

# Summer 2026

## Leaders and Managers Briefing

**Event title:** Online Termly Briefing

**Audience:** Childminders, PVI settings, Schools

**Agenda:** Local and national updates for the early years sector

Education and inclusion

We put children and young people at the heart of everything we do



# Agenda

## Best Start in Life and Family Hubs

- Best Start in Life
- Family Hub Network event
- Supporting School Readiness with Peppa Pig!
- Transition to Reception

## Inclusion and SEND

- SEND training and updates
- Inclusion: Anti-racist practice, language and belonging

## Improving Quality and Practice

- Birth to 5 Matters
- Early Years Pupil Premium
- Ofsted Academy
- Stronger Practice Adviser Programme

## Safeguarding Update

- Safer Sleep

## Supporting Families

- Health Visitor liaison form
- Crisis and Resilience Fund

## Workforce and Recruitment

- Solihull College Trailblazer initiative

Education and inclusion

We put children and young people at the heart of everything we do



# Best Start in Life


Education and inclusion  
 We put children and young people at the heart of everything we do

# Connecting Early Years with Family Hubs

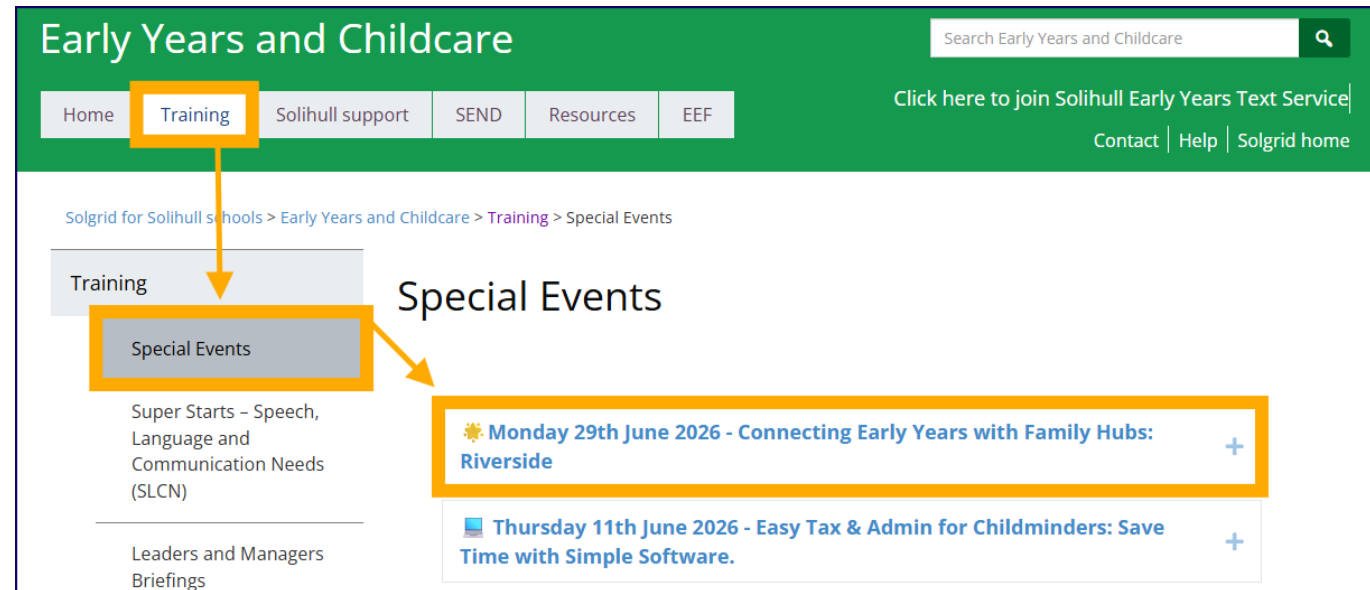
Working in partnership to deliver Early Help, supporting families together through local services and strong networks

Working with children and families in the Riverside locality? [Dates for other Family Hubs coming soon!] Join us for a look around and an informative session on

**Monday 29th June, 6:30pm to 7:30pm at:**

 **Riverside Family Hub**  
289 Bosworth Drive  
Chelmsley Wood  
Solihull  
B37 5DP

Click  here!



