

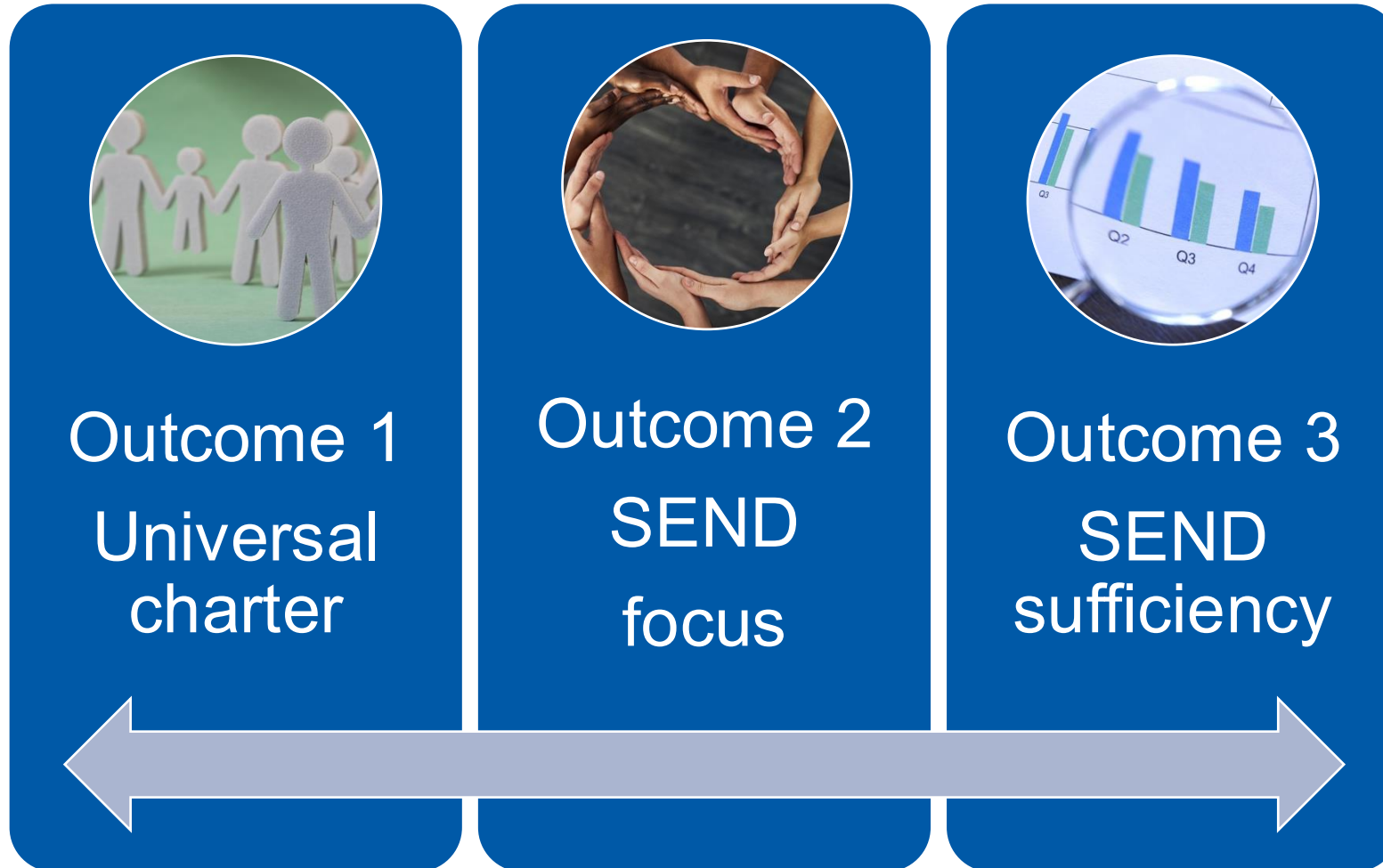
Our Transitions Project Bournemouth, Poole and Christchurch Local Authority

Gemma Tappenden – Senior Area SENCo

Context

- Local Government Reorganisation (LGR)
- Covid-19 Pandemic
- In BCP our Portage Service work predominantly 0-3 and children in early years settings are supported by our Area SENCo team

