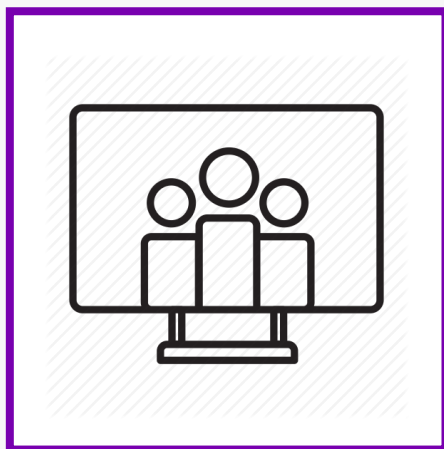


# Early Years & Childcare Service

Briefing and Networking Sessions

June 2023

# Ground Rules



# Agenda

- Welcome, Zoom Housekeeping and Introductions
- KSCMP Update
- Autism Education Trust Training Update
- Early Years Funding Update
- *Break*
- Stronger Practice Hub Update
- Early Years Review Update
- Early Years and Childcare Provider Association
- Evaluation by Zoom Poll

# Kent Safeguarding Children Multi-agency Partnership Update

Trudi Godfrey

## Who are KSCMP?

- We are a multi-agency partnership of the three safeguarding partners – Local Authority, Police and Health, replacing the previous Safeguarding Board in September 2019.
- The work of the partnership is overseen by the Executive Board. The Board brings together the three safeguarding partners to lead children's safeguarding and the promotion of child welfare in Kent.
- The partnership is supported by a small business team.

## What does KSCMP do?

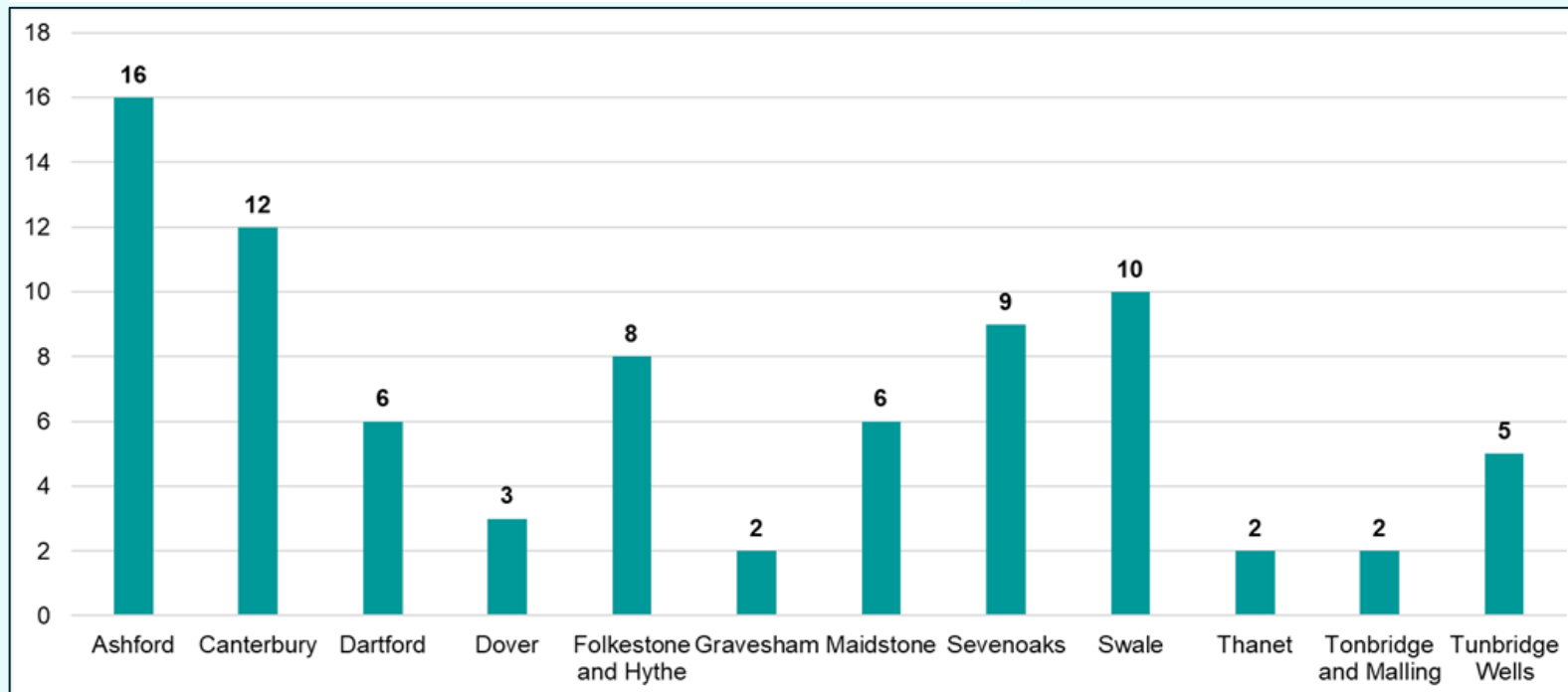
- Oversees multi-agency working, including liaising with all safeguarding partners.
- Training and training resources, including multi-agency, e-learning, bespoke and factsheets.
- Practice development / thematic reviews looking at improving practice and sharing good practice.
- Rapid reviews / local practice reviews.
- Guidance on a range of matters including procedures, policies and signposting (various links on the website).
- Keep up to date with national guidance and complete work around new initiatives and studies.



