

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 13 JUNE 2019Report by Director of EducationEARLY LEARNING AND CHILDCARE ANNUAL REPORT**PURPOSE OF THE REPORT**

1. The purpose of the report is to update members on the approaches taken to develop Early Learning and Childcare services. The report outlines the steps taken to improve further the quality, flexibility, accessibility and affordability of provision and experiences for young children.

RECOMMENDATION

2. Elected members are asked to note and comment on the contents as outlined in the paper.

BACKGROUND

3. The development of Early Learning and Childcare contributes to the Community Plan Strategic Outcome 1: All children in East Renfrewshire experience a stable and secure childhood and succeed.

4. The department's Early Learning and Childcare Strategy (2016-2020) details how we put quality at the heart of our service delivery by investing in our people to ensure a highly skilled and motivated workforce who are equipped to deliver high quality early learning and childcare; more effective support for parents and reduce the achievement gaps in early development for our most disadvantaged children.

5. The emphasis on quality is reiterated in the Education Department paper 'Advancing Excellence and Equity in Education in East Renfrewshire' (2016). The contribution of high quality Early Learning and Childcare that improves outcomes, reduces or prevents the need for future interventions and is delivered by highly qualified and skilled staff is recognised as fundamental to ensuring the vision of 'Everyone Attaining, Everyone Achieving, through Excellent Experiences'.

REPORT***Quality***

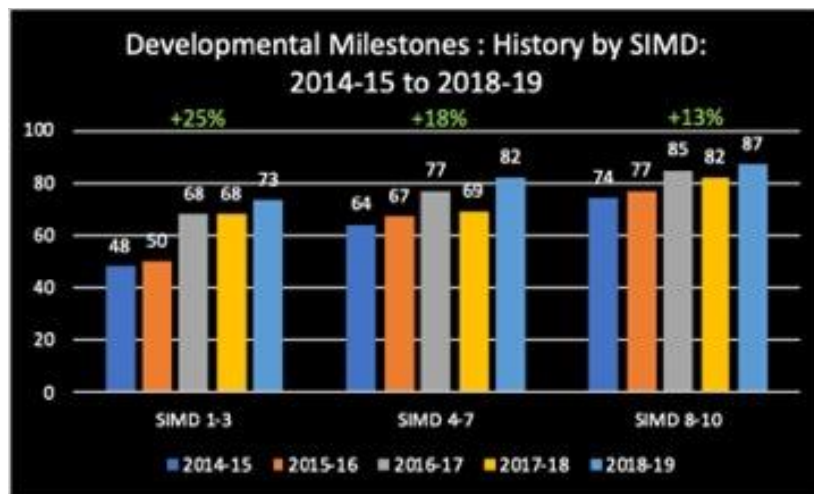
6. A key objective of the Early Learning and Childcare Strategy is to ensure that children in East Renfrewshire receive high quality Early Learning and Childcare.

7. The Care Inspectorate visited 7 local authority and 5 partnership nurseries between 1 April 2018 and 31 March 2019. These were the first inspections to be carried out using the new Health and Social Care Standards which were implemented in April 2018 following publication in June 2017. Almost all local authority establishments inspected were awarded evaluations of good, very good or excellent in the themes which were inspected from the

areas of Care and Support, Environment, Staffing and Management and Leadership. All partnership providers received grades of good or very good.

8. Since 2013-14 data has been gathered on the percentage of children achieving the expected levels of development on entry to primary 1. The following components are assessed: Attention, Speech, Expressive Language, Receptive Language, Communication, Gross Motor Skills, Fine Motor Skills and Behaviour. From 2014-2015 to 2018-19 there has been an increase in the proportion of children achieving their developmental milestones of 25%, 18% and 13% for deciles 1-3, 4-7 and 8-10 respectively. This has contributed to a reduction in the gap between the achievement of those from the most affluent, SIMD 8-10, and least affluent, SIMD 1-3 deciles, which has decreased from around 26% in 2014-15 to 14% in 2018-19. Chart 1 below provides more details on the Developmental Milestones History by SIMD.

Chart 1



This data suggests that the range of activities undertaken through the early years strategy to support early intervention and prevention are having a positive impact on children's development.

9. A Baseline Assessment has been in place since 2005-06 to assess children's attainment in literacy and numeracy on entry to primary one. In numeracy, performance has increased significantly over this period from 48% correct answers in 2005-06 to 57% in 2018 and has remained relatively consistent in each of the past 5 years. In general there is no significant gender gap when comparing the performance of boys and girls in numeracy; the gap in each of the last three years is negligible.

