



Bournemouth Early Years Strategy

Updated September 2018



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Vision

Our vision is for all children within Bournemouth to have access to high quality early years provision.

This framework, whilst outlining the Local Authority's statutory responsibilities, ([Early Education and Childcare](#) and [Sure Start Children's Centre's](#)) articulates our working partnership with providers to achieve this vision. It outlines the range of strategies used by the Local Authority in order to raise the quality of early years provision for children and families.

The audience of this document is:

- For Local Authority Officers to define functions and reference how this strategy dovetails with wider council plans and initiatives
- For providers to define the offer of support, guidance & services available and detail relevant policies
- For parents to make clear the role of the LA and the remit in which they work with early years providers. This is in addition to the information provided in the Early Years Handbook for families

The [Early Years Foundation Stage Statutory Framework](#) (EYFS) sets the standards for learning, development and care for children from birth to five. This framework summarises that;

“every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up”
([Early Years Foundation Stage](#))

Why is the quality of provision so important?

The first 5 years of a child's life is a unique period of accelerated development. The brain is at its most [sensitive to growth during its earliest years](#). When children experience good quality relationships and environments, research demonstrates that their long-term achievements improve. The reverse is also true, if children's brains miss out on this window of development it makes it much harder for children to catch up later and often requires costly, specialised intervention to help.

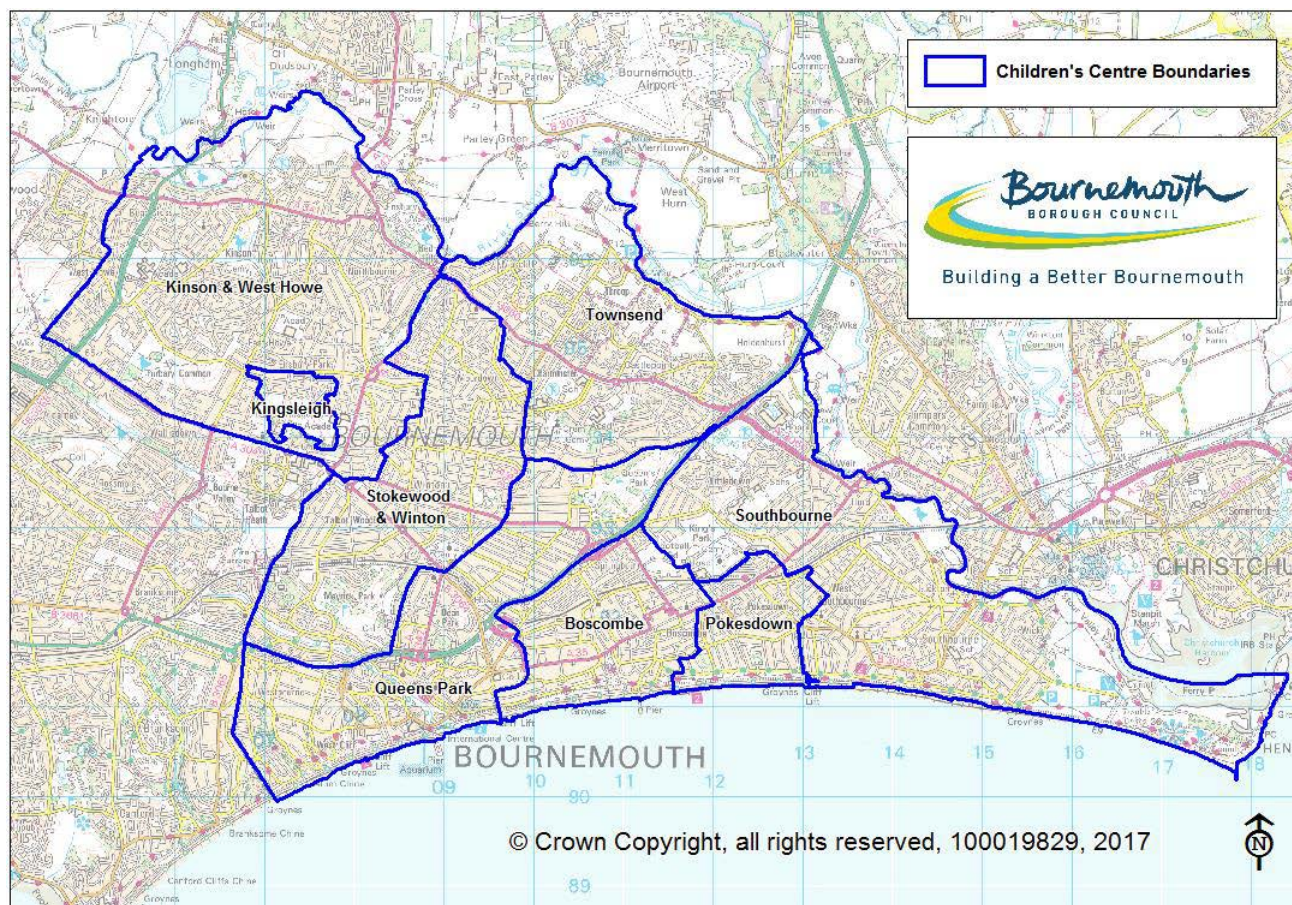
In order for children to be given the opportunity to reach their full potential, they need to be able to access high quality learning experiences within safe, enriched environments. All young children deserve the support of the best quality provision. Children who experience high quality early years provision are well placed to achieve better outcomes in school, to develop better social, emotional and cognitive abilities throughout their lives. On the contrary, poor provision adds no value in the long term.

Ofsted recognises that babies and young children must have the very best early education and defines good quality with judgements of good or outstanding. Provision is dependent on the commitment of well qualified staff to achieve this level of quality.

Good quality provision supports children to learn and develop well and ensures that they are school ready, giving them a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Bournemouth – Our Local Context

This strategy outlines the service delivery to improve outcomes for children and expands the Plan for [Children, Young People and their Families 2016-2020](#).