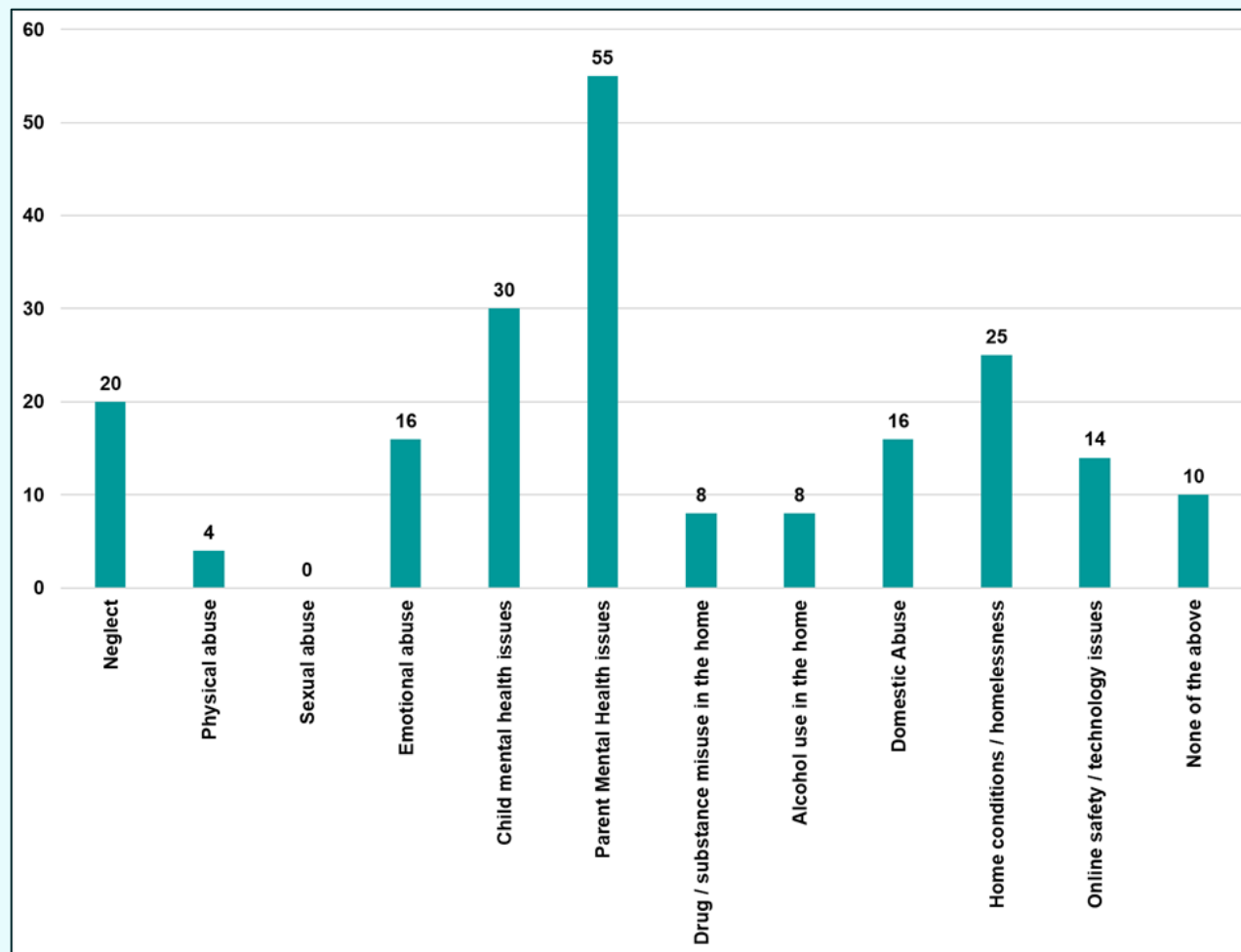
## Safeguarding Risks in Education settings

