

EPHA TERMLY MEETINGS – SPRING 2024

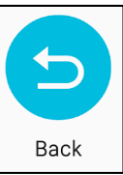


Clare Kershaw
Director of Education

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Current OfSTED Overall Effectiveness judgements in Essex



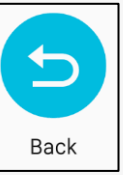
[Back to report](#) | NUMBER OF SCHOOLS BY OFSTED GRADE FOR OVERALL EFFECTIVENESS

Ofsted Grade	Outstanding	Good	Requires Improvement	Inadequate	Not Yet Inspected	Essex Total # and % of Good and Outstanding
Quadrant	District	#	#	#	#	# %
Mid	Basildon		1			1 100.0%
	Braintree	6	51	5	1	63 91.9%
	Chelmsford	14	52	4	2	72 94.3%
	Maldon	3	15	2	1	21 85.7%
	Total	23	119	11	1	3 157 92.2%
North East	Colchester	11	62	3	3	2 81 92.4%
	Tendring	3	34	7	3	47 78.7%
	Total	14	96	10	6	2 128 87.3%
South	Basildon	13	39	5		57 91.2%
	Brentwood	7	23	1		31 96.8%
	Castle Point	6	21	2	1	30 90.0%
	Chelmsford		1			1 100.0%
	Rochford	3	20	4		27 85.2%
	Total	29	104	12	1	146 91.1%
West	Epping Forest	3	38	1	2	44 93.2%
	Harlow	1	32	4	1	2 40 86.8%
	Uttlesford	4	36	1		41 97.6%
	Total	8	106	6	3	2 125 92.7%
Essex	74	425	39	11	7 556 90.9%	

Current distribution of OfSTED ‘Overall Effectiveness’ grades for schools and academies in Essex, as of December 2023.

90.9% of all schools are “Good” or “Outstanding”.

Ofsted Updates – January 2024



1. Enhanced clarity on inspectors' conduct

The updated framework provides more detailed expectations for inspectors' conduct.

'9. Inspectors will uphold the highest professional standards in their work. They will treat everyone they meet during inspections fairly and with the respect and sensitivity they deserve. Inspectors will work constructively with leaders and staff, demonstrating professionalism, courtesy, empathy and respect at all times.'

2. Involving leaders and governance in inspections

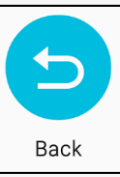
Leaders are encouraged to involve the CEO to join the inspectors team meetings.

'22. We will invite the headteacher and the chief executive officer (CEO) of the trust (or their delegate) (where applicable) to observe the inspectors' team meeting at the end of each day.'

3. Deferral requests and inspection planning

The framework now includes clearer guidelines on how schools can request deferrals and what considerations are taken into account.

'89. While it is important that we carry out our planned inspections wherever possible, sometimes there may be reasons that a planned inspection may not go ahead and so a school may request a deferral of an inspection. A school may make a request during the initial notification phone call, or at the earliest opportunity afterwards, before the start of the inspection.'



4. Preparatory calls and educationally focused conversations

Updates to the procedures and nature of preparatory telephone calls.

‘94. The lead inspector will encourage the headteacher to have at least one other senior leader present during both calls, to assist and support them.’

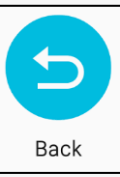
5. Clarification regarding meetings with staff, pupils and parents

The framework places a greater emphasis on engaging with staff, pupils, and parents during inspections.

‘252. A professional dialogue with leaders is vital to our understanding of the curriculum within that subject. Inspectors understand that subject leadership works differently in different schools – especially smaller schools – and will work within that context in each school.’

117 ‘During the inspection, inspectors will need to speak to staff in a range of different roles. They will do so in line with our code of conduct, and at all times act with professionalism, courtesy, empathy and respect.’

‘394. Inspectors may identify minor improvements that need to be made to the school’s safeguarding practices during inspection, such as administrative errors in paperwork or out-of-date policies. Some of these improvements may be rectified easily before the end of the inspection. Where this is the case, inspectors will have a constructive and professional conversation with leaders so that the school has every chance to make these minor improvements.’



6. Clarification on Ofsted's Pausing Policy

A new section has been added, providing clear information on Ofsted's policy for pausing inspections.

'127. There may be exceptional occasions when a pause to inspection needs to be considered.'

8. Streamlining the reporting process

The updates streamline the process of sharing draft inspection reports and raising concerns, both during and after the inspection.

'169. Inspection reports are sent to the school following moderation and quality assurance. We aim to send reports to schools as quickly as reasonably possible. In most circumstances, we will send the draft report to the school within 18 working days of the end of the inspection.'

'178. The great majority of our work is carried out smoothly and without incident. If concerns do arise during the inspection, they should be raised with the lead inspector as soon as possible, in order to resolve issues before the inspection is completed. Any concerns raised, and actions taken, will be recorded in the inspection evidence. If there are any concerns that it is not possible to resolve with the lead inspector during the inspection, the headteacher, another senior leader, the local authority or a trust representative can contact a senior Ofsted leader using the number provided as part of the notification process (usually during the preparatory telephone call(s) with the headteacher).'

Attendance update and focus

- Strong start to the year
- Parallel attendance patterns to national picture
- Increased decline in attendance in late November
- Matched national averages across the county in the last 3 data releases

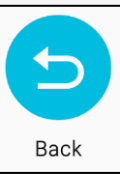
Team contacts

Mid Team (incl. Chelmsford, Braintree, Maldon) -
midattendanceteam@essex.gov.uk / 0333 032 2968 - option 2

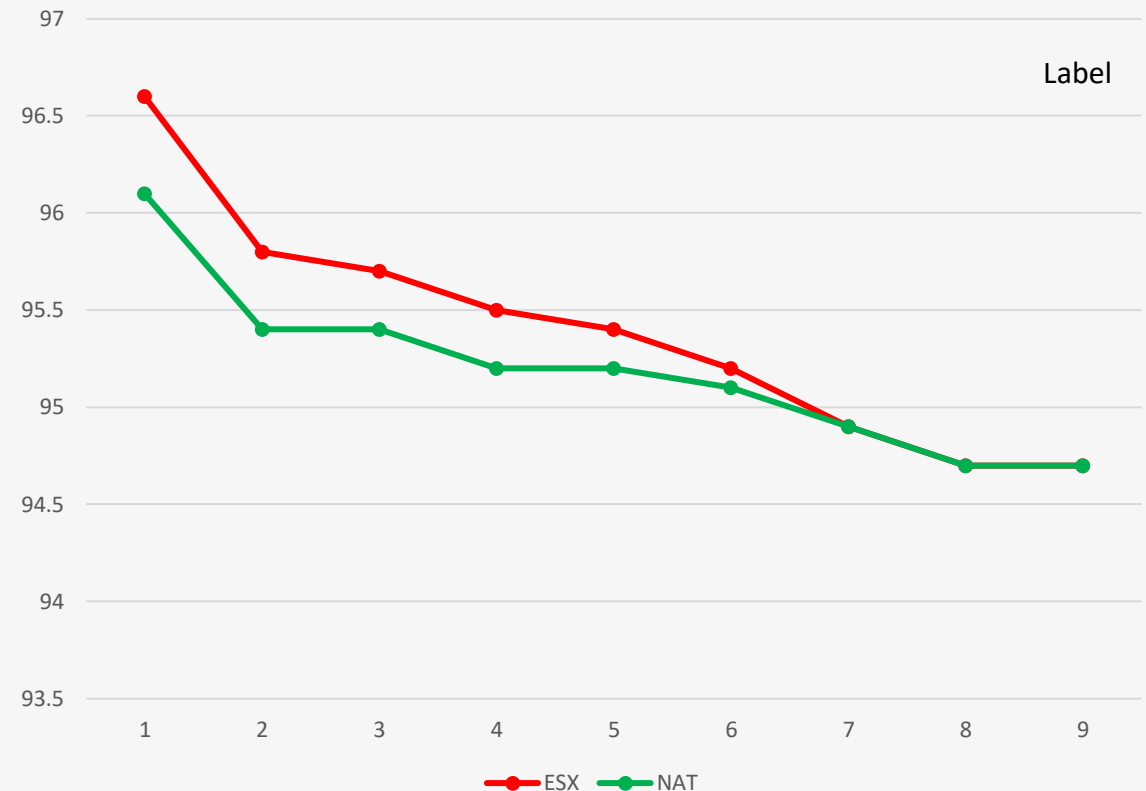
North East Team (incl. Clacton, Colchester, Harwich) -
neattendanceteam@essex.gov.uk / 0333 032 2968 - option 1

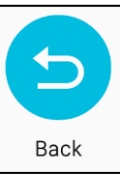
South Team (incl. Brentwood, Basildon, Castle Point, Rochford) -
southattendanceteam@essex.gov.uk / 0333 032 2968 - option 3

West Team (incl. Harlow, Saffron Walden, Waltham Abbey, Ongar) -
westattendanceteam@essex.gov.uk / 0333 032 2968 - option 4



PRIMARY SCHOOL ATTENDANCE - DfE PILOT SCHEME
2023/24

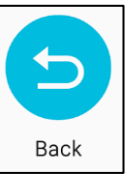




Reduced Timetables

- Essex County Council must be able to report on children who are of statutory school age and who are not in receipt of full-time school education.
- In September 23, the reporting system was changed, and schools are now asked to complete a half termly form sharing data for the previous half term.
- There is no longer any requirement to update a pupil's timetable outside of the reporting period.
- The first reporting period ended on 10th January. With **26%** of Essex schools sharing their data.
- We would ask all schools to familiarise themselves with the new process and to ensure they send the data return as requested.
- The data will be used to more fully understand the pressures on schools and to ensure appropriate support is targeted effectively.