The screenshot shows the Solgrid website interface. At the top, there is a search bar and navigation links: Home, Training, Solihull support, SEND, Resources, and EEF. The 'Training' link is highlighted with a yellow box. Below the navigation, the breadcrumb trail reads: Solgrid for Solihull schools > Early Years and Childcare > Training > Special Events. Under the 'Training' menu, the 'Special Events' option is highlighted with a yellow box. An arrow points from this box to a list of events. The first event, 'Monday 29th June 2026 - Connecting Early Years with Family Hubs: Riverside', is highlighted with a yellow box. A second event, 'Thursday 11th June 2026 - Easy Tax & Admin for Childminders: Save Time with Simple Software.', is also visible below it.

[!\[\]\(ec9132f1d27c8919987d92907322654d\_img.jpg\) \*\*Book Here:\*\* Connecting Early Years with Family Hubs: Riverside – Fill in form](#)

Education and inclusion

We put children and young people at the heart of everything we do





# Government “School Ready” Campaign with Peppa Pig

- [Article link - Nursery World - Government teams up with Peppa Pig](#)
- [Best Start in Life - Best Start in Life](#)
- [Muddy Puddle Parenting - YouTube](#)

Click  here!

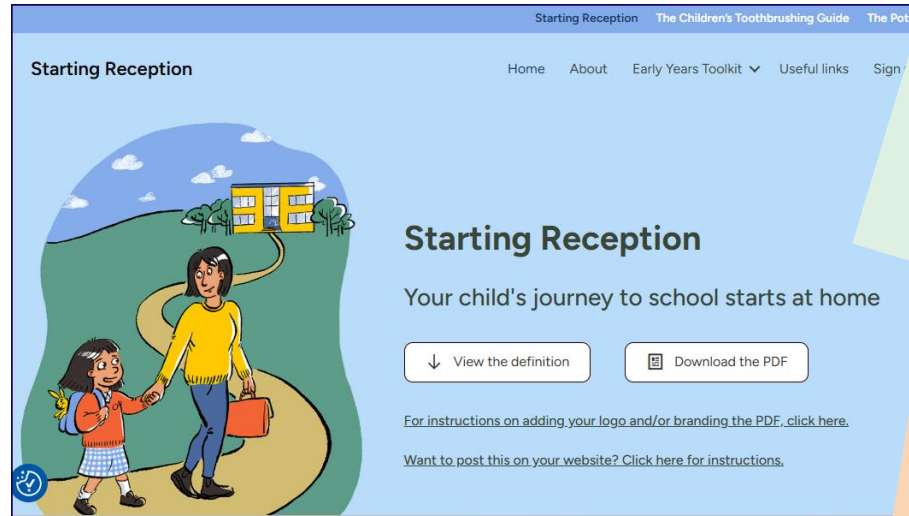
# Starting reception and effective transition

## Guidance

### Getting children ready for reception: supporting effective transition

How schools and early years settings, including childminders, can work with parents and carers to support children's transition into reception.

Click here! 



## How to share Starting Reception with families

For nurseries, pre-schools, childminders and other early years settings

- Share [Starting Reception](#) with families on your website, in emails, newsletters and on social media. National offer day in April each year is a great opportunity to promote Starting Reception.
- Display our [Starting Reception poster](#) in your setting or create your own using our ready-made QR code.
- Print the definition ([you can even add your own logo](#)) and hand out copies to families during transition meetings and/or when children first join the pre-school room.
- Watch the [60-minute webinar](#) and discover top tips to help strengthen your school readiness.