### Multi-agency risks within Early Years (EY) settings survey – February 2023

Type of EY Setting	Number	Proportion
PVI Pre-school	37	46%
PVI Day Nursery	26	32%
Childminder	14	17%
EY setting linked to a school	2	2%
Other	2	2%
<b>Total</b>	<b>81</b>	<b>100%</b>



## Which of the following do you feel has increased as a risk for the children in your care over the past 6 months?



11 different themes which are listed in Keeping Children Safe in Education.

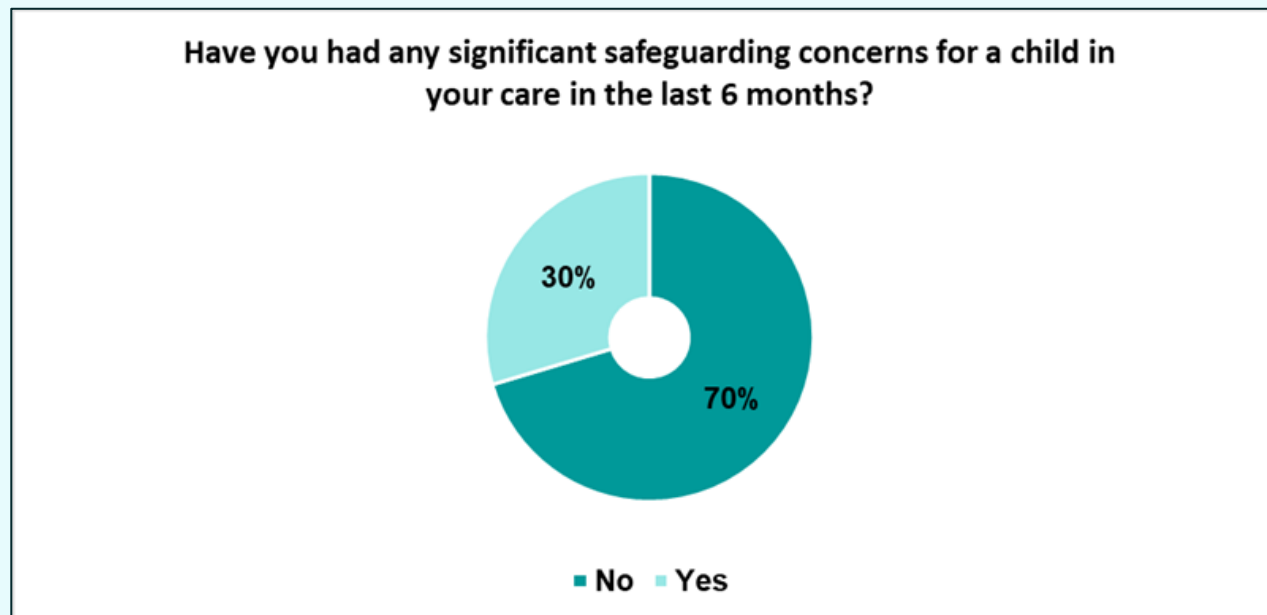
The question allowed respondents to identify multiple themes relevant to their setting.

54 (67%) picked between 1 and 3 themes.

10 (12%) respondents said none of the listed themes.

55 (68%) respondents selected Parent Mental Health issues.

## Have you had any significant safeguarding concerns for a child in your care in the last 6 months?



24 out of 81 (30%) respondents said that they had had significant concerns for a child in their care in the last 6 months.



**Have you completed any of the following in the last 6 months? Please select all which apply.**

	Number	Proportion
Responded in setting with additional support	47	58%
Liaised with Early Help	37	46%
Made a Request for Support	16	20%
None of the above	20	25%
<b>Total respondents</b>	<b>81</b>	

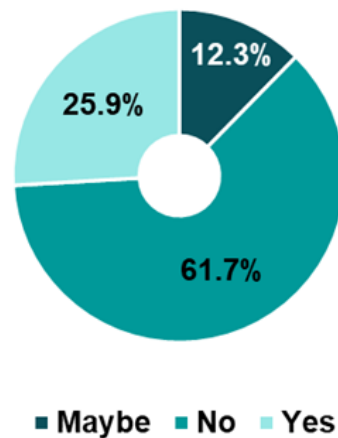
Some respondents had completed more than one of the activities listed, hence the values add up to more than the 81 respondents.

