

TOWER HAMLETS COUNCIL

Early Years Learning and Development



Autumn 2016 term

Dear Early Years Practitioners,

Welcome to the Autumn 2016 term, we hope you are well-rested and have had an enjoyable summer.

This term's directory is all about supporting you and your setting to deliver a high quality early years provision in Tower Hamlets. The sessions available throughout this term's programme are designed to help you achieve this.

Please note there are important changes to the **Paediatric first aid requirements in the statutory framework for the early years foundation stage** that we would like to bring to your attention. From September 1, 2016, it is a new requirement in the Early Years Foundation Stage (EYFS) that newly qualified early years staff (with full and relevant level 2 or level 3 childcare qualification) hold a current Paediatric First Aid (PFA) or emergency PFA certificate in order to be included in the required ratios in early years settings. Childcare providers will be allowed a three months 'grace' period if they are to be included in the ratio of adults to children. PFA training after starting work with a new employer. We have scheduled six full Paediatric First Aid courses this term, one of which will be delivered over two consecutive Saturdays.

In August the Standards and Testing Agency clarified that the Early Years Foundation Stage Profile will remain statutory for the 2016 to 2017 academic year, for more information refer to [page 6](#).

In the next few weeks we will be approaching schools about hosting twilight drop-in sessions for Early Years Foundation Stage Profile (EYFSP) moderation events. These events will offer opportunities for practitioners to consider how rich environments will support children's learning and their progress towards the Early Learning Goals. More information will be shared soon.

We look forward to working with you all and receiving your booking requests.

Early Years Workforce Development Team

Integrated Early Years Service

Welcome to the Autumn 2016 term	2
Early years foundation stage (EYFS) documents	5
Early years foundation stage profile (EYFSP) 2016 to 2017	6
Training tailored to your needs.....	7
Early Years Development Training Programme	8
Forum Programme.....	9
Health and Safety Programme.....	10
Inclusion Training Programme	11
Safeguarding Training Programme.....	12
Session content.....	13
Allergies, Anaphylaxis and Epipens	13
Bilingualism and Multilingualism: Valuing Children's Home Languages	14
Early intervention for children with social communication needs	15
Early Years Foundation Stage Coordinators' Forum	16
Early Years Foundation Stage Profile (EYFSP) moderation events	17
Every Tower Hamlets Child a Talker.....	18
First Aid at Work	19
Inclusion Coordinators' Support Group	20
Level 2 Award in Food Safety in Catering.....	21
Level 2 Award in Health & Safety in the Workplace	22

Men in childcare forum	23
MPVI Childcare Managers' Forum	24
Paediatric First Aid	25
Person Centred Planning in the Early Years	26
Safeguarding Children Advance - for Designated Safeguarding Person	27
Safeguarding Children Intermediate	28
Safeguarding Children Intermediate Plus - for Childminders.....	29
Special educational needs and disability (SEND) Code of Practice 2015 – what you need to know!	30
Supporting children's social and emotional wellbeing	31
Record of training booked and attended.....	32
Course Attendance Fees.....	33
Booking information - how to request a place on a session	34
Non-attendance and cancellation fees.....	35
Free education places for two years olds	36
Public Health Training	37
Infant and Child Nutrition Training	37
Menu Planning Training	38



Statutory framework for the early years foundation stage

Setting the standards for learning, development and care for children from birth to five

Published March 2014

Effective September 2014

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to five years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, pre-schools, nurseries and school reception classes.

The statutory framework for the EYFS supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

As well as being the core document for all professionals working in the foundation years, the framework can reassure parents. Regardless of where they choose for their child's early education, they can be assured that the same statutory commitments and principles will underpin their child's learning and development experience.

To view a copy of the Statutory Framework for the EYFS click on the image of the document.

Alternatively visit www.towerhamlets.gov.uk/earlyyears and go to useful practitioners resources.



This email is an official communication to local authorities from the Standards and Testing Agency.

The early years foundation stage profile will remain statutory for the 2016 to 2017 academic year

The early years foundation stage profile (EYFSP) was due to become non-statutory from September 2016. Having carefully looked at the particular issues regarding the EYFSP and also in the context of the overall changes to primary assessment, the EYFSP will now remain statutory for the 2016 to 2017 academic year.

This is to provide continuity and stability for schools, pupils and parents and avoid unnecessary change whilst we take the time to review options for assessment in the reception year beyond 2016 to 2017.

In the meantime, schools must continue to complete the EYFSP for their reception-year pupils in the summer term, by 30 June 2017 and report the results to local authorities.

We recognise that this clarification comes during the summer break but we wanted to confirm as soon as possible the position for local authorities, schools and others ready for the start of the new term.

LA link, sent Thursday 11 August

Standards and Testing Agency
Tel: 0300 303 3013 (Monday-Friday 8am-6pm)
Email: assessments@education.gov.uk
Web: <http://www.gov.uk/sta>

The early years foundation stage profile (EYFSP)

Clarification has been received during the summer break that the Early Years Foundation Stage Profile will remain statutory for the 2016 to 2017 academic year. This is to provide continuity and stability for schools, pupils and parents and avoid unnecessary change while options are reviewed for assessment in the reception year beyond 2017.

Schools must continue to complete the EYFSP for their reception-year pupils in the summer term, by 30 June 2017 and report the results to local authorities. The baseline introduced last year will not be used by the Department for Education (DfE) or Ofsted. The DfE is considering a school readiness test. The early learning goals (ELGs) remain statutory at the end of reception. Ofsted advises that they will therefore continue to use the 'Early Years Outcomes' to measure progress and attainment in early years.