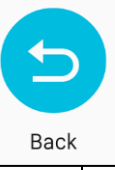
Reporting periods for 23/24



Further information can be found on ESI: https://schools.essex.gov.uk/pupils/Education_Access/Pages/Provision.aspx

Essex term	Completed return due between
Autumn, term 1	Monday 23 October 2023 to Friday 10 November 2023
Autumn, term 2	Thursday 4 January 2024 to Friday 26 January 2024
Spring, term 3	Monday 26 February 2024 to Friday 15 March 2024
Spring, term 4	Monday 15 April 2024 to Friday 3 May 2024
Summer, term 5	Monday 3 June 2024 to Friday 21 June 2024
Summer, term 6	Monday 2 September 2024 to Friday 20 September 2024

Admissions deferral/ delay



1) Requests from parents of a summer born child for a school to agree their child can be considered for admission into Reception a year later than what would be their normal start date:

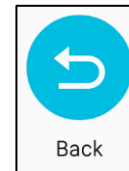
e.g. child born 04/05/2020 – would normally start primary school from September 2024. But the parent requests that their child starts in September 2025 in Reception.

In such a case, the school needs to consider the parent's request and decide, based on what is considered to be in the child's best interests, whether to consider an application for Reception admission in September 2025. If the parent is adamant that they want their child to start school after he or she has turned 5, it begs the question how could it possibly be in the child's best interests to miss the whole of Reception? Therefore, a school receiving such a request may want to agree it but make clear to the parent this does not equate to a guarantee of a place, but that the school will consider an application made in the admission round under its admissions arrangements.

So, in the example above, the response letter to the parent would simply need to say 'yes, the school will consider an application for a Reception place for September 2025, and you need to make an application through the Local Authority in the Reception 2025 admission round by following the process in the 'Primary Education in Essex booklet which is on the website www.essex.gov.uk/admissions'.

2) Parents of summer born children with SEND going through the EHCP assessment process making similar requests as that above – those parents have the same right to make such a request and it should be considered, but making clear that all the school can agree is whether the child can start in Reception after he or she turns 5 i.e. a year later than his or her normal age group start date. However, whether a place will be actually offered at the school is subject to whether the child actually gets an EHCP naming that school.

3) Parents of summer born children with SEND with no EHCP or no EHC needs assessment taking place – requests to be considered as per numbered point 1 above.



SLCN Update

EPHA Feb/March 2024

Lisa Gridley – lisa.gridley@essex.gov.uk

Levelling
Up

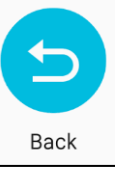
Canvey

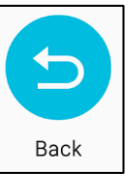
Basildon

Tendring

Colchester

Harlow



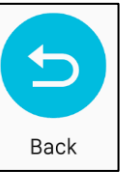


Levelling up - Canvey

- SLC Awareness Training for all settings, schools and childminders
- All settings, schools and Childminders were offered WellComm packs
- All settings, schools and childminders were offered Elklan 0-3 and 3-5 training with backfill money to support this
- All settings, schools and childminders were offered to complete the Elklan Communication Friendly Setting/School Award
- Makaton taster sessions were shared
- Makaton Level 1 face to face training
- Settings, schools and childminders were able to apply for extra funding to help them embed learning to support families and children – applications included resources to provide rhyme and reading cafes for families to attend and story and rhyme sacks for home learning)
- Talk, Listen and Cuddle hard resources for all children in Canvey. These will be shared at Libraries, ECFWS, settings and schools.

Levelling up – Basildon

Currently programmes are
being planned for this
piece of work, in
collaboration with Maz
Norman



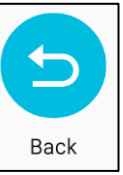
Levelling Up – Tendrering

Communication Friendly Setting Award (Elklan)

- 3 Childminders enrolled
 - 9 EY Settings enrolled
 - 6 Primary schools enrolled
 - 1 Secondary school enrolled
 - Working with 2 Universities for research projects to evaluate the impact of Elklan training
 - All have completed Elklan level 3 training.
- Level 4 training commenced January 2024 – will take 1 academic year to complete and train all staff members

Hub Schools

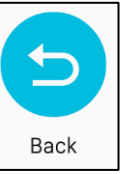
- Alresford Primary– established Hub School
- Mayflower Primary– new Hub school
- Lead Communication Practitioners (LCPs) who organise and lead Communication and Language Support Network meetings each half term
- Termly feedback to be reported back to ECC from Hub schools
- Elklan Communication Friendly Setting GOLD commencing for both Hub Schools once Mayflower have achieved CFS award in 1 academic year

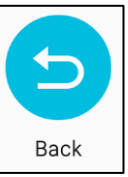


Levelling up - Colchester

Communication Friendly Setting Award (CFS)

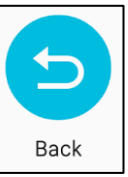
- 2 childminders, 7 EY Settings, 7 Primary schools enrolled
- 1 Hub school established – Kendall Primary
- Let's Talk to be rolled out when CFS accreditation is complete





Levelling up – Harlow

- SLC Awareness Training for all settings, schools and childminders
- All settings, schools and Childminders offered WellComm packs
- All settings to be offered Early Talk Boost Kits and Training
- All schools offered 3-5 Elklan Training
- All Childminders offered Elklan Training
- 1 school to complete the Elklan Communication Friendly Setting/School Award
- Funding for speech and language and EAL resources



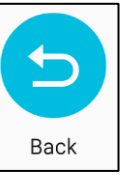
Core training through Education Essex Booking site

SLC Awareness – EY

Elklan 0-3, 3-5, 5-11, 11-16

Talk Boost EY, KS1, KS2,

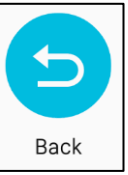
SLCN/SEMH



New training/Quadrant based training

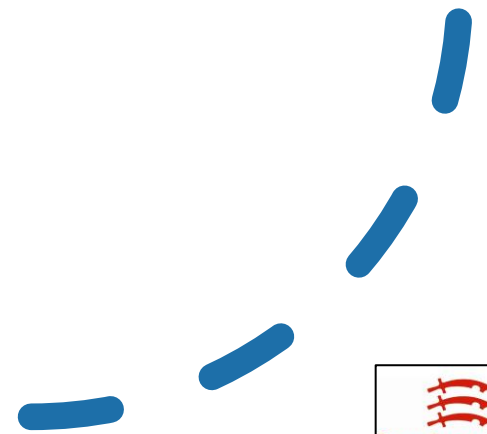
SLCN Awareness – Primary and Secondary

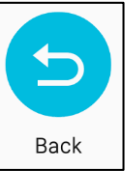
Roll out during Summer Term - Contact your IP in the first instance



Census data

Ongoing analysis of SLCN data and relationship to SEMH/MLD





New portal for SLCN on
Infolink

Working with SALT leads on
resources to support OA

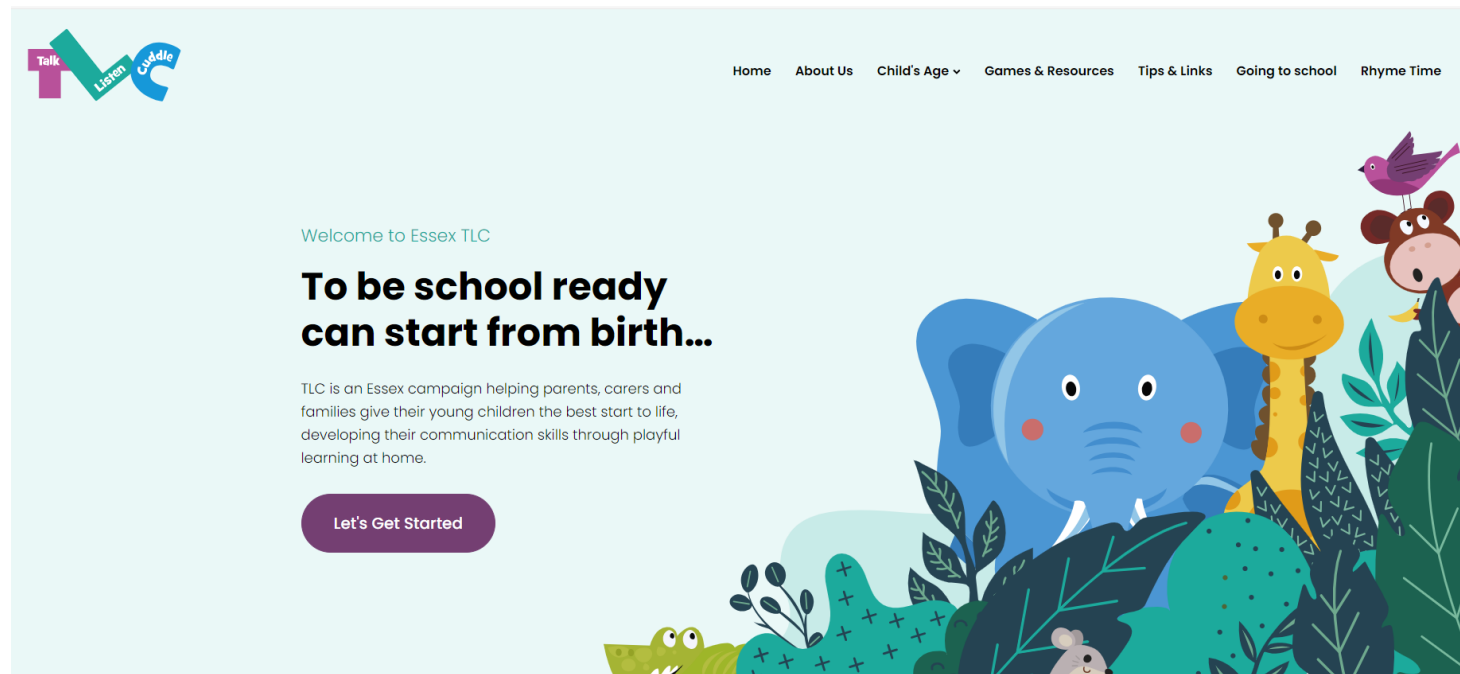
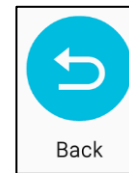
Additional resources to be
added as we get feedback from
schools