Bournemouth has 11,357 children under five in residency, of which 3,434 are funded through two, three and four year old early education, to access childcare. ^{b1}

The table below shows the percentages of children within each band of Ofsted judgement. ²

Year	Percentage of early years settings achieving an Ofsted rating of:			
	Outstanding	Good	Requires Improvement	Inadequate
2017	13%	81%	7%	0%
2016	10%	85%	5%	1%
2015	13%	70%	16%	1%
2014	10%	71%	18%	1%
2013	12%	64%	24%	1%

The aspiration is for all Bournemouth children within an Early Years setting to be attending provision which is at least good, as judged by Ofsted. Early Years providers are responsible for ensuring that they are providing good quality childcare and learning experiences. Ofsted are the sole arbiters of quality and the Local Authority use the latest Ofsted judgement to categorise settings.

¹ Bournemouth Childcare Sufficiency Report 2018

² Bournemouth Childcare Sufficiency Report 2018

Early Years Foundation Stage Profile (assessment at the end of the foundation stage, reception year in school) data for Bournemouth has been consistently above national average for the past five years. Our data also shows that the gap between the lowest achieving pupils and the rest is narrowing. Reducing this gap and maintaining above average results remains a priority for Bournemouth.

Bournemouth has six [Children's Centres](#) which are run by the council and third sector partners, Barnardo's and Bournemouth YMCA. Bournemouth's Children's Centre functions underpin the Local Authority response to legislation within the Childcare Act 2006. They offer targeted, evidence-based interventions for those families in greatest need of support. They contribute to the goal of improving the well-being of young children in the area and reduce inequalities between them. [Sure Start Children's Centres Statutory Guidance](#) and Quality and Development Partners are in place to support and challenge early years practitioners within Bournemouth Children's Centres to offer high quality learning and development opportunities for children under five and to develop and support family learning opportunities.

The [Early Education and Childcare Statutory Guidance for Local Authorities](#) defines the responsibilities the Local Authority have in working with early years providers. There is a statutory duty for Bournemouth Borough Council to champion and improve outcomes for all children under five, especially those vulnerable to under achievement.

Early Years Services

Early Years Service core teams

Bournemouth's Early Years Service has core teams who work directly with all early years providers. The core offer for **all settings** engaged with the local authority involves support to work towards self sustained improvement, access to information, training and safeguarding advice:



Quality and Development Strategy 2015

The Local Authority Quality and Development Team provide a universal offer of advice support and training for all settings, including independently registered childminders, with specific targeted support, for settings judged as less than good by Ofsted. Appendix 5 details the quality and development strategy.

The team work closely with the children's centres to ensure services for children in Bournemouth are linked and cohesive.

For further information about childcare please see www.bournemouth.gov.uk/childcare

Supporting Special Educational Needs and Disability (SEND)

All providers regardless of their Ofsted judgement have access to an Area SEND Development Officer. The role of the Area SEND development officer is to support the setting SENCO (SEND Coordinator) in providing a graduated response to meeting the needs of and monitoring the progress of children with special educational needs, in accordance with [SEN and Disability Code of Practice 0-25 years](#). Area SEND Development Officers will navigate practitioners through their support of children and advise when a multiagency approach is required. Where children are identified with complex or multiple needs, and are likely to require an Education and Healthcare plan, an Advisory SEND Development Officer will be allocated to support the setting through the process of requesting an assessment. Further details outlining the remit of Area and Advisory SEND Development Officers are available in Appendix 1.

In addition to SENCO support, Bournemouth Early Years provide a rolling programme of training events, workshops and networks tailored to meet the needs of local Early Years SENCOs. All training can be found on [Bournemouth CPD Online](#).

Information about the Bournemouth Early Years SEND and the Bournemouth Local Offer regarding support and available services for children with special educational needs and disability can be found at www.bournemouth.gov.uk/sen and <https://www.bournemouth.gov.uk/childreducation/LocalOffer/LocalOffer.aspx>

SEND Top Up Grants

Additional funding is available to childcare settings to make a positive impact on a child's longer term outcomes. Requests for SEND Top-up Grants (formally known as additional support funding) are made by childcare settings and submitted to a panel that considers requests made. The policy for the allocation of this funding can be found in Appendix 2.

Portage

Bournemouth Portage is a home-visiting service for children aged 0-3 who have special needs in at least two areas of development. The service is a key part of Bournemouth Early Years contribution to the Early Help Offer. Details of the Portage Service can be found in Appendix 3.

Careers in childcare

We have a dedicated website (<https://childcarejobsdorset.co.uk/>) where early years providers can advertise workforce vacancies at no cost. The website provides valuable information for settings including recruitment, qualifications and news.

Training and professional development

All providers, regardless of their Ofsted judgement, are able to access training opportunities arranged or delivered by the Bournemouth Early Years service. Details on the range of training available (and terms and conditions) are available at www.bournemouth.gov.uk/cpd. Some training opportunities are subsidised for providers who are engaged with the Local Authority, any changes to the funding of cpd is updated via the webpage referenced. There is a variety of established networks which offer a flexible approach to opportunities to debate, share good practice and facilitate workshops, which are detailed in Appendix 4.

Early Education Funding

All providers, regardless of their Ofsted judgement, are required to share information with the Local Authority with regard to the administration of Early Education Funding. Details of the administration and processes for Early Education Funding can be found at www.bournemouth.gov.uk/fundingforms. In addition to the universal offer and extended entitlement of three and four year old funding, Early Years work closely with Children's Centres in order to identify and offer targeted two year old funding for eligible children. More information is available at www.bournemouth.gov.uk/two and www.bournemouth.gov.uk/eef.

Bournemouth Borough Council is required to maintain and update a list of providers that choose to receive funding to deliver Early Education places, this is known as The Local Directory of Providers. The Local Authority Application for The Local Directory of Early Years Providers. Conditions of funding are set out in the [Local Provider Agreement](#).

Safeguarding Officer support

If your concern is an emergency call 999.

Any concerns regarding the safety and wellbeing of children and young people are dealt with by the Multi Agency Safeguarding Hub (MASH).