There are a number of different events during the autumn term to support practitioners with the EYFSP. Different events are open to schools and settings that may have children for whom they will be completing a profile. Please refer to page 17 for more information.

To download a copy of the 2014 Early Years Foundation Stage Profile Handbook visit www.towerhamlets.gov.uk/earlyyears and go to useful practitioners resources.

Email screenshot from the Department for Education, email sent to headteachers dated August 11, 2016.

Full team training has been shown to strengthen the positive impact of Every Tower Hamlets Child a Talker (ETHCaT) on children's outcomes. We recognise how difficult and expensive full team training can be. So in response to this, we have refined our training materials so that they can be delivered in bite-sized chunks to the entire staff team, over a series of staff meetings or across two half days.

We have developed two packages which you can request to be delivered in your setting. Both are focused on narrowing the gap between the most disadvantaged children and their peers. The content can be discussed in more detail with the trainer and can be adapted to meet the needs of the learners:

Every Tower Hamlets Child a Talker

- Focuses on why communication and language matters.
- Considers up-to-date research about communication and language development.
- Identifies approaches and effective, practical strategies for maximising children's opportunities to learn language, including developing a rich environment to enable communication and language.
- Discusses ways to monitor children's communication and language.

Sustained Shared Thinking and Emotional Well-being

- Focuses on the importance of self-regulation and resilience as key elements in children's well-being and predictors of lifetime outcomes.
- Explores the vital role adults play in helping children to be emotionally and intellectually ready to think and learn.
- Introduces and examines the new Sustained Shared Thinking and Emotional Well-being scale.
- Identifies the skills and approaches that settings can focus on to develop in their practice.

Packages

The package can be purchased in any of the below three formats, each format consists of five learning hours:

- One inset day.
- Two half days.
- A series of four staff meetings.

Settings and schools may wish to work in partnership with another to share the cost. In such cases group numbers should not exceed 20.



Package costs

£534

For schools

£273

For maintained, private, voluntary and independent childcare settings

Please contact the Workforce Development Team if you would like to discuss dates and packages.

For more information click on your required session title.

Session Title	Duration (No. of days)	Date 1	Date 2	Course times	Aimed at (practitioners in)	Attendance fee
<u>Bilingualism and Multilingualism: Valuing Children's Home Languages</u>	1	30/11/2016	n/a	9.30 - 15.30	- Childminders - Children's Centres - Schools - Childcare settings	£25 - Childminders £75 - Children's Centres £75 - Schools £35 - Childcare settings
<u>Every Tower Hamlets Child a Talker</u>	Two half day sessions	08/11/2016	25/11/2016	9:15 - 12:30	- Childminders - Children's Centres - Schools - Childcare settings	£25 - Childminders £75 - Children's Centres £75 - Schools £35 - Childcare settings

Contact the Workforce Development team to book your place.

This term we have a range of forums; for more information click on your required session title.

Session Title	Duration (No. of days)	Date	Session times	Aimed at	Attendance fee
Early Years Foundation Stage Coordinators' Forum	1	04/11/2016	9:00 - 16:00	Early Years coordinators	Free
Early Years Foundation Stage Profile (EYFSP) moderation event: An introduction to the EYFSP	0.5	07/10/2016	9:00 - 12:00	Early Years coordinators	Free
Early Years Foundation Stage Profile (EYFSP) moderation event: Twilight drop in sessions.	0.5	To be confirmed	16:00 - 17:30	Early Years coordinators	Free
Men in Childcare Forum	0.5	13/10/2016	15:00 - 17:00	Practitioners in maintain, private voluntary and independent childcare settings	Free
MPVI Managers' Forum	1	04/11/2016	9:00 - 16:00	Childcare managers	Free

Contact the Workforce Development team to book your place.

This term we continue to offer health and safety related training sessions; for more information click on your required session title.

Session Title	Duration (No. of days)	Date 1	Date 2	Date 3	Course times	Aimed at (practitioners in)	Attendance fee
<u>Allergies, Anaphylaxis and Epipens</u>	0.5	26/09/2016	n/a	n/a	13:30 - 16:30	- Childminders - Children's Centres - Schools - Childcare settings	£25 - Childminders £75 - Children's Centres £75 - Schools £35 - Childcare settings
<u>First Aid at Work</u>	3	10/10/2016	11/10/2016	12/10/2016	9:15 - 16:45	- Childminders - Children's centres - Schools - Childcare settings	£75 - Childminders £225 - Children's Centres £225 - Schools £105 - Childcare settings
<u>Level 2 Award in Food Safety in Catering</u>	1	04/11/2016	n/a	n/a	9:15 - 16:45		
<u>Level 2 Award in Health & Safety in the Workplace</u>	1	13/10/2016	n/a	n/a	9:15 - 16:45	- Childminders - Children's Centres - Schools - Childcare settings	£25 - Childminders £75 - Children's Centres £75 - Schools £35 - Childcare settings
<u>Level 2 Award in Health & Safety in the Workplace (Saturday)</u>	1	05/11/2016	n/a	n/a	9:15 - 16:45		
<u>Paediatric First Aid</u>	2	29/09/2016	30/09/2016	n/a	9:15 - 16:45		
<u>Paediatric First Aid (Saturday)</u>	2	01/10/2016	08/10/2016	n/a	9:15 - 16:45		
<u>Paediatric First Aid</u>	2	18/10/2016	19/10/2016	n/a	9:15 - 16:45	- Childminders - Children's Centres - Schools - Childcare settings	£50 - Childminders £150 - Children's Centres £150 - Schools £70 - Childcare settings
<u>Paediatric First Aid</u>	2	02/11/2016	03/11/2016	n/a	9:15 - 16:45		
<u>Paediatric First Aid</u>	2	21/11/2016	22/11/2016	n/a	9:15 - 16:45		
<u>Paediatric First Aid</u>	2	08/12/2016	09/12/2016	n/a	9:15 - 16:45		

Contact the Workforce Development team to book your place.