## Starting Reception | Early Years Toolkit

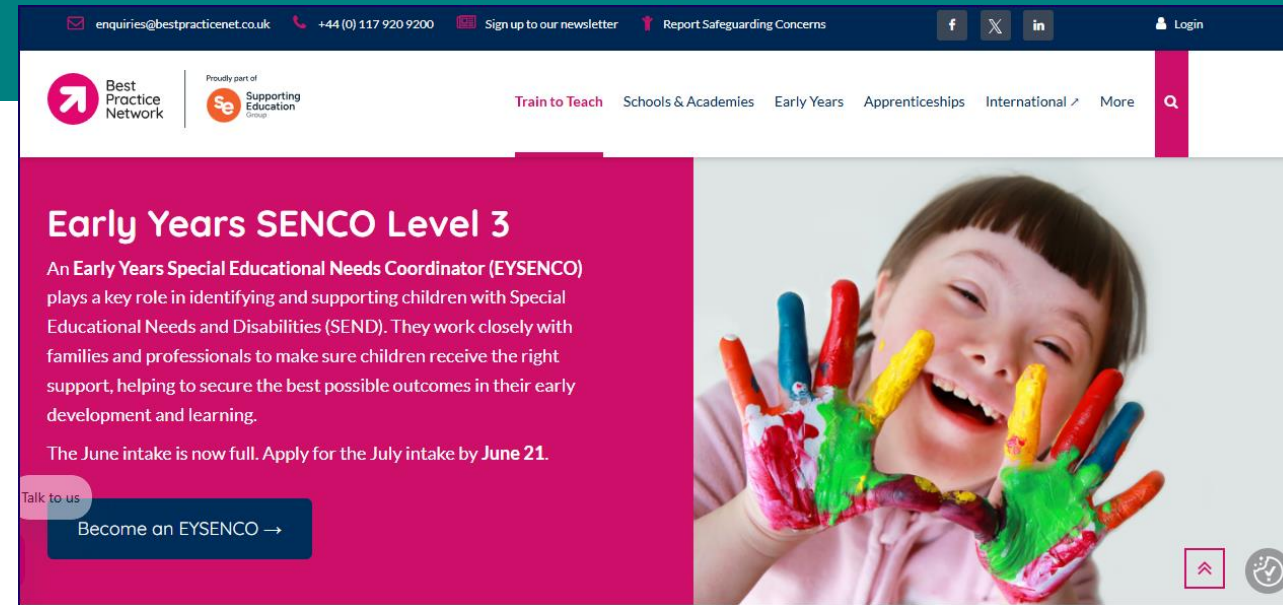
Click here! 

we do



# SEND Training

- [Early Years SENCO 2026 | Best Practice Network](#)
- [Early Years Inclusion Programme - Dingley's Promise](#)



The screenshot shows the website for Best Practice Network, which is part of the Supporting Education Group. The top navigation bar includes contact information (enquiries@bestpracticenetwork.co.uk, +44 (0) 117 920 9200), a newsletter sign-up, and a report safeguarding concerns link. The main content area features a pink banner for 'Early Years SENCO Level 3' training. The text describes the role of an Early Years Special Educational Needs Coordinator (EYSENCO) and mentions that the June intake is full, with applications for the July intake closing on June 21. A 'Become an EYSENCO' button is visible. To the right of the text is a photograph of a young child with colorful paint on their hands, smiling. Social media icons for Facebook, Twitter, and LinkedIn are in the top right corner, and a login button is also present.

Click  here!



The screenshot shows the website for Dingley's Promise, with the tagline 'Transforming the Early Years for children with SEND'. The navigation menu includes 'ABOUT US', 'OUR CENTRES', 'SUPPORT US', 'TRAINING', 'NEWS & MEDIA', 'CONTACT US', and a 'DONATE' button. The main banner features a photograph of a young boy and a woman, with the text 'EARLY YEARS INCLUSION PROGRAMME' overlaid.

Education and inclusion  
We put children and young people at the heart of everything we do



# SEND updates

GOV.UK

Home > Education, training and skills

Policy paper

## Every child achieving and thriving

Reforms to the schools and SEND systems in England to ensure that every child can achieve and thrive.

GOV.UK

Home > Education, training and skills > Special educational needs and disability (SEND) and high needs

Guidance

## Every child achieving and thriving and SEND consultation supporting information

A series of documents setting out the key information and proposed reforms in the schools white paper and SEND consultation document for parents and those working in the sector.