The second table shows the combined responses as some respondents had completed all three activities and some had completed two of them.

	Number	Proportion
Completed all 3 - Responded in setting with additional support, Liaise with Early Help, Made a Request for Support	11	14%
Completed 2 activities - Responded in setting with additional support, Liaised with Early Help	13	16%
Completed 2 activities - Responded in setting with additional support, Made a Request for Support	2	2%
Completed 2 activities - Made a request for Support and Liaised with Early Help	2	2%
<b>Total respondents</b>	<b>81</b>	

**Have you seen an increase in the number of Requests for Support that you have needed to make (over the last year)?**

Have you seen an increase in the number of Requests for Support that you have needed to make (over the last year)?



Just over a quarter, 25.9% (21) said that they had seen an increase of the number of Requests for Support needed to be made over the last year. 62.7% said no they had not and 12.3% said maybe / unsure.

## **What have we done with the results and information obtained?**

Results from the survey have been shared with our Education Safeguarding group during the April 2023 meeting. This has helped to be aware of risk in Education / EY settings.

Over recent months the Partnership has been consulting over what it should have as priorities and our Executive Board have been asking for suggestions from partners. Parental Mental Health has been fed in to this work for the Executive to consider as one of the future priorities.

Other free text comments from the survey have been fed back in to other existing work or directly to agencies. E.g. Comments / questions around Operation Encompass and EY providers not getting information, difficulties with Social Services – ability to contact / support given, front door comments – thresholds being too high, children falling through the gaps, inconsistent advice.

## Where can Early Years Providers get support related to safeguarding?

- KSCMP website for information [kscmp.org.uk](https://kscmp.org.uk)
- Kent LADO - [Local Authority Designated Officer \(LADO\) - Kent Safeguarding Children Multi-Agency Partnership \(kscmp.org.uk\)](https://kscmp.org.uk) Short video and information
- KCC Integrated Children's Service Portal (Front Door) [Childrens Portal \(kent.gov.uk\)](https://kent.gov.uk)
- Early Help - [Kent support level guidance - Kent Safeguarding Children Multi-Agency Partnership \(kscmp.org.uk\)](https://kscmp.org.uk) Contact details for Local Early Help teams, on this page, for support below level 3 or 4. Information about District conversations.
- Education Safeguarding Service - [Safeguarding Contacts | The Education People](#)

## **Safeguarding Files in education – Very brief update.**

### Practice Review work

An ongoing Kent Local Child Safeguarding Practice Review has identified the quality of safeguarding files held in education settings and the transfer of those files when children have moved between settings, is an area that could be improved.

Education group has started doing some work around this and have carried out a Peer Review of Safeguarding files in schools. At the next Education group meeting (end of June), the group will consider next steps. There is a possibility that the group may wish to link to Early Years settings.

If you would be interested in linking in to this work please email – [trudi.godfrey@kent.gov.uk](mailto:trudi.godfrey@kent.gov.uk)

You can sign up for regular Partnership communications, including the KSCMP newsletter, training updates and publication notifications for LCSPRs by completing this form –

[https://forms.office.com/Pages/ResponsePage.aspx?id=DaJTMjXH\\_kuotz5qs39fkK8ZcJ8EZbNKlnxdX\\_9RVFdUQ1pCNzRGUjBRT0pDNFFCN0w3QldFVVBSUC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=DaJTMjXH_kuotz5qs39fkK8ZcJ8EZbNKlnxdX_9RVFdUQ1pCNzRGUjBRT0pDNFFCN0w3QldFVVBSUC4u)

We have also recently started an Education newsletter. This is designed to update education settings on the work of the Education Safeguarding subgroup and other relevant information including multi-agency training. Complete this form (link below) if you would like to receive this communication and other emails related to education, we aim to produce a newsletter quarterly after each meeting.

<https://forms.office.com/e/bGHK3BT3cw>

If you do wish to get in contact with KSCMP please contact us at [kscmp@kent.gov.uk](mailto:kscmp@kent.gov.uk) or visit our website [kscmp.org.uk](http://kscmp.org.uk) for more information about us, including recent published reviews, training and information.

# Autism Education Trust Training Update

Rosie Hitchings and Melissa Devine



# Autism Education Trust





Kent County Council has made a commitment to improving the experience of education for children and young people with autism.

To achieve this goal Kent have partnered with the Autism Education Trust (AET).



