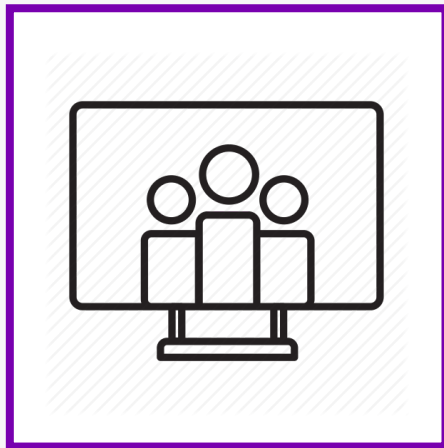
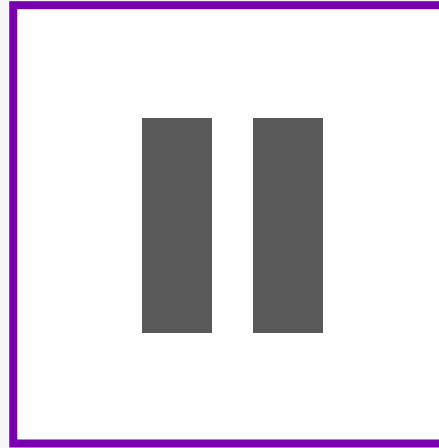


Early Years & Childcare Service

Briefing and Networking Sessions

02, 03 and 23 February 2021

Ground Rules



Agenda

- Welcome, Zoom Housekeeping and Introductions
- The Local Offer
- Integrated Review at Two
- Ofsted Assurance Inspections
- Development Matters
- Feedback from the sector
- Q & A Session
- Evaluation and close

The Local Offer

Sharon McLaughlin

SEND Partnership & Engagement Manager, KCC



Our Local Offer team

Sharon McLaughlin

SEND Partnership and Engagement Manager
03000 419493
sharon.mclaughlin@kent.gov.uk

Natalie Blower

SEND Local Offer Coordinator 03000 419555
natalie.blower@kent.gov.uk

Shaz Hussain

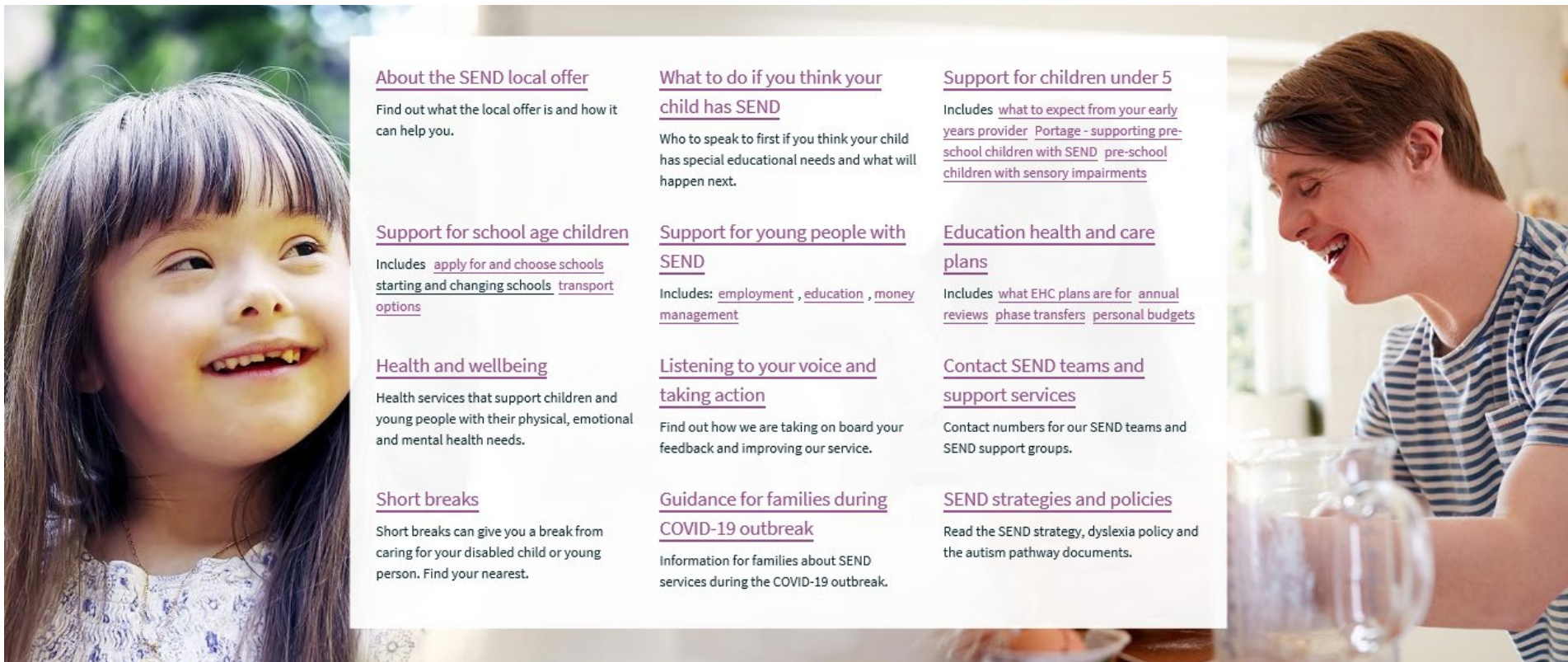
Local Offer Marketing Apprentice
03000 421795 shazida.hussain@kent.gov.uk