https://schools.essex.gov.uk/pupils/Essex_Speech_and_Language_Portal/Pages/default.aspx



Infolink and
resources
for OA

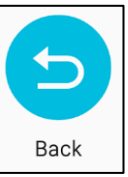
Talk, Listen Cuddle (TLC)



The screenshot shows the homepage of the TLC website. At the top left is the TLC logo, which consists of the letters 'T', 'L', and 'C' in a stylized, colorful font. To the right of the logo is a navigation menu with links for 'Home', 'About Us', 'Child's Age', 'Games & Resources', 'Tips & Links', 'Going to school', and 'Rhyme Time'. The main content area features a large illustration of a blue elephant, a yellow giraffe, a brown monkey, and a purple bird, all surrounded by green foliage. Below the illustration, the text reads: 'Welcome to Essex TLC', 'To be school ready can start from birth...', and 'TLC is an Essex campaign helping parents, carers and families give their young children the best start to life, developing their communication skills through playful learning at home.' A purple button with the text 'Let's Get Started' is positioned below the text.

[Home - TLC \(tlc-essex.info\)](http://tlc-essex.info)

<https://www.facebook.com/talklistencuddle/>



Early Years – Making it REAL & YON



Making it REAL Cohort 1 2023/2024

- 38 settings across the county took up the funded place for Making it REAL training to support families understand how they can support their child's literacy development at home and when out and about.

Funded by the Essex Year of Number – Cohort 2 2024/2025

- Another 40 settings across the county will be offered a funded place for Making it REAL training
- All 78 settings will be offered a funded place to attend the Making Maths REAL training

All settings have been offered extra funds to support with releasing staff for home visits and resources for targeted families and events.

[Making it REAL](#)

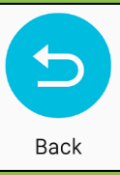
EY Speech Club




- 7 settings in Colchester were offered the online programme Speech Club for 1 year
- An additional 21 settings from across the County along with the original 7 settings were offered another year of the Speech Club programme.
- This includes 10 vouchers per setting for families to access the online resource at home.

[Speech Club](#)

Early identification – Early Years Early Intervention Partners (EYEIPs)



- Carol Rowe
- Cynthia Morgan
- Lisa Perry
- Zanya Sesay
-
- The EYEIPs role is to work with settings in supporting them with children delayed in an area of learning and / or children who find certain aspects of learning more difficult than their peers. Their role is to support the setting with strategies for those children who may not be meeting developmental milestones.
- Initially their work has been directed from the Early Years Resource Panel, but going forward they will be doing more research-based pieces of work to gather insight for us and help us to think about how we can join up the system more effectively.



Initial research work
with our hub schools
in Colchester and
Tendring and Chery
Tree (SLC Enhanced
provision in
Colchester)

Looking at Sept 2023 reception
year cohort to look at effects of
Covid and pathways for these
children from first point of contact
to entry into reception class



Back

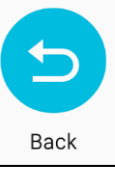
Early Language Local Intervention and Excellence programme (ELLIE)

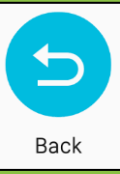
Early Language Local Innovation and Excellence (ELLIE) programme

The Early Years Social Mobility Peer Review programme was originally set up in 2018. The programme aimed to tackle development gaps in early language at the earliest opportunity and improve the prospects of disadvantaged young children by assessing the effectiveness and opportunities for local services to improve early outcomes for disadvantaged children at age five, with a focus on early speech, language and communication (SLC). In 2020, Ministers agreed to link the peer review programme with the work that DfE and Public Health England were doing to support early identification and speech, language and communication needs and create the Early Language Local Innovation and Excellence (ELLIE) programme.

The DfE have partnered with the LGA to provide a range of support with the overarching aim of helping local services to tackle development gaps in early language through implementation of SLC pathways and promotion of the Early Language Identification Measure (ELIM) across local authority integrated SLC pathways - including early years settings and health visitor workforce – and by doing so improve early language outcomes and school readiness.

- [Early Years Improvement | Local Government Association](#)





Early language identification measure and intervention

- https://assets.publishing.service.gov.uk/media/5fc50ee4e90e0762aabe93b6/ELIM_Handbook_December-2020.pdf

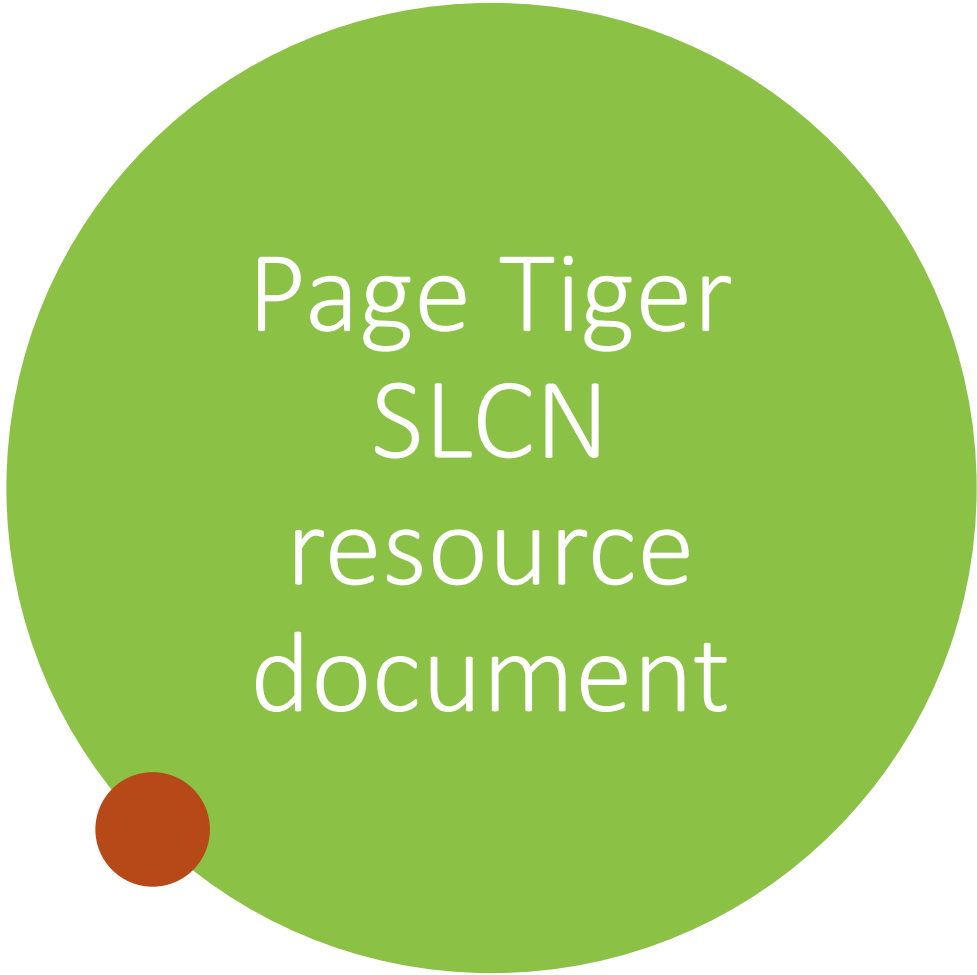
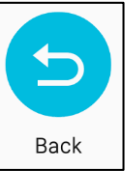


Early language identification measure and intervention

Guidance handbook

To support children's speech, language, and communication development as part of the 2 to 2½ year review in England



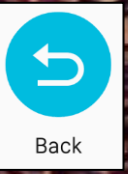


Page Tiger
SLCN
resource
document

<https://essexcc.pagetiger.com/EssexSLCN/1>

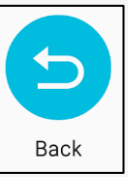
SEND Sufficiency Strategy

Engagement
Session



Back

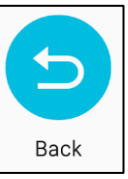
SEND – the challenges



- Continued and significant increases in the number of new Education Health Care Plans issued in Essex
- The profile of SEND in Essex has changed considerably over the last ten years
- ASD as a primary need has grown year on year
- Reliance on the independent special school sector
- Pressures on all of our special schools with regard to numbers and admissions
- Budget pressures across individual school budgets

- A growth in the overall school population with new housing continuing at pace across the County
- Rising levels of permanent exclusions;
- Recruitment and retention
- Parental confidence in our health, social care and education services' offer
- A sharp rise in the number of SEND tribunal cases
- An under-developed post-16 and 19-25 offer across the local area

To address these challenges



We have a series of immediate and longer-term initiatives in train to address the challenges of increased volume of need and requests for support, alongside the limited ability to increase capacity in specialist provision:



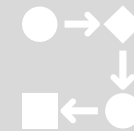
Funding and operational capacity

Investing in increased top-up funding for schools, back-dated support for those assessments that take longer than 20-weeks and permanent additional capacity in the LA SEND operational teams.