10. Performance in literacy has increased from 53% in 2005-6 to 60% in 2018; this has remained relatively consistent in each of the last 5 years. The poverty measured attainment gap in literacy, using SIMD as a characteristic, has reduced slightly from last year with the average standardised score for pupils residing in SIMD 1-3 and SIMD 4-7 increasing by 1 and 2 points respectively whilst those children residing in SIMD 8-10 remained unchanged.

11. East Renfrewshire Education Department and NHS Greater Glasgow and Clyde have collaborated in a joint initiative to support early years establishments to promote and nurture the language and communication development of all children. A team of quality improvement officers, educational psychologists and the Speech and Language Therapists have worked together to develop literacy standards for all early learning and childcare (ELC) settings in relation to speech, language and communication, recognising the importance of early

language development to child development, wellbeing and learning. This session four establishments have begun to work towards their accreditation. Teachers from the two settings who achieved Promoting and Nurturing Early Communication and Language accreditation in 2018 have joined the multi-agency team to support these settings through moderation and validation.

12. All our ELC establishments continue to offer excellent services for families. 100% of establishments have achieved Family Friendly Status at bronze level, with 100% of local authority establishments and 50% of funded providers achieving Family Centred Status at silver level. Two early learning and childcare establishments have been accredited with Family Centred Status at gold level with a further 8 planning to achieve this by June 2019.

Quality of the Early Years Workforce

13. East Renfrewshire Council continues to invest in its current and future workforce to ensure that all our staff are highly skilled and motivated. This investment continues to take various forms including a focus on professional enquiry and CLPL.

14. A group of experienced leaders in our ELC settings and Primary Schools have continued to develop the '0-6 Pedagogy' online hub. This online resource provides staff in local authority and funded provider settings with an increasing range of high-quality learning materials which support the expansion to 1140 hours. The materials range from research articles, video clips, photographs and interviews with experienced practitioners. The accessibility of this resource is designed to enable all staff to access training independently and develop the specific skills, attributes, dispositions and knowledge necessary to deepen and support children's learning and development through effective pedagogy.

15. These resources were launched this session with live training sessions for nominated staff from each setting. They have since been viewed over a thousand times and will continue to be developed with a further focus on quality mealtimes, additional support needs and outdoor play.

16. Attendance at Senior and Depute Head of Centre forums remains high with staff reporting increased knowledge of and confidence in themes such as; Leading and Mentoring Teams, Children Leading Learning and the impact on children's experiences in nursery as we move towards 1140 hours of free ELC. Evaluations show that these forums have been vital in supporting middle leaders as they work with their staff teams to prepare for the expansion to 1140 hours. The focus on mentoring and leadership has been crucial to support existing staff in their role as mentors to the increasing numbers of trainees and newly qualified staff joining the workforce.

17. East Renfrewshire has continued with its commitment to every 3 and 4 year old child within a local authority nursery having daily access to a teacher. A peripatetic teacher was also funded from the Scottish Government additional graduate monies to support all East Renfrewshire children who attend a funded provider.

18. The aspiration of a graduate workforce (100% qualified staff) in early years continues to make significant progress in East Renfrewshire. The number of staff working in an early years setting holding, or working towards a degree level qualification has increased to 54, or 34% compared to a national average of 19%. The introduction of a PDA Childhood Practice Level 8 award delivered in partnership with Glasgow Kelvin College from August 2020 will further support this ambition.

19. Our staff continue to benefit from our involvement in the West Partnership (Glasgow City Region Education Improvement Collaborative). The West Partnership has formed a