Please use the contact details according to where the child normally lives:

Bournemouth MASH – **01202 458101** or MASH@bournemouth.gov.uk

Poole MASH – **01202 735046** or MASH@poole.gov.uk

Dorset MASH – **01202 228866** or MASH@dorsetcc.gcsx.gov.uk

For more details about reporting a concern please see <https://bournemouth-poole-lscb.org.uk/report-a-concern/>

The Early Years Safeguarding Officer is available to give advice and support to all settings with regard to safeguarding issues and practice.

This does not and cannot replace any referral which may be required. The Early Years Safeguarding Officer does not need to be consulted prior to any action a provider may take however is there to advise if requested.

Providers can contact the Early Years Service and request to speak to the Safeguarding Officer.

The Safeguarding Officer also provides training for Early Years practitioners, Leads the Designated Safeguarding Leads Networks wider groups and services and manages the [Early Years Safeguarding](#) webpages.

Early Years Pupil Premium

The EYPP is designed to narrow the attainment gap between young children from low-income families and their peers.

All children aged three and four who meet the eligibility criteria will benefit from the funding. If your child is eligible, your childcare setting (nursery, pre-school, nursery class or registered childminder) can claim up to £300 a year to support your child's individual learning.

It is the responsibility of the provider to determine how the EYPP funding is spent for the benefit of the eligible child and they will be required to measure the impact and effectiveness of the funding.

More information about how to apply can be found at <https://www.bournemouth.gov.uk/childreducation/childcare/paying-for-childcare/EarlyYearsPupilPremium.aspx>

Prospective providers looking to set up childcare provision in Bournemouth

The Early Years service is able to provide information to prospective early years providers.

Prospective childminders can request visits for a duration of 2 hours from the Early Years Quality Development Team at a cost of £25 or they can request a briefing at the town hall for £15. Further information can be found by visiting our website www.childcarejobsdorset.co.uk. The visits are designed to inform people on the qualifications, training and practicalities of becoming a registered childminder and explain the route to Ofsted registration.

Prospective day nursery and preschool providers can access an informative factsheet on the Childcare Jobs Dorset website (www.childcarejobsdorset.co.uk).

Accountability and performance measures

The Local Authority's statutory duties are outcomes to which they are held accountable. Performance Indicators are in place to ensure that services offered in pursuit of delivering statutory duties are efficient, achievable and evaluated. In addition to the council's own performance indicators the Local Authority have national performance measures. Each section of the Early Years service is linked to performance indicators which are reported on through a monitoring process, one of which is the percentage of Bournemouth Early Education Funded children within settings with an Ofsted judgement of good or outstanding.

Appendix 1

The responsibility of Bournemouth early years setting SENCOs

The responsibility for implementing the graduated response to children needs, in line with the [SEN and Disability Code of Practice 0-25 years, 2015](#) remains with the setting. All documentation, referrals and subsequent paperwork related to a child's needs should be collated and stored securely at the setting, and made available should the setting wish to discuss the child during their Area SENDO consultation meeting.

The responsibility for embedding good SEN practice gained through consultation discussions, training opportunities and advisory support lies with setting leadership and SENCOs. It is expected that skills learnt will be transferable to meet a wide range of needs.

It is the setting's responsibility to share key information discussed between the setting SENCO and the area or advisory SENDO with the child's parents or carers.

Parental permission **must** be sought by the setting before discussing children with the area or advisory SENDOs.

Settings working with children with a special education need should have regard to the [Bournemouth Special Educational Needs & Disability Guidance and Practitioner Toolkit](#) . This toolkit details Bournemouth's graduated response to children's needs in four levels:

- Universal Support
- Targeted Support
- Specialist Support
- High (EHCP) Level Support

Providers should use this toolkit to support their identification of children's needs and planning for children with SEND.

What support do Bournemouth early years settings receive?

This guidance details how the Inclusion Fund in Bournemouth supports children across this graduated response and how providers and children access this support.

The Inclusion Fund in Bournemouth supports four services and functions:

- Area SEND Development Officer
- Advisory SEND Development Officer
- SEN Top Up Grants
- Portage

Graduated Response	Bournemouth Inclusion Fund Offer
Universal Support	<ul style="list-style-type: none"> • All setting in Bournemouth receive a high pass through base rate • Subsidised training program
Targeted Support	As for Universal and: <ul style="list-style-type: none"> • Area SEND Development Officer • Resource bank
Specialist Support	As for Universal/Targeted and: <ul style="list-style-type: none"> • Advisory SEND Development Officer • SEN Top Up Grants, available to eligible 2, 3 and 4 year olds • Portage
High (EHCP) Level Support	As for Universal/Targeted/Specialist and: Education, Health and Care Plan

1) Area SEND Development Officer

The role of the Area SEND Development Officer is to offer advice and support at '**Targeted Support**' Level:

For Early Years Settings:

- 1.1 To give support to setting SENCOs and practitioners to meet the needs of children with Special Educational Needs and Disability through the graduated response in line with the [SEN and Disability Code of Practice 0-25 years, 2015](#)
- 1.2 To offer consultation discussions, dependent on the needs of the setting, to advise appropriate support strategies and discuss monitoring of progress within the setting
- 1.3 Consultation discussions can be conducted at the setting, via phone or email correspondence. Each setting will have at least one consultation a year and no more than one a term.
- 1.4 To support settings to monitor the impact of actions and advise which level of support may be required, as defined by the guidance toolkit
- 1.5 To undertake appropriate assessments for specific children, for example, Schedule of Growing Skills, normally identified through consultation discussions, in order to identify needs and inform target setting using the [Bournemouth Special Educational Needs & Disability Guidance and Practitioner Toolkit](#)
- 1.6 To advise Early Years Settings as to when multi-agency approaches are needed, for example referral to Speech and Language Therapy. However, settings should not wait to speak to their Area SENDO before making SALT referral as they have responsibility for completing these
- 1.7 SEND Development Officers are able to make direct referrals to other professionals including Paediatricians in collaboration with health professionals
- 1.8 Support for referrals to the educational psychology team following the early years Educational Psychology Referrals Process. Where EY provision is registered with a primary school, funding for EP input is funded through the school's General Annual Grant funding and not by the Early Years SEND service
- 1.9 To provide specialist resources and equipment which are available from the Early Years SEND Resource base
- 1.10 To support settings to identify specific training needs of practitioners and explore possible training opportunities
- 1.11 Plan and deliver training workshops and courses for setting staff, Childminders, SENCO's and Children's Centre SENCO's