Sufficiency Plan

Over the course of this academic year, we will launch the new SEND Sufficiency Plan, including the review of the Enhanced Provision model in Essex and continue the work on the new SEND Top-Up arrangements.

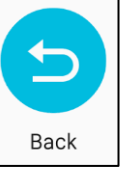


Continuous Improvement

A new approach to Annual Reviews; update resources and support around One Planning and increase the workforce development offer.

Process

- Drafted over the last academic year
- Endorsed internally
- Shared internally and externally for engagement
- Finalised following engagement
- Delivery phase
- Projects continue throughout this process, including previous capital programme



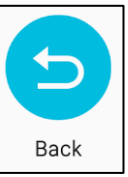
Essex SEND Sufficiency Plan

For engagement

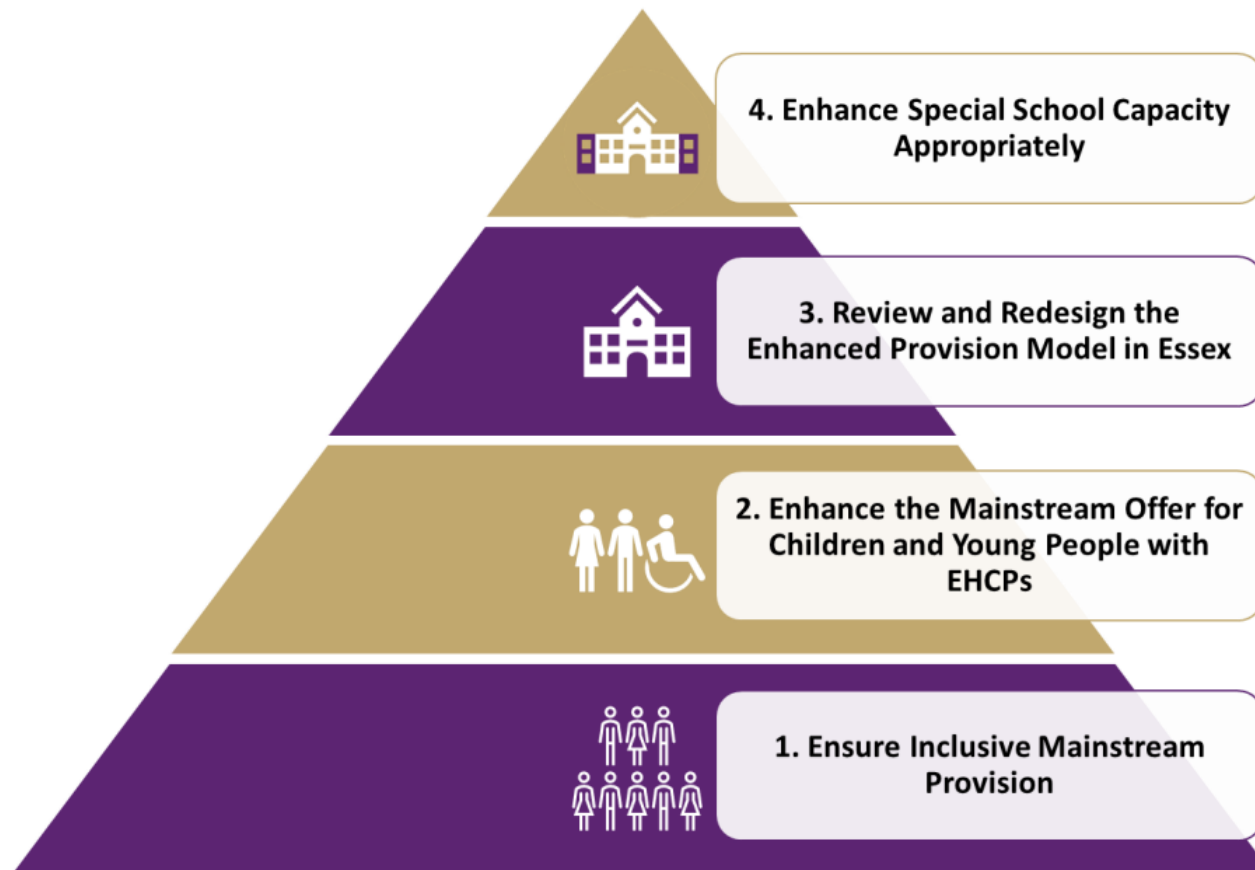
Autumn 2023



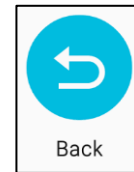
SEND Sufficiency - Intentions



To better meet the forecast needs of children and young people with SEND in Essex, we have four key intentions:



1. Ensure Inclusive Mainstream Provision



Implementation of the agreed Ordinarily Available Provision across all Essex mainstream schools, at universal and targeted levels will enable high quality inclusive teaching for all pupils.

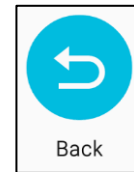
The Essex Ordinarily Available sets out the agreed expectations about the provision and practice in all Early Years settings, mainstream schools and Post 16 providers for all children and young people, including those with SEND. It is what a young person, parent/carer or family can expect to be “ordinarily” available to their child without the need for involving specialist support.

Delivery of early intervention through the Inclusion Support Offer, including the Inclusion Framework, Inclusion Reviews, outreach, Continual Professional Development, access to evidence informed advice and guidance and proactive support from Inclusion Partners and Educational Psychologists are key in enabling schools to meet this challenge.



1. Ensure Inclusive Mainstream Provision





2. Enhance the Mainstream Offer for Children and Young People with EHCPs

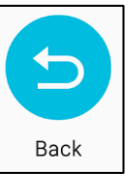
Effective implementation of the provision specified in high quality EHCPs, through:

- Development of a comprehensive SEND workforce development offer;
- Development of an Essex outreach model to support inclusion and SEND provision through collaboration between mainstream and specialist settings and partners;
- Sustainable funding of EHCPs;
- Investing in increased capacity/ spaces/ resources for mainstream schools that enable effective SEND provision;
- Sensory specialist teacher service support.

Support for mainstream schools with children for whom special school has been deemed appropriate but where there is insufficient capacity at present to source a special school place.



2. Enhance the Mainstream Offer for
Children and Young People with
EHCPs



3. Review and Redesign the Enhanced Provision Model in Essex

Develop new and reclassify existing enhanced provisions appropriate to the needs of Essex children and young people e.g. provision for children/young people with Moderate Learning Difficulties;

Ensure that pupils are placed appropriately in Enhanced Provisions across Essex, in relation to their needs, banding and postcode;

Ensure that pupils who attend Enhanced Provisions in Essex have measurable value added to their educational and wider outcomes;

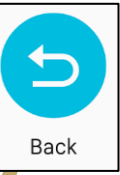
Develop Service Level Agreements to ensure quality and accountability.



3. Review and Redesign the Enhanced Provision Model in Essex



4. Enhance Special School Capacity Appropriately



Re-modelling and re-classification of current specialist provision to better match need, for example more provision for Severe Learning Difficulties and less special school provision for Moderate Learning Difficulties where that need can be met in mainstream schools.

Support special schools to be more flexible in the needs they are able to meet.

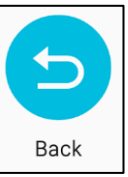
Satellite provisions of special schools on mainstream sites.

Seizing opportunities where council owned buildings become vacant.

Free school applications – we have both supported and led 5 special free school applications in Essex since 2014.

Determine what post 16 provision is needed to ensure sufficient, high quality opportunities for young people.





Enablers

To achieve these intentions, we will need to

Improve the opportunities to work together as a system:

Develop processes for health partners to share with ECC where a child is very likely to require specialist education at the earliest stage.

Review the impact on special schools of Social Care thresholds and wider system capacity gaps.

Develop an effective model of outreach/ in-reach between sectors.

Through the Balanced System, ensure appropriate and effective therapy provision.

Develop approaches to transition children back to mainstream provision when appropriate, working closely with parents.

Explore all potential opportunities to access additional funding for SEND provision.