The role of an Inclusion Coordinator is extensive and in order to support their professional development, four half day training sessions are offered during this term which covers core areas of knowledge and skills. All new Inclusion Coordinators are expected to access the core training programme (sessions 1 - 4). Experienced Inclusion Coordinators and those who were unable to attend training during the previous academic year are advised to access sessions 1 and 2 and any of the other sessions to further update their knowledge and skills. Your Area Inclusion Coordinator will be happy to discuss these sessions with you in more detail.

To complement the core training programme we will also be facilitating the Inclusion Coordinators' Support Group again this term. The group provides opportunities for Inclusion Coordinators to share ideas and best practice, gain support from colleagues and keep up to date with local and national developments relating to inclusion.

Session Title	Duration (No. of days)	Date	Course times	Aimed at (practitioners in)	Attendance fee
1. Special educational needs and disability (SEND) Code of Practice 2015 – what you need to know!	0.5	12/10/2016	9:15 - 12:30	Inclusion Coordinators Childcare managers	Free
2. Person Centred Planning in the Early Years	0.5	12/10/2016	13:15 - 16:30	Inclusion Coordinators	Free
3. Early intervention for children with social communication needs	0.5	09/11/2016	9:15 - 12:30	Inclusion Coordinators	Free
4. Supporting children's social and emotional well-being	0.5	09/11/2016	13:15 - 16:30	Inclusion Coordinators	Free
5. Inclusion Coordinators' Support Group	1.5 hours	24/11/2016	13:00 - 14:30	Inclusion Coordinators	Free

We have organised safeguarding training into different levels of knowledge and skills. The level required will depend on the degree of contact you have with children and families and the role you play. It will allow those who work with, or take responsibility for, children and/or parents and carers at all levels to increase their knowledge and understanding of child protection, and their ability to promote the safety and welfare needs of children.

Session Title	Duration (No. of days)	Date 1	Date 2	Course times	Aimed at (practitioners in)	Attendance fee
<u>Safeguarding Children Advance - for Designated Safeguarding Person</u>	2	20/10/2016	21/10/2016	9:15 - 16:45	Designated Safeguarding Person	Free to childcare settings £75 - Children's Centres £75 - Schools
<u>Safeguarding Children Intermediate</u>	1	23/11/2016	n/a	9:15 - 16:45	Childcare settings Children's Centres Schools	Free to Childcare Settings £75 - Children's Centres £75 - Schools
<u>Safeguarding Children Intermediate Plus for Childminders (Saturday)</u>	1	15/10/2016	n/a	9:15 - 16:45	Childminders	Free

Contact the Workforce Development team to book your place.

Allergies, Anaphylaxis and Epipens

Introduction	Session Aims	Session Learning Outcomes
<p>The administration of medication in an emergency is a life saving procedure and is governed under rules for prescription and administration of drugs in the UK.</p> <p>This session is linked to the Statutory Framework for the Early Years Foundation Stage. Section 3 – Health, Medicines – 3.44 to 3.46</p>	<p>To provide the first aider with the knowledge, skills and confidence to administer medication in an emergency.</p>	<p>Delegates will learn how to plan for a medical crisis and store medication correctly. A number of conditions requiring medication to be administered will be investigated and the correct and safe use of these drugs will be practiced.</p>

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Children's Centre Teachers	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓	✓	✓	✓	✓	✓	✓	✓	✓

Dates and times

Refer to [page 9](#)

Bilingualism and Multilingualism: Valuing Children's Home Languages

Introduction	Session Aims	Session Learning Outcomes
<p>An increasing number of Tower Hamlets children are growing up speaking two or more languages. This hands-on, practical workshop will consider how best to support the development of children's home languages and English. This course makes reference to Every Tower Hamlets Child a Talker (ETHCaT), and Sustained Shared Thinking, and will support practitioner understanding and reflection on these skills.</p> <p>A key message is valuing children's first languages, and how we convey this to parents and children.</p> <p>This session is linked to the Early Years Foundation Stage Practice Guidance.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Explore relevant research and develop an understanding of key concepts about the process of language acquisition Learn about current EYFS guidance and how Development Matters supports children and families with additional languages Make links with Every Child a Talker and SST strategies, and continuous provision Consider the importance of language to identity, and how to work with families with English as an additional language, and make real connections for children and their families. Offer practical tips and ideas to implement to support the children in your setting, such as ways to introduce narrative, song and rhyme meaningfully. 	<p>Participants will:</p> <ul style="list-style-type: none"> Have a better understanding of how multilingual children learn languages and the role of language in identity Be able to reflect on and plan for the needs of children and families in their setting and be more confident about scaffolding a child's next steps Enhance their 'toolkit' for supporting children's multilingual language development and working with families with diverse heritages.

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Children's Centre Teachers	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓		✓	✓	✓	✓	✓	✓	✓

Dates and times

Refer to [page 7](#)

Early intervention for children with social communication needs

Introduction	Session Aims	Session Learning Outcomes
<p>This half day course provides Inclusion Coordinators with an opportunity to develop their knowledge of social communication needs, including autism, and strategies to support children in their setting.</p> <p>This session is linked to the Statutory Framework for the Early Years Foundation Stage and the Special educational needs and disability code of practice: 0 to 25 years.</p>	<ul style="list-style-type: none">• To develop knowledge of social communication needs• To develop confidence in supporting children with social communication needs• To develop skills in using a range of strategies.	<p>By the end of the course, participants will:</p> <ul style="list-style-type: none">• Understand what is meant by social communication needs to support early identification• Have increased confidence in supporting children• Widen their knowledge of a range of strategies to support children

This course/session is aimed at:

Inclusion Coordinators in maintained, private, voluntary and independent (MPVI) childcare settings.

