

Essex Primary Headteachers' meetings

LA input
Summer Term 2021

June 2021

9.05am – 10.20am



Director's welcome and overview



Local Authority Education Team

LA updates on current priorities including:

- ECC New Administration
- Covid19 and the National Roadmap
- Education Taskforce
- SEND update
- Safeguarding
- Curriculum: Review of RSE and Health Education
- Headteacher Wellbeing – Access to Education Support Programme
- Early Years reforms

ECC New Administration

- Cllr Kevin Bentley – Leader
- Cllr Louise McKinlay – Deputy Leader
- Cllr Tony Ball – Cabinet Member for Education Excellence, Skills and Training
- Cllr Andrew Sheldon – Deputy Cabinet Member
- Renewal, Ambition, Equality
- 100 Day Plan

Covid 19 and National Roadmap



- Another year like no other..... The response from the education system remains brilliant.
- 14th June... announcement that the current restrictions will remain in place until the 19th July 2021.
- Some changes to residential visits
- Protective measures and risks assessments to remain in place until the end of term (bar 3 days).
- Infection rates amongst the 0-9 age group remain low but are rising in the 10-19 age group.
- DfE have published a report pulling together all the support available to schools and settings: [Education recovery \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- The majority of secondary schools are engaging in the summer schools programme.

Essex Education Task Force

- 1st Meeting 20th May 2021
- The Task Force will focus on Excellence and Equity as underpinning themes.
- Discussions around prioritising investment during the summer
 - Early Years
 - Post 16 transition
 - Summer outdoor learning for vulnerable pupils
- Focus on Reading
- The work of the Task Force will complement wider ECC strategies and the national programme
- Focus on opportunity and not deficit / negative language

SEND update (current strategic priorities)

Response to Care Quality Commission/Ofsted inspection:

- Development of joint commissioning framework and strategy;
- Commissioning workstreams on therapies, diagnostic pathways, SENDIASS, local offer, equipment;
- Reduction in the number/% of pupils identified with MLD at SEN support;
- Next step to look at how this impacts on children/young people (individual case studies);
- Quality of EHC assessment in Essex – workstreams on guidance on initial requests for assessment, quality assurance and moderation of EHCPs, annual reviews, provision for medical needs;
- Products to be shared and launched with schools in autumn term 2021;
- Preparing for reinspection any time from October 2021.

SEND strategy

- Using feedback and responses from SEND vision shared in 2019;
- First draft to be shared with roundtable;
- Strategy launch in September 2021.

High needs spending review:

- ISOS commissioned to carry out a comprehensive review of funding arrangements for children and young people with SEN in Essex; lead the development of a co-productive piece of work to develop concrete proposals for a new SEN funding system (effective, coherent and transparent); work in partnership with Essex partners to support broad engagement and build consensus around a new funding system.

SEND sufficiency strategy

- Developed a forecasting tool to enable us to map the future growth of SEND across the county;
- Undertaken capacity assessments of all the Essex special schools;
- Develop a sufficiency strategy which maps need, capacity and how we meet both in the future within our limited resources.

Essex Inclusion conference

Virtual Inclusion Conference for Essex Headteachers and Senior Leaders: Wednesday 30 June 2021 9am – 12:30pm

Inclusion and meeting the needs of learners with SEND, remains a priority for us all. The Essex Headteachers' Roundtable for SEND and Inclusion would like to invite all Headteachers to join them at a virtual conference. For more details and to book your place, before the closing date of 28 June 2021 please follow this [link](#).

Safeguarding update

- Harmful Sexual Behaviour in schools
 - National response
 - Local response

Research and analysis

Review of sexual abuse in schools and colleges

Published 10 June 2021

[Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/research-analysis/review-of-sexual-abuse-in-schools-and-colleges)

New materials

- HSB / Peer on Peer Abuse model policy
- Checklist / self-audit
- Guidance to follow for beginning of next term
- Training next term

Safeguarding update

- **Safeguarding forums:**

- 29th June 9.30 - 11.30
- 1st July 2.00 - 4.00pm

- **For next term:**

- Reporting incidents process / guidance
- Safeguarding arrangements for commissioning alternative provision
- Resources to support equality and diversity
- Resources and training to strengthen governing body oversight of safeguarding
- Guidance on site security

The Education and Learning Information Sharing Protocol

The information sharing protocol:

- A protocol to support ECC and education providers to deliver services
- It supports sharing that is safe, lawful and secure
- It helps organisations meet their legal Accountability and Transparency obligations
- It sets out the statutory and current practice sharing between education providers
- The overarching protocol and the addendums are in process of being updated and the new links will be shared with schools later this term - links will be on ESI

Curriculum: Review of RSE and Health Education

How has the DfE responded?