The Autism Education Trust was formed as a partnership in 2007 to help improve the quality of education for autistic children and young people across England.

At the heart of the AET is the belief that good outcomes can only be achieved by working in partnership.

The AET is a not for profit programme led by two national autism charities – the **National Autistic Society** and **Ambitious about Autism**. Supported by the Department for Education, the AET promotes and supports partnerships throughout the education system to improve educational access, experience, and outcomes for autistic children and young people.

AET work centres on the promotion of good practice standards for education settings.



Kent has purchased an all phase licence for three years that allows access to the training materials created by the AET.

Kent will be supported by the AET in the strategic implementation of the training programme, including monitoring the quality and impact of training.

The AET training materials are co-produced with parents and autistic young people, based on research evidence and updated annually in response to feedback and new research evidence.

The licence allows the trainers to access training sessions from leading researchers and experts, including those with lived experience, in autism.



The key message of the AET is:

1. Autism is a **difference** not a **deficit** - The AET approaches autism as a different way of being rather than as a 'deficient' or 'disordered' way of being.
2. We value the strength that comes with embracing neurodiversity and working in partnership with a network of autism education specialists, autistic people, parents of autistic children, academics and education professionals.



# Consistency

## Early Years

### Modules

Making Sense of Autism

Good Autism Practice

Progression framework

### Elective Topic based modules

Anxiety module

Exclusions module

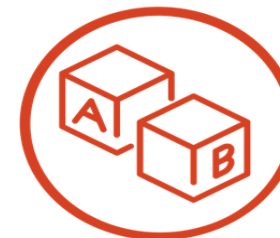
### Editable framework documents

Standards framework

Competency framework

Progression framework

Suite of resources  
for leaders



# Frameworks



## Early Years

### Standards Framework

This framework can be used by leaders as a tool that enables them to enhance and embed good autism practice across their setting



Funded by



## Early Years

### Competency Framework

This framework can be used by practitioners as a self-reflection tool that enables them to evaluate their practice when supporting autistic children



Funded by



# Frameworks



[autismeducationtrust.org.uk](http://autismeducationtrust.org.uk)

## Progression Framework

Accompanying documents



### 3. Priorities questionnaire

Look at the following list. Fill in the chart to show which areas you think are important to work on and have support with this year. It might help to discuss them with someone who knows you well.

Areas to work on	Yes	Maybe	No
Communicating my needs and ideas			
Listening to people			
Understanding what people mean			
Having conversations			
Being with other people			
Getting on with adults who support me			
Making friends			
Working in a group			
Understanding my sensory needs			
Managing my sensory needs			
Helping others understand my sensory needs			
Coping with change			
Moving to another activity, place (transitions)			
Joining in with things that aren't my special interests			
Working out what to do in different situations (problem solving)			
Understanding my feelings and behaviour			
Managing my feelings and behaviour			
Understanding others' feelings and behaviour			
Being confident			
Joining in with different kinds of activities / subjects			
Working by myself			
Organising myself and my time			
Understanding and following rules and expectations			
Keeping myself healthy			
Managing my personal care			
Understanding about puberty and becoming an adult			
Being more independent with tasks such as cooking, shopping, managing money, cleaning, etc.			
Keeping myself safe			
Travelling by myself			
Using my leisure time			

