*This guidance was first distributed in June 2020. It has been updated and some new links added.*

***New sections added:***

*Annex B: Completing the Transition Passport – a quick guide*

*Annex C: Useful links to support the home learning environment and children and families getting ready for school*

*It continues to be likely that Covid-19 will have an impact on transitions for all children and young people, including those with SEND and other additional needs, their families and all educational settings. All children and young people will be undertaking a transition this summer as they do every year, with particular consideration needing to be given to those starting at settings for the first time, moving between phases and to a new setting.*

*There are perhaps three, key, interconnected themes of transition for children and young people alike, both for sending and receiving settings. These are likely to apply to all children in your setting currently and not just those about to have a significant transition:*

* *Gathering and sharing of information*
* *Communication opportunities and relationship building*
* *Supporting emotional well-being*

*This document is:*

* *designed to act simply as an aide memoire, recognising that all settings and schools have their individual contexts, processes and procedures already established in relation to supporting and enabling effective transition. Each section defines groups of children to consider, sets out expectations for schools and settings in terms of actions and then identifies key partners and agencies with which settings could access further support if required.*
* *by no means intended to serve as a ‘checklist’, rather it is hoped that it will be a useful tool for all those involved in planning effective transitions for children.*

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|  | **Ready Settings / Ready Schools** |  |  |
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|  | **What do we need to consider?** | **How can we use or adapt best practice?** | **Links to other LA support, agencies and organisations** |
| **Home to pre-school setting** | The child would be unfamiliar with the setting and will require additional information due to young age  Establishing interests and needs ahead of starting in the setting  Developing attachment bonds with key person and building friendships. Overcoming separation anxiety will potentially be a longer process than normal and require extra steps | Setting send home photos/videos of key persons and room environment – parent to share with child and talk about their visit.  Depending on age of child – Zoom Call to chat with child and parent / main carer to complete an ‘All about me’ that may usually happen ahead of a settling in visit  Time and space to become familiar with adults and children in the room – consider putting together photo packs of key person groups to share with permission and taking account of safeguarding  Comforter or familiar item when needed – this needs to be in line with guidance on bringing items from home – important to remember this differs from older children bringing in items to play/share with friends | [All About Me forms from Essex](https://eycp.essex.gov.uk/media/1523/all-about-me-now-i-am-two-template.doc)  Also see Annex A – Additional COVID All About Me  See link below for guide on how to make video calls using different devices and apps  [General guide to video from the BBC](https://www.bbc.co.uk/news/technology-51968122) |
| **Pre-school setting internal transition** | Keyperson and child relationship is critical for secure transitions by rebuilding bonds and forming new attachments.  Ensuring a child centred approach - champion a holistic and developmentally appropriate learning experience.  Awareness of shared care partnership between practitioners or childminders.  Supporting welfare of practitioners. | Video meetings between existing key person, new keyperson, child and family.  Outgoing key person to join child with first few settling visits to re-establish connections.  Consider whether the previous key person could spend some time in the new room /spend time in outside area with child and new key person  Share development records to support emotional and learning needs and allow time for conversations between practitioners to support transitions.  When relevant, ensure you pass on the Two-year-old Progress Check and any outcomes from an Integrated Review if one took place.  Use the characteristics of effective learning to support planning.  Allow time for reflective discussions to support all practitioners with well-being.  Maintain supervision meetings so staff have regular opportunities to discuss any concerns or issues around their wellbeing confidentially | [General guide to video from the BBC](https://www.bbc.co.uk/news/technology-51968122)  [Attachment theory information from Early Education](https://www.early-education.org.uk/attachment-and-trauma-aware)  [All About Me forms from Essex](https://eycp.essex.gov.uk/media/1523/all-about-me-now-i-am-two-template.doc)  If concerns around the integrated reviews - link to [Essex Child & Family Wellbeing Service](https://essexfamilywellbeing.co.uk/)  Supporting staff wellbeing:  [Advice from EY Alliance](https://www.eyalliance.org.uk/mental-health-and-early-years-workforce)  [Advice from NHS](https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/)  [Advice from Anna Freud Centre for families and children](https://www.annafreud.org/schools-and-colleges/resources/supporting-staff-wellbeing-in-schools/) |