Dates and times

Refer to [page 10](#)

Early Years Foundation Stage Coordinators' Forum

Introduction	Session Aims	Session Learning Outcomes
<p>The Early Years Foundation Stage Coordinators' forum is held termly. If coordinators are unable to attend please send another member of the early years' team.</p> <p>The agenda will be sent out closer to the event.</p>	<ul style="list-style-type: none">• To update coordinators in initiatives in early years nationally and locally.• To hear about examples of good practice from other practitioners (presentations from practicing teachers).• To have time for discussions, sharing and networking.• To meet colleagues from the MPVI sector and children's centres.	<p>You will be up to date with initiatives in early years and will have a chance to network with colleagues across the authority.</p>

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Children's Centre Teachers	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
			✓				✓	

Dates and times

Refer to [page 8](#)

Early Years Foundation Stage Profile (EYFSP) moderation events

Introduction	Session Outcomes
<p>Clarification has been received during the summer break that the Early Years Foundation Stage Profile will remain statutory for the 2016 to 2017 academic year. This is to provide continuity and stability for schools, pupils and parents and avoid unnecessary change while options are reviewed for assessment in the reception year beyond 2017.</p> <p>Schools must continue to complete the EYFSP for their reception-year pupils in the summer term, by 30 June 2017 and report the results to local authorities. The baseline introduced last year will not be used by the Department for Education (DfE) or Ofsted. The DfE is considering a school readiness test. The early learning goals (ELGs) remain statutory at the end of reception. Ofsted advises that they will therefore continue to use the 'Early Years Outcomes' to measure progress and attainment in early years.</p> <p>There are a number of different events during the autumn term to support practitioners with the EYFSP. Different events are open to schools and settings that may have children for whom they will be completing a profile.</p> <p>We recommend that schools attend two events during the year. Further events will be announced for the spring and summer terms.</p> <p>1) An introduction to the EYFSP Friday October 07, 2016 - 9am - 12pm. This session is for practitioners who are new to the early years.</p> <p>2) Twilight drop in sessions Dates to be confirmed, 4 - 5:30pm at different schools. An opportunity for practitioners to consider how rich environments will support children's learning and their progress towards the ELGs. We will be approaching schools about hosting twilight drop-in sessions for EYFSP moderation events.</p> <p>Further information will be sent out closer to the events.</p>	<p>Participants will be clearer and more confident in making judgements for the EYFSP.</p> <p>Participants will be clear about the process for making judgements and submission to the Local Authority</p>

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Children's Centre Teachers	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
			✓	✓			✓	

Dates and times

Refer to [page 8](#)

Every Tower Hamlets Child a Talker

Introduction	Session Aims	Session Learning Outcomes
<p>This training consists of two half day sessions: session two will build on the knowledge gained in session one, reflecting on how ETHCaT strategies can be put into practice.</p> <p>Research into what will best support the development of communication and language skills tells us that some children do not necessarily have the rich opportunities and experiences that are needed. Some have fewer opportunities to talk with their parents and carers.</p> <p>We know that children who have good early language skills generally go on to achieve more in reading and writing and other educational outcomes.</p> <p>The ETHCaT training explores strategies to improve the opportunity for, and the quality of children's talk.</p> <p>This is linked to the Statutory Framework for the Early Years Foundation Stage.</p>	<ul style="list-style-type: none"> Look at the research which underpins best practice for supporting children's language and communication development. Consider how the environment may be set up to provide more opportunities for children's talk. Explore strategies adults can use when interacting with children to encourage more conversation and language use. Consider how best to work with parents to support them in helping their children to develop as confident communicators. 	<p>Participants will:</p> <ul style="list-style-type: none"> Have an increased understanding of how children's communication and language develops from birth to five. Be more confident in assessing children's development and identifying where extra support may be needed. Have completed a practical task to support them in making changes to their practice. Have expanded their 'toolkit' of communication strategies to support children's language development.

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Children's Centre Teachers	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
	✓	✓		✓	✓	✓	✓	✓

Dates and times

Refer to [page 7](#)

First Aid at Work

Introduction	Session Aims	Session Learning Outcomes
<p>The Health and Safety (First-Aid) Regulations 1981 require employers to provide adequate and appropriate equipment, facilities and personnel to enable First Aid to be given to employees if they are injured or become ill at work. These Regulations apply to all workplaces including those with five or fewer employees and to the self-employed. In emergencies a first aider can act to prevent situations becoming major issues and can limit potential sick leave through prompt action.</p> <p>The same participant must attend all three days.</p> <p>Candidates are required to show an item of photographic ID to the trainer in order to take the exam. A passport or full driving licence with photo card is recommended.</p>	<p>To provide the First Aider with the knowledge, skills and confidence to act to summon help and give safe, prompt and effective emergency aid to a casualty in the workplace following an injury or illness.</p>	<p>By the end of the course, participants will:</p> <ul style="list-style-type: none">• Render First Aid for life threatening and minor injuries• Decide whether an illness is serious and what appropriate action to take.