## The structure of the modules

**Part 1: What is Autism?**

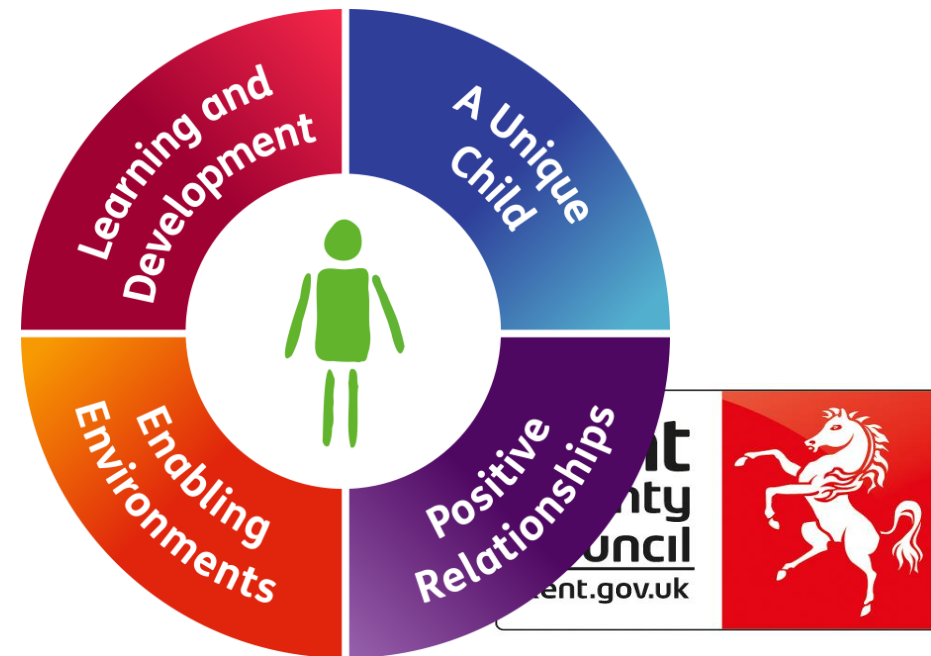
**Part 2: A Unique Child**

**Part 3: Positive Relationships**

**Part 4: Learning and Development**

**Part 5: Enabling Environments**

**Part 6: Creating the One-page profile**





Training for Kent Early Years Settings, Nurseries and Childminders is available now.

To book Making Sense of Autism (whole setting) and **Good Autism Practice** (individual practitioners) contact the Specialist Teacher and Learning Service for your district.

Early Years and Nursery Setting **Leadership Suite** training will be held in September. Contact [aettraining@kent.gov.uk](mailto:aettraining@kent.gov.uk) to register your interest.

Childminders can access Making Sense of Autism at two sessions running over the summer. Contact [aettraining@kent.gov.uk](mailto:aettraining@kent.gov.uk) to register your interest.



# Early Years Funding Update

Karen Stone

# Early Years Funding Update

Karen Stone

Finance Business Partner – Children's Young People and  
Education Directorate

# National Funding Changes Summary



**How are you supporting nurseries, childminders and childcare providers to deliver the new offer?**

We're increasing the hourly rate paid to childcare providers by the government, to help them to deliver their existing 30 hours entitlement.

An investment of £204 million from this September rising to £288 million next year (financial year 2024 to 2025) will allow the national average rate for local authorities for 2-year olds to increase by 30% from the current national average rate of £6 per hour to around £8 per hour from September 2023.

The national average 3 to 4 year old rate for local authorities will rise in line with inflation from the current national average rate of £5.29 per hour to over £5.50 per hour from September 2023.



We will provide further details on the distribution of additional funding to local authorities as well as local authority level funding rates for 2023 to 2024 in due course and for 2024 to 2025 in the autumn in line with the usual funding cycle. The department has also published an [early education entitlements and funding update](#).



# National Funding Changes Summary



## What was announced in the Spring Budget?

In the Spring Budget 2023 the Chancellor announced a revolution in childcare. 30 hours childcare for every child over the age of 9 months with working parents by September 2025, where eligibility will match the existing 3-4 year-old 30 hours offer.

- This will be introduced in phases, with 15 hours childcare for working parents of 2-year-olds coming into effect in April 2024 and 15 hours childcare for working parents of 9 months – 3 years old in September 2024.
- The funding paid to childcare providers (including nurseries and childminders) for the existing offers will also be increased by £204 million from this September rising to £288 million next year.
- Schools and local authorities will receive £289m in funding for a 'pathfinder' to increase the supply of wraparound care, so that parents of primary school age children can drop their children off between 8am and 6pm – tackling the barriers to working caused by limited availability of wraparound care.
- Childcare costs of parents moving into work or increasing their hours on Universal Credit paid upfront rather than in arrears, with maximum claim boosted to £951 for one child and £1,630 for two children – an increase of around 50%.
- In recognition of both the importance and short supply of childminders, incentive payments of £600 will be piloted from Autumn of this year for those who sign up to the profession (rising to £1,200 for those who join through an agency) to increase the number available and increase choice and affordability for parents