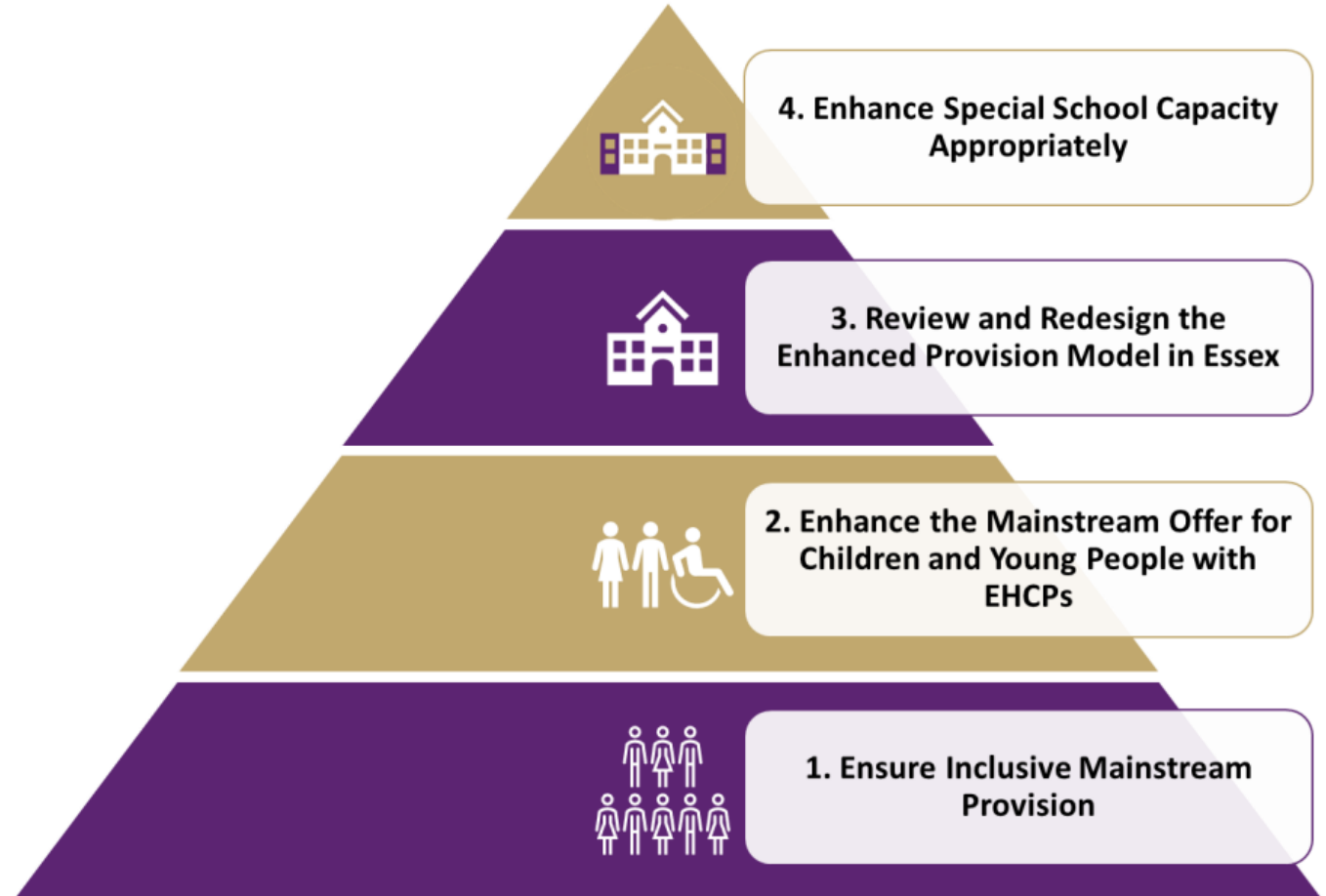
Work with our special schools to consider the range of need that each of them meets.

Explore how we support more children and young people with moderate needs in mainstream schools.

Reviewing appropriate routes for returning children to in-county provision.

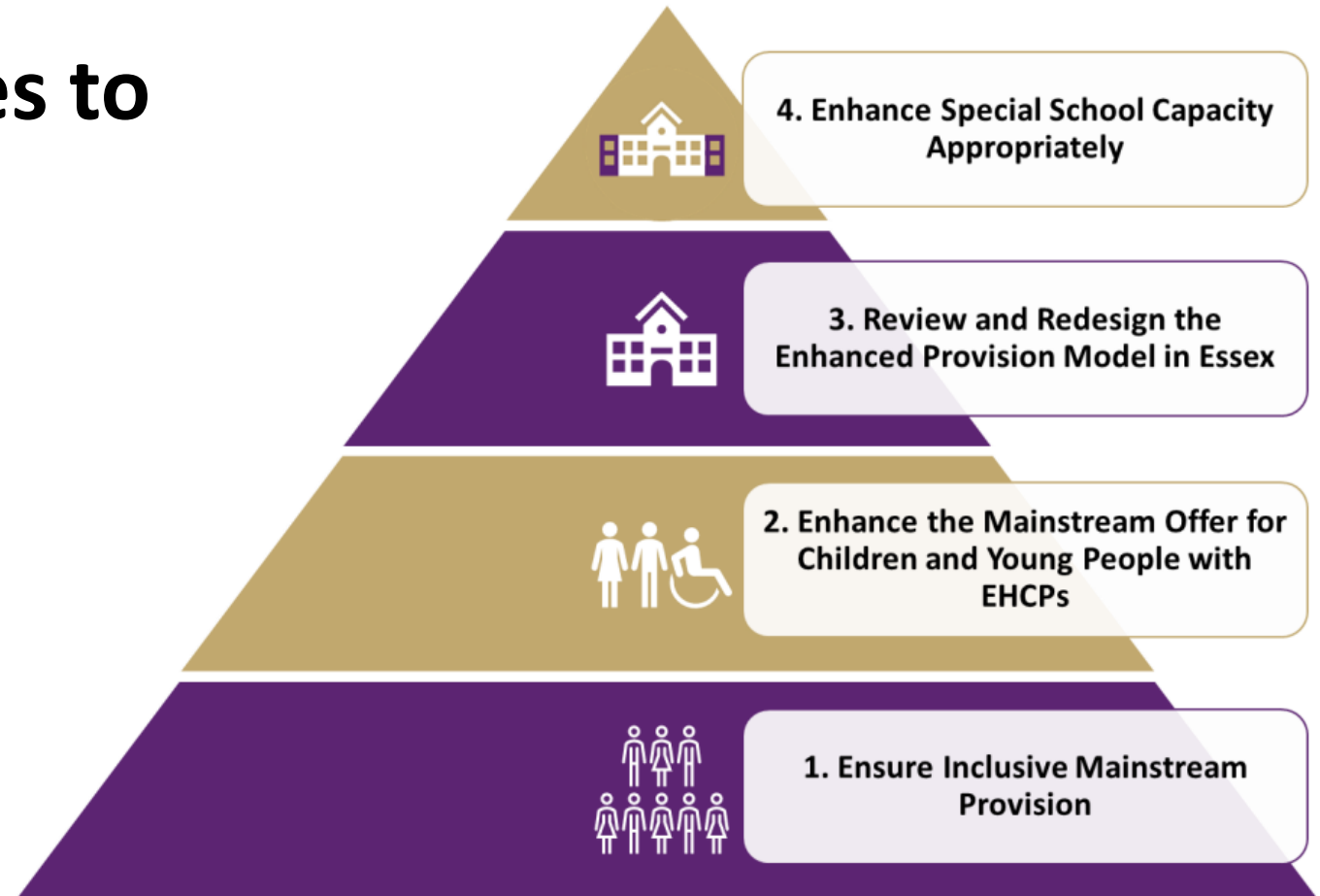
Are the statements of intention right?

Specific feedback on any of the intentions?

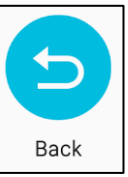


What are the challenges to achieving these?

What would need to change?



Are the enablers right?



Improve the opportunities to work together as a system:

Develop processes for health partners to share with ECC where a child is very likely to require specialist education at the earliest stage.

Review the impact on special schools of Social Care thresholds and wider system capacity gaps.

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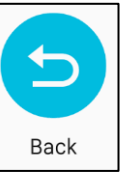
Are there any other enablers we should be maximising?



Do you have any additional or alternative proposals for consideration?



Have your say



To provide feedback on the draft SEND Sufficiency Strategy Plan, please complete the survey either by using the URL link below or the QR code.

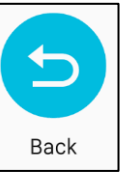
<https://consultations.essex.gov.uk/send-strategy-and-innovation/send-sufficiency-plan-engagement>



Childcare Reforms

February 2024

Agenda



1 Childcare reforms

5 Tax free childcare

2 Early Years Expansion

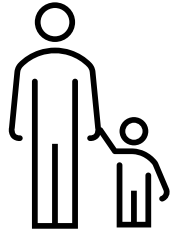
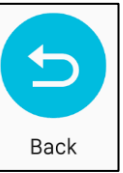
6 Questions

3 Wraparound

7 Thank you

4 Timescales

March 2023 Budget Childcare Reform Announcements



FEEE2W

15 Funded Early Education Entitlement hours available for eligible working parents for children from the term after their second birthday. Available from April 2024.