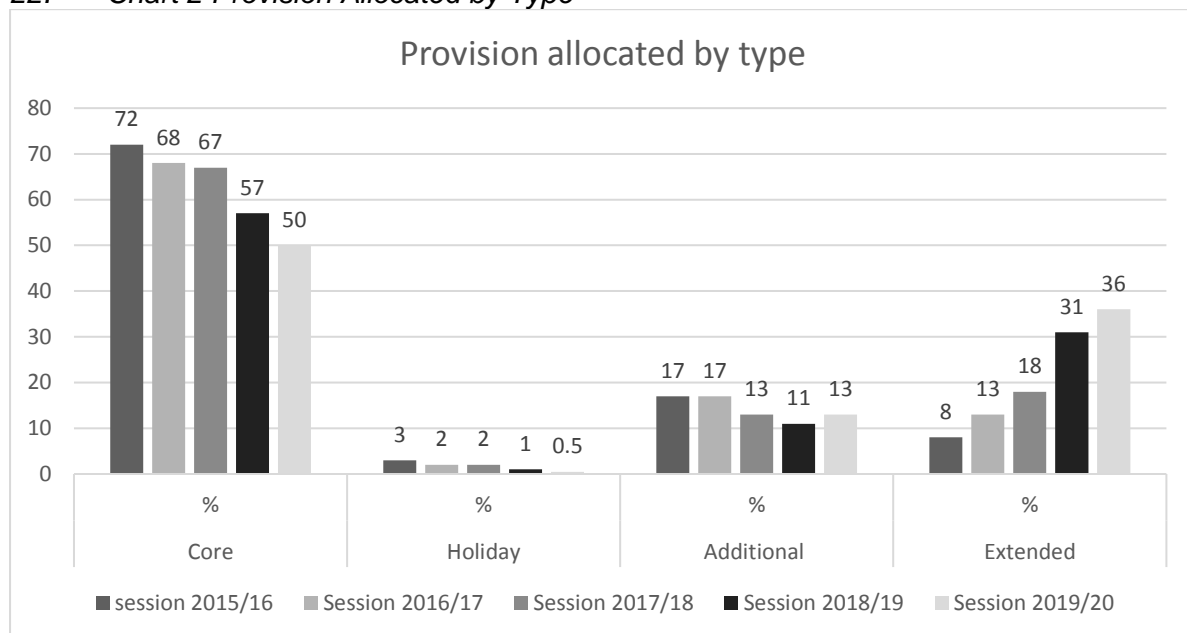
relationship with Edinburgh University, allowing us to access extremely high quality professional learning linked to current research, policy and theory underpinned by the principles of Friedrich Froebel, one of the earliest pioneers of early childhood education. To date eight members of early years staff have completed this course and a further 10 practitioners from ELC and Primary 1 commenced the programme during session 2018-19 ensuring that all of our Early Learning and Childcare settings have at least one member of Froebel trained staff.

Flexibility

20. Since August 2015 the Education Department has continued to increase incrementally the flexibility on offer to parents to support with childcare, training and work commitments.

21. The models of delivery for 600 hours will be replaced by the new 1140 hours models from August 2020. Chart 2 shows the percentage of places allocated for each option using the 600 hours system.

22. *Chart 2 Provision Allocated by Type*



23. Since 2015 the proportion of parents choosing the familiar core hours option has steadily decreased and is now less than half (49.9%). The flexibility offered by holiday hours has also decreased as most parents who wish this service choose extended hours which is available over 48 weeks. The forthcoming session sees a further increase in the number of parents (36%) choosing our most flexible option, extended hours (full days).

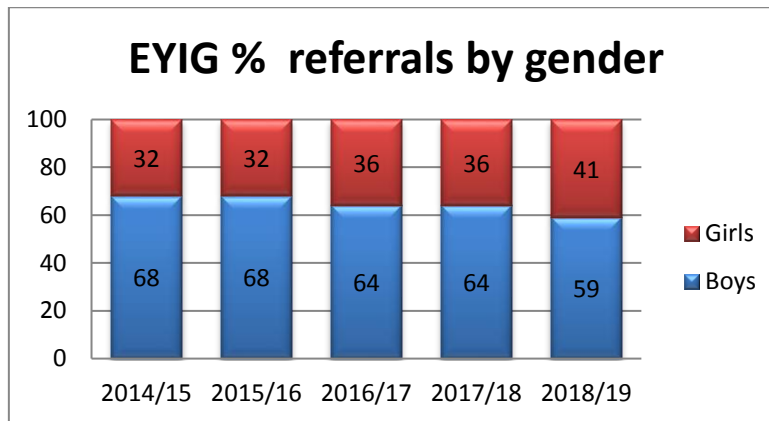
24. To support working families further we have introduced further flexibility for parents through the use of Parent Pay. The Parent Pay system allows parents to purchase, when available, additional hours of ELC on a needs basis. This approach was extended to two more settings where capacity allowed enabling the service to be used by 84 families.

25. The Early Years Intervention Group (EYIG) allows the department to respond and support children and families who need our help most, through the allocation of a range of services and resources. In session 2018-19, 192 referrals were made through the PRG, 19% received additional free early learning and childcare hours over their entitled 600 hours,

35% were allocated a nursery place prior to their entitlement, 3% were given a placement in the Preschool Assessment and Development Unit (PSADU), 6% were offered outreach service from PSADU, 18% were referred for further assessment / intervention with Educational Psychology Service, 2% were allocated to the Sensory Support Service and 30% referred to Family First. 14% of referrals resulted in no resource allocation being made.