SCHOOLS WHITE PAPER  
Every child achieving and thriving

Department for Education

### Information on SEND Reform for those working in Early Years settings

The Department for Education has published the schools white paper, *Every Child Achieving and Thriving*, alongside a consultation on SEND reform, called *Putting Children and Young People First*. These documents set out our plan to improve the lives of all children and young people. Our reforms will give every child, including those with SEND, the best start in life.

We are committed to identifying and addressing additional needs early and locally by strengthening support for families and access to high-quality early education for children with SEND. We want to build on support at home, to make sure every child arrives at school ready to continue their learning.

In our *Giving Every Child the Best Start in Life* strategy published last July, we committed to embedding inclusive practice across early years settings, increasing inclusion funding and making it simpler to access, and having family facing SEND practitioners in every Best Start Family Hub. The strategy also includes new partnerships between early years settings and schools to strengthen transitions into Reception.

The SEND consultation document builds on these commitments, outlining a series of proposals on which we are seeking your views.

**What is changing**

- A more inclusive universal offer providing high-quality support to children with SEND early and locally
- New flexible layers of support and Individual Support Plans (ISPs) for children with additional needs, developed in partnership with parents
- New Specialist Provision Packages for children with complex needs, setting out exactly what interventions, resources and standards are required
- A fast track for a Specialist Provision Package and EHCP for children under 5 with complex needs
- An updated SEND Code of Practice
- National Inclusion Standards for a nationally consistent, evidence-based understanding of best practice

Early Years and Childcare

Search Early Years

Home Training Solihull support **SEND** Resources EEF

Click here to join Solihull

Solgrid for Solihull schools > Early Years and Childcare > SEND > SEND Training & Support > Recordings of previous Training/Briefings

SEND

SEND Training & Support

Upcoming Training/Briefings

New to SENCo Role

Makaton – Early Years

NEW! 🌟 Area SENCO Shorts – Recorded ppts

Recordings of previous Training/Briefings

### Recordings of previous Training/Briefings

Summer 2026

## The SEND White paper and the implications for Early Years Settings

**Briefing Webinar:** [Click here to view recording](#)

**Presentation slides:** [The SEND White paper Area SENCO briefing \(PDF\)](#)

**Audience:** Setting SENCOs, Setting Managers, setting practitioners

## Information on SEND Reform for those working in Early Years settings


Click here! ↗

# Education and inclusion

## We put children and young people at the heart of everything we do



Accessibility and language tools

Search   [My accounts](#) [News](#) [Menu](#) 

[Home](#) > [Children and families](#) > [Solihull Local Offer](#)

## Solihull Council's Education Related SEND Strategic Activity

There are a number of strategic developments underway in Solihull Council to improve outcomes for children and young people with additional or special educational needs and each of these is an essential component for that journey

There are a number of strategic developments underway in Solihull Council to improve outcomes for children and young people with additional or special educational needs and each of these is an essential component for that journey. The strategies listed below define the developments being undertaken:

- [SEND Reform Plan](#) +
- [Additional Needs Strategy](#) +
- [Solihull SEND Self Evaluation Framework](#) +

### Joint Statement from Solihull Metropolitan Borough Council and Solihull Parent Carer Voice on Local Area SEND Reform Plans

Solihull Metropolitan Borough Council and Solihull Parent Carer Voice are committed to working in partnership to improve outcomes for children and young people with Special Educational Needs and Disabilities (SEND), and to ensure that families are meaningfully involved in shaping services.

In March 2026, the Government asked every area to create a Local Area SEND Reform Plan as part of national SEND and Alternative Provision changes. Solihull must submit a draft plan in mid-May 2026 and a final version to the DfE in mid-June 2026.