Funding for local authorities to be used to establish wrap around childcare at the beginning and end of the school day for all schools by September 2026



FEEE1W

15 funded early education entitlement hours available for eligible working parents for children from the term after they turn 9 months. Available from September 2024.



Piloting of a scheme to provide incentive payments to encourage people to sign up as childminders (£600 per childminder or £1,200 if signing up via a childminder agency)



30 hours

The 15 hours for eligible FEEE1W & FEEE2W children will extend to 30 from September 2025.



Revision to Universal Credit childcare payments so that these are paid upfront.

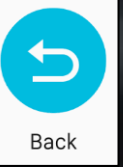
Overall intention:

Reform the childcare system with the aim of supporting more people particularly women, back into work.

National Childcare Reforms

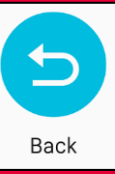
In March 2023 the Chancellor announced a significant package of reforms to the childcare sector with the primary purpose of enabling more women to work.

The national wraparound programme formed part of these announcements. The government's ambition is that by 2026, all parents and carers of primary school-aged children who need it, will be able to access term time childcare in their local area from 8am-6pm, so that parents can access employment.

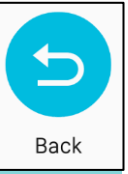


2 and under childcare expansion overview

For areas of need that do not have any S106 funding, the DfE has provided all LAs with a small pot of capital to support the creation of any new places needed.



Summary of entitlement levels from April 24



Age
3-4
years

ALL PARENTS

15 HOURS	15 HOURS	15 HOURS	15 HOURS
Now	APR 2024	SEP 2024	SEP 2025

WORKING FAMILIES

30 HOURS	30 HOURS	30 HOURS	30 HOURS
Now	APR 2024	SEP 2024	SEP 2025

Age
2
years

FAMILIES RECEIVING SOME ADDITIONAL FORMS OF GOVERNMENT SUPPORT

15 HOURS	15 HOURS	15 HOURS	15 HOURS
Now	APR 2024	SEP 2024	SEP 2025

WORKING FAMILIES

15 HOURS	15 HOURS	30 HOURS
APR 2024	SEP 2024	SEP 2025

Age
9-23
months

WORKING FAMILIES

15 HOURS	30 HOURS
SEP 2024	SEP 2025

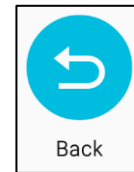
*38 weeks a year. Eligibility criteria apply. Providers may ask for additional charges.

Working parent entitlements from April 24

From 2 January 2024, eligible working parents of 2-year-olds are able to apply for a code for 15 hours of funded childcare, starting from 1 April 2024 – not all 2 year olds will be eligible to access a funded place

The new entitlement is for the term after a child is 2 years old.

We recommend that if you receive queries from parents regarding their eligibility, you direct them to <https://www.childcarechoices.gov.uk/> in the first instance. This is the parent-facing website which helps parents understand what entitlements they may be able to receive. Parent can apply for the entitlements via the following link <https://www.gov.uk/apply-free-childcare-if-youre-working>

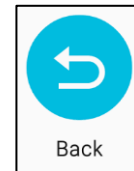


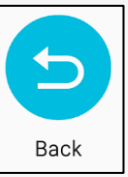
Working parent entitlements from April 24

Please remind and inform parents that they must **only** apply for the 15 hours funded childcare through the Essex Education Portal for the 2-year-old funding for disadvantaged families (**FEEE2**).

Essex do not check eligibility for the Working Families entitlements, this is a process dealt with by HMRC and any eligibility queries need to be dealt with by them.

We have added a Childcare Reforms tab to the EYCC website where information and updated comms will be added so please use this as a source of information. [Funding \(essex.gov.uk\)](https://www.essex.gov.uk)





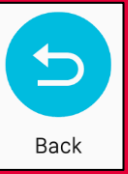
Early Years Places Capital Funding Available



The DfE has allocated ECC a capital budget of £2,857,359, transferred to ECC 1st February 2024

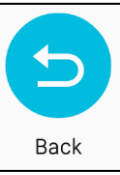
This capital is for the creation of new early years funded places for children aged from 9-month-olds to 23-month-olds at up to a maximum of £3,500 per new place created

This capital funding will be advertised in the identified areas where there are not enough places to meet demand for places offering the new entitlements.



Overview of the Wraparound Expansion

What is Wraparound childcare?



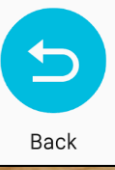
- Provision directly before and after the school day, during school **term time**, for primary school age children.
- Can be offered by schools and private, voluntary and independent (PVI) providers (including childminders and early years settings) and can be run on a school site or at another setting in the area (transport dependant)
- Delivered from 8am to 6pm
- Financially sustainable, paid for by parents.



- Is not an enrichment activity such as sport or art club. Such clubs may work in partnership; however, they will not currently be delivered in a way which meets the definition of wraparound childcare.
- Parents should not be required to pick their children up from school and drop them off at another location.
- The childcare is not free nor subsidised by schools or Dfe.

Why Primary Schools

- Schools need to be central to the delivery of the programme because they operate at the heart of the community, understand the needs of local families, and are usually the first port of call for parents looking for wraparound childcare.
- Wraparound provision should be set up around the needs of schools, given that it takes place directly before or after school hours, and should recognise the different needs of each school.
- The childcare does not need to be provided by the school. It could be delivered by a third-party provider on a school site or by the school working in partnership with local providers and signposting them to this alternative provision, for example PVIs and childminders.



Wraparound guidance for schools and trusts

- [Guidance for schools and trusts](#) was **published 8 February**. We developed the guidance following conversations with schools, LAs, stakeholders and policy teams across government.
- The guidance is non-statutory and builds on information in the programme handbook to LAs. It provides more detail on the **role of schools and our expectations of them**, and focuses on the **practicalities of setting up wraparound**.
- We sent a **fact sheet to LAs on 8 February** to help when talking to schools about the programme.

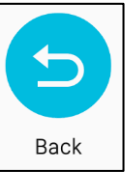
The role of schools in the wraparound programme:

With support from LAs, the government expects all schools that educate primary school-aged pupils to:

- Work with LAs to **support parents to access wraparound childcare**
- Have school or PVI provider (including childminder) run **wraparound childcare on the school site** (unless there is a reasonable justification not to).
- If unable, schools are expected to work collaboratively with LAs to **ensure parents are signposted to appropriate provision**.
- Schools will **promote and support government subsidies** such as Tax-Free Childcare and Universal Credit Childcare
- Support LAs to **understand parental demand**.
- Adhere to the **right to request guidance**.

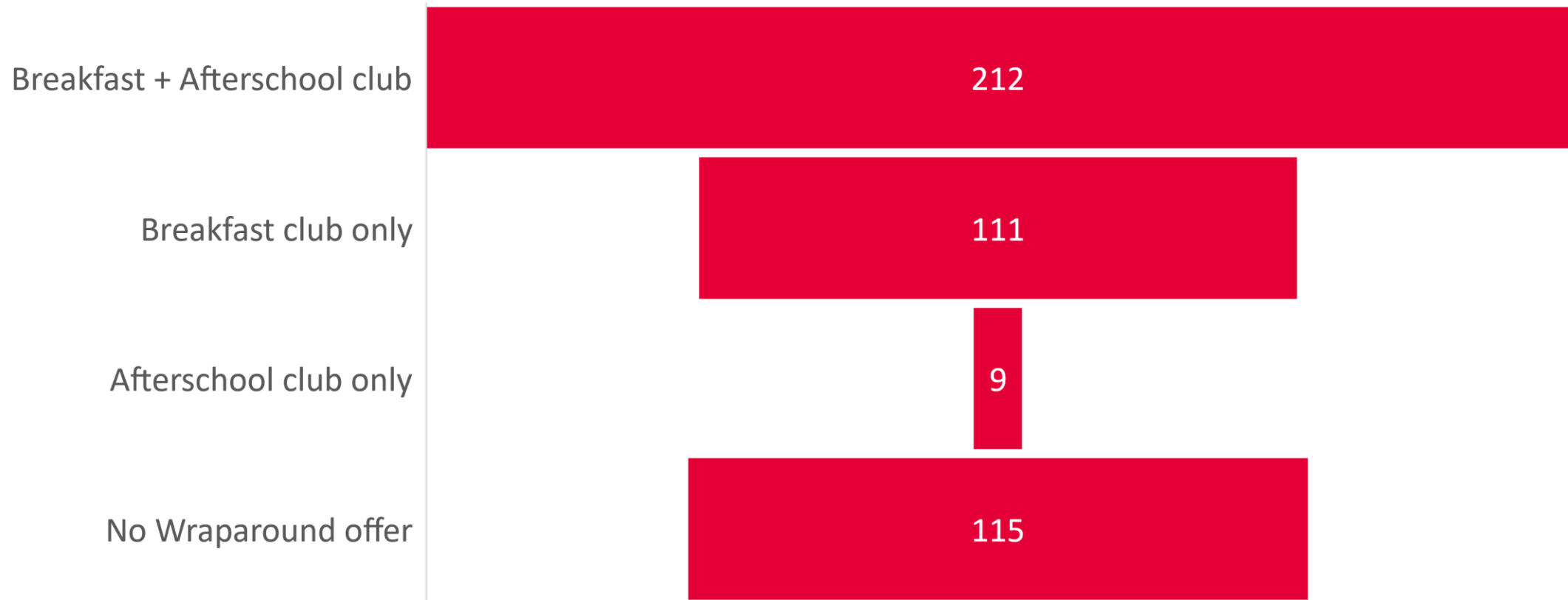
Reasonable justifications for not having wraparound childcare on school site include:

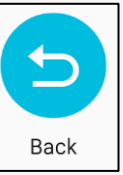
- no space available having tested options
- unsuitable space that cannot reasonably be adapted, or ongoing building or maintenance work
- insufficient demand so that the provision would not be viable
- no other local providers or schools to form partnership
- similar provision already operates locally that meets demand (and does not require parents to pick up/ drop off their children)



What we know so far

There are 447 primary schools in Essex. School census data from 2023 showed us the following:





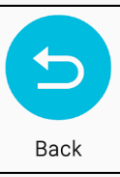
Parent Questionnaire Results

We provided all primary schools and early years settings with a parent questionnaire and asked them to distribute.