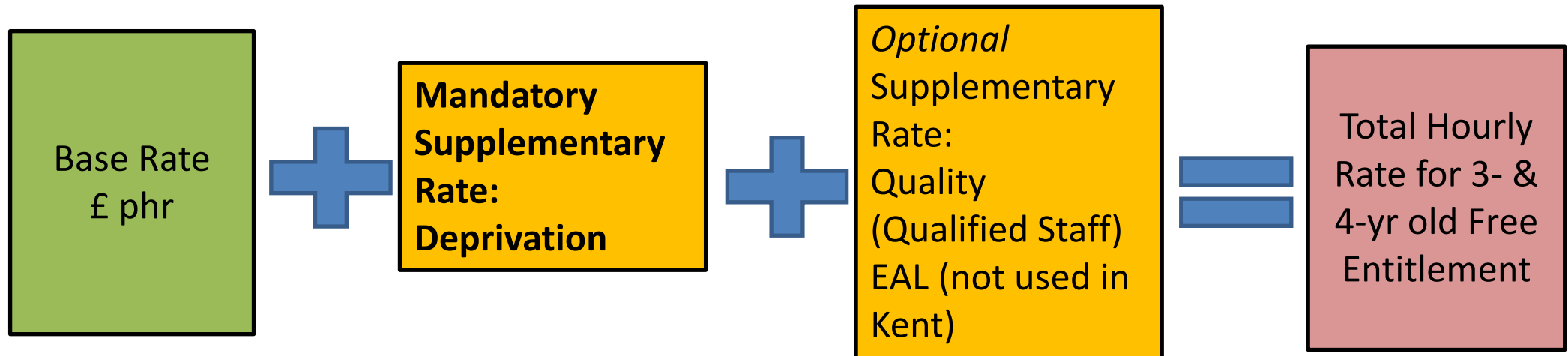


# National Funding Changes Summary

Slides are an extra from the DFE communication stakeholder information pack (for more information please follow the link):

[Childcare - stakeholder information pack \(May 2023\).pptx \(dropbox.com\)](#)

# Kent's Early Years Funding Formula: Deprivation Supplement Review



- Early Years Funding Rates for Free Entitlement for 3- and 4-year olds are set in line with DFE Guidance
- Councils must budget to pass on 95% of funding received from government to providers
- Supplements cannot be greater than 10% of funding passed to providers

# Kent's Early Years Funding Formula: Deprivation Supplement Review

- Deprivation rate can change each year
- No protection year on year
- It is based on the children under your care, it is not based on providers location
- It is based on the relative deprivation of children across Kent
- General feedback: complicated and not well understood nor easy to estimate, providers cannot plan ahead
- Looking to review during the Summer term
- Consultation planned during the Autumn Term
- Any changes proposed are expected to be implemented from April 2024



# Break



# Kent Early Years Stronger Practice Hub Update

Julie Miles / Neerasha Singh

# Updates Since our Launch in March 2023



# Kent Early Years Stronger Practice Hub (KEYSPH)

The Stronger Practice Hub Programme (SPH) is part of the Department for Education's (DfE) Early Years COVID-19 Recovery package.

The Pandemic showed that those disadvantaged children living in deprived areas were most impacted. Fewer children have reached their expected levels of development than before the pandemic and research has shown the attainment gap between socially disadvantaged children and their peers has grown and will only increase as they progress into school.

The Stronger Practice Hub programme looks to support Early Years settings by:

- helping to upskill the workforce through EEF programmes in targeted areas
- universally building strong supportive networks of providers
- developing webinars, blogs, vlogs, social media information that is useful to providers from within the EEF The Evidence Store.





Our journey so far.....



# You Said

Children's  
communication and  
language skills are  
delayed.

# What Support is Available ....

Balanced System

<https://pathway.thebalancedsystem.org/>

SENCO Forums

Training courses/workshops

<https://www.kentcht.nhs.uk/childrens-therapies-the-pod/>

Speech and language therapy referral

Health visitors

What more do we need to help support  
children with their communication and  
language?

# Targeted EEF Programmes Supporting Communication and Language Skills

- Some providers have taken part in some EEF programmes that focus on developing practice to support communication and language development.
- Launchpad for language – 6 week programme that involved a speech and language therapy assistant coaching and mentoring staff in the setting using a range of puppets and Makaton signs in small group activities.
- Early Talk Boost – small group language intervention aimed at children with an earlier stage of development compared to typical developmental milestones.

# Other EEF Programmes Planned in the Future

## Targeted settings only

- Tales Toolkit – oral story telling with visual prompts.
- Communication Friendly Home Based Settings – whole environment communication focus approach.
- Building Blocks for Phonics – building confidence in early years settings to support children's language development.
- Natural Thinkers – the joy of 'nature' for early years.

It will be really interesting to find out what these settings have found useful after taking part in these programmes.



# You Said

Children's personal, social and emotional skills are delayed, especially their self regulation and managing emotions and feelings. Children are struggling to settle in and families are more anxious in general.

# We Did

- We will be hosting a webinar on 21 and 30 June focusing on managing emotions and feelings led by Hannah Ring Early Years District Lead Specialist Teaching Service
- We have been posting our top tips and other ideas on Facebook. Follow us at <https://www.facebook.com/KentEarlyYearsStrongerPracticeHub>
- We are talking with Family Involvement Specialist Stella Nalini to develop some webinars, blogs and social media posts to support your work with families.