The plan will set out how SEND services in Solihull will improve over the next few years. It will include:

- A shared vision for SEND in Solihull (based upon our co-produced additional needs strategy)
- Where we want to be in three years' time
- The main priorities and actions to get there
- How decisions will be made and who is responsible
- Plans for the new Experts at Hand offer – where Solihull is receiving £1.8m in the 2026/27 financial year to create an offer which builds capacity in all early years settings, schools and Post 16 providers by changing how educational psychology, speech and language therapists, occupational therapists, special schools and alternative provision will work together to support schools in the next three years
- Plans for helping schools to set up and make the best use of Inclusion Support Bases so pupils with SEND attending a mainstream school can access the support they need, when they need it
- Plans for creating new Inclusion Specialist Bases so children with EHCPs can receive the specialist provision they need in a base included in a local mainstream school
- Plans to create more consistency in the ordinarily available offer in all settings in the borough

The Plan is being developed by a partnership of organisations, including the Council, NHS services, schools and other local partners.

The final plan must be formally signed off by senior leaders from the council and local NHS. It does not need to be signed off by Parent Carer Forums, but SPCV will have a say in the content included for Solihull and will be asked to agree the plan.

Solihull Parent Carer Voice has been championing families' voices throughout the development of the draft plan. SPCV have been listening to families' views about both

- [Solihull Council's Education Related SEND Strategic Activity | Solihull Metropolitan Borough Council](#)
- [SEND Reform Plan Statement.pdf](#)

Click  here!

If you have any questions or want more information, please contact **Charlotte Jones**

[charlotte.jones@solihull.gov.uk](mailto:charlotte.jones@solihull.gov.uk)

Education and inclusion

We put children and young people at the heart of everything we do



# Inclusion

**What does it feel like? How do you know?**

## **Anti-racist practice with Liz Pemberton**

She speaks plainly and powerfully about race, identity and belonging in early education. Drawing on her work as a nursery manager, consultant and mother, she challenges tick-box approaches and gets to what really matters, the stories children form about themselves, and the power of language, listening and psychological safety.

[Siren Films - Child Development Video-Based Training](#)

[Building Anti-Racist Foundations - Liz Pemberton and Barnardo's SEEN - YouTube](#)

Click   
here!