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Children's Centre Teachers	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
	✓	✓	✓	✓	✓	✓	✓	✓

Dates and times

Refer to [page 9](#)

Inclusion Coordinators' Support Group

Introduction	Session Aims
<p>This support group provides opportunities for Inclusion Coordinators to share ideas and best practice, gain support from colleagues and keep up to date with local and national developments relating to inclusion. There will be opportunity at this session to discuss the updated Tower Hamlets 'Guidance for Inclusion Coordinators'. Increasing numbers of Inclusion Coordinators are attending and are using this session to share and celebrate successful practice as well as discussing ways forward with any difficulties they are experiencing in planning for children's needs. The session also provides an opportunity to follow up any developments and queries relating to the 'Special educational needs and disability code of practice: 0 to 25 years'.</p>	<ul style="list-style-type: none">• To provide an opportunity to meet with other Inclusion coordinators• Support professional development• Share best practice and resources.

This course/session is aimed at:

Inclusion Coordinators in maintained, private, voluntary and independent (MPVI) childcare settings.

Dates and times	Refer to page 10
-----------------	----------------------------------

Level 2 Award in Food Safety in Catering

Introduction	Session Aims	Session Learning Outcomes
<p>It is often assumed that the practice of good food hygiene is just a matter of common sense. However, statistics tell a different story. In reality, the level of food poisoning in the UK is still far too high. The young are particularly at risk and it is essential that those preparing food for children and babies understand the risks involved. Raising awareness of the responsibility of food handlers to produce safe food is critical.</p> <p>This links to the Statutory Framework for the Early Years Foundation Stage. Section 3 – Food and Drink 3.47 and 3.49.</p> <p>Candidates are required to show an item of photographic ID to the trainer in order to take the exam. A passport or full driving licence with photo card is recommended.</p>	<ul style="list-style-type: none"> To identify the consequences and causes of food related illness To identify the controls used to maintain standards for hygiene and food safety used in the work environment To raise awareness of food safety issues. 	<p>By the end of this session you will have demonstrated an understanding of:</p> <ul style="list-style-type: none"> Your legal and moral responsibility to provide a safe food product. The consequences of poor standards of food safety. The workplace routines to maintain standards for food safety.

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Children's Centre Teachers	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓	✓	✓	✓	✓	✓	✓	✓	✓

Dates and times

Refer to [page 9](#)

Level 2 Award in Health & Safety in the Workplace

Introduction	Session Aims	Session Learning Outcomes
<p>Health & Safety legislation requires workplace hazards and risks to be measured, managed and reduced. No UK business is exempt from Health & Safety law. Implementing an efficient Health & Safety system is critical to maintaining a safe work environment designed to protect both staff and customers and reduce both absenteeism and the risk of injury. The course is designed to raise awareness of Health & Safety issues in any work environment. It is also suitable as a refresher course for staff.</p> <p>This is linked to the Statutory Framework for the EYFS, especially Section 3 – Safety and suitability of premises, environment and equipment.</p> <p>Candidates are required to show an item of photographic ID to the trainer in order to take the exam. A passport or full driving licence with photo card is recommended.</p>	<ul style="list-style-type: none"> Identify the consequences and causes of poor standards of Health & Safety in the workplace. Explain the management of Health & Safety through the risk assessment process. Identify the key areas of Health & Safety relevant to the work environment and the controls we use to maintain a safe working environment. Raise awareness of Health & Safety issues. 	<p>By the end of this session you will have:</p> <ul style="list-style-type: none"> Demonstrated an understanding of your legal and moral responsibility for a safe working environment. Demonstrated an understanding of Health & Safety issues at work. Identified the key controls used to manage Health & Safety in the workplace.

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Children's Centre Teachers	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓	✓	✓	✓	✓	✓	✓	✓	✓

Dates and times

Refer to [page 9](#)

Men in childcare forum

Introduction	Session Aims
<p>The role of the male worker within the Early Years setting is unique; research shows there are huge benefits from having men in nurseries, such as providing male role models, eradicating gender stereotypes and helping and supporting fathers to engage with their children. (LEYF CEO 2012).</p> <p>This forum aims to bring together Early Years practitioners that are interested in supporting male colleagues in what was once perceived as a predominately female role. All managers of early years settings are greatly encouraged to attend.</p> <p>Tower Hamlets are running the forum in partnership with the Fatherhood Institute.</p>	<ul style="list-style-type: none">• To look at recruiting more male workers into Early Years settings.• To raise an awareness of the positive impact that male workers contribute to Early Years settings.• To look at barriers and to share experiences for men working in Early Years settings and through discussions to look at possible solutions and support that is available.

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Children's Centre Teachers	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓				✓	✓	✓		

Dates and times

Refer to [page 8](#)

MPVI Childcare Managers' Forum

Introduction	Forum Aims
<p>The forum provides opportunities to promote and share best practice in supporting learning and development for young children.</p> <p>The afternoon of the day will bring together schools, settings and children's centres to network and promote joint working.</p> <p>A detailed agenda will be shared closer to the event.</p>	<ul style="list-style-type: none">• To provide an opportunity to meet colleagues, make links, share and discuss common issues.• To keep childcare providers up to date with local and national initiatives and opportunities.• To aid managers in offering high quality care and learning for young children.