Chloe-Elizabeth Mutton

SEND Youth participation Officer 03000 412201
chloe-elizabeth.mutton@kent.gov.uk

SEND local offer

We would like your views on your experience of using the Kent SEND Local Offer, and would be grateful if you could take a couple of minutes to **complete the following survey**.



[About the SEND local offer](#)
Find out what the local offer is and how it can help you.

[Support for school age children](#)
Includes [apply for and choose schools](#) [starting and changing schools](#) [transport options](#)

[Health and wellbeing](#)
Health services that support children and young people with their physical, emotional and mental health needs.

[Short breaks](#)
Short breaks can give you a break from caring for your disabled child or young person. Find your nearest.

[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.

[Support for young people with SEND](#)
Includes: [employment](#) , [education](#) , [money management](#)

[Listening to your voice and taking action](#)
Find out how we are taking on board your feedback and improving our service.

[Guidance for families during COVID-19 outbreak](#)
Information for families about SEND services during the COVID-19 outbreak.

[Support for children under 5](#)
Includes [what to expect from your early years provider](#) [Portage - supporting pre-school children with SEND](#) [pre-school children with sensory impairments](#)

[Education health and care plans](#)
Includes [what EHC plans are for](#) [annual reviews](#) [phase transfers](#) [personal budgets](#)

[Contact SEND teams and support services](#)
Contact numbers for our SEND teams and SEND support groups.

[SEND strategies and policies](#)
Read the SEND strategy, dyslexia policy and the autism pathway documents.

The Local Offer should be:

Collaborative	<ul style="list-style-type: none">•→ Coproduced by parent carers, young people and professionals
Accessible	<ul style="list-style-type: none">•→ Accessible
Comprehensive	<ul style="list-style-type: none">•→ Holistic•→ Empowering for parent carers, young people and professionals•→ Starting with what is widely available•→ Factual
Up-to-date	<ul style="list-style-type: none">•→ Sustainable and sustained•→ Factual
Transparent	<ul style="list-style-type: none">•→ Transparent•→ Factual

SEND Code of Practice

Support for children under 5 with SEND

Kent County Council

Search kent.gov.uk...

Home > Social care and health > Health >

SEND local offer

Local Offer

we're here to help and support you

what is the local offer? Find local services Feedback Parent and carer surveys Other services

[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.

