



## Scrutiny Board

### 5 September 2017

<b>Report title</b>	Implementation of the Early Years Strategy	
<b>Cabinet member with lead responsibility</b>	Councillor Val Gibson Cabinet Member for Children and Young People	
<b>Corporate Plan outcome</b>	People and communities achieve their full potential	
<b>Wards affected</b>	All wards	
<b>Accountable Director</b>	Emma Bennett, Service Director, Children and Young People	
<b>Originating service</b>	Early Intervention	
<b>Accountable employee</b>	Andrew Wolverson Tel Email	Head of Service, Early Intervention  Tel: 01902 551272 andrew.wolverson@wolverhampton.gov.uk
<b>Report to be/has been considered by</b>	People Leadership Team Strategic Executive Board	14 August 2017 22 August 2017

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#### Recommendation(s) for action or decision:

The Board is recommended to:

1. Review and comment on the action plans and their ability to meet the objectives set out in the Early Years Strategy.

#### Recommendations for noting:

The Board is asked to note:

1. The progress made since the launch of the strategy in April 2017.
2. The continued improvement in outcomes at the end of reception.

## **1.0 Purpose**

- 1.1 The purpose of this report is to inform Scrutiny Board members of the progress made to date in respect of the Early Years Strategy. The report also sets out the action plans that have been devised to support the achievement of the aims set out within the strategy and seeks comment from Board members on their ability to secure the desired outcomes.

## **2.0 Background**

- 2.1 Outcomes for children at the age of five years (reception) in 2015 were significantly lower in Wolverhampton than regional and statistical neighbours. Whilst a lot of work, aimed at children under five, has happened in Wolverhampton it has been carried out in response to various initiatives and government priorities.
- 2.2 In order to accelerate progress and impact in this area it was identified that a strategy was required to set out the vision for the Council's approach to children from conception to age five.
- 2.3 A stakeholder group was established from key agencies to write a draft report which was approved by Cabinet for consultation in November 2016. Following the consultation period, Cabinet agreed the Early Years Strategy on 22 March 2017. The strategy was formally launched in April 2017.
- 2.4 Four work streams aligned to the key areas of the strategy; good maternal health; parental engagement; high quality education and workforce development, have met to develop detailed action plans and begin work to progress these.

## **3.0 Good Maternal Health**

- 3.1 This theme focuses on ensuring there is a consistent approach to the delivery of health services for families with a clear pathway from conception to age five, in line with the Healthy Child Programme outlining what families can expect from professional services. This will be achieved through good partnership working that ensures specialist services, such as mental health and drug and alcohol services, receive referrals at the earliest possible point to help parents develop and sustain a strong bond with their child. The achievement of successful outcomes because of early intervention will support parents across the City.
- 3.2 Appendix 1 sets out the detailed action plan for this theme. Significant progress has been made in this area including the development of links with the Black Country Perinatal Mental Health provision and Maternity Services. This has opened access to specialist support that was previously not available to families in Wolverhampton and supports the aim of having a suite of multi-agency services to support expectant/new mothers at the earliest point, especially those who may present with early signs of low mood or historical mental health issues.
- 3.3 The Early Intervention Service is currently developing a parenting programme with the core elements focusing on early attachment/bonding, relationships and communication.

This will enable parents to understand and support their child's developmental needs and their role in this. Development of the programme is being carried out in conjunction with internal and external stakeholders including parents with the aim of commencing the programme in April 2018.

- 3.4 Work has commenced with Public Health to explore how provision delivered through Healthy Minds can be best delivered to offer a more localised, responsive package of support. This responds to feedback from the consultation on the strategy that the service offered currently was not personalised.

#### **4.0 Parental Engagement**

- 4.1 The focus for this theme is on developing the provision of universal services for families in order to support parental engagement. Parents will be supported to develop good parenting skills to enable them to help their child achieve their full potential. This meets the key strategic priorities, by developing a clear pathway for parents and professionals that promotes an understanding of child development and improves readiness for school.
- 4.2 The action plan set out in Appendix 2 outlines the work to be undertaken to achieve the aims set out above. Progress to date within this theme includes the development of structured, targeted family learning sessions enabling parents to support their child's learning. These sessions support the aim of empowering families to become their child's first educator, understanding the key role they play in their child's development and are developed in response to the outcomes data for each locality. Outcomes for individual targeted children within these sessions will be collated using an Early Years developmental tool.
- 4.3 The Parent Champion Programme has provided significant impact in increasing the take up of Early Education Funded places across the City, in conjunction with Universal Services practitioners. The programme has recruited 27 parents within the year who have had contact with 184 families across the City.