- 1.12 To run regular network meetings for setting SENCOs with elements of bespoke training
- 1.13 Support looked after children in the care of Bournemouth, this may include visits within a 20 mile radius
- 1.14 To support settings in making new requests for SEND Top Up Grant funding where appropriate
- 1.15 To support children resident in Bournemouth by attending settings out of area

2) Advisory SEND Development Officer

The role of the Advisory SEND Development Officer is to offer advice and support at '**Specialist Support**' Level:

For Parents:

- 2.2 To support the setting SENCO to meet with parents and carers to offer support and advice upon their child's additional needs
- 2.3 Signpost parents and carers to access services available including children's centres
- 2.4 Support the setting, child and parents and carers to make positive transitions between settings and from Early Years settings to schools

For Early Years Settings:

- 2.5 To support early years settings to request statutory assessment where appropriate in line with the [SEN and Disability Code of Practice 0-25 years, 2015](#)
- 2.6 Where an Education and Health Care Plan is in place support will be offered to the setting to arrange reviews in accordance with the SEND Code of Practice
- 2.7 To undertake appropriate assessments, for example, Schedule of Growing Skills, for specific children in order to help identify needs and inform target setting
- 2.8 The role of the Advisory SEND Development Officers is to work alongside setting SENCO's to support children with the most complex needs. They work in an advisory capacity and the responsibility for meeting children's needs and ensuring required referrals are completed remains with the setting
- 2.9 The Advisory SEND Development Officers will share a Note of Visit with the setting SENCO outlining discussions that have been held and recommendations for the setting to implement. These Notes of Visits are also used in evidence of support towards assessment for Education Health and Care Plans
- 2.10 Settings may be offered mentoring in order to assist them to identify how best to implement strategies to support children with complex needs. Such support will be tailored to the need of the child and experience of the setting
- 2.11 Advisory SEND Development Officers may be involved in Team Around the Child and Child in Need meetings, however, this will be dependent on the need of the child and may not be necessary for all identified children. SEND Development Officers should not be lead professionals for children where an Early Help Assessment (EHA) is in place or required. Trained setting staff can undertake EHA's or contact their local children's centre to initiate an EHA

Your Admission Information

Your nursery/preschool admission/enquiry form needs to ask the following questions to determine any child that may have a SEN or medical needs:

- a) Does the child have a diagnosed special educational need (diagnosed by a medical health professional)?
- b) Does the child have a diagnosed medical need (diagnosed by a medical health professional)?

If the parent/carer answers yes to the questions a) and/or b) you may wish to contact your Early Years Area SEND Development Officer prior to your next consultation meetings
Additional Information required:

- Does the child have a Common Assessment Framework in place – if so have you recorded the number on your admissions form?
- Please provide a list of professionals involved with the child.

Identified Concerns

If through your (the settings) observation, assessment and planning cycle, concerns emerge about a child's development/needs:

- The setting should arrange a meeting with the parent to share concerns
- The setting should draw up an Individual Learning Plan (ILP) in consultation with the parent and the setting SENCo to agree how they will support the child's needs
- The setting should make reasonable adaptations and implement strategies to meet the child's needs

Area SEND Development officer consultation meetings

Discussions will take place with settings, at a convenient time, either via phone calls or arranged meetings between the Area SENDO and setting SENCO

- Discussion will be held around children causing concern (for whom parental permission has been given to do so).
- The Area SENDO will offer advice and suggest support strategies that can be implemented in order to help individual children meet their identified targets and to improve practice across the setting for all children with SEND. Resources will be shared with the setting SENCO for use within the setting.
- Where there is need the Area SENDO will make arrangements for a Schedule of Growing Skills Assessments to be completed for individual children.
- Where appropriate strategies have been implemented but the child has failed to make progress over a reasonable period of time or may have long term and complex needs. The Area SENDO will make arrangements for one of the Advisory SENDO's to make contact with the setting to support that individual child.

Training needs of practitioners

As part of the consultation meeting, SENCOs and SENDOs may identify training needs and areas of continual professional development. This information will be shared with the SEN training officers who will take this into consideration when planning their training programme.

Requests for SEN Top Up Grants

Setting SENCO's can apply for SEN Top Up Grants in order to assist the setting in meeting the child's needs. Application forms can be found online at: www.bournemouth.gov.uk/sen. Area SENDO's will present applications on behalf of settings to the funding panel, details are within the SEN Top Up Grant policy. The panel meets once every half term. If the application is successful, the panel will allocate an agreed funding scale and issue a review date. An SEN admin support officer will advise you of the panel outcome. Panel dates are available on the Early Years webpage <https://www.bournemouth.gov.uk/eysend>.

Appendix 2

SEND Top Up Grants Policy

Policy for providing SEND top up Grants for children with Special Educational Needs and Disability (SEND) in the Early Years Foundation Stage.

1. Context

- 1.1 This guidance sets out the mechanisms for deploying SEND top up grant. This resource is limited and we endeavour to distribute it as equitably as possible.
- 1.2 SEND top up grants represents a contribution to provider's existing resources to assist them in their duty to meet children's individual need
- 1.3 SEND top up grants are intended to support children at Specialist Support Level, as defined in [Bournemouth Special Educational Needs & Disability Guidance and Practitioner Toolkit](#)
- 1.4 Applications for SEND top up grant are made by the setting where the child attends on behalf of the child's parent/carer
- 1.5 When a child reaches school age their transition into school will be supported by the Early Years SEND Team. SEND top up grants provided when children were in Private, Voluntary or Independent settings will end. The school will take over the responsibility for meeting the child's needs.
- 1.6 SEND top up grants is paid in line with a funding scale. Each point on the funding scale equates to £7.90 from 1 April 2018 to 31 March 2019. Settings can apply and use the funding to contribute to purchasing specialist equipment and resources which will support a child's special educational need or disability. Applications can be made via the same process and will be considered at panel. Specialist equipment or resources should be purchased after recommendation by an occupational therapist, physiotherapist, portage worker or other professionals. SEND top up grants can also be used to provide specialist input into your setting, for example play therapy.