The Education Secretary, Gavin Williamson says that the government will:

- encourage schools to **dedicate INSET time** to train staff on how to deal with sexual abuse and harassment among pupils and how to deliver the (RSHE) curriculum;
- work with up to 500 schools to **provide support for DSLs**, with a specific focus on sexual abuse;
- talk with tech companies about **preventative measures on social media platforms**; and help support parents, staff and children to make more informed and safer choices online;
- **strengthen the RSHE curriculum**, to help teachers focus on sharing images online and consent; and
- continue to **fund the NSPCC confidential phone line** until October 2021.

Curriculum: Review of RSE and Health Education

Recommendations for school leaders

School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people. In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:

1. a **carefully sequenced RSHE curriculum**, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'
2. **high-quality training for teachers delivering RSHE**
3. **routine record-keeping** and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
4. a **behavioural approach**, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated
5. support for **designated safeguarding leads (DSLs)**
6. **training to ensure that all staff (and governors, where relevant)** are able to:
 1. better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
 2. identify early signs of peer-on-peer sexual abuse
 3. consistently uphold standards in their responses to sexual harassment and online sexual abuse

Healthy Schools Engagement Workers (can provide PSHE support in relation to Healthy Schools)

Public Health Specialist Educator (PSHE Lead) Sharon Williams

sharon.williams@barnardos.org.uk

Mid Essex

- Sara Woolnough sara.woolnough@barnardos.org.uk
- Louisa Belmar louisa.belmar@barnardos.org.uk
- Gillian Sharman gillian.sharman@barnardos.org.uk

West Essex

- Lisa Golding lisa.golding2@barnardos.org.uk
- Zuzana Brown zuzana.brown@barnardos.org.uk

North Essex

- Stephanie Johnson stephanie.johnson@barnardos.org.uk

South Essex

- Vanessa Gardner vanessa.gardner@barnardos.org.uk
- Tia Nicholls tia.nicholls@barnardos.org.uk
- Nicola Sparks nicola.sparks@barnardos.org.uk
- Kim Walsh kim.walsh@barnardos.org.uk

Some useful resources for policy and review

Self-review tools

- PSHE Association '[Subject Review Tool](#); Subject Review and Development Framework; and Subject Development Plan template'
- Sex Education Forum '[RSE whole-school audit](#)'
- PSHE Association '[Teacher questionnaire](#)'

Pupil consultation tools

- PSHE Association '[Pupil voice lesson plan](#)'
- PSHE Association '[Pupil questionnaire](#)'
- Sex Education Forum '[Have you asked your pupils about RSE?](#)'

Parent consultation tools

- PSHE Association '[Parent workshop template](#)'
- Sex Education Forum '[Parent engagement questions about RSE](#)'
- NAHT '[Parent guidance](#)'

Policy tools

- PSHE Association '[Guidance on writing your RSE policy](#)'
- Sex Education Forum '[RSE Definitions guide](#)'
- NEU's [model policy](#) and [Guidance for members](#)

- **Headteacher Wellbeing – Access to Education Support Programme**



<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

https://schools.essex.gov.uk/staff/headteacher_wellbeing/Pages/default.aspx

Headteacher wellbeing update

- Further training / update session for governors – 30th June
- Documents
 - [Rationale and definition of wellbeing](#)
 - [Trauma Perceptive Practice Briefing](#)
 - [Headteacher Key Actions to Support Wellbeing in Education \(during COVID-19\)](#)
 - [Headteacher Wellbeing Wheel](#)
 - [Teacher Wellbeing Wheel](#)
 - [Guidance for Headteacher Appraisal 2020-21](#)
 - [Staff Wellbeing Policy – January 2021](#)
- Training presentations:
https://schools.essex.gov.uk/staff/headteacher_wellbeing/Pages/default.aspx