26. Chart 3 below shows the breakdown of referrals by gender over the past five years. The gap between the proportion of boys and girls being referred to the group has reduced by half over this time from 36% in 2014-15 to 18% in 2018-19.

Chart 3



27. The Reaching Out Programme continued this year. This programme enables staff from the PSADU to work with staff in mainstream ELC settings, building their capacity and skills to support children who require additional support to develop social and interaction skills.

28. A total of 85 children applied to defer entry to primary school in session 2019-20, of these 77 have been granted an additional year of funded early learning and childcare. The number of requests for discretionary deferrals increased from 11 for session 2018-19 to 15 for session 2019-20, representing 18% of all deferral requests.

29. Discretionary deferrals are considered for those children born between the start of term in August and the end of December. A national campaign has raised the profile of a parent's right to seek a discretionary deferral for any child whose birthday falls between these dates. In order to address the issues raised by this increase in requests for discretionary funding the Deferred Entry to Primary School Guidelines have been reviewed (see Appendix 1). In addition a small group of staff, led by an educational psychologist is undertaking research to ensure that our practice reflects the most current evidence.

30. The department received 1 application from a parent wishing to apply for early entry to primary school. This application was unsuccessful.

ACCESSIBILITY

31. Across the authority Early Learning and Childcare establishments provided 600 hours to all eligible 2, 3 and 4 year olds with a degree of flexibility as described above. Elected members will recall the paper brought to education committee on 31 January 2019 on the allocation of nursery places. It has been necessary to review the Priority Criteria to clarify the priority of children whose parents choose to defer their entry to primary school where funding has not been granted by the local authority.

<u>Priority Criteria</u>	
<u>Priority 1</u>	Child Protection, Prevention, Looked After and Additional Support Needs.
<u>Priority 2</u>	Deferred Entry to Primary School where the local authority has approved funding for an additional year of early learning and childcare.
<u>Priority 3</u>	Pre-school children within their allocated community as indicated by address.
<u>Priority 4</u>	Ante pre-school children within their allocated community as indicated by address a) and who have an older sibling attending the same nursery.
<u>Priority 5</u>	a) Pre-school children applying outwith their community (as indicated by address). b) Ante pre-school children applying outwith their community (as indicated by address).
<u>Priority 6</u>	Deferred Entry to Primary School where the local authority has not approved funding for an additional year of early learning and childcare and the costs will be met by parents.
<u>Priority 7</u>	Admission will be given to children resident out with East Renfrewshire whose parents make a request for: a) a pre-school place. b) an ante pre-school place.

**where the local authority has approved funding for an additional year of early learning and childcare*

32. The department continues to promote the entitlement of 600 hours Early Learning and Childcare for all eligible 2 year olds in partnership with our colleagues in the Early Years Improvement Team as part of the Early Years Strategy. Health Visitors, Family Nurse Partnership, Social Workers and Family First Workers are fully aware of the eligibility criteria and encourage families to apply for places. Places are allocated through a Local Admissions Panel (LAP).

33. A multi-agency improvement team has worked with the Scottish Government Quality Improvement Service to improve uptake of places for eligible two year olds through raising awareness and enhanced communication. From November 2018, parents in two key establishments, Arthurlie Family Centre and McCready Family Centre have become champions and have supported and promoted this work with other parents. To date 11 more eligible children have accessed a nursery place due to the work of this team.

34. For a sixth consecutive year, the council was able to meet the demand for places for eligible 2 year olds comfortably with 73 children allocated through the Local Admissions Panel or EYIG. As well as providing Early Learning and Childcare for eligible and vulnerable 2 year olds, where there was capacity to do so we were also able to support working families with the offer to purchase nursery places, with Arthurlie, Cart Mill, Glen, Madras and McCready Family Centres providing this opportunity. A further 58 children and families in this age group benefitted from this service. From August 2020 our capacity to sell places will diminish as all eligible two year olds will be entitled to 1140 hours.

35. Table 1 below details the capacity for two year olds for 2019/20.

Table 1

Establishment	Capacity
Arthurlie Family Centre (2 year old provision)	70 (35:35)
Cart Mill Family Centre (2 year old provision)	40 (20:20)
Glen Family Centre (0-3 provision)	100 (50:50)
Isobel Mair Family Centre (0-3 provision)*	40 (20:20)
Madras Family Centre (2 year old provision)	30 (15:15)
McCready Family Centre (0-3 provision)	94 (47:47)

**Within Isobel Mair Family Centre there is provision for children with Additional Support Needs.*

36. Detailed in Table 2 below is the capacity for 3 and 4 year olds in each local authority nursery for the current school session and the proposed capacity from August 2019.