2. Arrangements for Early Years SEND support

- 2.1 The support required to meet children's special educational needs are considered by an Early Years SEND top up grant panel, subject to clear guidance and protocols used consistently as defined by [Bournemouth Special Educational Needs & Disability Guidance and Practitioner Toolkit](#). SEND top up grants are reviewed on a termly basis and can continue up to the end of the child's last term within an Early Years setting.

3. Criteria for SEND top up Grants

- The child must be in receipt of either 2, 3 or 4 year old early education funding
- The child must live in the Borough of Bournemouth
- The parent/guardian must agree to information being routinely forwarded to their next provision, i.e. early years settings/statutory education
- For children who are identified with severe/complex and long term difficulties funding may be immediately allocated outside of panel
- The SEND top up grant will run concurrently with the Early Education Funding, for example, if the child is in receipt of the stretched offer, the SEND top up grants will be paid throughout the year
- If a child is paid their Early Education Funding term time only, SEND top up grant will NOT be paid throughout the school holidays

4. The Early Years Foundation Stage SEND top up grant panel and the provision of specialist support

- 4.1 The purpose of the Early Years SEND top up grant panel is to ensure that a contribution is made towards a package of support for any child with significant additional needs above the level that can be adequately met through normal differentiation and adaptations. This is defined as 'Specialist Support' by the [Bournemouth Special Educational Needs & Disability Guidance and Practitioner Toolkit](#)
- 4.2 Early Years settings have access to a package of support in order to enable them to meet individual children's needs. These include regular contact with an Area SEND Development Officer at specialist support, or where children are identified to have more complex needs an advisory SEND Development Officer, funded access to the Early Years SEN resource base and a variety of regular subsidised continuous professional development (CPD) opportunities.
- 4.3 The Early Years SEND top up grant panel will meet on a half termly basis to:
- Consider new applications for SEND Top Up Grant to allow for an enhanced staffing ratio to provide specific and targeted support, for an agreed period of time, normally two half terms, to enable progress against ILP targets
 - If agreed that evidence provided meets specialist support, defined by [Bournemouth Special Educational Needs & Disability Guidance and Practitioner Toolkit](#), calculate level of funding available to distribute between applications
 - Set a termly review date for all agreed applications
 - All funding will be reviewed once per term. It is the setting's responsibility to ensure that all review paperwork, and new requests are received at least 7 calendar days prior the date on which the EY SEND Panel is due to meet. If paperwork is not received it will be assumed that funding is no longer required and this will be withdrawn at the end of the half term
 - All review and request forms are available online at www.bournemouth.gov.uk/eysend and should be completed electronically and returned to eysend@bournemouth.gov.uk

5. Membership of the Early Years SEND top up grant panel

- 5.1 The panel is chaired by the Early Years SEND Team Manager

The panel may include:

- EYFS Improvement Advisor
- A representative from the Educational Psychology team
- Principal Special Educational Needs Officer or a representative SEN Officer
- Relevant Early Years SEND Development Officer

6. Who and how can settings make an application on behalf of parents for additional support?

- 6.1 Settings must use the application form available online.
- 6.2 Any member of staff can complete the application form but this will normally be undertaken by the setting Special Educational Needs Co-ordinator (SENCo). All applications will require the setting manager/SENCo to identify that permission has been gained from parents to submit the request

7. How are decisions made?

- 7.1 The panel will consider applications made and be guided by the [Bournemouth Special Educational Needs & Disability Guidance and Practitioner Toolkit](#) to make a professional judgement based on the accompanying evidence. In making its decision the panel will consider all information supplied and take into account:
- The needs of the child
 - The existing level of staffing expertise
 - Any recent, relevant training which has been accessed by staff
 - The current resources available to the setting
 - Any additional support that is already in place in the setting for other children with SEN

- The impact of previous interventions for the child
- The needs of other children in the setting

8. How decisions are communicated?

- 8.1 The setting will be informed of the panel's decision in writing via secure email, within 14 calendar days. Settings are responsible for communicating the outcome of the panel decision
- 8.2 The setting can then review the ILP with the parents/carers taking into account the support package that has been agreed
- 8.3 Settings will be notified in writing via secure email, within 14 working days, of any requests for SEND top up grants that have been declined based on the evidence provided. Settings are responsible for communicating the outcome of the panel decision
- 8.4 Funding is allocated in term blocks and will be paid from the beginning of the half term after the panel date
- 8.5 The following table demonstrates when the panel meet and when the funding period commences. Current dates for panel meetings and funding periods are available at www.bournemouth.gov.uk/eysendfunding

8.6

Panel Date	Funding Period by dates	Funding Period by half terms
27 February 2018	1 April – 31 August 2018	Summer 1 and Summer 2
8 May 2018	4 June – 26 October 2018	Summer 2 and Autumn 1
10 July 2018	3 September – 28 December 2018	Autumn 1 and Autumn 2
9 October 2018	29 October – 22 February 2018	Autumn 2 and Spring 1
20 November 2018	2 January – 31 March 2019	Spring 1 and Spring 2
29 January 2019	25 February – 1 June 2019	Spring 2 and Summer 1

9. Conditions of Monitoring and review arrangements in settings

- This funding will be allocated and a review date set. If the child no longer requires support, or if the setting is not meeting the conditions of the funding it may be reduced/withdrawn
- If the child is allocated hours at a specialist unit, for example 'Small Talk', the specialist speech and language nursery provision, funding may be withdrawn for support in the early years setting
- 100% of funding is paid to providers. Where adjustments need to be made the Early Education Funding team will process additional payments or reimbursements (for example, where a child has been absent)

If a setting believes that continued support will be required they must:

- Clearly identify the reasons for this in the review form submitted to the panel as per the stated review date
- Where a setting has been awarded SEND top up grant for a named child and this child reduces the number of hours attended or ceases to attend during the period for which funding has been awarded, the setting will be expected to return the balance of the funding
- If, upon review, the panel decision is to reduce or cease SEND top up grant the setting will be notified in writing. A four week notice period from the date of the Panel will commence before the funding is withdrawn or reduced.