<b>Take up of Nursery Education</b>		
	2 year nursery education	3 and 4 year nursery education
Wolverhampton	77%	93%
National	68%	95%

- 4.4 The achievements set out in the table above supports the aim within the strategy of improving outcomes through access to high quality Early Education Places for 2,3 and 4 year olds.

#### **5.0 High Quality Education**

- 5.1 Ensuring all children in the City have access to high quality pre-school experience and education is the focus for this theme which will enhance and improve their Primary and Secondary Education.
- 5.2 Progress to date against the action plan (Appendix 3) celebrates the percentage increase in good levels of development at foundation stage across the City for this academic year.

Preliminary data is showing an increase of 3.1% of children attaining a good level of development doubling the percentage increase (1.5%) achieved in 2016. This data also shows that the increase within Wolverhampton is above that nationally and regionally achieving the Council's aim of accelerating progress for children in the City.

- 5.3 One of the issues identified within the strategy was the transition of children from one setting to another and in particular the passporting of information relating to the child's development. A 'learning passport' has been developed which will support children's continuous learning as they progress throughout and beyond the Early Years Foundation stage.
- 5.4 Further development work has also taken place to implement a system for capturing data at key points within the child's journey. This will strengthen the tracking of cohorts of children enabling the monitoring of progress and ensuring all children, including those deemed to be at a disadvantage, are fully supported and reaching their academic potential.
- 5.5 One of the key areas of discussion during the development of the strategy was the definition of school readiness. To support the agreed definition within the strategy, a more detailed checklist has been developed (Appendix 4) to support parents and practitioners in understanding what makes a child 'school ready'. The draft checklist will be consulted upon during the Autumn term.

## **6.0 Workforce Development**

- 6.1 This theme focuses on challenging and supporting schools and childcare providers to deliver the best education for children and young people through developing a highly skilled Early Years workforce with strong and effective leadership and management. This meets the key strategic priorities, by establishing Early Years forums with a clear programme for improving outcomes. Also to establish a robust transition protocol and to ensure the workforce support effective transitions between settings.
- 6.2 A detailed action plan for this theme is set out in Appendix 5. Progress to date within this theme includes the development of strong links with the University of Wolverhampton Early Years Board. This enables the council to influence and enhance the training and placement opportunities available for the Early Years workforce. Having well trained Early Years graduates ensures stability and quality within the workforce and impacts on the quality of education available to children.
- 6.3 A co-ordinated training programme, provided by a range of stakeholders, is near completion which will focus on strengthening practice within leadership and management across the early sector and supports the aim of children accessing high quality learning environments.
- 6.4 In order to drive sector led improvement, the development of Early Years forums was set out within the strategy. Agreement has been secured for these forums to commence in the Autumn term led by the outstanding nursery schools within the City. The forums will provide improved partnership working between childcare settings, maintained nursery classes and our good and outstanding nursery schools and enable leaders and

managers to enhance their professional knowledge and build locality networks to support children's transitions in to school as outlined in the strategy.

## **7.0 Financial implications**

- 7.1 There are no financial implications arising directly from this report. All spend is contained within existing approved budgets.

[JF/08082017/R]

## **8.0 Legal implications**

- 8.1 There are no legal implications arising from this report.

[TS/21082017/Q]

## **9.0 Equalities implications**

- 9.1 Ensuring that every child gets the best start in life has been a key aspiration outlined within Early Years policy for the past ten years. The proposals set out within this report seek to ensure that no child, regardless of background, is disadvantaged in the educational outcomes they can secure.
- 9.2 Impact of the strategy on ensuring no child is left behind, irrespective of circumstance, will be measured through action plans which will consider all equalities implications and reported through the Strengthening Families Board to Children's Trust Board.

## **10.0 Environmental implications**

- 10.1 There are no environmental implications arising from this report.

## **11.0 Human resources implications**

- 11.1 There are human resource environmental implications arising from this report.

## **12.0 Risk implications**

- 12.1 The risk of children not receiving the best start in life will impact on their long term outcomes and their ability to contribute to the labour market being developed in the local area later in life.

## **13.0 Corporate landlord implications**

- 13.1 There are no corporate landlord implications arising from this report.