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Children's Centre Teachers	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
				✓				

Dates and times

Refer to [page 8](#)

Paediatric First Aid

Introduction	Session Aims	Session Learning Outcomes
<p>This session is delivered in line with the Statutory Framework for the Early Years Foundation Stage.</p> <p>Section 3 – Staff qualifications, training, support and skills 3.25 and 3.44.</p> <p>Candidates are required to show an item of photographic ID to the trainer in order to take the exam. A passport or full driving licence with photo card is recommended.</p>	<ul style="list-style-type: none"> To provide you with the knowledge and skills to summon help, and give safe, prompt and effective emergency aid to a child casualty (both children and babies) within a childcare setting following an injury or illness. To qualify you as a First Aider for Early Years Care in accordance with the welfare requirements of the Early Years Foundation Stage Practice Guidance. 	<p>By the end of this session you will be able to:</p> <ul style="list-style-type: none"> Plan for and manage the medical emergency involving children and babies Stock and maintain an appropriate first aid box for use in the early years setting Render effective first aid for life threatening conditions Render effective first aid for a range of non life threatening conditions Decide whether an illness is serious and what appropriate actions to take. Understand the requirements for Reporting and Recording incidents.

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Children's Centre Teachers	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓	✓	✓	✓	✓	✓	✓	✓	✓

Dates and times

Refer to [page 9](#)

Person Centred Planning in the Early Years

Introduction	Session Aims	Session Learning Outcomes
<p>This half day course is an introduction to person centred planning for Inclusion Coordinators. It will provide an opportunity to consider the Tower Hamlets Early Years Inclusion Team formats. It will explore the implications for working with children with additional needs and their parents.</p> <p>This session will look at the whole process from preparing for meetings, holding meetings and reviews.</p> <p>This session is linked to the Statutory Framework for the Early Years Foundation Stage and Special educational needs and disability code of practice: 0 to 25 years.</p>	<p>To have an overview of Person Centred Planning:</p> <ul style="list-style-type: none">• Role of the Inclusion Coordinator• Parent partnership including identifying aspirations and outcomes• Knowledge of the approach and how to use the Tower Hamlets Early Years Inclusion Team formats• Identifying appropriate next steps and support strategies.	<p>By the end of the course, participants will:</p> <ul style="list-style-type: none">• Understand how to use the Tower Hamlets Early Years Inclusion Team person centred planning formats: my profile, my profile-transition, my plan and review• Be confident in supporting colleagues to use the person centred planning formats• Be confident in preparing and running person centred planning meetings.

This course/session is aimed at:

Inclusion Coordinators in maintained, private, voluntary and independent (MPVI) childcare settings.

Dates and times

Refer to [page 10](#)

Safeguarding Children Advance - for Designated Safeguarding Person

Information

The content of this two day (12 learning hours) training course has been designed in accordance with the Tower Hamlets Local Safeguarding Children Board (LSCB) requirements. It is delivered in line with 3.5 of the Statutory Framework for the Early Years Foundation Stage (EYFS):

Day one will follow the course content of [Safeguarding Children Intermediate](#), and day two will focus on the roles and responsibilities of the Designated Safeguarding Person.

On completion of the two day course, participants will be issued with an official Tower Hamlets Council Designated Safeguarding Person Certificate.

3.5 of the Statutory Framework for the EYFS

'A practitioner must be designated to take lead responsibility for safeguarding children in every setting. Childminders must take the lead responsibility themselves. The lead practitioner is responsible for liaising with local statutory children's services agencies, and with the LSCB. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect (as described at paragraph 3.6)'.

This course/session is aimed at:

The named 'Designated Safeguarding Person'.

Dates and times

Refer to [page 11](#)

Safeguarding Children Intermediate

Introduction	Session Aims	Session Learning Outcomes
<p>This session is suitable for staff who work regularly with children, families and carers, who have considerable professional and organisational responsibility for safeguarding and promoting children's and young people's welfare.</p> <p>Who should attend?</p> <ul style="list-style-type: none"> • Childcare workers • Teachers • Teaching Assistants • Educational support staff • Early years practitioners <p>This session is linked to the Statutory Framework for the Early Years Foundation Stage, Section 3 - the safeguarding and welfare requirements.(3.4 to 3.13).</p>	<p>The course aims to raise awareness about safeguarding processes and procedures in Tower Hamlets. It will also develop your understanding of your roles and responsibilities as well as those of other agencies. It aims to increase your skills in identifying and responding effectively when a child and/or their family needs intervention, to protect the child from abuse and/or promote their welfare in line with the London Child Protection procedures. It will also identify and challenge your own personal attitudes and beliefs and the impact these may have on your practice.</p> <p>You will use case studies to apply your learning to realistic scenarios. Through discussions and exploration, you will gain confidence in assessing risk, making a sound professional judgement and acting on safeguarding/child protection issues, in line with national and local legislation and guidance.</p>	<p>By the end of this session you will:</p> <ul style="list-style-type: none"> • Be able to identify child abuse • Have an overview of diversity and child protection • Be able to describe the categories of abuse and show an understanding of the components within the different categories • Have an overview of stress and risk factors • Feel more confident in assessing and making a sound professional judgement about a situation and how to respond • Have an awareness of legislation and guidance • Have the knowledge and skills to respond to concerns about the safety and welfare of a child, including recording, information sharing, who to contact, making a referral, what to expect after referral and where to access support.