[SEND support in early years](#)
Find out what support your early years provider can put in place to help if your child has SEND.

[Portage - supporting pre-school children with SEND](#)
Portage is an educational service for pre-school children with special educational needs and disabilities.

[Pre-school children with sensory impairments](#)
Specialist teaching support if your child has hearing impairment, visual impairment or a multi-sensory impairment.

[Childcare and pre-school](#)
Information about services available to all children under 5, including children's centres, childcare advice and free early education.

SEND Information HUB

Kent's Local Offer



We provide free, impartial and confidential information, advice and support about special educational needs and disabilities (SEND) for children, young people up to age 25, parents and carers.



For Young People



For Parents & Carers



For Practitioners

You don't need to be a SEND expert IASK have leaflets you can give to families



- **Special Educational Needs support in mainstream schools**
- **Education, health and care plans**
- **Annual review of an Education, Health and Care (EHC) plan**
- **Funding for special educational needs in mainstream schools**
- **Finding out about support near you**
- **Getting the right kind of support (EHCPs)**
- **Personal budgets**
- **Types of special educational needs support in college**
- **Special Educational Needs (SEN) support in the early years**
- **Education, health and care needs assessment**
- **What if I do not agree with decisions about SEN provision?**
- **A guide to exclusions**
- **Personal budgets for Special Educational Needs**
- **The SEND Local Offer**
- **Finding out what support you need**
- **Preparing for adulthood – Year 9 onwards**
- **What if I do not agree with the decision?**

Integrated Review at Two

Sue Smith

Early Years & Childcare, Equality & Inclusion Manager

Kent's IR2 Core Principles

- The welfare of the child is paramount.
- The voice of and support for the parent/carer is crucial.
- A solutions-focussed approach, noting that this involves a shift in culture and embedding a tell it once approach.
- Partnership working between all parties is imperative, valuing everyone's involvement and expertise.
- Clear communication and record keeping via the Personal Child Health Record (red book) is essential.
- Confidentiality is required within appropriate information sharing.

Progress Update February 2020-date

- Support for the implementation of the universal pathway continued throughout COVID-19.
- Integrated Review at two pathways amended to reflect service delivery reset plans eg virtual contacts.
- Engagement at two KCHFT Public Advisory Groups on pathway and draft parent/carer survey.
- 96 Early Years Practitioner survey responses and 822 Parent/Carer survey responses were collated and analysed to support understanding of baseline.
- Training Plan developed.
- Evaluation framework finalised.

What is Happening Already?

- Providers are looking at the Personal Child Health Record (red book) at admission and when a Health and Development Review has taken place.
- Providers are encouraging parents/carers to attend the Health and Development Review if they have not already attended.
- Parents/Carers are encouraged to take the Progress Check at Two information to their health review.
- The Progress Check at Two information is recorded in the red book.

Continued.....

- Health visitors are signposting families to look for a pre-school place especially if they are entitled to FF2 funding.
- Providers are seeking advice via the HV Duty Line and with parental permission completing a Health Service Referral form.
- Providers are informing the E&I team when they have made a referral to the HV service through our online form.
- Training is being written and will be available later in February.

IR2 Training Package

- **The Integrated Review at Two Process document.**
- **The Health Visiting Health and Development Review at Two to Two and a Half Years information video** - available on the KCHFT Kent Baby website.
- **The Early Years Foundation Stage (EYFS) Progress Check information webinar** - recorded presentation available on The Education People website.
- **The Integrated Review at Two Process jointly delivered webinar** - recorded presentation available on The Education People website.

Ofsted Assurance Inspections

Tracy Howard

Early Years & Childcare, Early Years Improvement Adviser

Ofsted Assurance Inspections

The purpose of these inspections is to:

- find out what it is like for children in their early years setting
- seek assurance that providers continue to meet requirements to remain on the Early Years Register and, if applicable, the Childcare Register.