## **14.0 Schedule of background papers**

- 14.1 Improving Outcomes in the Early Years, Cabinet, 30 November 2016
- Improving Outcomes in the Early Years, C&YP Scrutiny Panel, 8 February 2017
- Improving Outcomes in the Early Years, Health and Well-being board, 15 February 2017
- Improving Outcomes in the Early Years, Cabinet, 22 March 2017

## Appendix 1

**Directorate/Service Area:**

People – Early Years Strategy – Good Maternal Health

**Business Plan Accountable Officer:**

Lisa Raghunanan

What?


Who?

Why?

When?


With What?


So What?


Corp. Plan Ref	Action Title	Responsible Officer	Anticipated Outcome/Result	Timescales		Performance Measures	Progress Update (August 2017)	RAG Rating
				Propo sed Start Date	Propo sed End Date			
<b>Work together to keep children safe and in stable families</b>  <b>Achieve positive and sustained change by working with the</b>	<b>A consistent approach in the delivery of Health services for families.</b>	Strengthening Partnership Manager in partnership with...  Maternity Services /Health Vising Services/Mental Health Services  Strengthening Partnership Manager in	A clear Pathway from conception – 5 outlining what families can expect from professional/ services (Joint approach to service delivery)  Expectant mothers are engaged in health/universal services at the earliest point and are clear about what is on offer across the City.	April 2017	April 2018	Increased attendance at Ante-natal classes across the City.  Increased attendance to Early Parenting groups.  Sustained engagement in Universal services/groups/ Whole family approach to delivery.  Evaluations/Ref/Cas e Studies reflect that	Maternity services engaged with and looking into Parent Champions	





						<p>Mental Health/Therapeutic /counselling services to be based within the SFH allowing a swifter co-ordinated approach within localities.</p> <p>Parent Champions to be based within localities provide early befriending services.</p>		
<p><b>Work together to keep children safe and in stable families.</b></p>	<p>Strengthening Partnership Manager in partnership with...</p> <p>Maternity Services /Health Vising Services/Mental Health Services</p> <p>Early Years</p>					<p>ALL professionals are share with families' literature which will offer practical tips, build resilience and encourage parents to become the primary educator.</p> <p>Service user feedback.</p> <p>Reduction in the number of re-calls from Health up to 1yr.</p>	<p>Links have been developed with the Black Country Perinatal Mental Health provision and Maternity Services opening up access to much needed support</p>	

						<p>Digital literature is available for parents to access, this can be shared within the home as part of the Agile Working Strat.</p> <p>Track number of hits on WIN</p>		
<p><b>Ensure families get swift and coordinate access to the right services.</b></p>	<p>Working closely with partners and specialist services such as mental health, drug and alcohol services ensuring expectant mothers/ families are referred at the earliest point for support</p>		<p>An increase in the number of parents/families identified at early help level who may present with signs of low mood or historical mental health issues are supported in pregnancy and beyond through a multi – agency approach</p> <p>To enhance the role of the Parent Champion in supporting, befriending and identification of early signs of isolation, low mood and practical parenting.</p>				<p>Links have been developed with the Black Country Perinatal Mental Health provision and Maternity Services opening up access to much needed support</p>	

<p><b>Ensure families get swift and coordinate access to the right services</b></p>	<p>To design information for parents promoting parental engagement from conception to five ensuring children have the best start in life. This will include 10 tips in communication with your unborn and Your Baby Can now hear your voice</p>		<p>Family friendly literature is available and offering a consistent message to support parents in early communication, attachment and emotional warmth</p> <p>Antenatal classes offer a more seamless and attractive Early Parenting programme to expectant parents and beyond including sessions focused on early attachment/ bonding (Talk to your bump programme/ massage)</p> <p>WIN is used as a means to share information with families on activities and events for all services including Health.</p> <p>Parent Champion are utilised to support and signpost parents to universal groups</p>		<p>ALL professionals are share with families' literature which will offer practical tips, build resilience and encourage parents to become the primary educator.</p> <p>Service user feedback.</p> <p>Reduction in the number of re-calls from Health up to 1yr.</p> <p>Digital literature is available for parents to access, this can be shared within the home as part of the Agile Working Strat.</p> <p>Track number of hits on WIN</p>	<p>Top 10 tips have been developed and will be published by October 2017</p> <p>Bookstart continues to increase in terms of usage especially with the baby pack.</p> <p>Library services fully support and engage well</p>	
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			across the City and promote the use of Book Start.					
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**RAG Rating:**

Off Track



In Progress



Completed



## Appendix 2

**Directorate/Service Area:**

People – Early Years Strategy – Parental Engagement

**Business Plan Accountable Officer:**

Jenny Ward

What?