Table 2

Establishment	Provision August 2018	Provision from August 2019
Arthurlie Family Centre	240 (120:120)	240 (120:120)
Busby Nursery Class	200 (100:100)	200 (100:100)
Braidbar Nursery Class	120 (60:60)	120 (60:60)
Calderwood Lodge Nursery Class	200 (100:100)	200 (100:100)
Carlubar Family Centre	180 (90:90)	180 (90:90)
Carolside Nursery Class	160 (80:80)	160 (80:80)
Cart Mill Family Centre	180 (90:90)	180 (90:90)
Crookfur Nursery Class	180 (90:90)	180 (90:90)
Eaglesham Nursery Class	112 (56:56)	112 (56:56)
Giffnock Nursery Class	60 (30:30)	60 (30:30)
Glenwood Family Centre	160 (80:80)	160 (80:80)
Hazeldene Family Centre	200 (100:100)	200 (100:100)
Isobel Mair Family Centre*	80(40:40)	48 (24:24)
Madras Family Centre	160 (80:80)	160 (80:80)
Maidenhill Nursery Class **	-	120 (60:60)
Mearns Nursery Class	120 (60:60)	120 (60:60)
Netherlee Nursery Class	200 (100:100)	200 (100:100)
St Cadoc's Nursery Class	-	120 (60:60)
Thornliebank Nursery Class	80 (40:40)	80 (40:40)
TOTAL	2632	2840

**Within Isobel Mair Family Centre there is provision for children with Additional Support Needs.*

***Maidenhill is being built for 120 physical places but in first year it is operating for 60 at any one time i.e. 60:60 for 600 hours*

37. To meet demand for 600 hours of entitled Early Learning and Childcare, the Council needs an average of 2300 preschool places for 3 and 4 year old children in any one year; however because of the requirement for flexibility there is a need to work in partnership with private and voluntary providers. This means that the department needs to commission places from the private and voluntary sector for East Renfrewshire children. This year we commissioned 350 places which were used by a maximum of 384 families.

38. The Statutory Guidance under the Children and Young People (Scotland) Act 2014, states that it is the responsibility of the local authority that a child resides in to secure an

Early Learning and Childcare place, however many parents are now securing provision for their children in neighbouring authorities to support with working or training arrangements.

39. East Renfrewshire Council has committed to a formal protocol within neighbouring authorities to allow us to support families wishing to access their ELC in this way. Levels of funding are agreed within resident local authority budgets. For the first time, in session 2018-19 the demand for cross boundary funding exceeded the available budget. However, we fulfilled our duty to provide early learning and childcare by offering available spaces within local authority settings.

40. The Scottish Government have introduced a Funding Follows the Child policy which will be implemented from August 2020. The principles of Funding Follows the Child are that parents can take some or all of their child's entitlement to funded early learning and childcare at a certain provider, they can expect to be able to do so provided that:

- the provider meets the National Standard
- the provider has a space available
- the provider is willing to enter into a contract with the local authority
- the provider is able to offer the funded hours in line with local ELC delivery plans

41. There is no expectation that local authorities will provide tailored ELC packages for every individual child. We have entered into partnership with a variety of funded providers, including childminders as well as offering our own provision, so that parents and carers can choose the type and pattern of provision that works best for their families. Where parents or carers are looking for a pattern or type of provision that the local authority concludes cannot be made available in a reasonable manner, the local authority is not obliged to offer it.

42. The Funding Follows the Child policy is intended to result in increased parental choice and responsiveness of the local funded ELC offer within a framework which promotes and safeguards high quality experiences for children. However, it means that local authorities can no longer set a specific budget for number of places they buy from specific funded providers, as doing so would limit choice and flexibility. This will have financial consequences for the department which will be considered through the Expansion Board.

43. A group of staff from the education department, and early learning and childcare settings, including funded providers, have begun to plan for the implementation of the Funding Follows the Child policy which will come into effect from August 2020. This will include working with colleagues in communications department to ensure that parents are fully informed about the choices available to them.