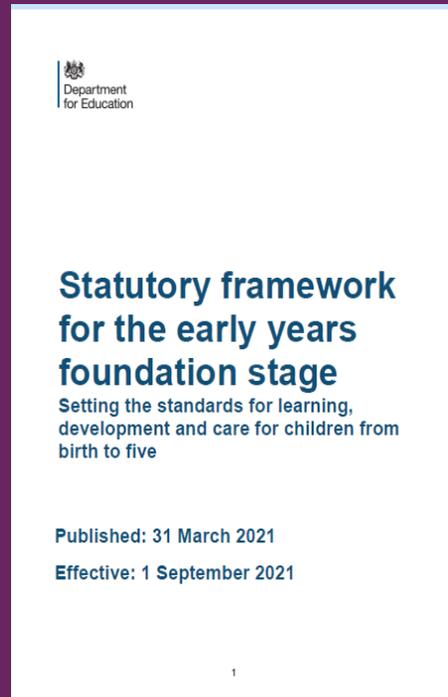
Provision	Location	What it offers	Link / contact:
Mental Health & Wellbeing - Essex Info Link Covid-19 Updates Page	All Essex	Covid-19 Mental Health & Wellbeing Resources	https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx
Recovery & Return Part 1 - Looking After Staff Wellbeing	All Essex	Recorded webinar	https://www.youtube.com/watch?v=qxKagTE6bv8&feature=youtu.be
ACL Mental Health Wellbeing & Recovery Programme	All Essex	Free workshops and training programmes	https://www.aclessex.com/mental-health/
EPUT	All Essex	Therapeutic input for adults living in Essex	https://eput.nhs.uk/our-services/essex/essex-mental-health-services/
Anna Freud Centre	National	Training, resources, advice & guidance	https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/
Pursuit Wellbeing	National	Online resource to help teachers and school leaders manage stress, anxiety and daily school pressures, with practical, research-driven information and support.	https://pursuitwellbeing.com/
Education Support	National	Website and helpline dedicated to supporting the mental health and wellbeing of education staff in schools, colleges and universities.	https://www.educationsupport.org.uk/
Headrest	National	FREE daily wellbeing telephone support service for headteachers and CEOs.	https://www.headrestuk.co.uk/
Welbee	National	Resource to help improve staff wellbeing at your school, college or MAT	https://welbee.co.uk/
Centre for Mental Health	National	Training, resources, advice & guidance	https://www.centreformentalhealth.org.uk/

Sarah Crookes Headteacher Cann Hall Primary School



Education Support Partnership
www.educationsupport.org.uk

Early Years Foundation Stage Reforms



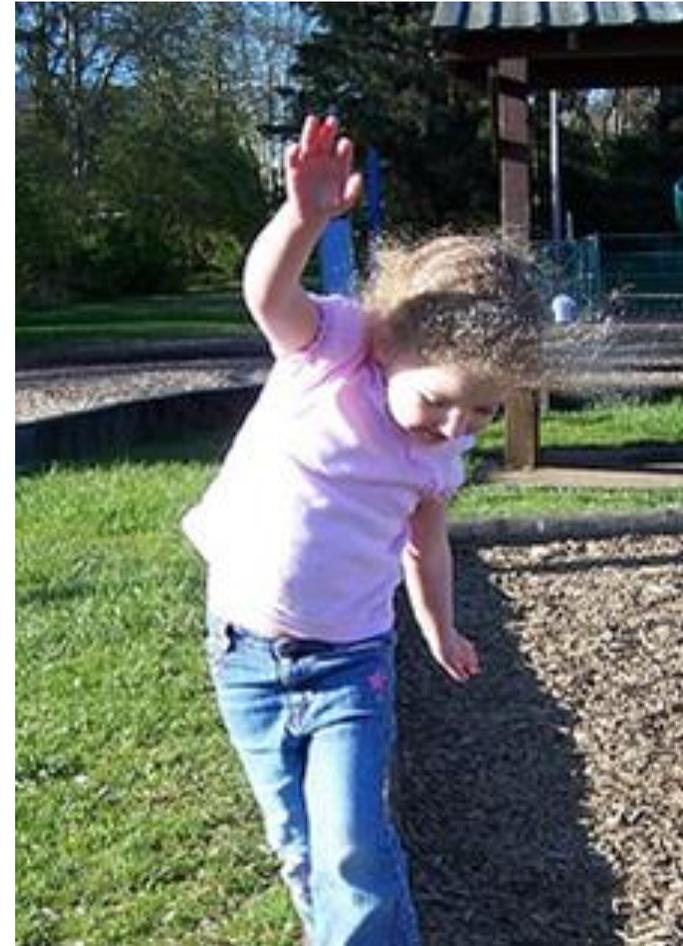
Copyright © Essex County Council 2021..