Who?


Why?


When?

With What?

So What?

Corp. Plan Ref	Action Title	Responsible Officer	Anticipated Outcome/Result	Timescales		Performance Measures	Progress Update (August 2017)	RAG Rating
				Proposed Start Date	Proposed End Date			
Strengthening families where children are at risk	<b>Provide advice and guidance enabling families to develop good parenting skills and opportunities to increase confidence in becoming their child's first educator</b>	Universal Services Manager	Groups delivered for families across the city provide key information that supports parents to understand child development and keeping their child safe  A range of child development resources to support families in understanding their child will be available in a range of formats  Wolverhampton Information Network is	April 2017	August 17	Early Years Foundation Stage measure for attainment  % of parents attending groups and services  % increase in Good Level of Development across all areas of learning	Monitor trends of information given to parents through home learning to support their parenting skills  To monitor attendance of groups and review potential demand in localities  Data from school improvement team  Monitor reasons for referral through EIS	

			<p>current, well supported and accessible enabling parent to make informed choices</p> <p>An increase in the number of families accessing Bookstart resources</p> <p>Parents will be able to support their child's learning throughout the year ensuring children do not regress over long periods away from nursery</p>				Data from social care team	
Strengthening families where children are at risk	<b>Ensure parents understand early education funding and the benefits this has for the child</b>	Universal Services Manager	<p>Clear information will be available to parents on their child's entitlement and how they can access it. This will be through information online, marketing materials and parent champions</p> <p>Guidance will be developed for parents which will outline the benefits of sending your child to an OfSTED rated setting that is good or better</p>	April 2017	<p>Apr 2018</p> <p>April 2018</p>	<p>% increase in take up of all elements of Early Education Funding</p> <p>% Good Level of Development gained</p> <p>Sufficient places available in localities matched to demand</p>	<p>Use of DWP data for mail out, door knocking and outreach</p> <p>Number of referrals on SharePoint/ Early Intervention System</p> <p>Termly headcount information on take up of all elements of Early Education Funding</p> <p>Childcare Sufficiency Assessment</p> <p>Annual Early Years census data DfE benchmarking</p>	

People and communities achieve their full potential	<b>A network of Parent Champions and Ambassadors will support families to increase their confidence in engaging with services</b>	Universal Services Manager  Parent Champion Co-ordinator	<p>An increase in the number of parent champions supporting families across the city</p> <p>Recruitment of parent champions with a wider range of interests and skills in order to promote universal services and support parents in making informed choices</p> <p>An increase in the number of parents accessing Early Education Funding following engagement with parent champions</p>	April 2017	<p>August 2017</p> <p>Dec 2017</p> <p>July 2018</p>	<p>% increase of number of contacts with families to promote services</p> <p>Monitoring hits on WIN and understanding what's working well</p> <p>% increase in take up of places</p> <p>% take up across good or above</p> <p>% take up of targeted groups within school holidays</p>	<p>27 parent champions to date with 221 engaged parents receiving information and guidance regarding work, education and childcare</p> <p>Data reports for WIN usage available and monitored</p> <p>Take up of TfT at 77%</p>	
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**RAG Rating:**

Off Track



In Progress



Completed



### Appendix 3

**Directorate/Service Area:**

People – Early Years Strategy – High Quality Education

**Business Plan Accountable Officer:**

Suzanne Dunn

What?


Who?

Why?

When?



With What?

So What?

Corp. Plan Ref	Action Title	Responsible Officer	Anticipated Outcome/Result	Timescales		Performance Measures	Progress Update (August 2017)	RAG Rating
				Propo sed Start Date	Propo sed End Date			
People and communities achieve their full potential	Development of a clear pathway for professionals that promotes a common understanding of child development and how this may be supported	Suzanne Dunn	Providers are providing accurate and reliable data for tracking children throughout their Early Years Education at 2 years old onwards using standardised paperwork	April 17	August 2017	% improvement in Good Levels of Development more children are at an expected level and the gap has diminished	Preliminary data indicates 3% increase in good levels of development	
		Quality and Access Officers	Practitioners have a sound knowledge of transition, communication and language development personal, social and emotional development including <b>self-</b>		April 2018	% increase year on year using standardised paperwork	Transition passport ready for first run	
		All early years practitioners, health practitioners and parents				% of children expected or exceeded	Bespoke training courses have been	




