

Public Document Pack

Late and supplementary information for Scrutiny Board (Children's Services) on 21 April 2016

Pages 1-4: Agenda item 7 – Leeds Safeguarding Children's Board – Update

Pages 5-18: Agenda item 9 – Information and guidance regarding Early Years Foundation Stage (EYFS) Transfer Record

This page is intentionally left blank



Report author: Mark Peel/Phil Coneron
 Tel: 0113 3957297

Report of Mark Peel, Independent Chair Leeds Safeguarding Children Board

Report to Scrutiny Board (Children’s Services)

Date: 21st April 2016

Subject: Leeds Safeguarding Children Board – UPDATE

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

1.0 Purpose of this report

1.1 Leeds Safeguarding Children Board (LSCB) is a statutory body established under the Children Act 2004 and ‘Working Together to Safeguard Children (2010)’. It is independently chaired and consists of senior representatives of all the principle stakeholders working together to safeguard children and young people in the City.

Its statutory objectives are to:

- Co-ordinate local work to safeguard and promote the welfare of children
- To ensure the effectiveness of that work

1.2 On Thursday, 12th November, 2015 Leeds Safeguarding Children Board (LSCB) presented its annual report to LCC Scrutiny Board (Children’s Services). Following the presentation it was agreed that the LSCB would return in six months and provide Scrutiny Board an update on topics within the following report.

2.0 Recommendations

2.1 The Scrutiny Board (Children and Families) is recommended to:

- Consider and note the information contained within the report

3.0 Background documents¹ None

¹ The background documents listed in this section are available to download from the Council’s website, unless they contain confidential or exempt information. The list of background documents does not include published works.

Summary

On Thursday, 12th November, 2015 Leeds Safeguarding Children Board (LSCB) presented its annual report to LCC Scrutiny Board (Children's Services). Following the presentation it was agreed that the LSCB would return in six months and provide Scrutiny Board an update on the following subjects.

Providing safeguarding sessions with taxi services across Leeds

Taxi and Private Hire Licencing (TPHL) & LSCB have developed compulsory safeguarding sessions to provide taxi drivers (both Hackney carriages and private hire operators), operators and escorts an understanding of their responsibilities to safeguard young people.

- To date 1,398 licenced taxi holders have attended safeguarding sessions in Leeds with four sessions being held every month
- Training is also being offered by the other four LSCB's in West Yorkshire to ensure better coverage for taxi drivers that may work in more than one area.

There is also to be a proposed change in policy for applicants born outside of the UK; with the introduction of online annual criminal records checks and a new reporting system to enable immediate enforcement action to be taken.

A linked, additional section on Safety on Public Transport is included below, as the use of taxi and private hire services by children and young people directly is, in fact, quite limited, largely due to cost.

Safety on Public transport

A young person's survey undertaken by the Youth Parliament in Leeds highlighted that concerns around safety were not identified by young people as of particular issues on buses. Price, cleanliness and driver's attitudes were, in contrast, just some of the concerns raised.

Child and adolescent mental health transitions into adulthood

Transitions within child development continue to be a focus for the LSCB especially for those young people requiring support into adulthood. Those young people that require emotional/mental health support who are receiving services from CAMHS experience good transitions to adult mental health services. There is a clear transition protocol between Leeds CAMHS & Leeds Adult Mental Health Services.

Transition cases can take between 6 and 9 months to complete. Work with a young person while still in CAMHS takes between 3 to 6 months, there follows a period of joint work with the receiving adult service, support for the young person while on a waiting list and support during the initial stages of work to promote full engagement. This is in line with clinical governance and local and national guidelines on transition

practice.

Alcohol in Pregnancy

Leeds has a commitment to ensure that children and young people have the best start in life and this is translated into practice through the Leeds Best Start Plan.

The Plan sets out a broad preventative programme from conception to age 2 years to ensure a good start for *every* baby, focusing especially on early identification and targeted support for vulnerable families early in the life of the child

Parental alcohol use carries risks in terms of both health impacts on the unborn foetus, (including foetal alcohol syndrome disorder spectrum) as well as being a risk factor for domestic violence between partners. Foetal alcohol exposure is possibly the leading cause of intellectual disability, but frequently goes unacknowledged.