FINANCIAL AND EFFICIENCY IMPLICATIONS

44. The national Funding Follows the Child Policy as detailed in paragraph 42 will potentially have a significant impact on the department's budget. The department will continue to monitor parental choice and demand for places in funded providers to allow us to forecast the potential cost of this policy to East Renfrewshire Council.

45. All other financial related matters relating to this paper will be met from the department's devolved budget.

RECOMMENDATION

46. Elected members are asked to note and comment on the contents as outlined in the paper.

Mhairi Shaw
Director of Education
June 2019

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Local Government Access to Information Act 1985

Background Papers

1. East Renfrewshire Education Department, Early Learning and Childcare Expansion Plan, Education Committee, 28 September 2017
2. East Renfrewshire Education Department, Education Committee: Towards 1140 hours of Early learning and Childcare Provision, Education Committee, 10 May 2018
3. East Renfrewshire Education Department, Progress of Expansion of Early Learning and Childcare, Education Committee, 14 June 2018
4. East Renfrewshire Education Department, Allocation of 1140 hours of Early Learning and Childcare, Education Committee, 31 January 2019

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APPENDIX 1

**East Renfrewshire Council
Education Department**

Deferring Entry to Primary School
Guidance for Early Learning and Childcare Establishments and Primary Schools

1.0 *Context*

- 1.1 The duties placed upon education authorities in relation to arrangements for deferred entry to primary school are clearly outlined in the *Standards in Scotland's Schools Etc Act 2000, Section 34: Guidance on Pre-School Education* (The Act).
- 1.2 The Act states that education authorities have a duty to '*provide an additional year of free pre-school education*' for children whose birthday falls in January or February in the year that they would be starting primary school.
- 1.3 In the case of children whose birthday falls between the start of term in August to December, that is children not yet aged 5 years old when starting Primary 1, education authorities are required to exercise discretion as to whether an additional free year of preschool education be granted. Education authorities are expected to exercise this discretion in line with Annex B of Section 34 of the Act.
- 1.4 All children who are eligible for primary education must apply for a place at the preferred catchment primary school, regardless of an application or intention to defer entry. In East Renfrewshire, School Application Week takes place in January each year; details will be published in the local press, the Council's website and through social media.
- 1.5 The guidance calls for education authorities to issue information to parents and Head Teachers which ensures that '*the decision making process is clear, consistent and transparent and that it is effectively communicated*'.
- 1.6 The purpose of this paper is to clarify further, the key aspects contained in Annex B in the context of East Renfrewshire so that parents and early years staff are clear about their duty and responsibility in matters pertaining to deferring entry to primary school.

2.0 *Principles*

- Any decision to defer a child's entry to primary school should highlight the educational benefits to the child.
- Deferred entry considerations should be separate from the assessment of additional support needs.
- In profiling children's progress and achievements, early learning and childcare staff should have a sound awareness of the needs, abilities and dispositions of individual children.
- Early Learning and Childcare establishments should have existing mechanisms by which they share assessment information about children's progress with parents and carers.
- Early Learning and Childcare establishments work with parents to promote children's learning at home which includes key aspects of children's development

- Learning in the early stages of primary school is organised and planned to support an active and playful approach to learning and teaching
- Learning in the early stages of primary school capitalises on children's prior learning and previous experiences, and for that reason has become more individualised.
- There are effective arrangements in place between early learning and childcare establishments and associated primary schools to share information about children's learning and embed playful pedagogy across the early level to ensure continuity and progression for children in their learning.
- Parents are given information about deferring entry to school as part of the induction programme to nursery.

3.0 *Making an Application for Deferral*

- 3.1 Parents of children who attend an East Renfrewshire nursery are required to apply for deferral in January so that parents can advise the preferred primary school of this when they apply for a catchment place during school application week.
- 3.2 The Early Learning and Childcare Administration team will collate accepted requests and, by the end of February, ensure that this list is given to the officer who oversees school placement and placing requests.
- 3.3 *The process for making an application to defer is as follows:*

For children whose birthday is January or February:

- Head Teachers should make arrangements to have an individual consultation with parents in December to ascertain whether they intend to defer their child's entry to primary school. Such meetings can be included in routine parental consultations or may have to be specially arranged with parents.
- The discussion should centre around the child's progress since starting at nursery. The information contained in the child's profile should be used to inform the discussion. In particular early years staff should be prepared to discuss the key aspects of the child's learning and development such as their:
 - approach and attitude to learning
 - ability to communicate own needs, feelings and ideas
 - levels of independence and self help
 - emotional and personal development, including self-confidence and esteem
 - relationships and friendships with other children and adults
 Further detailed considerations are detailed in Appendix 1 of Annex B.
- Parents should be made clear about their option to defer but it should be stressed that any such decision should be made in terms of the educational benefit to the child. Where no clear benefit can be identified, parents should be encouraged to make the decision to send their child to primary school.
- Where a parent who wishes his/her child to start primary school but who has concerns over "readiness", the early learning and childcare establishment should advise the parent of the developmentally appropriate approaches taken in Primary One to ensure that all children are supported to learn at their own pace and in ways that are right for them. Children do not need to be ready for school, our schools are ready to meet the needs of all children who come join them.
- Where possible, it is considered best practice to involve the receiving primary school in such discussions.
- After careful consideration of all of the assessment information presented by the early years establishment, if the parent wishes his/her child to have a deferred

school year, the early years staff should assist the parent in completing the *Deferred Entry Application Form 1a – January/February Birthday* (Appendix 1). This form should be signed by the parent and by the Head Teacher. The early years establishment should forward this form to the Early Learning and Childcare Administration Team so that a nursery place can be secured.

- The Early Learning and Childcare Administration Team will formally acknowledge receipt of the application to defer together with a letter of formal acceptance. This will be sent to the parent in the first instance but will be copied to the pre-five establishment for filing.

3.4 ***For children whose birthday is after the start of term in August, September, October, November, December:***

- Any questions regarding a child's development or learning which may impact them starting school should be identified at the earliest time through the normal profiling arrangements for children **before December** of the child's preschool year.
- Parents should be kept informed of such concerns through on-going mechanisms for involving parents in their child's education.
- It is likely that for children whose birthday falls in these months and for whom there are concerns, the child should be supported through the wellbeing planning process.
- The Head Teacher should arrange to meet with the parents if there are sound educational benefits for the child in having a deferred school year. Opportunities such as review meetings, wellbeing meetings and parents consultations should be used as the forum for such discussions.
- Where the parent is in agreement that a deferred school year is in the best interests of their child the early years establishment should assist the parents in completing *Deferred Entry Application Form 1b – Discretionary Place* (Appendix 2). This form should be completed and signed by the parent and a supporter. Supporters can be the nursery head teacher, educational psychologist or anyone else acting in a professional capacity.
- Any relevant information should be attached to this form eg. Wellbeing plan, psychological service assessment information or clinical report.
- Parents should be informed that a funded nursery place may be granted however, this is at the discretion of the Education Department. **If a funded nursery place is NOT granted parents may exercise their right to defer their child, however in this instance the parent would need to meet the cost of any further early learning and childcare.**
- The education department will inform parents in writing of the decision (Appendix 3).

3.5 *Applying for a deferral for children who are not attending an East Renfrewshire Nursery.*

- All children must apply for a place at the preferred school for primary education.
- Parents of children who are not attending an East Renfrewshire Nursery should inform the primary school during School Application Week in January of their intention to defer. The primary school will issue to parents Form 1a or 1b as appropriate.
- This form should be completed and returned to the Education Department by Monday 25th January 2019.

3.6 *Planning for children in their deferred year*

- When a decision is taken that a child will benefit from a deferred school year then it is important that the child's learning needs are appropriately met.
- Consideration should be given as to how best to plan for the child's needs and whether the child would benefit from having identified learning targets through, for example an individual wellbeing plan.

Reference:

Annex B of Section 34 of the Act

<http://www.erc.education/erdoc/documents/EarlyYears/Section34GuidanceonPre-SchoolEducationAnnexB.doc>

Appendices:

Appendix 1 - *Deferred Entry Form 1a*

Appendix 2 - *Deferred Entry Form 1b*

Appendix 3 - *Deferred Entry Form 1a – For primary schools to distribute*

Appendix 4 - *Deferred Entry Form 1b – For primary schools to distribute*

Appendix 5 - Standard letter to parents



FORM 1A - JANUARY/FEBRUARY BIRTHDAY

EAST RENFREWSHIRE COUNCIL

EDUCATION DEPARTMENT

DEFERRED ENTRY APPLICATION

Name of pupil	
Address of pupil	
Date of Birth	
Nursery currently attended	
Preferred Catchment primary school	

- January and February birthdays have an automatic right to defer and to secure a nursery place.
- All forms must be signed by the parent.
- Forms must be completed and returned to the Education Department no later than 25 January 2019.

 To be completed by parent:

- I, the undersigned, confirm that I am applying for my child to have a deferred school year. I understand that should I change my mind at a later date, a primary 1 place may not be available for my child in a catchment primary school.