			<p><b>regulation and independence</b></p> <p>All practitioners baseline children using Early Years Foundation Stage framework in a standardised way.</p> <p>Practitioners understand cohorts of children and their individual needs including socio economic disadvantage</p> <p>To develop standardised materials / resources regarding ages and stages to inform practitioners and parents</p> <p>Schools and providers have professional respect to ensure individual children's learning is not compromised</p>		<p>August 2018</p> <p>August 2018</p> <p>April 2018</p>	<p>increases year on year</p> <p>% increase of good quality assessment that supports transition</p> <p>% of Practitioners are aware of and are provided with the demographics within their cohort and respond accordingly</p>	<p>designed and delivered with a focus on self regulation and independence</p>	
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Strengthening families where children are at risk	Raising awareness and improving understanding of school readiness	<p>Suzanne Dunn</p> <p>Quality and Access Officers</p> <p>All providers of early education and parents</p> <p>School admission services</p>	<p>A shared definition of school readiness is available to parents and they understand the meaning</p> <p>A range of supporting materials for 0 – 5 are accessible for parents and professionals ensuring every child in their early years has the best start</p> <p>Children are meeting the objectives outlined within the school readiness statement</p>	April 17	<p>April 2018</p> <p>April 2018</p>	<p>Diminishing the difference between all disadvantaged children and their peers in EYFSP outcomes</p> <p>% of children achieving or expecting or exceeding increases</p> <p>Overall % of children achieving a good level of development is increasing which includes areas such as toilet training and self-regulation (PSED)</p>	<p>Top 10 tips for parents and school readiness guidance is designed and ready for distribution and use</p> <p>Supporting material for practitioners has been designed and made available to parents and practitioners</p>	
Strengthening families where children are at risk	Continue to improve on identified areas where children are not at an expected level of development in EYFSP outcomes	<p>Parents</p> <p>Early Years &amp; School Improvement Team</p> <p>Health colleagues</p>	<p>Practitioners understand cohorts of children and their individual needs such as SEND and including socio economic disadvantage</p> <p>A range of programmes supporting communication, language and PSED</p>	April 17	August 2017	<p>Early years are responsive to provider needs ensuring % of providers are good or above or striving to achieve this</p> <p>% providers accessing narrowing the gap training</p>	<p>% of good or above has improved. Currently no inadequates and 1 requires improvement setting.</p> <p>Training developed that</p>	

This report is PUBLIC  
[NOT PROTECTIVELY MARKED]

		Childcare providers	development is embedded across Wolverhampton			% children achieving GLD is increasing year on year	looks at cohorts of children	
		Schools across the city						
	Parents as the child's first educator to feel confident in meeting their own child's needs through professional support	Parent champions/ ambassadors	Increased numbers of parent champions/ ambassadors across the city to support families in meeting the needs of their children	April 17	August 2017	% of contacts between parents and champions	27 parent champions to date with 221 engaged parents receiving information and guidance regarding work, education and childcare	
		Elective Home Education Officer	Parents are aware of programmes, such as REAL or ECAT, are available to them in enabling better support and home learning			% of contacts between parents and Family liaison officers within schools (out of school hours)		
		Universal Service Practitioners						
		Strengthening Families Hubs	Parents are encouraged to make their own links with parent champions/ ambassadors within settings to support home learning Signposting is effective Identify potential barriers to children achieving a good level of development when assessed at the end of Reception					

This report is PUBLIC  
[NOT PROTECTIVELY MARKED]

