead to possible behaviour issues or disobedience.”

(Hidden Stress of the Nursery Age – Lucy Ward 2005)

# Breakout Rooms

What could your setting do to encourage a ...

- a) more holistic and sensitive settling-in process involving families on a daily basis?
- b) transition process at the end of the day with families that support children to achieve an emotional equilibrium?

(8 minutes)



# A More Holistic and Sensitive Settling-in Process Involving Families on a Daily Basis?

Invite parents/carers into the setting

- \* create a space for them to sit and watch
- \* encourage them to join in and play with their child
- \* build meaningful relationships, find out important information in a relaxed manner – Has child slept well? If and when eaten breakfast? Ask how parent/carer is? Remember and recall previous information sharing? Celebrate child's learning and levels of wellbeing.
- \* Coffee mornings/stay and play sessions/workshops

Visits to family homes – observe child within context that they are generally 'nested' – provides good indicators of home life.

# A Transition Process at the End of the Day With Families That Supports Children to Achieve an Emotional Equilibrium

Invite families into storytelling session at the end of the day/session.

- \* Encourage them to sit with their child.
- \* Involve them in the storytelling  
(excellent role-model opportunity).

Talk to families about the importance of spending some special time with their child after leaving the session to allow their child to re-link with them and have an 'aha' moment...

- \* play with them at the park
- \* sit and spend 10 minutes reading a small book when they get home before the meal-making starts etc
- \* if they watch television, encourage sit with them and talk about the images.

Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around.

Leo Buscaglia



# Early Years and Childcare Provider Association

Provider Association Representative

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- Click on 'My CPD Online' and 'Events Due to Attend'
- From here you will be able to locate this event and then click on 'Enter Evaluation'
- Alternatively, please log into your account, using the email link which you will receive from CPD online as soon as the register of attendance has been processed
- You will be able to download your certificate of attendance once you have completed the evaluation and the signed register has been processed by the Training & Development Administration team
- Contact: [cpd@theeducationpeople.org](mailto:cpd@theeducationpeople.org)