Education and inclusion

We put children and young people at the heart of everything we do



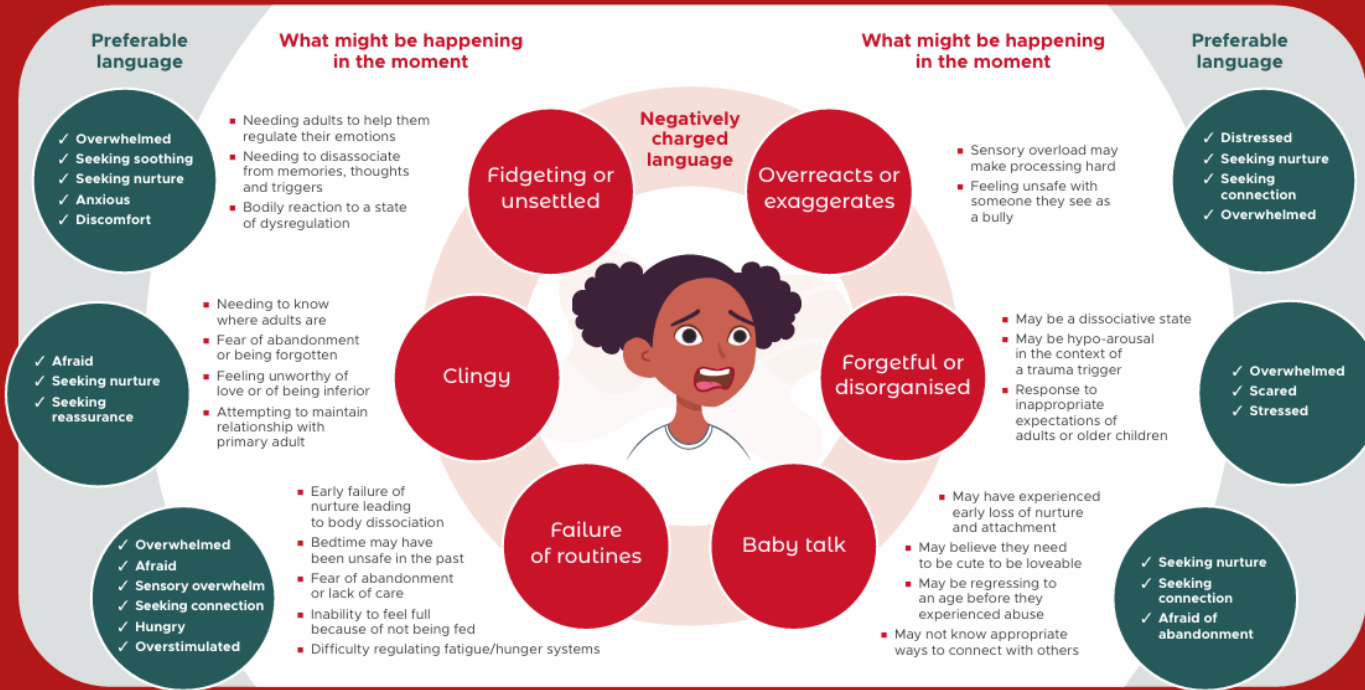
# Words Matter

## Words Matter: Trauma sensitive language with children

**Trauma** is expressed through behaviours not language can mask fear or shame

**Stress responses** are known as 'fight', 'flight', 'freeze' and 'fawn' can resemble anti-social behaviours

**Negative language** blames children for their trauma is internalised by children and leads to negative labels



## Which description better supports understanding and belonging?

### Scenario 1:

'Lucas was very challenging today. He became disruptive and threw books all over the room. He refused to sit down, and shouted at the staff. Staff were unable to persuade him to come back inside when it was lunchtime.'

### Scenario 2:

'Lucas was very anxious on arrival today. His mum is seriously ill, and Lucas is extremely worried about her. As a result, he found it tricky to focus during the session, and became distressed because of a change to a planned activity. He went outside but found it hard to regulate himself, so was offered the option of eating lunch outdoors.'



# Belonging to mattering

## Mattering in Early Childhood: Building a Strong Foundation for Life

WORKING PAPER

 Center on the Developing Child  
HARVARD UNIVERSITY

Belonging begins with emotional safety and grows when children feel they matter.

Mattering has two essential ingredients:

- feeling valued (*I fit*)
- adding value (*I'm important*)

Places that are predictable, welcoming and responsive can become 'mattering spaces', where children reliably experience safety, recognition and opportunities to contribute. These spaces often provide a sense of routine that deepens a child's trust in the world and cements their belief that they have a place in it.

Click  
here! 

[Mattering in Early Childhood: Building a Strong Foundation for Life](#)

Education and inclusion

We put children and young people at the heart of everything we do





# Birth to 5 Matters: non-statutory guidance for the Early Years Foundation Stage

The first draft of the revised Bto5M is now **ready for you to read**. Here is a **summary of the main changes**.

[Birth To 5 Matters – Guidance by the sector, for the sector](#)  
Click here! ↗

## Draft Revised Guidance March 2026

### Contents

**Preface and Introduction** (to be revised by Early Years Coalition)

#### Foundations of highest quality provision for children

- 2 Principles of the Early Years Foundation Stage
- 3 Promoting voice and inclusion
- 5 Sustainability and Environmental Stewardship
- 8 Play
- 11 Care
- 13 Transitions
- 16 Quality improvement and leadership

#### A Unique Child

- 19 Child development
- 22 Self-regulation
- 25 How Children Learn: Characteristics of Effective Learning
- 27 Equality, Equity, Diversity and Inclusion

#### Positive Relationships

## Draft Revised Guidance March 2026

### Substantive Changes

Every section of the draft revision of Birth to 5 matters guidance contains changes, to update, extend or clarify the content. The hundreds of relatively minor changes are too numerous to be listed here. This table includes the more significant changes or additions to the 2021 text.