	<p>Ensuring all children have access to good quality early education places through early years support</p> <p>More parents apply for Early Years Pupil Premium</p>		<p>All children have access to good early education</p> <p>Early years have a clear support offer and network for providers</p> <p>Children's learning is clearly accelerated</p>	<p>April 17</p>	<p>August 2018</p>	<p>% of good or above providers across the city</p> <p>% of children achieving expected or exceeded increases year on year</p> <p>% increase of children at an expected level of development</p>		
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<p><b>Appendix 4</b></p> <p>To be ready for Nursery</p> <p><b>School/setting:</b>  All staff understand children’s development and how to track progress.  The enabling environment supports children’s emotional well-being.  Learning is delivered in a play based approach which is child-led with practitioner input and extension.  All staff are appropriately qualified.  Staff build strong relationships with children through conversations with family and adhering to a transition process and policy.  <b>Parents/ carers:</b>  Feel that their role and input is valued by all staff.  They know and understand exactly what will happen at nursery.  They feel positive about the provision and able to share sensitive or important information with their child’s key worker. They have played with their child encouraging positive social development and thinking. The playful activities which have the most impact are reading and sharing books, going to the library, going on visits, playing with letters and numbers, singing both songs and rhymes, drawing &amp; painting and playing with friends.  <b>Child:</b>  Effectively communicates their needs and ideas.  Can sit to listen to a story in a small group for an appropriate amount of time.  Interacts with other children during play.  Is willing to ‘have a go’ at new experiences.  Is becoming independent in their self-care.</p>	<p>This report is PUBLIC [NOT PROTECTIVELY MARKED]</p> <p>To be ready for Reception</p> <p><b>School/setting:</b>  Have and adhere to a comprehensive transition policy.  The staff know about their children by talking to parents and visiting children in their previous setting.  Learning is delivered in a playful approach. There is a balance between teacher-led and child-led teaching.  All staff understand what is needed for a child to attain a GLD.  Staff build strong relationships with children through conversations.  The enabling environment supports the children in independent learning experiences.  <b>Parents/ carers:</b>  Feel that they know and are fully informed about routines and the school day.  They feel positive, confident and comfortable within the school.  They feel able to share sensitive or important information with their child’s key worker.  They understand their role as a partner in supporting their child’s learning at home.  They attend all settling in and new parent meetings at the school with their child.  <b>Child:</b>  If new to the setting, settles with minimal support.  Can follow age appropriate instructions.  Can successfully build new friendships.  Understand their feelings and emotions.  Take responsibility for their actions and their consequences.  Are motivated to try new experiences.  Are independent in their self-care, but may have help dressing and undressing.</p>	<p>To be ready for Year 1</p> <p><b>School/setting:</b>  Have and adhere to a comprehensive transition policy.  The staff know about their children by talking to parents, reception staff and visiting children in their Reception class.  All staff understand what is needed for a child to attain a GLD and how to plan for children who still need support in the prime areas.  Staff build strong relationships with children through conversations.  The enabling environment supports the children to continue independent learning experiences through a mix of play based and structured experiences.  <b>Parents/ carers:</b>  Feel that they know and are fully informed about routines and the school day in Key stage 1.  They know all the staff who will be working with their child.  They feel able to share sensitive or important information with the staff.  They understand their role as a partner in supporting their child’s learning at home.  They attend all parent’s evenings.  <b>Child:</b>  Listens to, understands instructions, and follows rules and routines.  Can use mathematical language in real contexts.  Can read and write simple sentences.  Understand theirs and other’s feelings and emotions.  Have attained a Good Level of Development.</p>
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# Top ten tips for moving to my new setting.

## Tip 1

Transition is regarded as a process not an event. It is not a one-off visit to the new environment in July; ready for starting school in the Summer term.

## Tip 2

Practitioners and parents/carers both have a thorough understanding of the importance of the transition process, they should comprehend their role within it.

## Tip 3

In order to meet every new child's needs practitioners should build positive caring relationships with parents. Parents must feel like a partner in the process not an inconvenience.

## Tip 4

The transition passport to school should celebrate children's successes and be written in a positive manner. This will support children's continuing progress within capturing the journey, early years outcomes.

## Tip 5

Planning, communication and flexibility are the key principles to a smooth effective transition- Planning should begin earlier in the year not in just in the Summer term.

## Tip 6

Working collaboratively with other professionals will ensure that the diverse range of children's needs are met appropriately. No one professional is more important than another, professionals must treat each other with mutual trust and respect. Professionals include staff from the Speech and Language Team, Members of the Special Needs Early Years Services and staff from the child's previous day-care settings.

## Tip 7

Transitions must have a child's social, emotional and educational needs at the heart of everything that is done. Practitioners should handle these needs sensitively.

## Tip 8

Children should be consulted as part of this process at a developmentally appropriate level.

## Tip 9

Be aware of and support parental need as well as the children, for example, those needing literacy support, those with English as an additional language and those with special educational needs or disabilities; especially when completing forms and sending out information.

## Tip 10

Effective transition is an inclusive process which meets the requirements of the EYFS Statutory framework and the guidance from the City of Wolverhampton Early intervention 0-18 team and the school standards team.

