

Childcare Provider Network

Autumn 2017



**achieving
for children**

Agenda

- Welcome / introductions
- National & local updates
- Website: New AfC Info site update - childcare search / resources
- Compliance Checklist
- Safeguarding update
- Moderation
- Children's Centre update
- Aiming High
- Inclusion Funding
- Early Years EP Project
- SENCO Network feedback
- S@LT update
- Future 'Surgery' opportunities (Pre/post Session)
- Discussion

National / local updates

National

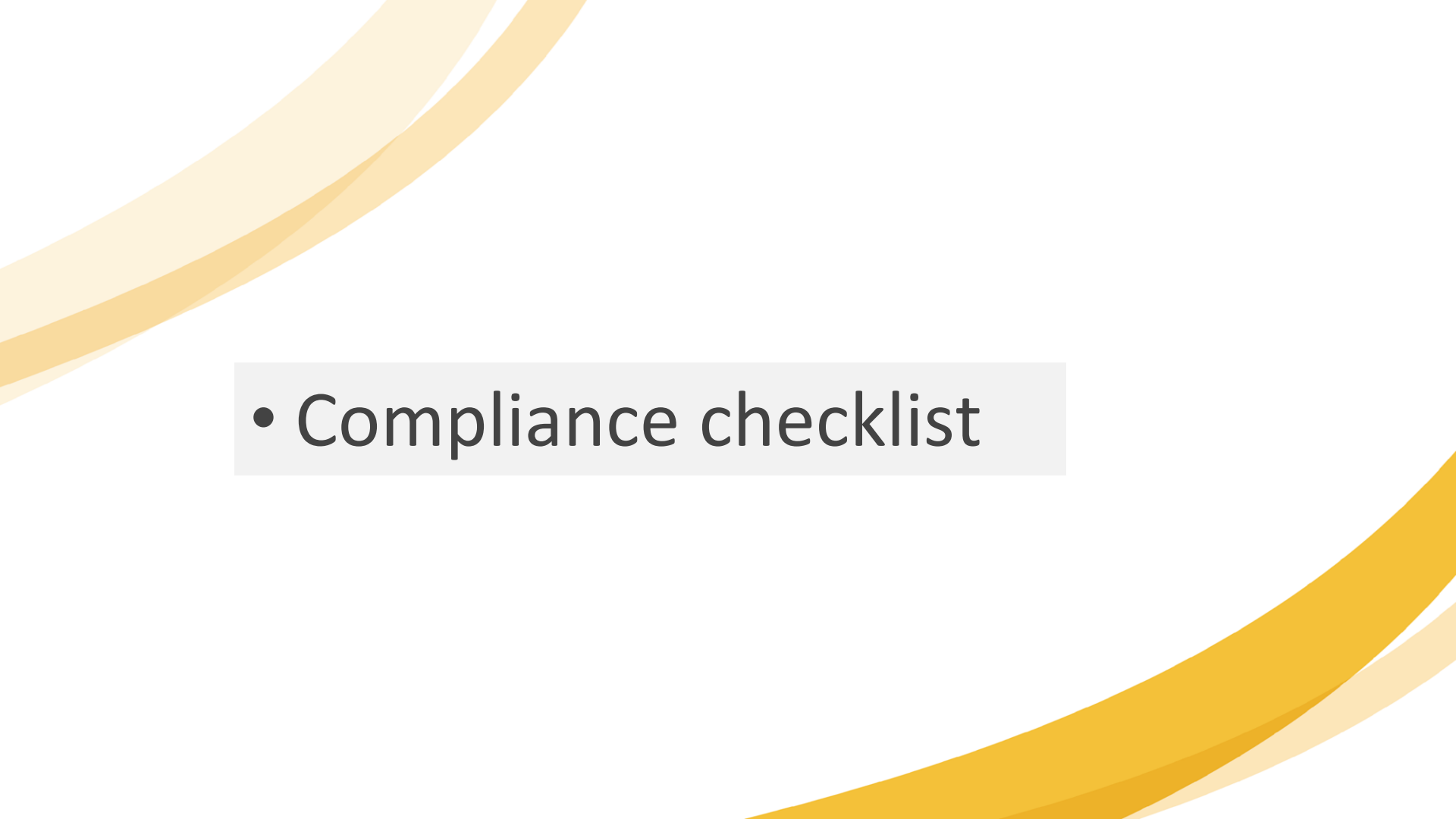
- Primary Assessment Consultation -
- Professional qualification update
- Ofsted myths: recently updated and worth revisiting. Links to the mythbusting page and inspectors handbook are available here:
<https://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015/early-years-inspections-myths>