A provider can only claim SEND top up grants for children with SEND attends the setting unless:

- There is an unplanned absence e.g. sickness

- The parents have not notified the setting in advance that the child will be away on holiday or the child does not attend when expected

10. Appeals procedure for SEND top up grants

A setting or parent/carer can apply to appeal against the decision:

They must notify, in writing, the Early Years Strategic Lead of their intention to appeal, outlining the reasons for appeal and supplying any additional information which would support the application.

Please send appeals to:

eysend@bournemouth.gov.uk

Or

Early Years Strategic Lead, Early Years E3, Town Hall, Bourne Avenue, Bournemouth, BH2 6DY

If the child has an Education Health and Care Plan, the appeal will be dealt with by a Principal Special Educational Needs Officer. If the child does not have an Education, Health and Care plan the Early Years Strategic Lead will consider the appeal with a second officer independent from the panel

The parent/carer and setting will be notified in writing of the appeal decision within 10 working days of receiving the appeal

If a parent/carer is not satisfied with the appeal decision they must refer to the Bournemouth Borough Council's complaints procedure, details of which are available upon request or via the council website

Appendix 3 – The Portage Service Policy

1. What is the Portage Service?

Portage is a home based teaching service for babies and children (0-3 years) with complex needs and their families.

This Service is part of the Early Years SEND Development Team. It is affiliated to the [National Portage Association](#). The service employs Portage Home Visitors who work with families in their homes.

2. Who is eligible for Portage?

Children may be eligible to receive Portage if:

They live in Bournemouth and...

They present with significant difficulties in more than one area of development (their functioning is considerably below the level anticipated for their age, which acts as a barrier to learning)

Or

They have a specific medical condition, syndrome or disorder which affects their development.

3. What does a Portage Home Visitor do?

Our team of Portage workers offer a carefully structured but flexible system to help parents become effective teachers of their own children.

The Portage Service provides home visits by a trained Portage worker. At this visit the Portage worker and parent will work together on activities for the child to support specific areas of development. The activities will be demonstrated by the Portage worker for parents to practice during the week.

4. How can a child be referred?

We have an open referral system, so parents/carers or any professional, who is concerned about the development of a child, can make a referral. Parents/carers must give permission for a referral to be made. Referrals are usually made by health professionals.

5. What happens after a child has been referred?

Once a referral is received the child's parents will be contacted within 10 working days to acknowledge a referral has been made. Within 30 working days a senior Portage worker will arrange to carry out an initial assessment to determine whether a child is eligible to receive Portage or whether Portage is an appropriate service to access at that time. This decision is made in consultation with the Educational Psychology Service. This decision will be shared with parents on completion of the assessment. A parent/carer can appeal against the decision, see appendix 1 for details.

6. What is the Portage offer?

6.1 Portage Stay and Play

Each session is planned and delivered by qualified Portage consultants. These are an opportunity for families to get to know the Portage team and become familiar with the Portage

model of learning. Parents will be able to seek advice, share ideas and celebrate achievements in a friendly and understanding environment. Children's progress will be monitored during these sessions and consideration will be given to home visiting. This will be discussed with parents/carers.

6.2 Portage Home Visiting

Children selected for home visiting will be allocated a portage worker who will contact the family to arrange an introductory visit. Portage is then offered in six session blocks.

Usually portage home visits will happen weekly, but they maybe fortnightly if this suits the family and child best.

- a. Children aged two years and above who are already attending an Early Years setting (nursery, pre-school, childminder) prior to the commencement of Portage will be eligible for **a maximum of 6 sessions of Portage**. The early years setting will also be offered support to meet the child's needs by an allocated SEN development officer.
 - b. Children who do not attend an Early Years setting or children under 2 that do attend an Early Years setting will be offered 6 sessions which will be reviewed (see section 7).
 - c. If a child begins at an Early Years setting whilst in receipt of Portage they will continue to receive Portage for a maximum of six sessions. The Portage worker will share information and strategies with the setting to support the child's transition. The early years setting will be offered support to meet the child's needs by an allocated SEN development officer.
7. If there is a waiting list for either Portage Stay and Play or Portage Home Visiting, the senior portage worker will priorities need by taking into consideration;
 - Children with the most significant/complex needs
 - Children who are not yet accessing any other services.
 8. A senior portage worker will review progress at the end of each block to consider if further input is required.
 9. The Portage service runs term time only.
 10. The Portage workers will support the family to make contact with their local children's centre in order to link them with additional services in their community.
 11. Parents will be required to complete an evaluation of the Portage service at the end of their portage offer.

More Information/ Relevant links:

[National Portage Association](#)

12. Appeals procedure for Portage eligibility decisions

A parent/carers can appeal against the decision:

You must notify, in writing, the Early Years Strategic Lead of your intention to appeal, outlining the reasons for appeal and supplying any additional information which would support the application. Please send you're appeal to:

portage@bournemouth.gov.uk

Or

Early Years Strategic Lead, Early Years E3, Town Hall, Bourne Avenue, Bournemouth, BH2 6DY

The appeal will be taken to a panel consisting of an Educational Psychologist, Early Years advisor and the Early Years Strategic Lead.

You will be notified in writing of the appeal decision within 10 working days of receiving the appeal.

If you are not satisfied with the appeal decision you must refer to the Bournemouth Borough Council's complaints procedure, details of which are available upon request or via the [Council website](#).

Appendix 4

Professional development networks – core offer to all settings

A range of **Learning Networks** are available to all early years practitioners in Bournemouth. These include

Baby Link – Following research carried out by neuroscientists, there is so much now known about brain activity and development and how important early experiences are in shaping a baby's brain. Baby Link employs a range of opportunities (discussion, debate, sharing ideas, resources, and visiting speakers, professional and personal development) to support those practitioners working with babies and very young children, to give those in their care the best experiences that will positively influence all areas of their development.