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Children's Centre Teachers	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
				✓	✓	✓		

Dates and times

Refer to [page 11](#)

Safeguarding Children Intermediate Plus - for Childminders

Introduction	Session Aims	Session Learning Outcomes
<p>This session is the same as the Safeguarding Children Intermediate, with additional home reading and an assignment.</p> <p>This session is suitable for registered childminders who work regularly with children, families and carers.</p> <p>This session is linked to the Statutory Framework for the Early Years Foundation Stage, especially Section 3 - the safeguarding and welfare requirements (3.4 to 3.13).</p>	<p>The course aims to raise awareness about safeguarding processes and procedures in Tower Hamlets. It will also develop your understanding of your roles and responsibilities as well as those of other agencies. It aims to increase your skills in identifying and responding effectively when a child and/or their family needs intervention, to protect the child from abuse and/or promote their welfare in line with the London Child Protection procedures. It will also identify and challenge your own personal attitudes and beliefs and the impact these may have on your practice.</p> <p>You will use case studies to apply your learning to realistic scenarios. Through discussions and exploration, you will gain confidence in assessing risk, making a sound professional judgement and acting on safeguarding/child protection issues, in line with national and local legislation and guidance.</p>	<p>By the end of this session you will:</p> <ul style="list-style-type: none"> • Be able to identify child abuse • Have an overview of diversity and child protection • Be able to describe the categories of abuse and show an understanding of the components within the different categories • Have an overview of stress and risk factors • Feel more confident in assessing and making a sound professional judgement about a situation and how to respond • Have an awareness of legislation and guidance • Have the knowledge and skills to respond to concerns about the safety and welfare of a child, including recording, information sharing, who to contact, making a referral, what to expect after referral and where to access support.

This course/session is aimed at:

Childminders	Children's Centre Family Support Staff	Children's Centre Play and Learning Staff	Children's Centre Teachers	Childcare Managers	Nursery Staff	Playgroup Staff	Foundation Stage Teachers	School Support Staff
✓								

Dates and times

Refer to [page 11](#)

Special educational needs and disability (SEND) Code of Practice 2015 – what you need to know!

Introduction	Session Aims	Session Learning Outcomes
<p>This half day session highlights the special educational needs and disability code of practice: birth-25 years (2015), which provides statutory guidance in supporting children and young people with SEN and disabilities.</p> <p>The course will outline the role and responsibilities of Inclusion Coordinators under the Special Educational Needs and Disability (SEND) Reforms.</p> <p>This session is linked to the Statutory Framework for the Early Years Foundation Stage and SEND code of practice: 0 to 25 years.</p>	<p>To have an overview of the SEND Code of Practice (2015):</p> <ul style="list-style-type: none">• Role of Inclusion Coordinator• The Graduated Approach• Education Health and Care Plans• Local Offer.	<p>By the end of the course, participants will have:</p> <ul style="list-style-type: none">• An overview of the SEND Code of Practice (2015)• An understanding of their role and responsibilities• Knowledge of the Local Offer.

This course/session is aimed at:

Inclusion Coordinators and managers in maintained, private, voluntary and independent (MPVI) childcare settings.

Dates and times

Refer to [page 10](#)

Supporting children's social and emotional wellbeing

Introduction	Session Aims	Session Learning Outcomes
<p>This half day course aims to develop Inclusion Coordinators knowledge of how to support the social and emotional wellbeing of young children.</p> <p>It will give Inclusion Coordinators the opportunity to think about the range of social, emotional and mental health needs of young children. It will promote early identification and support Inclusion Coordinators to plan effective support.</p> <p>This session is linked to the Statutory Framework for the Early Years Foundation Stage and Special educational needs and disability code of practice: 0 to 25 years.</p>	<p>This session will include:</p> <ul style="list-style-type: none">• Recognising and understanding some of the causes of social, emotional or mental health needs• How to improve skills to 'tune-in' to the feelings and experiences of children and their families.• How to promote children's self-esteem and positive relationships• Strategies to support planning for children with social, emotional and mental health needs.	<p>By the end of the course, participants will:</p> <ul style="list-style-type: none">• Understand a range of social, emotional and mental health needs• Have knowledge to support practitioners in how to identify and support young children and families• Know what specialist services are available in Tower Hamlets and how to access them.

This course/session is aimed at:

Inclusion Coordinators in maintained, private, voluntary and independent (MPVI) childcare settings.

Dates and times

Refer to [page 10](#)

You can use this form to help you keep up to date with learning and development for you and your staff.

Some of our courses have a contribution fee. How much will it cost you to attend?

I am a registered childminder	I work in a maintained, private, voluntary or independent (MPVI) registered childcare setting	I work in a: <ul style="list-style-type: none">• children's centre• school• council service	<ul style="list-style-type: none">• I'm an assistant to a childminder• I work for a non-registered childcare organisation.
Your fee is £25 per day	Your fee is £35 per day	Your fee is £75 per day	Your fee is £75 per day
Half-day sessions are charged at the per day fee above. Refer to the programme of sessions for details of specific course cost details.			

Are fees refundable if I cannot attend?

If you cancel your booking within a three working day period of the course start date, no refund will be offered. We classify working days as Monday to Friday.

We will offer a 75% refund to those who cancel their booking four or more working days prior to the course start date. Alternatively you will be offered a place on the next session (if available).

A full refund will be given if the Integrated Early Years Service cancels an event and you do not wish to attend a forthcoming sessions which we may offer.

Are any sessions free?

Yes, there are various sessions in our programme that are free to attend. Refer to the programme at the beginning of this brochure for more details.

Please note our 'free to attend' sessions are subject to our non-attendance and cancellation policy. Please take time to read this. Details can be found on **page 35**.

How do I make payment?

You are required to pay for your course place at the point of booking. Payment can be made over the phone using a debit or a credit card. If you do not have this facility, please let us know and we can arrange to invoice you or your employer.

Browse the learning and development programme and select the session(s) you are interested in attending. Discuss with your line manager the courses you wish to attend. Your line manager should apply for a course place on your behalf. Line managers can request a place on a course for their staff by phone or by email.

How do I apply?

Have you/the staff member attended a session provided by the Early Years Service before?

YES	Email or call the Workforce Development Team to request a place
NO	You will need to complete a New Staff Registration Form. Please contact the Workforce Development Team to obtain a copy.