Local

- Professional qualifications: CACHE level 2 & 3 (adult work based learning) courses are provided by Richmond College and details are available here:
<https://www.rutc.ac.uk/courses/child-care.html>
- Kingston University Foundation degree is provided by both Kingston college (Mon evening) and Richmond college (Wed evenings) and courses are enrolling now:
<https://www.rutc.ac.uk/courses/child-care/214-level-5/433-early-years-foundation-degree-fda-sector-endorsed.html>

https://www.afcinfo.org.uk/community_information

- Go to the 'Community Information' Pages
- Childcare search
- Information for childcare professionals working in Kingston and Richmond

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- Compliance checklist

Safeguarding Update

- Safeguarding booklet
- Website
- LSCB leaflet
- Training
- Private Fostering
- Signs of Safety

Children's Centres -

Working in Partnership to support Children and Families

New AfC Cluster Model, 2017

See Handout

So what is the role of Children's Centres?

'Children's Centres lie at the 'hub' of a continuum of support for children, families and communities with additional needs, but require an effective outreach strategy to ensure that interventions target and support the most vulnerable in the community'

Ofsted: The best start in life

The new **Lead Practitioner** role is key to supporting Learning & Development and children's 'school readiness'

Findings from the 'Teaching and Play' survey - *Looking at 'school readiness'*

- **Key differences between disadvantaged children and peers**
- a significant majority of children experienced learning & developmental delays.
- children were working below a typical level of development on arrival.
- areas of learning with the most significant delays were:
 - social and emotional development
 - physical development
 - communication

... **the Prime Areas**



Findings from the 'Teaching and play' survey

Factors that makes a positive difference to the progress made by disadvantaged children:

- collaboration between providers
- opportunity to learn alongside older children
- sharing assessment information all the way through
- more adult-led activities for some children

All underpinned by good quality teaching and assessment

What does this mean for you?

How can we all work together to support those who are 'disadvantaged'?

Are you aware of the services your Centre offers?

Are you sharing your views with Centre colleagues regarding the **current** needs of your families?

Do you have shared knowledge of particular children and families? - How is this being used to support best outcomes for them?

Ofsted found in the best settings:

parents and carers were integral to children's PSED and their behavioural development – some settings made **good use of children's centres** to encourage parents to improve their self-esteem, literacy skills, communication skills and parenting attitudes and practice.

Autumn moderation dates...

Cross sector moderation in the Cluster model:

North East Cluster: Kingston Town Ch Cent on Thur 16th Nov 17 from 4 - 6.30pm

Barnes Ch Cent (67B) on Mon 30th October 17 from 4 - 6.30pm

South Cluster: Tolworth Ch Cent on Thur 2nd Nov 17 from 4 - 6.30pm

West Cluster: Heathfield Ch Cent on Mon 6th Nov 17 from 4 - 6.30pm

Tangley Park Ch Cent on Wed 8th Nov 17

Any Cluster: STAR Centre on Mon 13th Nov 17 from 6.30 - 8.30pm



Moderation Expectations...

- New format this year - exemplification input to start
- You do not need to be using 'Moving On' to attend... any robust, effective assessment system can be used, we are not looking at a specific format.
- Moderators will support critically reflective conversations with your staff around their best fit judgements.
- We are not looking to 'change' assessments, we are aspiring to raise a level of consistency and robustness of practitioner judgements - across the sector.
- Moderators may highlight an area for development, but this is not a criticism... we are looking to support you and your staff teams and ultimately raise their confidence.