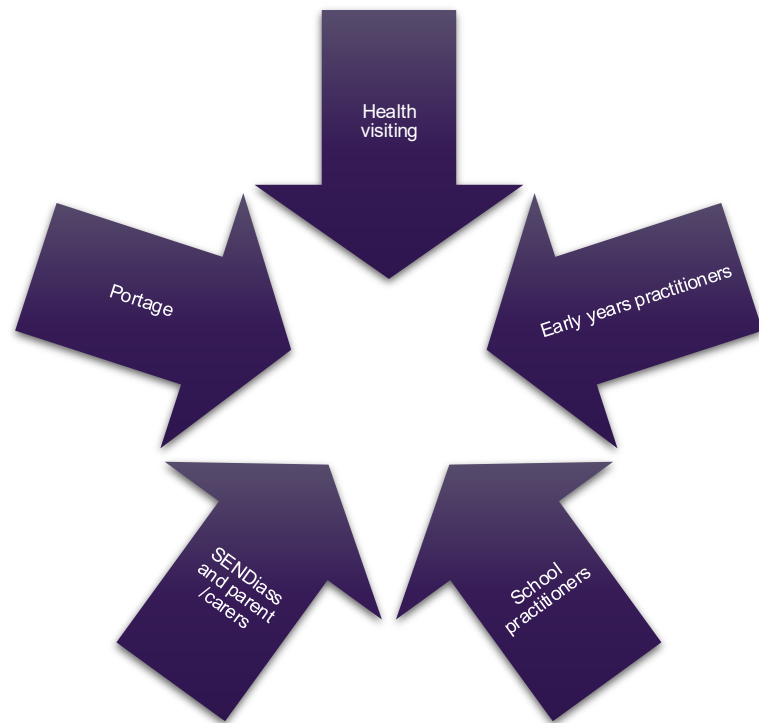
Transitions Project



Outcome 1


A universal offer to
streamline and
quality assure
transitions for all
pupils

Multi-agency approach



Our Charter

Early Years Charter for Transitions
 'A secure, safe and happy childhood is important in its own right' - EYFS 2017



Happy, safe, confident children across Bournemouth, Christchurch and Poole

<p>Our commitment:</p> <ul style="list-style-type: none"> • BCP Council and all our partners recognise that change of any kind can be challenging for all involved • we are all committed to ensuring children and families experience these changes positively, safely and with the confidence and knowledge to tackle it again and again 	<p>We promise:</p> <ul style="list-style-type: none"> • transitions for each child will be a partnership process • clear routes of communication will be established for all involved • there will be continuity of experience for the child • adults will monitor the child's settling in and their progress 	<p>We promise to:</p> <ul style="list-style-type: none"> • reflect the many different ways that children can communicate • ensure the right support is there at the right time for the child • make sure each child feels secure and confident that their needs, wants, likes and dislikes are understood
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This **Charter** has seven statements that all partners will use to work together to ensure a smooth transition for each child

<p>Maintain clear arrangements for a smooth transition for children with SEND wherever they are learning</p>	<p>Maintain good links between partner agencies, early years settings and schools to support all children's transitions</p>	<p>Parents and carers of young children with SEND are involved and supported throughout the different transitions their child might make</p>	<p>Early Years providers and schools anticipate the full range of needs of children coming into their setting and are ready to meet them</p>	<p>Early Years teams use local information and data to improve the quality of all transitions for young children with SEND</p>	<p>Early years teams use information from parents and carers to improve the quality of transitions for young children with SEND</p>	<p>Early years educators are aware of provision at universal, targeted and specialist levels. They work with appropriate agencies to ensure the right level of support is in place for all children</p>
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Outcome 2

Focus on children
with SEND

Extended Offer to Primary Foundation Stage

The Concern

Following consultation with our parent-carer groups and SENDias4BCP colleagues we identified that parents of children with SEND feared the 31st August, a date on which all their health services were transferred to 'schools teams', they waved goodbye to their early years settings and the support they had gained from our Local Authority Early Years Area SENCo team

The solution

As a solution we trialled extending our Area SENCo service into primary schools, offering Information, Advice & Guidance, mentoring to teachers and teaching assistants and training.

The offer runs from September until the February ½ term

Key facts

- During the 2021/22 school entry support was offered to 20% of mainstream schools across our area
- During the 2022/23 school entry we supported 39%
- We anticipate a growth again in 23/24
- Surveys sent out to schools following the 21/22 entry returned a 90.3% positive response around the support received
- Parents whose children had been supported by the extended offer reported a 96% positive experience

Case Study – Child ‘D’

‘D’, attended a local nursery, who had made an EHCNa request.

The receiving school were concerned about his needs.

They suggested he delay entry on the ‘summer born’ scheme

Mum wanted him to join school with his cohort, and his nursery were unable to offer a place for the following year

The Area SENCo offered support, advice to the schools senior leadership team, and mentoring to the staff within the foundation base

‘D’ started on a phased entry, and is still doing well now as he heads towards year 1

Sharing good news!

Feedback from a SENDiass4BCP officer....



It is not often (in my line of work) that I hear such positive praise and get such lovely feedback about a team. So I wanted to share with you,

(parent of SEND child) said you have been 'excellent' and the support you have given to them and the training in school has made such a difference to D, so well done and thank you!

Outcome 3

Sufficiency data

Sufficiency of SEND places

Starting point we already had clear sufficiency data for early years settings across BCP, but what was missing from that was sufficiency for SEND pupils.

We are already aware of approximately 500 children with SEND receiving early education across BCP

We recognised that most of our settings aim to be as inclusive as possible.

We recognised challenges in the sector.

Gathering Intel

We have used data from our Portage Service, FIS and SENDias teams

We looked at HENs supplied by health

We surveyed the sector

The Survey

We have added two questions to our sufficiency survey sensitively posed to ensure we get honest answers;

- With your current staffing level and child bookings, which of the following is most relevant for your settings, specifically with regards to children with higher levels of SEND (e.g. Tier 2 and EHCP)
- With your current staffing level and child bookings, which of the following is most relevant for your settings, specifically low levels of SEND (e.g. Monitored or Tier 1)

With answer options being;

I am unable to accommodate any additional children at this time

We can accommodate 1-3 children at this time

We can accommodate 3 + children

Next steps

- The data gathered has been supplied to Senior Leaders
- A number of options to ensure we are SEND sufficient moving forward are being considered
- We will continue to monitor sufficiency and transitions as part of our standard practice