| **Pre-school to school (Reception)** | Relationship Building  Sharing of Information about the child  Sharing of information about the Early Years in School | Telephone / Video call meetings between key staff in school and settings, such as key person and teacher, respective SENCOs, Family support etc.  Complete the Transition Passport and include information from the family/child. Contact feeder schools to identify how to share the information with them.  Schools adding information on websites to provide information e.g. a virtual tour/ photographs of the environment, the staff  Reflect on the different ways you managed transition in 2020 – what practices will you adopt, adapt or abandon for this year?  The reflective document for schools: ‘Are you ready for your four year olds?’ has been updated | [General guide to video from the BBC](https://www.bbc.co.uk/news/technology-51968122)  [Essex Transition Passport](https://eycp.essex.gov.uk/media/1304/g-early-years-provider-website-contents-16-schools-ds17_6017school-readinessbookletpages.pdf)  [The All About Me Home Language Profile is available for added information](https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-can-i-promote-equality-and-inclusion-in-my-provision/english-as-an-additional-language/)  [Quality Matters Audit: Transition for settings and Transition for childminders](https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-do-i-become-an-outstanding-practitioner/transition/)  [To contact your EYEP](https://eycp.essex.gov.uk/contact-us/)  [To find your SEND Inclusion Partner](https://schools.essex.gov.uk/pupils/SEND/Pages/default.aspx)  [To contact Essex Child and Family Wellbeing Service](https://www.essexfamilywellbeing.co.uk/) |
| **Reception to Year 1** | Review your ‘usual’ transition  processes and the different ways you managed transition in 2020 – what practices will you adopt, adapt or abandon for this year?  Reduced information available at the point of the transition as a result of the removal of EYFS Profile as a statutory assessment. What information will be required for effective curriculum planning for September?  Missed opportunities for getting to know year one teachers and building meaningful relationships built on familiarity and trust | Adapt how transition events take place when face to face meetings are not possible  Interactive zoom meeting or a pre-recorded presentation can be used to summarise the key information. Create versions tailored for feeder settings and alternative versions for parents.  Make use of the guidance in the Let’s Talk Recovery materials  Year 1 teacher needs to consider familiarising themselves with the ‘Characteristics of Effective Learning’.  Face to face or video calling meeting between key EYFS staff and receiving year 1 staff to focus on how children learn in recognition of the gaps in attainment and learning experiences for some children  Consider creating a one page profile for the teacher and other staff who will be working in year one. This could mirror the ‘All about me’ or transition passport format for children.  Alternatively, this could be a video from the teacher sharing information about who they are, what they like, pets, family, etc.  Consider sending by email, sharing via online learning journeys if applicable and including in your transitions page on your school website. | [Quality Matters -Transition in schools](https://eycp.essex.gov.uk/media/1201/qm_transition_section_in_schools.pdf)  [Let’s Talk Recovery](https://schools.essex.gov.uk/admin/COVID-19/Documents/Let’s%20Talk%20Recovery%20and%20Returning%20to%20Educational%20Settings%20-%20introduction%20video.mp4)  [Early years foundation stage profile handbook](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/858652/EYFSP_Handbook_2020v5.pdf) - Section 4.5  [Developmentally appropriate Year 1 provision post COVID](https://www.early-education.org.uk/news/guest-blog-time-key-stage-1-developmentally-appropriate-julie-fisher)  [The Challenge for Y1 September 2020](https://earlyexcellence.com/latest-news/press-articles/the-challenge-for-y1-september-2020/)  [All About Me forms from Essex](https://eycp.essex.gov.uk/media/1523/all-about-me-now-i-am-two-template.doc) |