# How I might be feeling?

Children may experience these three stages as they prepare and go through transition into new situations:

**Stage 1:** Children may experience sadness, resistance to change leaving them feeling confused overwhelmed and therefore they revert to previous behaviours. These may present themselves as children appearing fussy or whiney, crying easily and for no apparent reason, temper tantrums or re-emergence of old habits e.g. sucking their thumb, twiddling their hair.

**Stage 2:** Children may feel confused about what will happen next and this will make them more anxious. This is why it is important a child has experienced their new setting and learnt about the rules and routines before they start. Adults should be prepared for their questions and answer these as they arise. It is good practice initially to allow children to bring a familiar item from home or a photo of their family.

**Stage 3:** Children need support and positive guidance on what is expected of them as well as confirming that they are acting appropriately. Practitioners can help children settle and gain in confidence by making new routines explicit, reviewing expectations and pointing out to children what they are learning.

## Be prepared to answer the following questions:

### For me:

Will I see my old friends again?  
Who will be my key person or teacher?  
Where will I eat my lunch?  
Where do I go to the toilet?  
Where do I put my bag and my things?  
Where will I be playing?  
When will I go home? How will I get home?

### For my parents/carers:

Which door do we need to come in through on our first morning?  
Where do we wait in a morning? Or to pick up my child at the end of the day?  
Does my child need a PE kit from day one?  
What do I need to put in a PE kit?  
What is the school uniform?  
Where and what will my child eat for lunch?  
Who will be looking after them at lunchtime? If they are having cooked dinners- will somebody help them to cut up their food?  
Can I stay with them a little bit on their first morning? What about their second morning?



Ready school environments and practices foster and support a smooth transition for all children into primary school this will advance and promote learning for all children

Together, both schools and daycare settings must create continuity and maintain learning expectations and conditions for children. The greater the gap between these 2 means the greater the challenge for the young children.

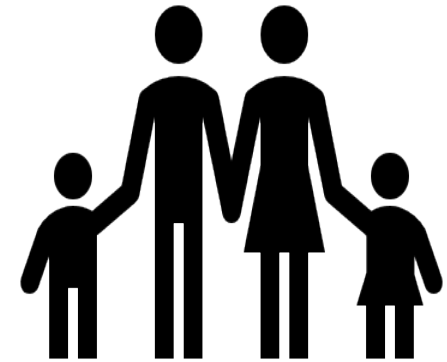
For the purpose of the Early Years Strategy 2017-2021

School readiness is defined as :

Street Address  
City, ST ZIP Code

To support parents and practitioners school readiness/ transition materials will be developed with parents and professionals and published.

## School Readiness



school Education (EPPE) study concluded that  
“What parents do is far more important than who parents are”

## Appendix 5

Directorate/Service Area:

People - Early Years Strategy – Workforce Development

Business Plan Accountable Officer:

Lisa Hill

What?


Who?

Why?


When?


With What?


So What?

Corp. Plan Ref	Action Title	Responsible Officer	Anticipated Outcome/Result	Timescales		Performance Measures	Progress Update (August 2017)	RAG Rating
				Proposed Start Date	Proposed End Date			
Work together to keep children safe and in stable families	<b>Strong and effective leadership and management is demonstrated across all provisions</b>	Early Years Service Manager	<p>A robust training offer is available to all early years providers with a strong focus upon CPD to develop good quality leaders and managers</p> <p>Effective use of model environments and Early Years forums will be embedded and will form part of the quality and training offer</p> <p>education partners will be fully engaged and contribute to the development of the training offer</p>	May 2017	<p>May 2021</p> <p>Sept 17</p> <p>May 2018</p> <p>May 2021</p>	<p>% of providers at good or above</p> <p>% of children in disadvantaged areas attaining good level of development</p>	<p>% providers at good or above has increased</p> <p>Qualification audit completed</p> <p>Robust training offer designed and in use</p> <p>Early years forums ready to run in September 17</p>	