Original Bto5M 2021	Draft revision	page
Practitioner (p 7)	<b>Educator</b> used to refer to all early years professionals who work directly with children in EYFS settings	all
Lower box under Learning and Development	Reworded to emphasise the 'equation' of Unique Child + Positive Relationships + Enabling Environments = Learning and Development; mirroring the organisation of L&S grids in Bto5M	2
key points in <i>Promoting voice and Inclusion</i>	Reframed section and key points with associated text: <ul style="list-style-type: none"> <li>• <i>Inclusion is an ongoing process of identifying, affirming and welcoming difference to support all children in participation and belonging.</i></li> <li>• <i>Understanding each child and listening to the range of ways children share their perspectives, including non-speaking expressions, is fundamental to inclusive practice.</i></li> <li>• <i>Children develop within relationships and communities. Inclusive practice is strengthened through connection with parents, carers and other professionals to provide well-matched support and belonging.</i></li> </ul>	4

# Education and inclusion

We put children and young people at the heart of everything we do



# Early Years Pupil Premium

How are you using evidence-based practice to support our most disadvantaged learners?



**research**

## Closing gaps

New research into the Early Years Pupil Premium reveals high awareness and take-up but persistent practical barriers to accessing the funding. **Julian Grenier** reports

**E**arly Years Pupil Premium (EYPP) has one clear aim: to give every child from the age of nine months a fair start in life. The targeted funding provides additional support to early years providers in England for children from socio-economically disadvantaged backgrounds to support their learning, development and outcomes.

responses from a range of settings across areas with varying levels of deprivation. One-to-one interviews were then conducted between 27 October and 14 November 2025 with 18 survey respondents who worked across a range of setting types and sizes, and included both those who reported using EYPP solely to support eligible children and those who used it more widely within their setting.

**Nearly one in five providers (19 per cent) thought some eligible children hadn't been claimed for.**



Early Years hub | Early maths | Early literacy | **Early Years Pupil Premium** | High-quality interactions | Blogs and articles | Evidence Store | Professional Development

## The EEF Guide to the Early Years Pupil Premium

Published 3 March, 2025

Steps

- Overview >
- 1 Introducing the balanced approach >
- 2 Develop quality practice >

### What is the Early Years Pupil Premium?

The Early Years Pupil Premium (EYPP) has one aim: to improve outcomes for socio-economically disadvantaged children from 9 months upwards. In April 2025, the Department for Education (DfE) increased funding for the

Click here! 

[Early Years Pupil Premium | EEF](#)

Education and inclusion

We put children and young people at the heart of everything we do



# Ofsted Academy

Click  here!

[Inspector training videos | GoToStage.com](https://www.go-to-stage.com)



Menu



[Home](#) > [Corporate information](#)

Guidance

## Ofsted Academy

Find Ofsted's training, learning and professional development publications.





Inspector training videos

Early years

## Education and inclusion

We put children and young people at the heart of everything we do



# Early Years Stronger Practice Adviser Programme (DfE)

- Targeted support (SEND, disadvantage, Ofsted priorities)
- Coaching + practical guidance for leaders
- Up to 4 days adviser support
- Settings can opt in or LA can refer

**Coming soon**

## Interested?

- Speak to your Early Years Adviser or contact Early Years Enquiries

Education and inclusion

We put children and young people at the heart of everything we do



# Safer Sleep

Early Years and Childcare

Search Early Years and Childcare

Home Training Solihull support SEND Resources EEF

Click here to join Solihull Early Years Text Service

Contact Help Solgrid home

Solgrid for Solihull schools > Early Years and Childcare > Resources > Safeguarding and welfare > Safer Sleep Guidance

Resources

Safeguarding and welfare

Abuse

## Safer Sleep Guidance

**\*NEWS\*** Safe sleep requirement in the Early Years Foundation Stage (EYFS) statutory framework

**Reflection question!** 🤔

**Receiving sleeping children**  
It is your decision whether you are happy to accept children who are asleep on arrival. Here are a few things for you to consider.

- It is difficult to tell if a child is well enough

- [Solgrid - Safer Sleep Guidance](#)
- [Help for early years providers : Safer sleep](#)
- [Early Years Foundation Stage \(EYFS\): Safer sleep requirements – Frequently Asked Question - Foundation Years](#)

Department for Education


Help for early years providers Home Support for practitioners Areas of learning Health and wellbeing

Home > Health and wellbeing > Safer sleep

## Safer sleep

How to provide babies and children with a safer sleep environment in your setting.