No part of this presentation may be reproduced, stored in a retrieval system of any nature, or transmitted, in any form or by any means including photocopying and recording, without the prior written permission of Essex County Council, the copyright owner.

Statutory Changes

- **Early Years Foundation Stage Framework**
- **EYFS Profile**
- **Reception Baseline Assessment**

RBA helpline: 0330 088 4171 /
email receptionbaseline@nfer.ac.uk



Main changes

- More depth added to Educational Programmes
- 17 ELGs are clearer, more specific and easier for teachers to make accurate judgements
- More focus on strengthening language and vocabulary development to particularly support disadvantaged children
- Strengthening literacy and numeracy outcomes to ensure all children have a good grasp of these areas of learning in preparation for year 1
- To ensure the ELGs are based on the latest evidence in childhood development
- To ensure the ELGs reflect the strongest predictors of future attainment.
- Still an inclusive framework

New EYFS Statutory Framework can be found here- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/611222/early-years-foundation-stage-eyfs-statutory-framework-2021.pdf)

Messages that have remained the same

- The Themes and Principles of the EYFS have not changed
- The terms 'prime' and 'specific' for the areas of learning will remain, as will the names of the seven areas of learning.
- Communication and language; personal, social and emotional development (PSED) and physical development should continue as the core basis (prime areas) for all children's development in the EYFS and continue to work hand in hand with the specific areas of learning of literacy, mathematics, understanding the world and expressive arts and design.
- Communication and language will continue to underpin all areas of learning, and all areas of learning are inter-connected and complement one another.
- Each child must be assigned a key person... when a child starts attending...

Revision to Assessment

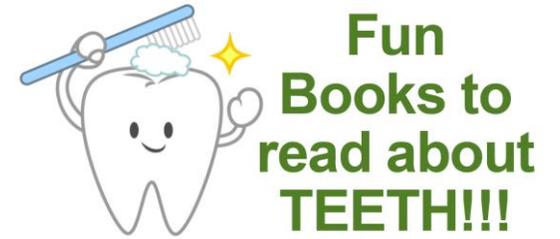
Exceeding judgement

- The government are removing the “exceeding” judgement criteria from the EYFSP and says that this will “free up teachers’ time”.
- Teachers will be expected to continue to identify and stretch more able children, support them to excel and provide information to parents and the year 1 teacher, but they will not be required to record 'exceeding' judgments.

The role of the Local Authority under the reformed EYFS

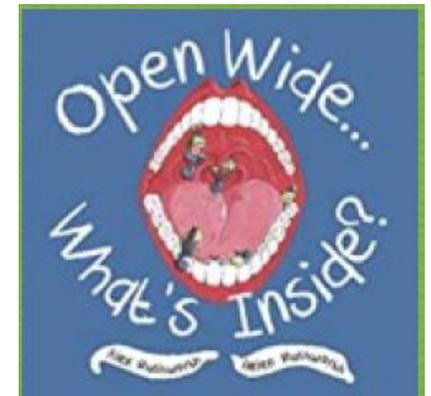
- Provision of training and information – LAs will still be under a duty to provide training on EYFS assessment and the completion of the profile to all providers who need it.
- EYFSP data – LAs will still be responsible for the collection of EYFSP data in future years, quality assurance of the data and submitting this to DfE.