How will I know I have been offered a place?

The Workforce Development Team will update you regarding the booking through a return email or on the phone when you are requesting the booking. You will also receive a course confirmation letter or email two weeks prior to the session start date.

What do I do if I have not received a confirmation email or letter?

If you do not receive a confirmation email or letter, it may mean you do not have a place on the session. Please contact the Workforce Development Team at least two days prior to the session start date to confirm if you have a place.

What happens if I'm turned away from a course for arriving late?

Anyone arriving to a session more than 15 minutes after the start time will not be allowed to attend the training. Late arrivals cause great disruption to other course participants and the planned schedule. In such cases, the employer will still be expected to pay the attendance fee for the course booked. With regards to 'free to attend' sessions the employer will be charged a non-attendance fee.

What happens if I turn up to a session without booking?

It is your responsibility to ensure that you definitely have a place before you arrive at one of our training venues. Our training rooms hold a specific number of people and if they are overfilled we are in breach of Health and Safety Regulations. Therefore, people turning up on the day without prior booking will be turned away.

Please take the time to read our 'non-attendance and cancellation fee' policy. This policy relates to courses that are free to attend. Courses where you are expected to pay upfront are non-refundable; therefore this policy will not apply to those.

When booking a place on a session or course, the employer of the participant will be subject to our non-attendance and cancellation fee policy.

Policy

A cancellation received four or more working days prior to the session start date will not be charged. Any cancellation made within the three working days leading up to the start date will incur a cancellation fee, please see below.

The day you make your cancellation is classified as working day one. We refer to working days as Monday to Friday. If you are able to send another member of staff on to a booked session, you will not be eligible for the cancellation fee.

Employers and childminders will also be charged if a course participant arrives more than 15 minutes late to a session and as a result is turned away by the facilitator.

Cancellation fees are based on the duration (number of days) of the session booked.

Non-attendance and cancellation fees will not be applied to courses where there is an upfront attendance fee.



Please find our cancellation fees listed below.

MPVI childcare settings	Schools	Registered Childminders
£100 per day of training (Two day course = £200 etc.) Half a day session charged at £75	£100 per day of training (Two day course = £200 etc.) Half a day session charged at £75	£50 per day of training Half a day session charged at £25

If you have any queries, please contact Vanita Dutta at the below email address.



The Learning 2 programme is only available to children and families that are getting one of the following:

- Income Support
- Income-based Jobseeker's Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Universal Credit
- Tax credits and you have an annual income of under £16,190 before tax
- The guaranteed element of State Pension Credit
- Support through part 6 of the Immigration and Asylum Act
- The Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

A child is also eligible if any of the following apply:

- They're looked after by a local council
- They have a current statement of [special educational needs and disabilities \(SEND\)](#) or an education, health and care (EHC) plan
- They get [Disability Living Allowance \(DLA\)](#)
- They've left care under a special guardianship order, child arrangements order or adoption order

Parents can check eligibility for their child by calling the Family Information Service on 020 7364 6495

Or by visiting www.myearlylearning.co.uk

Infant and Child Nutrition Training

Book your place by emailing Cheryl.DSouza2@towerhamlets.gov.uk or calling 020 7364 5026

Introduction	Course Aims
<p>This training will be on basic nutrition for children aged under 5 years old. The training will focus on the general nutrition principles for pre-school children including weaning, healthy eating in 1-5 years old, oral health and good practice in food and drink provision within child care.</p> <p>This course will be delivered by Cheryl D'Souza, a Public Health Dietitian for Children.</p>	<p>Training designed to help increase your knowledge on up-to-date basic nutritional information</p> <p>Content that will be covered at the session:</p> <ul style="list-style-type: none">• Learn about healthy eating and weaning for children under 5 years old• Raise your awareness of common nutrition problems in children in Tower Hamlets• Learn about best practice in food and drink provision for children in early years settings

This course/session is aimed at:	Duration
Staff working within child care who are new, or have received no prior child nutrition training, or for those who need refresher training in infant and child nutrition.	This is a half day training session, three and a half hours

Dates	Times
11 October 2016	9:30 – 13:00

Menu Planning Training

Book your place by emailing Cheryl.DSouza2@towerhamlets.gov.uk or calling 020 7364 5026

Introduction	Course Aims
<p>The training is for the person responsible for designing the menus across the day in your setting and it is essential to attend if they have not received any menu planning training in the past. The training is important to get the knowledge and understanding to be able to develop menus which meet the Early Years Foundation Stage framework on food and drink guidelines.</p> <p>The training programme comprises of two parts. At the end of the first session participants will be given a task, which will need to be completed and brought along to the second session.</p> <p>This course will be delivered by Cheryl D'Souza, a Public Health Dietitian for Children.</p>	<p>Training designed to help early year settings to deliver the Children's Food Trust food based standards for children under five in childcare.</p> <p>Content that will be covered over both dates:</p> <ul style="list-style-type: none">• Understanding of a balanced diet• Understanding of the nutritional needs for children under 5• Awareness and understanding of the national guidance for food and drink provision in early years settings• How to put together varied and interesting menus which meet the food based standards• How to plan a balanced meal

This course/session is aimed at:	Duration
Key person responsible for devising the menus	Two days (five hours per day)

Dates and times	
<p>Part 1:</p> <p>21 September 2016 9:30 – 14:30 This session will focus on knowledge building.</p>	<p>Part 2:</p> <p>09 November 2016 9:00 – 14:00 This session is a follow up practical session to review your revised menu in line with the course aims.</p>



We look forward to working with you all and receiving your booking requests.