



WELCOME

It was wonderful to see so many people from across the education sector join us for the Early Years Curriculum session with Dr. Julian Grenier. The session was thought-provoking and full of valuable insights into the world of early years.

A big thank you as well to the settings and schools who are sharing our resources and key messages with parents. It's lovely to see these reaching families 😊

Best wishes

Sarah

early.years@halton.gov.uk

UPDATES



Halton Local Offer

Over the summer, the old Halton Local Offer website will be permanently closing. This means it will no longer redirect to the new site as it currently does. To ensure uninterrupted access to information and services, please update all links and bookmarks to the new Halton Local Offer website **before 31st July 2025**

🔗 <https://localoffer.haltonfamilyhubs.co.uk/>

SEND Inclusion Funding (SENIF)

The Special Educational Needs Inclusion Fund (SENIF) is available to support nursery-aged children in Halton who are claiming Free Early Years Entitlement (FEYE). SENIF replaces the previous Top Up Funding and is designed to help early years settings provide additional support for children with emerging or identified special educational needs. To begin the process, please complete an [Initial Request for Support](#) to the Early Years Team. The Funding Panel meets monthly, for any further queries, please contact: early.years@halton.gov.uk

LAST CHANCE TO BOOK

☀️ Shine Therapy Training ☀️

Thanks to funding from DBV, we are delighted to offer this free training opportunity to all Early Years providers and Reception class practitioners. This engaging and practical workshop will help you:

- Deepen your understanding of sensory processing
- Explore the link between sensory needs and behaviour
- Gain practical strategies to support children in your setting

Whether you're new to sensory integration or looking to enhance your current practice, this session will be insightful and empowering.

[Book your place now](#) and join us in creating more inclusive, supportive environments for all children.

RHYTHM, RHYME AND A STEADY BEAT

Rhyme, Rhythm and a Steady Beat – Early Literacy in Action

Thank you to Dr. Karen Boardman for delivering another inspiring and insightful session on early literacy, with a special focus on what comes *before* phonics. The session explored how rhyme, rhythm, and steady beat are essential building blocks in a child's reading journey from birth. Karen reminded us that early literacy starts long before letters and sounds—it begins with joyful, meaningful interactions that help children tune into the sounds of language.

Lots of practical, play-based ideas to support early language development were shared, including the engaging story *Tanka, Tanka, Skunk!*, which uses rhythm and repetition to build phonological awareness in a fun and memorable way.



Look out for our **Musical Mondays** on Halton's Early Years Instagram and TALK Halton Facebook—and join us as we sing our way to school to support children's communication, language, and literacy development

EARLY YEARS EXPANSION

Early Years Funding

Please encourage parents wanting to claim the funded hours from September to **apply now** for their codes.

Please share our video on your social media platforms for parents/carers.



SAFEGUARDING UPDATES

KCSiE 2025: What's happening – and how you can prepare

Ordinarily, a draft version of Keeping Children Safe in Education (KCSiE) is published by now – giving Designated Safeguarding Leads and school leaders time to update policies and plan ahead for September.

So where is KCSiE this year? Safeguarding Network have written an article shedding some more light on the updates.

[Click here](#) to find out more.

Useful Contacts Sheet

There is an updated Useful Contacts sheet now published on our FIS website, available [here](#). Please download this version to replace the previous sheet.

DIARY DATES

Reminder: WellComm and Ready for Reception Data Submission

We are looking forward to receiving your **WellComm** and **Ready for Reception** data by **Friday, 27th June**.

If you require any support with the data trackers, please contact Clare Rowlands at clare.rowlands@halton.gov.uk

Thank you for your continued support!

RESEARCH AND READING



Fostering secure attachment in the baby room – part 1 by Dr Mona Sakr

Creating emotionally secure environments in baby rooms is essential for healthy development. In this blog Dr Mona Sakr explores how early interactions shape attachment styles and how practitioners can support secure bonds with infants. [Click here](#) to read the blog

CLUSTER CORNER



Halton Transition Toolkit

Last week, we shared **Halton's Transition Toolkit – Before we get to Reception** via email. If you haven't already, please check your inbox to ensure you've received your copy. We hope you find the toolkit useful in considering what happens before children start Reception, and that it supports smooth transitions for both children and families.

We also hope you've seen—and are reposting—our Key Skills and Myth Busting messages that we've been sharing on the Halton's Early Years Instagram and TALK Halton Facebook Group with your parents/carers. Your support in spreading these messages is greatly appreciated!

Early Years Clusters

As we begin planning for the year ahead, we would really appreciate your thoughts and ideas for our Early Years Clusters. Please take a few minutes to complete a short online form using the following link <https://forms.office.com/e/VEbmEcZBB1>



SHARE WITH PARENTS



Are you in receipt of additional Government support entitling you to 15 hours of Early Learning and Childcare for your 2 year old?





SCAN ME



Scan QR code above to find out more and see if you are eligible.



haltonfis@halton.gov.uk

2-Year-Old Funding for families receiving additional support

Please remind parents that they can now apply for their own code if they are eligible for 15hrs (formerly disadvantaged funding) to share with the early years provider of their choice.

FURTHER UPDATES

Floor Space requirements

The Department for Education (DfE) has launched a new consultation on Early Years Foundation Stage (EYFS) floor space requirements. The consultation is seeking views on whether or not 'free-flow' outdoor areas should be able to be included in floor space measurements **for children aged two years and above**. For an outdoor area to be defined as 'free-flow', doors to the outdoor area would need to always be open, with the outdoor area accessible to children at all time. Children would need to "have safe access in all weathers including having adequate shelter and shade" and "the area must be suitably equipped to meet the health, safety, wellbeing, learning and development needs of all children".

To find out more about the proposals and to have your say, click on the link below.

[Space requirements in early years childcare settings in England - Department for Education - Citizen Space](#)

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Halton's Communication Hub

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Talk Halton



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