These inspections will result in a report that will give parents information and reassurance about what is happening in their child's setting.

Ofsted Assurance Inspections

During these assurance inspections, providers must demonstrate how they:

- meet the learning and development requirements, if appropriate
- meet the safeguarding and welfare requirements
- develop and deliver the educational programmes, if appropriate
- identify children's starting points and ensure that children make progress in their learning and development, through effective planning, observation and assessment, if appropriate.

Ofsted Assurance Inspections

During these assurance inspections, providers must demonstrate how they:

- work in partnership with parents, carers and others
- offer an inclusive service
- evaluate their service and strive for continuous improvement
- have addressed any actions and/or recommendations from the last inspection.

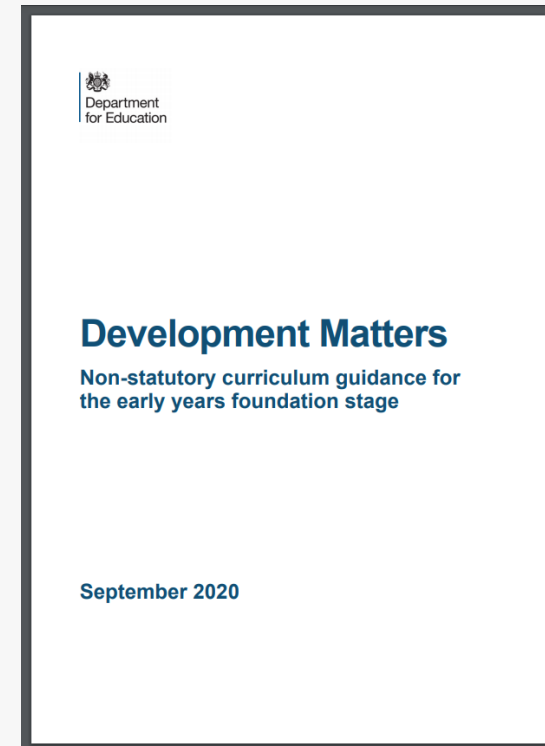
Development Matters

Hayley Symons

Early Years & Childcare, Early Years Improvement Adviser

Development Matters

- Key objectives of revised Development Matters
- Key changes
- Seven key features of effective practice



The Objectives of the Revised Development Matters

Support children's communication

Reduce unnecessary workload

Specific guidance for reception year

Help every child to thrive

Support delivery of EYFS statutory framework-replaces the current document in 2021

Key Changes: Layout and Content

Contents

Introduction

Seven key features of effective practice

The characteristics of effective teaching and learning

Playing and exploring

Active learning

Creating and thinking critically

Communication and language

English as an additional language

Personal, Social and Emotional Development

Physical Development

Literacy

Mathematics

Understanding the world

Expressive arts and design

- Introduction
- Seven key features of effective practice
- Characteristics of effective teaching and learning – includes what children will be learning to do and how to support this
- EAL additional statement
- Areas of learning and development
- Shorter in length (90 minute read)
- Fewer age bands (3 instead of 6)

The Curriculum: What we Want Children to Learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn
- Provides a structure and sense of direction
- An ambitious curriculum for all children
- Plans should be flexible
- Depth in early learning is important

Pedagogy: Helping Children to Learn

- Enabling environment
- Characteristics of effective teaching and learning
- High quality interactions
- A balanced approach

Assessment: Checking What Children Have Learnt

- Observation and assessment must be useful
- Progress model
- Children's voices and reflections
- Partnership with parents
- Inclusion

Feedback from Delegates

Impact of COVID-19 on children and families
Training needs

Alex Gamby

Head of Early Years & Childcare

Q & A Session

All Managers

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Evaluation by Zoom Poll

Course Evaluation – Don't Forget!

- Please take 5 minutes to complete your evaluation form
- You can access the link now via your mobile phone/tablet:
<https://cpdonline.theeducationpeople.org> and then log into your account
- 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