Leeds has developed a social marketing campaign approach around alcohol in pregnancy, reflecting the most up to date advice from the Chief medical Officer, advising women who wish to conceive, or who are already pregnant to refrain from alcohol as the safest option. <http://www.alcoholandpregnancy.org.uk/>

The campaign will also clearly and simply communicate the known harmful actions of alcohol in pregnancy; the evidence contextualising level of drinking and risk in order to provide meaningful advice for women; and the importance of continuing with a precautionary approach on low levels of drinking.

Private Fostering

Private Fostering is the term used to describe arrangements made by parents (or others with Parental Responsibility) for children under 16 (under 18 if disabled) to be cared for by friends and family, other than close relatives defined by Children Act (1989) for a period of more than 28 days.

Parents and those providing private foster care have a duty to inform the Local Authority of such arrangements, as is also the case for professionals from all agencies with a safeguarding responsibility.

The Local Authority has a responsibility to ensure that private fostering Arrangements made in their area are checked to ensure they adequately meet the needs of children so placed, including safeguarding.

Minimum standards for private fostering are set out on behalf of the Government by the Department of Education and Skills All of which are met and exceeded in Leeds, with the LSCB holding these to account both indirectly and directly.

MP/PC 14.04.16

This page is intentionally left blank

Guidance to support updated Leeds Early Years Foundation Stage (EYFS) Transfer Record

The Leeds Children and Young People's Plan for developing a Child Friendly City includes the vision that all children...

“Do well at all levels of learning and have the skills for life”

The Leeds transition transfer record and support notes have recently been updated in line with the revised EYFS to support the transition into school and 'school readiness'. They continue to promote the most effective ways of supporting every child in their individual learning journey.

The 'Starting and Staying' strong guidance and documentation, produced **by** practitioners **for** practitioners, includes a range of good practice case studies and 'top tips' which promote and support quality practice around the transition process.

Having an awareness of and utilising the materials, is a requirement for practitioners and all providers in Leeds who are in receipt of the Free Early Education Entitlement (FEEE). We would however, encourage all our providers to make use of this guide as part of their quality improvement process.

Starting and Staying Strong



“Every child deserves the best possible start in life and the support that enables them to fulfil their potential”

Statutory Framework for the EYFS (2012)

Transition works most effectively when practitioners consider...

Key Messages for Effective Transitions

- It is a process rather than a one off event.
- The child and their needs are at the centre of the process.
- Time and care are taken to plan the transition process.
- The 'Unique Child' EYFS principles are considered when organising flexible admission procedures.
- All parties involved value and acknowledge the role of parents and carers as children's first and most important educator.
- All parties involved have respect for each other and there is effective communication between home and setting and between settings.
- Confidentiality is respected.



Good Practice Tips for Effective Transitions

- Children are given opportunities, using a variety of media and resources, to express their feelings about the changes taking place.
- Practitioners listen to children's hopes and fears regarding transition and feelings are acknowledged in a sensitive and supportive way.
- Home visits are made to meet children and their family in the security of their own environment.
- Settings consider strategies for gathering information from, and sharing information with, ALL parents e.g. EAL families.
- Practitioners plan ahead to visit each other's settings and meet children in their current learning environment to gain an understanding of children's experiences.
- Practitioners prepare booklets with photographs of key people and the provision children will meet in their new setting.
- In addition to visits with parents, children have the opportunity to visit the new setting with their key person/familiar adult from their current setting.
- Children are supported in writing a letter to their new teacher expressing their hopes and concerns.

Building Relationships between Providers for Effective Transitions

- Know which settings/schools are in your local area and those that regularly feed into your setting.
- Acknowledge the professionalism and knowledge held by all early years' providers.
- Consider how, and what, key information is made available locally.
- Be open to the sharing of good practice and strategies.
- Attend locality based early years networks, meetings and training.
- Identify opportunities to invite providers to local events e.g. fetes, Christmas concerts, fun days etc.
- Send introductory emails/leaflets or make a phone call to introduce staff and/or setting.
- Invite school staff to summer term parents afternoons/evenings in the setting.
- Remember, working together effectively will have a positive impact on children.