# What Else Have We Done?



- We have set up a Facebook page – please like and follow us for helpful tips.
- We are working on a TikTok account.
- We are planning webinars on supporting children's communication and language skills, and maths development.
- Following on from EEF allocated programmes, we have been building top tips and strategies that providers have found useful and have made an impact upon the children in their settings.
- We have been contacting different organisations who can help us in our work such as maths and english hubs, universities and family hubs.
- We are now in the process of contacting other local authorities in the Southeast – part of our hub work in year 2. Surrey, East Sussex, West Sussex, Medway, Brighton and Hove and Isle of Wight to look at how we can work with them.

# What is Next.....

Our June newsletter has a survey for you to complete. We would like to know what are your strengths, what are you most proud of and would be willing to share with other providers and what you feel you need support with.

Please contact us on  
[keysph@theeducationpeople.org](mailto:keysph@theeducationpeople.org)

Please don't be shy, we want to hear from you.

Would you like to get involved?  
Contact us to find out how.



# Introduction to Managing Children's Self-Regulation

• 30 June 2023



# Early Years Review Update

KCC Commissioning Team

# The Review

## Purpose:

To understand the current early years position in Kent, especially in response to:

- ❖ increases in demand for support
- ❖ increases in complexity of need,
- ❖ KCC's strategic direction in relation to inclusion of children with SEND within mainstream settings and schools.

Findings from the review will make a series of recommendations in relation to the provision of EY education across Kent and will feed into a countywide Strategy for Early Years Education and Childcare.

# Activities to date

## November 2022

- Stakeholder Engagement by SJ Educoach

## February 2023

- Communication to Stakeholders re the review

## March 2023

- Reference Group formed
- Desktop Analysis completed

## April 2023 to Present

- Research Partner appointed
- Undertaking Deep Dives

# Research Partner: Early Education

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A national charity promoting every child's right to a high-quality early education, and a membership body for settings and practitioners across the UK, including nursery and primary schools, PVI's, childminders, local authorities, colleges and universities.

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Recent experience of carrying out review of SEND provision for London based local authority, which included the assessing the effectiveness of Early Years inclusion services.

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Team of Associates who deliver training and consultancy for local authorities, providers, and other early years organisations.

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Associates include a mix of those from academic backgrounds and those who have worked as early years leaders, consultants and advisers.



# Deep Dives

**Pathways:** This analysis should identify a clear pathway and the governance structure which sits across the system to strategically align partners together for a child centred approach.

**Sufficiency:** More understanding is needed to consider how the local authority's early years provision can ensure the needs of vulnerable children are met and that there is the right support, at the right time.

**School Readiness:** This analysis should follow on from existing research to look at local context and practice compared to national trends and best practice, in ensuring children are ready for the next phase.

**Portage:** To assign an accurate and reflective value to the service, look at how the service is currently being delivered, including the impact and effectiveness of the service.

**SEN Inclusion Fund (SENIF):** Capacity issues within the workforce and high caseloads and referrals calls a need for change. An analysis is needed to explore how the process (including its link to LIFT) can be improved.

**Specialist Intervention Nurseries:** To assess the effectiveness of specialist intervention nurseries in supporting children with SEND in early years, including outcomes and transition support.

# Deep Dives: The Process

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All  
deep  
dives  
will:

---

Have been scoped out in detail with the Early Years reference group

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Members of the reference group have been asked to support each deep dive as a subject matter expert

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Build on findings from the Educoach engagement and the Strategic Commissioning analysis reports

---

Be supported by findings from the commissioned Research Partner

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Involve further engagement with key stakeholders to understand greater detail, impact and identify options

---

Produce costed alternative options for delivery (if applicable)

---

# Further Engagement Opportunities

- Childminders sessions: 15<sup>th</sup> and 17<sup>th</sup> June
- Parents with lived experience: TBC
- If anyone would like to take part in some further engagement to share their experiences, please contact: [inclusion@kent.gov.uk](mailto:inclusion@kent.gov.uk)

# Thank you

# Early Years and Childcare Provider Association Update

District Provider Association Reps

# Evaluation by Zoom Poll

# Feedback

If you rated this session as good, what would make it outstanding?

[www.menti.com](https://www.menti.com)



Please enter the code

Submit

The code is found on the screen in front of you

# 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](mailto:cpd@theeducationpeople.org)



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