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|  | **Ready Families** |  |  |
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|  | **What do we need to consider?** | **How can we use or adapt best practice?** | **Links to other LA support, agencies and organisations** |
| **Home to pre-school setting** | Parents may be facing additional anxieties around sending their child to pre-school for the first time  Parental anxiety may be passed to the child meaning families require additional support  Families first experiences of the Early Years sector and may not be aware of the range of services available to support | Reassuring parents - sharing risk assessments/policies/procedures in place to show minimal cross contamination risk  Zoom, Whats App calls prior to parents and children visiting to share all procedures to ensure mutual understanding of how the settling/transition will take place  Supporting parents in working through emotions linked to returning to work and dropping child/children back at nursery eg guilt, anxiety, concern etc  Gathering contacts of Family Hubs and other local well-being support groups for parents  Sharing Settling In, KP, Attachment information with parents to ensure a mutual understanding of how both can support child | [Parent guidance about returning to nursery -](https://www.annafreud.org/media/11655/early-years-pc-2205.pdf)  [How to Approach Separation Anxiety](https://famly.co/blog/the-child/separation-anxiety-reopening-child-care/)  [as We Reopen Child Care](https://famly.co/blog/the-child/separation-anxiety-reopening-child-care/)  [Essex Child & Family Wellbeing Service](https://essexfamilywellbeing.co.uk/)  [Parents’ guide to the EYFS](https://www.foundationyears.org.uk/files/2014/08/EYFS_Parents_Guide-amended.pdf)  [Tiny Happy People – Activities for children 0-5](https://www.bbc.co.uk/tiny-happy-people/activities/zjh8hbk) |
| **Pre-school setting internal transition** | Key person to contact families, being responsive to beliefs and perceptions around transitions.  Consider how families can be responsive to their children’s needs around transition. Also address families concerns and expectations with changes at the setting as a result of Covid-19 e.g. routines and resources.  If families are using more than one childcare setting - all settings to ensure information regarding sharing procedure is in line with legislation. | Initial conversation to capture the family’s priorities and favoured way to be contacted. Virtual meetings, telephone calls, emails etc.  Allocate more time than usual working in partnership with the family to support transition and ‘lived experiences’.  Ideas for families to support their children within the home learning environment e.g. TLC.  Child friendly explanation of coronavirus including Government guidance and simple stories.  Virtual meetings, emails, telephone calls.  Procedures adapted to meet individual family’s needs e.g. electronic signatures or delivery of information (observing social distancing).  Effective partnership working is in place with other professionals supporting the child to deliver enhanced support. | [What to expect when](https://www.actionforchildren.org.uk/resources-and-publications/information-guides/what-to-expect-when-a-parents-guide/)  [Talk, listen, cuddle](https://www.tlc-essex.info/noticeboard/)  [Child suitable Poster explaining coronavirus](https://eycp.essex.gov.uk/media/1851/child-friendly-explanation-of-coronavirus.pdf)  [PACEY Coronavirus story explanation](https://www.earlyyearsstorybox.com/corona/?fbclid=IwAR32EkBvEwXAz4s34qNHxfCJIFD57vxC2n1fQf4ampALfPiZCq2tayRjHVg)  [Ideas to support children at home -](https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19)  [Parent guidance about returning to nursery -](https://www.annafreud.org/media/11655/early-years-pc-2205.pdf)  [Local Offer -](http://www.essexlocaloffer.org.uk/listing/send-information-advice-and-support-service/)  [General guide to video from the BBC](https://www.bbc.co.uk/news/technology-51968122) |
| **Pre-school to school (Reception)** | Information for parents/carers  Home learning environment  Information about a child’s learning and development | Virtual meetings with key person, family and school, particularly for vulnerable children.  Supporting parents to have conversations with children about starting school.  Consider setting up virtual support groups for parents before the Summer holidays  Add information to the school website to support home learning opportunities  Have conversations with parents about their children’s learning and development and  complete a Transition Passport with them electronically or as a hard copy. | [The ‘What to expect, when’ document is a good resource to guide parents’ expectations of their child(ren) and to provide further ideas on supporting at home](https://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf)    <https://www.tlc-essex.info/getting-ready-for-school/>    <https://www.tlc-essex.info/skills-for-school/>  See Annex C for links to resources/activities to support families  See Annex C for ECFWBS Facebook links |
| **Reception to Year 1** | Methods of sharing attainment and progress information with parents that have been successful in Early Years  Inconsistent experiences of learning at home during lockdown will require sharing of information from families in a non-judgemental way  Parental understanding and awareness of the value of play, and practical approaches to teaching and learning at home | Drop-in sessions or parent consultations could be adapted and incorporated as part of virtual meetings to take place on individual basis.  Continue on-line learning journeys (or similar) into Year 1  Encourage families to share photos, create a scrap book of experiences or a shoe box with special items for children to talk about when they return.  Encourage parents to support their children to be active, inquisitive, to be resilient and persevere and to engage in lots of practical play-based activities and experiences. | [Working with parents to support children's learning](https://www.nurseryworld.co.uk/news/article/working-with-parents-to-support-children-s-learning)  [Transition shoe box and other activities](https://www.sensationaltutors.co.uk/transitioning-from-nursery-to-reception/)  <https://www.tlc-essex.info/what-is-play/>  [Meaningful learning opportunities in the home](https://earlyexcellence.com/latest-news/press-articles/eyfs-in-lockdown-meaningful-learning-opportunities-in-the-home/)  [The importance of play to support emotional wellbeing during lockdown](https://www.sussex.ac.uk/about/documents/play-first--supporting-childrens-social-and-emotional-wellbeing-during-and-after-lockdown.pdf) |