This article was written by the Department of Education in collaboration with [The Lullaby Trust](#).



  
**Olivia Bailey MP**  
Minister for Early Education and Minister for Equalities  
Sanctuary Buildings 20 Great Smith Street Westminster London SW1P 3BT  
Tel: 0370 000 2288 www.education.gov.uk/contactus/efe

Wednesday 18<sup>th</sup> March 2026

Dear all,

Click here! 

 News

## Breaking: Ofsted to include safer sleep in inspections – early years minister Olivia Bailey

1 day ago [Policy & Politics](#) [Safeguarding](#)

Ofsted will now consider safe sleep practices as a routine part of inspection, alongside an update to safe sleep requirements in the early years curriculum from September.

FOUNDATION YEARS

About us Policy Resources Vodcasts Calendar News Newsletter archive

## Early Years Foundation Stage (EYFS): Safer sleep requirements – Frequently Asked Question

RESOURCES | BEGIN BRIGHT

PDF

**Why is the Department for Education amending the sleeping arrangements section of the EYFS?**

The safety of our youngest children is our utmost priority and we continually monitor and review safeguarding requirements for early years settings to make sure children are kept as safe as possible.

Tragically, there have been cases of children dying from unsafe sleep practices and we need to make sure we are doing all that we can to prevent this from happening again.

- Early Years Child Development Training
- Help for Early Years Providers

Education and inclusion  
We put children and young people first



# Health Visitor Liaison - Form update

## Contacting Health Visitors

Do you want to talk to a health visitor about a child?








With parental permission you can use the contact form on our solgrid/eyc website-

<https://www.solgrid.org.uk/eyc/resources/learning-and-development/>

Click  
here! 

*[section: parents- Health visitor contact form]*

**Parents**

-  Reception- delayed entry to school...key info (PDF)
-  Solihull Reception admissions -application checklist (Word)
-  Liaison Form – Early Years Settings to Solihull Health Visiting Service 2026 (PDF)
-  Promoting Early Education, Solihull Flier 2021 (PDF)
-  Taking your child to an early years setting, Government flier 2021 (PDF)
-  What to expect in the EYFS (PDF)
-  Five to Thrive in Solihull

Education and inclusion

We put children and young people at the heart of everything we do



## Crisis and Resilience Fund (CRF)

The Department for Work and Pensions (DWP) has introduced the Crisis and Resilience Fund (CRF), running from 1 April 2026 to 31 March 2029.

### Support available in Solihull

You can access CRF support through the following local schemes and services.

- Crisis Support +
- Community Advice Hubs +
- Solihull Food Bank Network +
- Boiler servicing and repairs +

[Crisis and Resilience Fund \(CRF\) | Solihull Metropolitan Borough Council](#)

Click here! 

**If you identify a family in need, you can signpost or support them to access the Crisis and Resilience Fund through the Solihull Here2Help website or local Community Advice Hubs.**



# Solihull College – Trailblazer initiative [level 2 apprenticeships]

## Supporting Entry into Early Years Careers

- Partnership between Solihull College and Solihull Council Skills & Employment Team
- Supports young people aged 18–21 who are not in education or employment

## What's involved?

- Provide work experience placements in your setting
- Opportunity to support future early years practitioners

## Financial support for employers:

- Up to £5,000 incentive payment available

## Additional Information:

- Training is potentially fully funded
- Learners must meet eligibility criteria



Click here! 

[Click here and watch the video approx.. 4.30- 6.56 is the Trailblazer section in this video](#)



**Interested in supporting?**

Contact: [elaine.reeves@solihull.ac.uk](mailto:elaine.reeves@solihull.ac.uk)



## Contact us:

[eyenquiries@solihull.gov.uk](mailto:eyenquiries@solihull.gov.uk)

0121 704 6150

**Save the date:** [Autumn Leaders and Managers briefing](#)

Wednesday 16th September 2026

Click   
here!

**[Join the Solihull Early Years SMS Text Service](#)**

Education and inclusion

We put children and young people at the heart of everything we do