The results have identified the following:

- **8120** responses
- 78.5% of schools responded (351 of 447)
- **3678** places identified as being needed:
 - 205 requiring breakfast club only
 - 821 requiring afterschool club only
 - **2652** requiring both breakfast and afterschool club

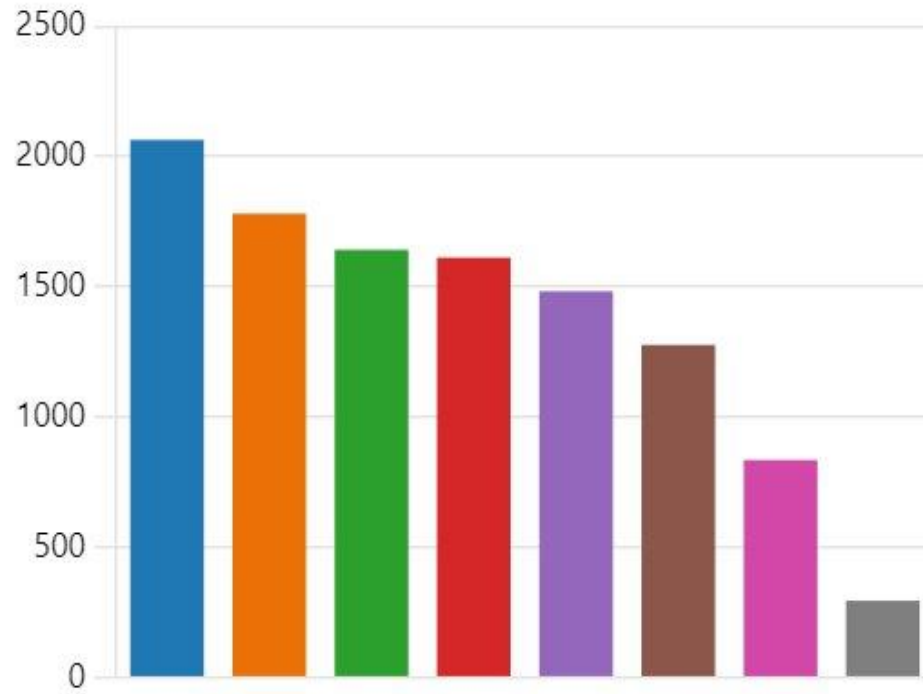
Age ranges of children requiring wraparound provision



6. What year group are your children in? (tick all that apply)

[More Details](#)

● Reception	2064
● Year 1	1781
● Year 2	1642
● Year 3	1612
● Year 4	1483
● Year 5	1277
● Year 6	835
● Other	295



Times required

Breakfast club

- 78% of parents require breakfast club before 8am
- 37% of parents require breakfast club from before 7.30am

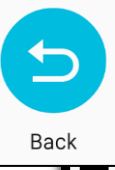
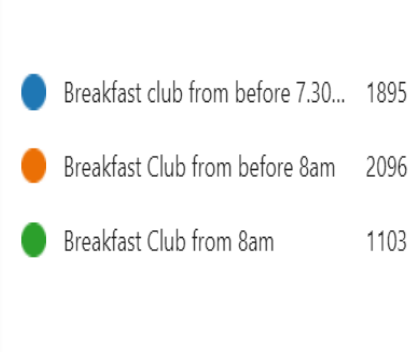
After-school club

- 89% of parents need afterschool club up to 6pm
- 11% need provision after 6pm

The Government initiative is to create provision from 8am until 6pm but the emphasis is on being sustainable. Understanding local need is key to ensuring the long-term sustainability of the provision.

13. What time do you or would you need to access breakfast club?

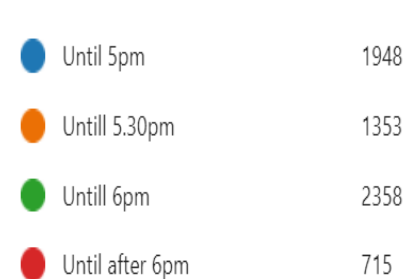
[More Details](#)



Back

19. What time do you need to access an afterschool club until?

[More Details](#)



Delivery models

NB. These are illustrative examples and are neither mutually exclusive (i.e. there may well be overlap between different models) nor are they exhaustive (i.e. there may well be other options available).



School-based provision, delivered by school

Delivered by school staff on school site, open to all children in that school.



Private provider-run provision, on or off school site

Operated and delivered by staff employed by private provider. If on school site, they may pay school to operate wraparound provision on their premises and advertise via school channels. Could operate on other sites too.



Community model

LA co-ordinates a community-focused cluster / hub model, with children from multiple schools on one site. Not necessarily linked to any one school. Could be run by private provider, community organisation or any other appropriate body.



Childminders

Provision delivered by childminders, signposted to parents by LA and schools. Could be a group of CMs working together on a single/community site.

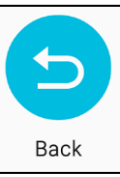


Other EY providers

Existing EY providers may take older children (i.e. of school-age) during wraparound hours. For example, a play group operating on a school site may run the provision, or a local nursery.



Back



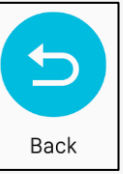
Identifying need

We will be using sufficiency data we have already gathered, as well as results from our parent survey to create a sufficiency map across the county. We will be listing each schools postcode in one of 3 priority groups.

Priority group one - Areas identified as having no provision either before or after school and parents are in need (these figures are coming from the parents surey)

Priority group two - Areas where there is some provision but not enough covering both breakfast and afterschool times (high number of requests from parents)

Priority group three - Breakfast and afterschool provision are both in place, but there may be a need to extend the offer until 6pm or increase the number of places available in the area



Who is eligible to apply for funding?

Some funding will be available from May 2024 for schools, PVI providers and childminders to create these additional wraparound childcare places.

The funding will be released depending on the need identified through ECC's extensive sufficiency data analysis and forecasts within the vicinity of primary schools.

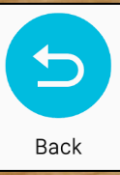
Expression of Interest forms closed on Friday 9th February.

By September 2024 the national roll out of the Wraparound Programme will begin, with it due to end in March 2026.



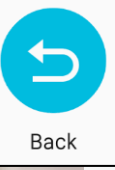
How much funding do we have?

- Essex County Council have been allocated £6,939,115 for the rollout of wraparound between now and 2026. This is divided as follows:
- FY 23/24 £ 59, 204 Capacity Funding
- FY 24/25 £ 4,711,015 Capital & Programme Funding
- FY 25/26 £ 2,168,894 Capital & Programme Funding
- Capacity Funding – For local authorities to build capacity to deliver the programme.
- Programme Funding – Revenue funding for LA's to deliver programme objectives, including to distribute to providers for revenue expenditure to support the set up of a new provision or expand an existing provision.
- Capital Funding -Funding for local authorities to support new or extended wraparound provision, including distribution to childcare providers and can only be used for capital projects

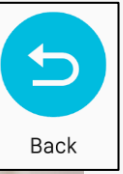


Funding

- The funding is intended to enable providers to test flexible ways of delivering childcare and gather the evidence of what works in practice. This includes testing the delivery of provision from 8am and after school until 6pm to ensure sustainability.
- The programme funding aims to remove financial barriers to setting up a new provision or expanding an existing provision where the demand has been identified but the revenue is not yet guaranteed. The funding will be provided on a 'pump prime model' whereby small amounts of funding are introduced to attempt to spur growth.