Quality Assurance of Transfer Records for Effective Transitions

- Ensure staff are confident in making accurate summative assessments against the areas of learning.
- Ensure consistency across the team when completing the report e.g. have practitioners had the opportunity to access appropriate training, is there a lead contact within the setting?
- Establish in house moderation of judgements with practitioners across the setting to ensure consistency and accuracy of assessments.
- Access opportunities to attend local moderation meetings.
- A senior manager should read and quality assure reports for spelling, grammar and content before they are signed and shared with parents and providers.
- Seek feedback on the usefulness of the report from parents, settings and schools.

Notes to support the completion of the updated Leeds EYFS transfer record

Section 1

Current Setting

Please record your setting name and contact details

Attendance pattern

1. Identify number of hours and days attended per week
2. Identify exact details of how sessions are made up, for example sessional, stay for lunch, full day (e.g. 8am-6pm)

Previous settings

List all settings previously attended (and dates where known).

Health/Allergies/Dietary Requirements e.g. cultural or religious

Discuss with parent and state briefly any important information

SEN Code of Practice Stage

1. Complete only if applicable and discuss with parent before completion
2. Give review meeting dates if applicable
3. State if any funding is in place
4. State name of other agencies involved

Involvement of other agencies

Complete only if applicable and discuss with parent before completion

Home Language

Complete only if other than English and discuss with parent before completion

Child's drawing/mark-making and comments

1. The child need not draw/make marks directly onto the Transfer Record. Their drawing/mark-making (or photocopy) can be folded and attached.
2. No adult prompts should be made or support given.
3. If appropriate (according to child's stage) ask child to draw a picture of a person e.g. self or parent.
4. If appropriate (according to child's stage) ask child to write their name independently i.e. without using adult prompting or support or recourse to name card. (This could be completed separately and included at end of the Transfer Record)
5. Language they use in respect of their drawing/mark-making should be written verbatim, either on the drawing or within the Communication Skills section of report.

Section 2

Summary of each child's learning and development

'Development Matters may be used by early years settings throughout the EYFS as a guide to making best fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age. Summative assessment supports information sharing with parents, colleagues and other settings'

Development Matters 2012 pg. 3 ref: www.foundationyears.org.uk

Local assessment guidance 'Journey Through the Revised EYFS' is available to all providers to support making assessments in the EYFS. This is available on the Early Years

Collaboration Zone, the Family Information Service website or from your early years improvement officer.

1. The boxes represent the 17 aspects of the prime and specific areas of learning and development. All aspects of children’s learning and development within these areas will need to be assessed as part of the transition record.
2. Please use and refer to the development statements in Development Matters/Journey Through the Revised EYFS to identify which development band children are working within (including beginning, developing or secure) for each aspect.

Prime Areas and Aspects		Specific Areas and Aspects	
PSED	Personal, Social and Emotional Development	L	Literacy
MR SC-SA MFB	Making Relationships Self confidence and self awareness Managing feelings and behaviour	R W	Reading Writing
		M	Maths
		N SSM	Numbers Shape, Space and Measures
CLD	Communication and Language	UW	Understanding the World
LA U S	Listening and Attention Understanding Speaking	PC TW T	People and Communities The World Technology
PD	Physical Development	EAD	Expressive Arts and Design
MH HSC	Moving and Handling Health and Self Care	EUMM BI	Exploring and using media and materials Being Imaginative

The 4Children “What to expect, when” March 2015 publication will support parents in their understanding of early learning and development. Available to download at: www.4Children.org.uk

About your child...

1. To be completed by parent / carer (with appropriate support from key person)
2. Prompts might include:
 - What does your child enjoy doing?
 - Is there anything your child doesn’t like doing or finds challenging?
 - Who lives in their house? e.g. siblings, pets
 - Who are the special people in your child’s life?
 - Who are your child’s friends?
 - Who will they know in school?
 - How does your child react to new experiences?
 - Where does your child like going?
 - What sort of eater is your child?
 - Confident to?
 - Needs support to?
 - Has your child any particular fears or worries?
 - Are they a good sleeper?
 - Is there anything else we need to know to help us take good care of your child?