Toddler Link – Being two is a very special age. Children around this age are developing very quickly and to best meet their needs, it is important that they are cared for by understanding and knowledgeable practitioners with whom they can make a meaningful attachment. Through discussion, sharing ideas, visiting speakers and networking, Toddler Link will support practitioners to understand how toddlers' brains work and discover ways to effectively encourage toddlers to develop their emerging skills.

Pre-school Link – is a networking opportunity for all those working with children aged three and four. Through varied professional development media, practitioners will be able to explore each of the seven areas of learning of the Early Years Foundation Stage in depth and learn how they can provide exciting, motivating and stimulating activities and resources to enable children to learn and develop to their full potential in readiness for the next phase of their lives.

Childminding Link – is a networking opportunity for childminders to come together and share their knowledge, experience and ideas as well as gain new ones. This will help to build on their knowledge and confidence in the importance of the role that they play in the lives of children from babies to starting school

Come Talk with Me! networks are focused on improving children's outcomes in speech, language and communication. Each term has a different focus and all provided an excellent opportunity to share good practice, skills and knowledge, engage in discussion, explore new activities and learn from each other and through interactive presentation.

Ready, Steady, Go... Supporting children's physical and personal, social and emotional development from birth to five. With a focus on developing children's confidence, self-esteem and physical development, this network is focused on making all children life-ready.

Designated Safeguarding Lead network- This network provides the opportunity for Designated Safeguarding Leads to share good practice, to provide update briefings, to disseminate information and to consult on all matters relating to the Safeguarding of Children.

Early Years SENCO network

Network meetings are held for all SENCO's working within Early Years setting and Children's Centres. They are an opportunity to share practice, seek guidance and support from peers and members of the Early Years SEND team and often involve bespoke CPD opportunities.

Early Years Foundation Stage Networks (for school based practitioners)

Termly early years network for teachers, teaching assistants and support staff working in school nursery and reception classes to share information, good practice and latest initiatives.

All networks are run by members of Early Years staff and are usually held between three and six times a year. Details of individual network agendas can be found on the Early Years CPD webpage (www.bournemouth.gov.uk/cpd).

Appendix 5

In accordance with Section 13 of the Childcare Act 2006 and Part D of the [Early Education and Childcare Statutory Guidance for Local Authorities](#), the following Quality Development Strategy will apply. The Statutory Guidance clearly defines the focus for Local Authorities in targeting support for settings judged less than good by Ofsted. Ofsted are the sole arbiters of an early years settings quality.

Settings judged as good or outstanding

Settings with a good or outstanding Ofsted judgement are expected by the Department of Education to self-sustain their improvement and will therefore not be allocated a Quality Development Officer.

However, the service will continue to offer support to providers to maintain good and outstanding quality. Advice and guidance will be offered through telephone and email contact with the Early Years Quality Development Team. Good and outstanding settings are encouraged to access the range of networks available.

Annual Audit

Maintaining good or outstanding is a key aim to promote good quality early education and care. Settings can request, or will be offered, the Annual Audit Tool.

The audit tool is primarily aimed at providers that are currently rated as good by Ofsted or due their first inspection within the next 24 months. The tool is a proactive exercise that providers can complete, with support from Early Years Development Officers, that helps providers to systematically identify where statutory requirements are met or not met. Managers can then use this information to develop detailed and precise actions to support their continuous development.

After the audit, a completed audit tool detailing where and how requirements are met, partially met or not met will be emailed to the manager within 2 working weeks of the completed audit assessment. It is the setting responsibility to develop actions for any areas identified. Development officers can support managers to develop these actions.

Development Officers will work in collaboration with providers to support them to achieve their best outcomes for children. Depending on the needs of providers, this may mean wider discussions and support from other local authority staff, teams and Ofsted.

This document has been developed by the Early Years' Service for Bournemouth Borough Council to support all of the Early Years providers in the borough to create and sustain high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

The document is divided into 3 parts to support providers to ensure they are securely meeting the statutory requirements of the [Early Years Foundation Stage](#), [Inspecting safeguarding in early years, education and skills settings](#) and [Local Children's Safeguarding Board](#) protocols.

Setting with an inadequate

Settings with an inadequate judgement will be sent notice to remove them from the Local Directory of Providers. The notice period will be decided depending on the practicality of providing alternative childcare places for children in receipt of early education funding within the setting. The setting will receive intensive support from an assigned Quality Development Officer and will follow the process laid out in flowchart A.

During that notice period, if the setting is re-inspected and receive a good or outstanding judgement, the notice will be withdrawn. If the setting receives a Requires Improvement judgement, the notice will be extended to the next inspection within a year's time.

Settings judged as Requires Improvement will receive intensive support from an assigned Quality Development Officer and will follow the process laid out in flowchart A.

Settings must evidence progress towards meeting the recommendations and actions set out in their most recent Ofsted report to improve their quality of provision to at least a 'good' level, in order for the Local Authority to continue to support the setting in drawing down Early Education Funding, in accordance with The Early Education and Childcare Statutory guidance for Local Authorities. Settings must evidence what intervention they will use to support them, although this does not have to be the Local Authority.

If the Local Authority has reasonable grounds to believe that the provider has not made sufficient progress in meeting Ofsted actions and recommendations, steps will be taken to remove the provider from the Local Directory. In order for the Local Authority to ensure good quality provision for children in Bournemouth, where a setting has had consecutive satisfactory or requires improvement judgements over a long period of time, the setting will be issued with intent to withdraw them from the Local Directory of Providers.

The Local Authority have the right to review the Local Directory of Providers on a termly basis.

Code of practice for Quality Development support

The Local Authority is committed to supporting providers to reaching at least a Good Ofsted grading through providing advice, guidance and training in meeting their Ofsted actions and recommendations. The Quality Development Team will follow a consultancy model. The Quality Team Development Manager, the setting manager and the Quality Development Officer will work in partnership to draw upon the information in the Ofsted report, quantitative and qualitative data held within the setting and engage in discussion to generate options, make decisions and plan how the setting will move forward.