Please remember...

- To book onto a moderation session please go to **CPD On-line**
- Attending a session within the Cluster that you sit will be the most effective way to support your partnership working.
- The key person needs to bring all supporting evidence to validate their assessments under Personal, Social & Emotional (PSED this term)
- 'Accurate assessments', 'sharing information', 'working in partnership' and 'transitions' should not be isolated practice... they form part of a much bigger 'transition process'.



- Leaders & Managers / Provider Forum / Out of Schools Network / Childminder Forum retained but with a cross sector brief from September 2017
- The “**Friday Update**” - essential information to read... now on a **Monday!**

early.years@achievingforchildren.org.uk



SEND update

- National Updates
 - Disability Access Fund and Inclusion Funding
- Local Updates
 - SEN team, Harriet Wilson
 - Richmond SCIP pilot
 - EP Project Work
 - Speech and Language - Georgina Brown 020 8614 5654
 - EHCP Surgeries
 - Understanding Autism
 - Deaf Awareness

Disability Access Fund (DAF)

- Eligibility; 3&4 year olds will eligible if the child is in receipt of DLA and receives free early education.
- Settings with eligible 3&4 year olds will receive a one off payment of £615 per year.
- Children do not have to take up the full 570 hours.
- Providers are ultimately responsible for identifying eligible children.

Inclusion Funding

- A requirement to establish an inclusion fund in local funding systems for 3&4 year olds with SEN accessing their EEF.
- Compliance with ‘Early Years National Funding Formula Operational Guidance December 2016’.
- Not for 2 year olds, “...authorities *may* wish to use a similar approach for 2 year olds but we are not making this a requirement.”

Inclusion Funding

- “Local authorities should target the fund at children with lower level or emerging SEN.”
- Combination of amounts from early years block and high needs block of the DSG.
- Reflect the number of children with SEN in the area, their level of need and the overall capacity of the childcare market.

Inclusion Fund - Kingston

- Previously Inclusion Grant
- Changes to systems in Kingston
- Per child
- Per term
- Applications online, window opens on Monday 30th of October and closes Friday 10th of November
- A term in advance
- Maintained three and four year olds

Inclusion Fund - Richmond

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Points to Consider

- Have you sought advice from your Inclusion and Improvement Adviser, or SENCO if you are a school?
- Have you received parental consent prior to making this application? You will be required to upload this at the start of your application.
- Are you able to evidence the assess, plan, do and review process in practice?
- Have you reviewed at least one Individual Targeted Plan (ITP)?
- Is there evidence that the setting SENCO has supported the application?
- Has the setting manager reviewed the information on this form?

Reasons Why an Application Might be Rejected

- Inclusive practice is not evident
- Current parental consent has not been submitted with the application
- There is no evidence of the assessment, plan, do review in place
- Where the request is for a 1-1 member of staff as we are unable to fund individual members of staff.

Reasons Why an Application Might be Rejected

- There is no evidence of parental involvement in reviews
- Where no Individual Targeted Plan (ITP) has been submitted
- Where information is insufficient to allow the panel to make an informed decision
- Where application are received past the submission deadline
- Where the setting or school SENCO has not been involved
- Where the manager has not signed and agreed the terms and conditions

Aiming High Funding

- Applications will need to meet these requirements:
- The child or young person meets the Equality Act 2010 definition of disability
- The child or young person is 17 years or younger
- The child or young person lives within the Royal Borough of Kingston upon Thames or the London Borough of Richmond Upon Thames
- The requested amount is within the funding limits
- Inclusion is the primary purpose of the application
- David Arrow, Inclusion Development Officer - 020 8547 6564

SENCO Networks

- Next dates, Richmond; Tuesday 14/11 from 1pm or Wednesday 15/11 from 6.30pm at TTC, Grimwood Rd
- Kingston, Tuesday 7/11 from 1pm or Wednesday 8/11 from 6.30pm at King Charles Centre
- Content from Helen Joseph on glue ear, Ivan Pryce from Srathmore School, Autism Checklist from Hannah Webber.
- Spring content, includes