Communication skills

The Development Matters guidance for the aspects of Communication and Language (pg 15) is available to further support comments in this section.

1. To be completed in conjunction with parent / carer

- If child has English as an additional language please comment on the child's understanding/use of their home language as well as English. A verbatim quote – taken from the most recent narrative observation or from the language used in respect of the drawing/mark-making included on the Transfer Record.
- How confident is the child when speaking in a variety of situations i.e. speaking to adults and peers and to familiar/not so familiar adults
- How children use talk to express their feelings and ideas
- Are able to follow instructions and respond appropriately to questions
- Listening skills – one sentence that describes their listening skills:
 - One to one
 - In a small group
 - In a larger group

All about.....

Comments about how the child engages with other people and their environment underpin learning and development across all areas and support the child to remain an effective and motivated learner. A narrative against these characteristics (Playing and Exploring, Active Learning and Creating and Thinking Critically) need to be included in this section. Prompts for the characteristics can be found in the Development Matters guidance pages 6-7 and include the following aspects:

Playing and exploring - engagement	Active learning - motivation	Creating and thinking critically - thinking
Finding out and exploring Playing with what they know Being willing to 'have a go'	Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do	Having their own ideas Making links Choosing ways to do things

It may also be useful to comment on how the child

- makes friends
- shares and takes turns
- reacts to new experiences and challenges
- displays curiosity and satisfaction
- shows confidence and persistence
- solves problems
- shares ideas and makes choices
- shows feelings
- needs help to

It may also be useful to know about the child's

- areas of interest and motivation
- preferred areas of provision – indoor and outdoor
- learning styles or schemas
- areas of support – worries and concerns e.g. behaviour, clumsiness
- SEN support and other agency involvement

Early Years Foundation Stage Transfer Record

Name _____

ATTACH
PHOTOGRAPH

Section 2

Summary of child's Learning and Development (include SEN Early Support stages if appropriate).

The 'Journey through the Revised EYFS' document is available to support summative judgements. Indicate which age/stage band for each aspect the child is working **within** including whether they are **beginning (b)**, **developing (d)** or **secure (s)**.

Birth to 11 months	8-20 months	16-26 months	22-36 months
30-50 months	40-60 months	Early Learning Goal	

Prime Areas							
Personal Social and Emotional Development			Communication and Language Development			Physical Development	
MR	SC-SA	MFB	LA	U	S	MH	HSC

Specific Areas								
Literacy		Mathematics			Understanding the World		Expressive Arts & Design	
R	W	N	SSM	PC	TW	T	EUMM	BI

Is the child working at age related expectations in all the prime and specific areas? yes no

Please give brief details including any areas where the child may need additional support:

About your child To be completed by parent/carer (with support from key person, as appropriate)

Communication skills To be completed by the child's key person (with input from parent/carer)

All about: To be completed by the child's key person (to include the **Characteristics of effective learning**)

I agree that this information can be shared within the setting and with other professionals

Practitioner's/Teacher's signature	Manager's/Headteacher's signature	Parent/Carer signature(s)
Date	Date	Date

This page is intentionally left blank

Leeds 'Starting and Staying Strong' Cohort Transfer Sheet

Completed by (setting):

Completed for (receiving setting):

Date:

This summary cohort transfer sheet could be used by settings where a large number of children are transferring to the same setting. It is not a replacement for the individual transfer record but will aid discussion with the receiving setting about children's learning and development.

Birth – 11 months	8 – 20 months	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months	Early Learning Goal
--------------------------	----------------------	-----------------------	-----------------------	-----------------------	------------------------	----------------------------

Child's Name	Child's age (in months)	Prime Areas								Specific Areas									
		Personal Social and Emotional Development			Communication and Language Development			Physical Development		Literacy		Mathematics		Understanding the World			Expressive Arts and Design		
		MR	SC-SA	MFB	LA	U	S	MH	HSC	R	W	N	SSM	PC	TW	T	EUMM	BI	

Page 17

This page is intentionally left blank