The Early Years Service recognises the value of face to face contact with individual providers to monitor, track progress against actions and provide support and challenge. Each contact will be arranged in advance, targeted to an agreed focus and between 1 and 2 hours long. The outcomes and any resulting actions will be shared with the provider's most senior member of staff during the visit.

All work the Quality Development Team undertakes will be recorded in a visit note. As a result, there will be a report on strengths, areas of development and actions to be carried out that can be used by the provider to support self evaluation, celebrate strengths and inform improvement planning against their setting development plan.

In preparing for a visit the Quality Development Officer will;

- Schedule time to review previous visit note
- Reflect on previous recommendations and prepare thoughts regarding future next steps

In preparation for a visit the provider is expected to;

- Ensure agreed staff are available to engage with the support
- Provide an appropriate space for the meeting to take place
- Engage with the team member in sharing information and creating solutions
- Gather any evidence to demonstrate the progress made towards agreed actions.
- Think through possible next steps and support requirements

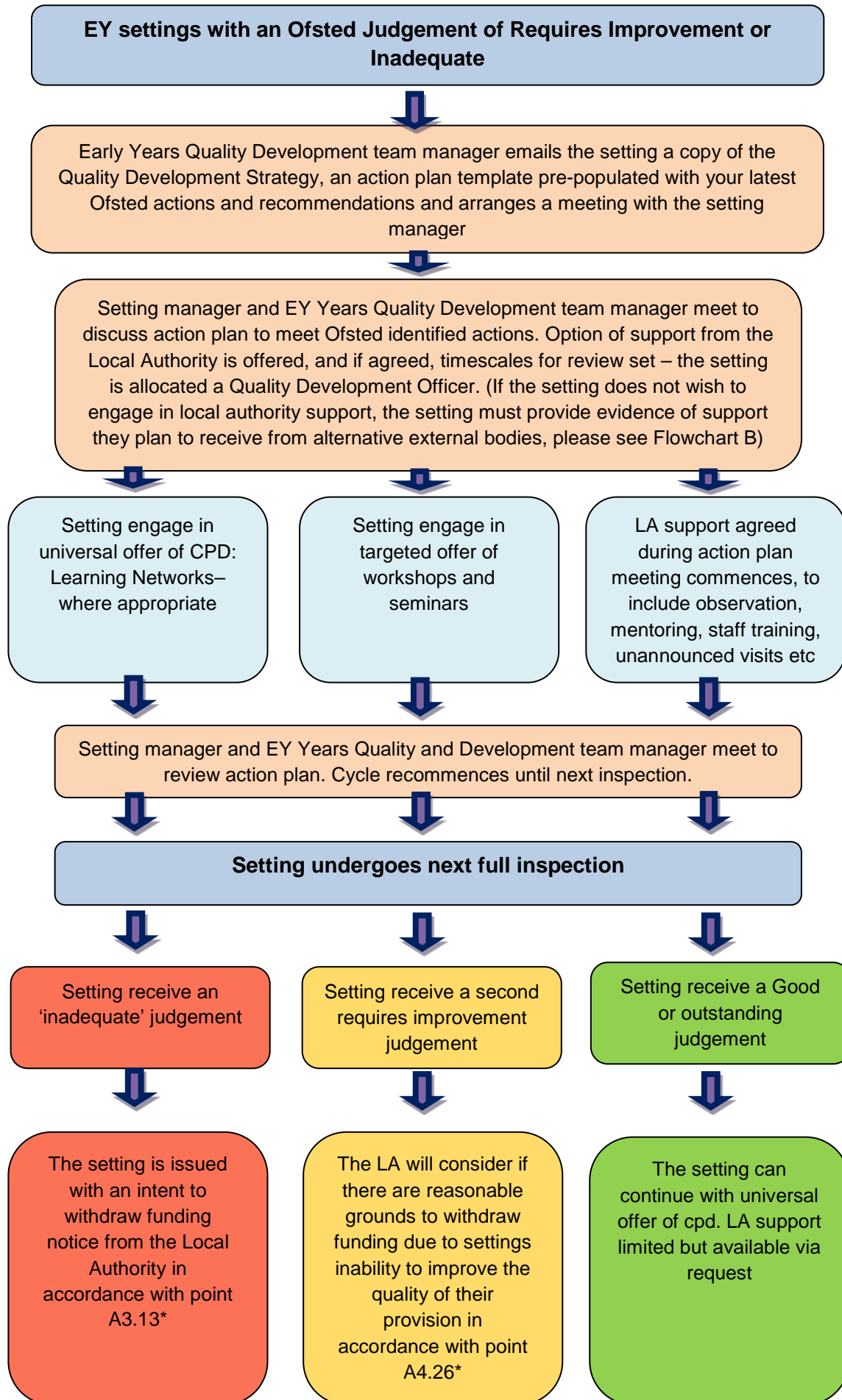
It is inevitable that on occasions visit will need to be postponed or altered. It is expected that both the Quality Development team members and providers inform each other of this need at the earliest opportunity, but always prior to the visit taking place.

Local Authority Core Standards:

- The visit will be arranged with the provider in advance (except if unannounced visits have been agreed at action planning stage)
- The visit note will be an accurate record of the activity that took place

- The actions stated will be agreed with the provider before the end of the contact. No additional actions will be recorded.
- The visit note will reflect both the good practice, the journey of improvement and development needs.
- The visit note will be based on evidence and factual information.
- It will be agreed at the visit whether the visit note will be a scanned copy of handwritten note of visit or if the Quality Development officer will send a typed version.
- The visit note will be sent electronically (within ten working days) to the provider.

Local authorities **are required** by legislation to secure information, advice and training for providers judged less than good by Ofsted, however, the local authority cannot require the provider to undertake training or quality improvement provided by the local authority itself and should enable providers to choose where and how they take up training or quality improvement. If providers, judged less than good by Ofsted, do not wish to engage in the offer of quality development support from the Local Authority, they can procure their own training and quality improvement programme. They will be required to follow the process below whilst they are judged less than good by Ofsted and on the Local Directory of providers:



• DFE document Early Education and Childcare Statutory guidance for Local Authorities