Signature of parent (mandatory)

Please send this completed form to:
 Early Learning and Childcare Administration Services
 East Renfrewshire Council
 Education Department
 211 Main Street
 Barrhead
 G78 1SY

AUGUST, SEPTEMBER, OCTOBER, NOVEMBER, DECEMBER BIRTHDAY

EAST RENFREWSHIRE COUNCIL

EDUCATION DEPARTMENT

DEFERRED ENTRY APPLICATION
FORM 1B - DISCRETIONARY PLACE

Personal details	
Name of pupil	
Address of pupil	
Date of Birth	
Nursery currently attended (please add address if not an ERC Nursery)	
Preferred Catchment primary school	
Application details	
Reason for application (to be completed by parent)	
I confirm that I am applying for my child to have a deferred school year. I understand that should I change my mind at a later date, a primary 1 place may not be available for my child in a catchment primary school.	Signature of parent:
Reason for application (to be completed by supporter – please attach any reports or plans to support this application)	
Signature of supporter	

Please send this completed form by Friday 25 January 2019 to:-
Early Learning and Childcare Administration Services
East Renfrewshire Council
Education Department
211 Main Street
Barrhead
G78 1SY

FORM 1A - JANUARY/FEBRUARY BIRTHDAY

EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

DEFERRED ENTRY APPLICATION

FOR PRIMARY SCHOOLS TO GIVE DURING SCHOOL APPLICATION

Name of pupil	
Address of pupil	
Date of Birth	
Nursery currently attended	
Preferred catchment primary school	

- January and February birthdays have an automatic right to defer and to secure a funded nursery place.
- All forms must be signed by the parent.
- Forms must be completed and returned to the Education Department no later than 25 January 2019.

To be completed by parent:

- I, the undersigned, confirm that I am applying for my child to have a deferred school year. I understand that should I change my mind at a later date, a primary 1 place may not be available for my child in a catchment primary school.

Signature of parent (mandatory)

Please send this completed form to:
 Early Learning and Childcare Administration Services
 East Renfrewshire Council
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 G78 1SY

SEPTEMBER, OCTOBER, NOVEMBER, DECEMBER BIRTHDAYEAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

DEFERRED ENTRY APPLICATION: FORM 1B - DISCRETIONARY PLACE

FOR PRIMARY SCHOOLS TO GIVE DURING REGISTRATION

Personal details	
Name of pupil	
Address of pupil	
Date of Birth	
Nursery currently attended (please add address if not an ERC Nursery)	
Preferred Catchment primary school	
Application details	
Reason for application (to be completed by parent)	
I confirm that I am applying for my child to have a deferred school year. I understand that should I change my mind at a later date, a primary 1 place may not be available for my child in a catchment primary school.	Signature of parent
Reason for application (to be completed by supporter)	
Signature of supporter	

Please send this completed form by Friday 25 January 2019 to:-
 Early Learning and Childcare Administration Services
 East Renfrewshire Council
 Education Department
 211 Main Street
 Barrhead
 G78 1SY

Education

Director: Mhairi Shaw, DCE
Council Offices, 211 Main Street,
Barrhead, East Renfrewshire G78 1SY
Phone: Fax:
e-mail:



Our Ref:
Your Ref:
Date:

Dear

DEFERMENT TO PRIMARY SCHOOL APPLICATION

Acceptance

Thank you for your application for deferment to primary school for (enter child's name).

After considering the information contained in the application and other information provided, the Council has decided that (child) would benefit from an additional year of early learning and childcare.

The early learning and childcare administration team will contact you to arrange the details of the placement in nursery for next session.

You are required to apply for a catchment school place for your child at his/her preferred catchment primary school. Please be advised that should you change your mind at a later date, a primary 1 place may not be available for your child in your catchment primary school.

or

Refusal

After considering the information contained in the application and other information provided, the Council has decided that (child) would benefit from progressing with his/her peers into Primary 1; therefore, the council will not fund an additional nursery year. This decision is final.

Please be assured that the primary school (enter name) will be attending will liaise with the nursery to ensure that the transition is well planned. The Head Teacher will advise you of the details of this and will ensure that you are fully involved throughout.

If you wish to exert your right as a parent to defer your child's entry to school until August 2020 you may do so, however the cost of any early learning and childcare would be met by you in this case. You should contact the Early Learning and Childcare Administration team to confirm how you wish to proceed.

Yours sincerely

cc ELC Head Teacher
Head Teacher of catchment school

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