			<p>Diminishing the difference between children at expected levels and those that aren't</p> <p>All children have access to high quality learning experiences</p> <p>Providers achieve and maintain a "Good" or above Ofsted judgement</p> <p>Children's transitions are supported effectively through good quality leadership and management</p> <p>Provisions engage with early years regarding quality support, attending forums and sharing learning and practice</p> <p>contributes to the development of good quality early educators that can be recruited and retained, ensuring quality within a setting is not compromised</p>		<p>August 2018</p> <p>May 2020</p> <p>April 2018</p> <p>January 2018</p> <p>May 2019</p>				
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Work together to keep children safe and in stable families	<b>Develop a high-quality workforce</b>	Early Years Service Manager	<p>All practitioners demonstrate a sound knowledge of EYFS through Quality support visits, EY forums and sharing good practice</p> <p>High quality learning environments are available to all early years children</p> <p>Practitioners/teachers demonstrate an in-depth knowledge of child development and how to support families through home learning</p> <p>A nurturing/ restorative approach for newly qualified Early years practitioners is embedded within settings in collaboration with early years services through strong links to FE providers</p> <p>Core guidance for settings who offer student placements ensuring students are supported and develop into quality practitioners with a scope for leadership</p>	May 2017	<p>May 2019</p> <p>August 2018</p> <p>May 2019</p> <p>May 2018</p> <p>May 2018</p>	<p>% of children not emerging reduces year on year</p> <p>% increase of Good or above</p>	<p>Regular reviewing of children's profiles with an understanding of disadvantage and where to seek appropriate support from other services</p> <p>Practitioners to contribute to the improvement of provision acknowledging their own continuous professional development</p> <p>% of settings being accredited to take students</p> <p>Strong links with Wolverhampton University in place</p> <p>Place on education advisory board</p>	
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							for education degrees	
Work together to keep children safe and in stable families	<b>Development of the workforce in relation to special educational needs</b>	Early Years Service Manager  SNEYS team	<p>All settings are inclusive and can identify individual needs of children</p> <p>Inclusion fund is spent effectively and meets the needs of individual children and contributes to developing a good quality setting overall</p> <p>Providing high quality learning environments that meet the individual needs of identified children</p> <p>Providers of early education are able to offer a strong local offer with support from SNEYS and Early Years</p> <p>SEND Children's needs are identified through the graduated approach</p> <p>A consistent approach across the City in meeting</p>	May 2017	<p>May 2019</p> <p>April 2018</p> <p>August 2018</p> <p>August 2018</p> <p>August 2018</p> <p>August 2018</p>	<p>% of SENCOs</p> <p>Monitoring outcomes of identified targets in EHA's</p> <p>% of children with identified SEN support and % children EHC plans (Identified through SNEYS)</p> <p>% of local offers completed and published that are of good quality</p> <p>Annual increase on SEND children</p>	<p>Working in partnership with key professionals to support the individual needs of the children</p> <p>To access advanced training for SENCO practitioners working with children with special educational needs</p> <p>An awareness by practitioners of the process of early intervention</p> <p>The quality of Early Help Assessments (EHA) in order to meet the individual child's needs</p>	

			<p>the requirements of the local offer</p> <p>SENCOs are of a high quality and can identify areas of need and respond accordingly</p> <p>All providers understand the importance and significance of the local offer and all practitioners can contribute and are key stakeholders within the process</p> <p>Settings are aware and have regard for the SEND graduated approach (Assess plan do review)</p>		<p>May 2019</p> <p>August 2018</p>	<p>attaining as expected judgement in more areas of learning</p>		
	<b>Developing and supporting high quality early education places</b>	Early Years Service Manager	<p>Wolverhampton early years has a clear offer for all providers ensuring they offer high quality early education places that support children's learning</p> <p>Package to include:</p> <p>Supporting transition</p> <p>Supporting the development of language and communication</p>	May 2017	August 2017	<p>% of settings gaining good or above increases</p> <p>% of schools engaging with early years increases</p> <p>% of children achieving expected or above</p>	<p>Support visits in place</p> <p>Increased engagement with schools</p> <p>Training developed and accessed by schools and private providers</p> <p>% increase of children</p>	

			<p>Supporting the development of PSED including children having self regulation, becoming active learners and independence skills</p> <p>Understanding cohorts of children and their individual needs including socio – economic disadvantage and SEN</p> <p>All children have access to good quality early education</p> <p>Settings are confident and proficient in the use of IT platforms and use them to their advantage</p>			<p>increases year on year</p> <p>Providers demonstrating through support visits their ability to interrogate local data and intelligence regarding cohorts of children and the factors impacting upon learning</p>	<p>accessing high quality education</p> <p>All providers are using Cloud W and WIN</p>	
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**RAG Rating:**

Off Track



In Progress



Completed