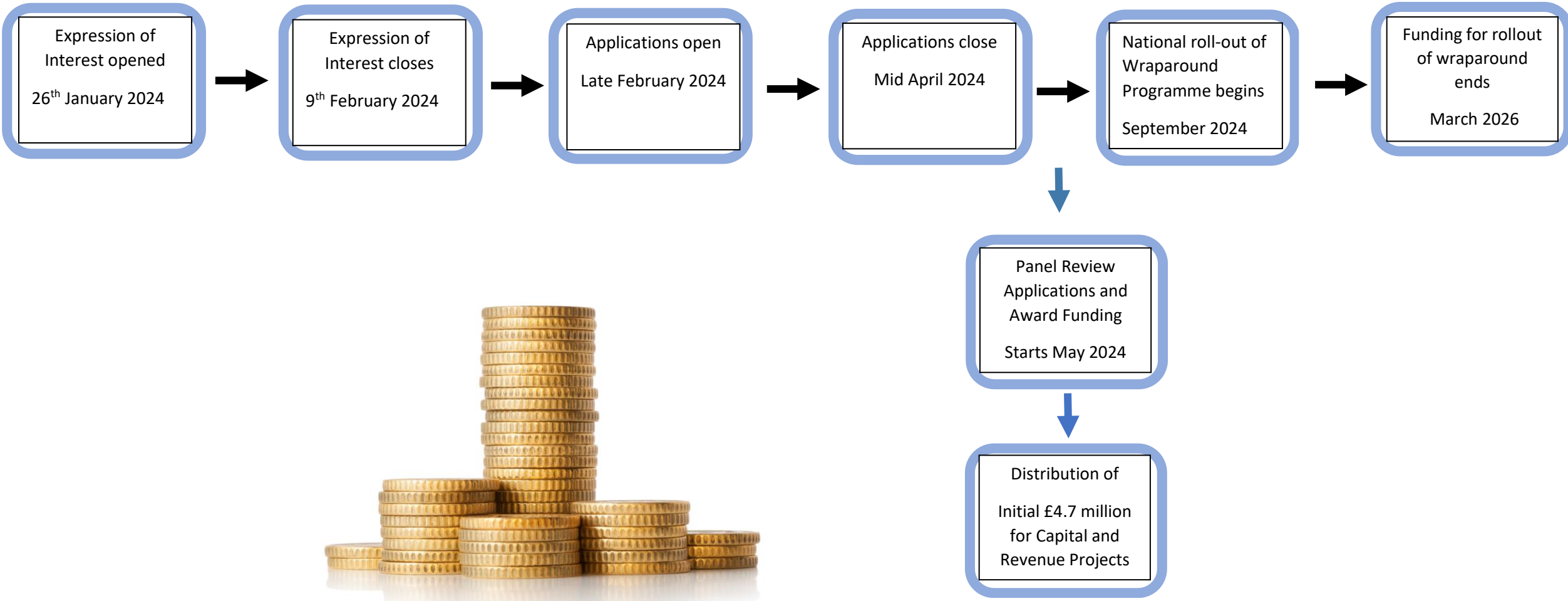
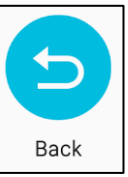


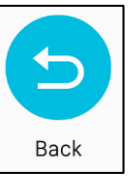
Sustainable Business Model



- Whichever capital or revenue funding you are applying for you will need to evidence your business is sustainable.
- We have designed a business plan and cashflow so you can test your anticipated income and expenditure levels for wraparound.
- There will be **no** ongoing funding for wraparound and therefore you must show a sustainable business model by Year 2.
- Parents are expected to pay for wraparound childcare, there is **no** government funding to subsidise places.
- If you are applying for both Wraparound and Early years expansion capital funding you will need to provide the relevant business plan and cashflow that show your business is sustainable.

Wraparound Funding Timeline





Useful Links

OFSTED- <https://www.gov.uk/government/publications/guides-for-parents-how-early-years-settings-are-inspected/how-ofsted-inspects-before-and-after-school-care-and-holiday-provision-out-of-school-settings>

<https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2023#part-3>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

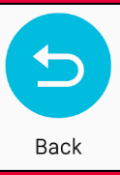
<https://www.gov.uk/guidance/apply-to-join-the-childcare-register-cr1>

DFE Guidance

https://assets.publishing.service.gov.uk/media/653a3aa280884d0013f71b8e/National_wraparound_childcare_programme_handbook_a_guide_for_local_authorities.pdf

Tax-free childcare - <https://www.gov.uk/guidance/sign-up-to-tax-free-childcare-if-youre-a-childcare-provider>

Any further questions or queries please email: wraparound.childcare@essex.gov.uk



Tax Free Childcare

Offering Tax Free Childcare could result in a 20% saving to parents and carers on their childcare costs.

Any Ofsted registered childcare provider can sign up via the government website to create a provider account.

To sign up you should be the main Ofsted contact for your business or school.

A 'delegate' can then manage your account for you during the process. The link is at the back of the presentation.

Once you have your 11-digit user ID from your invitation letter you can set up your online account.

HOW DO PROVIDERS SIGN UP?

This information is issued by:
Essex County Council

Contact us:
wraparound.enquiries@essex.gov.uk

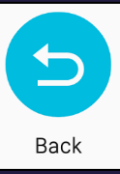
Essex County Council
County Hall, Chelmsford
Essex, CM1 1QH

 [Essex_CC](#)

 [facebook.com/essexcountycouncil](https://www.facebook.com/essexcountycouncil)

The information contained in this document
can be translated, and/or made available in
alternative formats, on request.

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Essex ACTIVEate



Supporting the physical and mental wellbeing of eligible school aged children through engagement in a wide variety of free, holiday activities across Essex and Thurrock



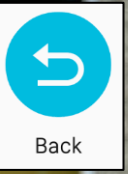
WHAT IS ESSEX ACTIVATE?

Essex ActivAte is the name for the government/council funded holiday programmes run by Active Essex. During school half term and holidays, we work with a network of locally trusted organisations across the county to deliver free activities and support to eligible young people and families.

Our activity clubs support school aged children (4-16yrs) who are eligible for benefits based free school meals, or from 'low-income' working families, also a small number of other eligible groups.

The name Essex ActivAte sums up the key elements of the programme – provision of activities and nutritious food for children and young people in Essex, aiming to support their physical, mental and social wellbeing through engagement in a wide variety of free activities.

Find out more about our programmes [here](#).



HOLIDAY ACTIVITY AND FOOD PROGRAMME (HAF)



Funded by the Department for Education (DFE), the holiday activity and food (HAF) programme runs during the easter, summer and winter holidays, offering physical, enrichment and food activities, a nutritious meal and family support.



The HAF programme is primarily aimed at children who are eligible for benefit based free school meals and 85% of club spaces are allocated to support young people across Essex and Thurrock.



15% of club spaces are allocated to children who are from 'low-income' working families, may be vulnerable and/or experience inactivity and social isolation without access to this free support.

THE AIM OF THE HAF PROGRAMME

There are many benefits for children who attend the [HAF programme](#). The DFE want to encourage all HAF providers to ensure a high quality experience that will result in children:

- ➔ Receiving healthy and nutritious meals
- ➔ Maintaining a healthy level of physical activity
- ➔ Being happy, having fun and meeting new friends
- ➔ Developing a greater understanding of food, nutrition and other health-related matters
- ➔ Taking part in fun and engaging activities that support their development
- ➔ Feeling safe and secure and getting access to the right support services
- ➔ Returning to school feeling engaged and ready to learn



ESSEX COUNTY COUNCILS' HALF TERM PROGRAMME



Essex County Council quickly recognised a gap in the offer, for those who are on the cusp of being eligible for benefit based free school meals, and decided to fund clubs during smaller half terms.



Half term clubs run in February, May and October, although clubs do not run in Thurrock. Due to smaller half terms, clubs offer sessions for 2-3 days on average and spaces are provided for those most in need.



50% of spaces are offered to children who receive benefit based free school meals, and 50% for young people who are from 'low-income' working families and other eligible groups.

HOW CAN FAMILIES BOOK ONTO AN ACTIVITY CLUB?

HOLIDAY PROGRAMMES (HAF) EASTER, SUMMER AND WINTER HOLIDAYS



If a child is eligible for benefit based free school meals, parents/guardians will be emailed a HolidayActivities voucher code from the school they attend to book onto a local club



If they are still waiting for a voucher code, we recommend them contacting the child's school



Limited spaces are available for young people who are not eligible for benefits based free school meals, but are from 'low-income' working families, may be vulnerable and/or experience inactivity and social isolation



To book on, they will not receive a HolidayActivities voucher code, and will need to contact a local club directly from the Essex ActivAte website to book a space

HALF TERM BREAKS FEBRUARY, MAY AND OCTOBER



To book onto a half term club, families will not receive a HolidayActivities voucher



They will need to book on through the Essex ActivAte website when it goes live, a few weeks ahead of the half term break



Parents will need to select their area, find what clubs are available and book their child on through the link provided - depending on the club,, they may need to book through our website, or contact them directly by self-certifying





HOW CAN ESSEX ACTIVATE SUPPORT FAMILIES?


Activity Clubs


Family Support


Which can result in positively impacting young people's and families...


 Run by locally trusted organisations across Essex and Thurrock

 [Online support hub](#)


 Clubs for primary and secondary school aged children (4-16 years)


 Activity booklets to engage children and families at home


 Specialist SEND, mental wellbeing and youth clubs

 Top tips and guidance

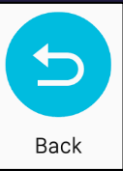
 Physical, enrichment and food activities

 Local signposting and community support

 Nutritious snacks and tasty meals

 Further education through different partnerships

-  Physical health and activity levels
-  Mental wellbeing
-  Confidence and self-esteem
-  Social skills and getting outside
-  Life skills, future prospects and new opportunities
-  Respite and routine/structure



CONTACT US



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