Revision to EYFS Statutory Framework



Oral health

- A need to include oral health alongside the requirement to “promote the good health of children” will be added to the EYFS framework.
- Individual settings and schools will need to determine how to meet this requirement and practitioners will not be required to assess this.
- ‘By building oral health awareness from early years and supporting parents and practitioners with good quality resources, we can equip children with essential lifelong health and wellbeing skills’. CYP 2020



Community
Dental
Services



12 Top tips for teeth

[EYFS-Reforms-Table-of-changes.pdf \(foundationyears.org.uk\)](https://www.foundationyears.org.uk/wp-content/uploads/2021/03/EYFS-Reforms-Table-of-changes.pdf)

Department for Education

Changes to the Early Years Foundation Stage (EYFS) framework – section 3

The principal changes to the EYFS from September 2021 are to the learning and development requirements and the inclusion of the Reception Baseline Assessment. Additionally, there are some small changes to the safeguarding and welfare requirements, following feedback from the sector, to:

- clarify existing policy and address commonly asked questions,
- provide links to new or updated guidance that may be useful, for instance around preparing food safely for children of different ages, and
- reflect updates in legislation and systems that have taken place since the EYFS framework was updated in 2017.

The table below summarises the section 3 changes.

EYFS reference	Change	Rationale
Paragraphs 3.4 & 3.5	Removed references to Local Safeguarding Children Board (LSCB). Replaced with “local safeguarding partners” (LSP).	LSCBs have been replaced by “local safeguarding partners” (LSP). This is an update to reflect current policy.
Paragraph 3.4	Added: To safeguard children and practitioners online, providers will find it helpful to refer to “Safeguarding children and protecting professionals in early years settings: online safety considerations”. Footnote with link to the guidance. https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations	This guidance was published in 2019, so is not included in the 2017 framework. This is an update to signpost providers to guidance they may find helpful in implementing the EYFS requirements to safeguard children and practitioners.
Paragraph 3.9	Replaced “is likely to” with “may”. The relevant sentence reads: “Providers must have effective systems in place to ensure that practitioners, and any other person who may have regular contact with children (including those living or working on the premises), are suitable.”	This change is to clarify that all people who may come into regular contact with children are included in this requirement and is intended to assist providers in interpretation.
Paragraph 3.10	Amended to clarify that a criminal record check is not needed for	Ofsted carries out checks in respect of all providers on

EYFS Reforms Resources

- [Foundation Years vodcast: Understanding the revised EYFS - headteachers & senior leadership – YouTube](#)
- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](#)
- <https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice>
- EYFS Reforms table of changes - <https://www.foundationyears.org.uk/wp-content/uploads/2021/03/EYFS-Reforms-Table-of-changes.pdf>

EYFS Reforms Resources

- Phil Minns HMI Ofsted and the EYFS Reforms https://www.youtube.com/watch?v=HSs4U77dZLI&list=PLtZrKMTdN0cbTUGv6Q4dgaxVbKcH21_y6&index=3
- *Ada Simpson, from the Department for Education, and Phil Minns, from Ofsted, give an introduction and the context of the EYFS reforms.* - <https://youtu.be/TllrgzIVp64>
- Ada Simpson clip on Reducing Unnecessary paperwork - https://www.youtube.com/watch?v=gLEebhpRAT4&list=PLtZrKMTdN0cbTUGv6Q4dgaxVbKcH21_y6&index=4
- Reception Baseline Assessment <https://www.gov.uk/government/collections/reception-baseline>

Search...

Early Years and Childcare

Welcome to the Essex Early Years and Childcare website.
Information for all those working in the early years and childcare sector.

Sign-up for EYFS newsletter

EYFS newsletter archive

Provider Portal

Early Years Website

- EYFS practitioners to be encouraged to sign up to the Early Years newsletter using this link
- <https://eycp.essex.gov.uk/>

Links to updated documentation from EPHA Spring 2021:

For Assessment Leaders:

Primary Statutory Assessment subscription training package (Sep 2021/22)

- The Standards and Testing Agency (STA) are planning for a full programme of primary assessments to take place in the 2021/22 academic year. This will include the introduction of the statutory multiplication tables check.
- To support schools to carry out these primary assessments the Local Authority is offering a full programme of training that will cover Key Stage 1 and Key Stage 2 assessment and moderation and administration of the phonic screening check and multiplication tables check.

Details to be found here: [Link to follow](#)

For School Governors:

Essex Sustainable Schools – LA Maintained Schools to access the toolkit to support discussions and forward planning

Details to be found here: [Link to follow](#)

To support transition Y6-Y7:

Transition Tool: Captures factors which impact a Y6 to Y7 transition, such as: transport to school, relationship with new and existing peers, change of environment, school change, family background/ home life etc.

Details to be found here: [Link to follow](#)

**We wish you a successful final few weeks of
2020-2021
and look forward to working with you next
year!**