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|  | **Ready Children** |  |  |
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|  | **What do we need to consider?** | **How can we use or adapt best practice?** | **Links to other LA support, agencies and organisations** |
| **Home to pre-school setting** | Child is starting to develop a sense of self awareness and only beginning to separate from main carer for first time in some instances  Children having an awareness of what to expect when attending the setting and viewing this as a positive experience  Child is starting to communicate needs and setting is aware of what this might look like for individual children  Children’s previous experiences – due to restrictions children may have only had experience of spending time with a small number of other people | All About Me updates – what experiences has family/child had during lockdown/restrictions – eg. parent working from home, stayed at home, positive, negative  Reviewing the key persons approach/policy and how it may differ due to any current restrictions  Review of setting in policy and schedule – social distancing how will it affect parents/child coming into setting, initial settlings and once parent leaves child  Re-visit Quality Matters 0-3yrs – for general ideas on supporting young children in childcare  Staff to ensure their understanding of attachment and attachment items eg. blankie, teddy is clear and used appropriately and sensitively | [All About Me forms from Essex](https://eycp.essex.gov.uk/media/1523/all-about-me-now-i-am-two-template.doc)  Also see Annex A Additional COVID All About Me  See Govt Guidance – Actions for early years and childcare providers (updated regularly)  [Essex Quality Matters materials](https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-do-i-become-an-outstanding-practitioner/quality-matters-in-essex/) |
| **Pre-school setting internal transition** | Prioritise the wellbeing of each child and their emotional needs - reconnecting with friends and adults.  Listening to the child’s voice through observation and conversation.  An awareness of children’s positive and negative experiences during restrictions/ lockdown including parental contributions and possible traumas.  For children who have not been in attendance or for those just starting, home experiences will be diverse therefore ensure anything planned for the child supports their emotional and developmental needs - ‘*scaffolding up not differentiating down’.* | Conversation needed to provide security for the child through a familiar adult or favoured toy/resource for security.  Virtual transition welcome book including photos of adults and other children in the cohort (with permissions in place).  Using virtual stories, rhymes sessions and postcards to familiarise the child with the transition.  Allocating time to link with parents on a more regular basis, consider an electronic home/school diary and virtual contact in a meaningful way. Consider how to embrace the experiences the families have had in creative ways eg. scrapbooks shared virtually or photos.  Complete a robust summative assessment and All About Me form with parents.  Reflect on Characteristics of Effective learning. | [Essex Quality Matters materials–](https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-do-i-become-an-outstanding-practitioner/quality-matters-in-essex/)  [Government guidance – support mental health](https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak)  [Trauma support – Attachment and Trauma aware](https://www.early-education.org.uk/attachment-and-trauma-aware)  [All About Me forms –](https://eycp.essex.gov.uk/media/1523/all-about-me-now-i-am-two-template.doc)    [Planning and assessment from Essex EYCC](https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-can-i-help-all-children-learn-and-progress/) |
| **Pre-school to school (Reception)** | Feeling safe and secure  Relationships | Post videos of practitioners talking about different schools, holding up uniform, book bags, lunchboxes, school photo books etc. on setting’s website/Facebook page  Virtual meetings with teaching staff and group of children before starting school to introduce themselves, to talk about their feelings about starting school, the environment, uniform, a typical day  Virtual meetings sharing stories with children.  Add a video to the school website with a practitioner reading a story, talking about starting school.  Add activities for children to take part in over the summer holidays to website or Facebook pages | <https://libraries.essex.gov.uk/news/starting-school-in-september/>  [TLC - 50 things to do before you’re 5](https://www.tlc-essex.info/playful-learning-at-home/)    <https://www.tlc-essex.info/skills-for-school/> |
| **Reception to Year 1** | Children may be feeling anxious about returning to school and separating form their main carer  Focus on core skills such as: confidence to talk to adults, reading for pleasure, gross and fine motor skills and number, that lay the foundations for lifelong learning.  Continued focus on how children learn, and supporting the characteristics of effective learning in the home learning environment | Encourage children to talk about their feelings about moving into year 1.  Focus on the language of similarity, not difference – there’s a fine line between exciting and overwhelming.  Build resilience in readiness for separating and framing starting in year 1 in a positive way  Offer mindfulness ideas to support wellbeing and coping with worries i.e. yoga and simple meditation.  Encourage activities to support development of fine and gross motor skills i.e. running, climbing, balancing, threading, mark making, baking, etc.  Support parents to understand developmentally appropriate expectations and foundation stage outcomes  Communicate to parents the importance of  the characteristics and how they help us to see when children are learning. Explain to parents that, roughly speaking, they tell us that children are learning when they are:  Engaged; Motivated; and Thinking | The invisible string – Patrice Karst  [Let’s Talk Recovery](https://schools.essex.gov.uk/admin/COVID-19/Documents/Let’s%20Talk%20Recovery%20and%20Returning%20to%20Educational%20Settings%20-%20introduction%20video.mp4)  <https://www.bbcgoodfood.com/howto/guide/10-mindfulness-exercises-kids>  Playful learning at home from Talk Listen Cuddle:  [50 things to do](https://www.tlc-essex.info/playful-learning-at-home/)  [Top tips and articles](https://www.tlc-essex.info/noticeboard/)    [What to expect when](https://www.actionforchildren.org.uk/resources-and-publications/information-guides/what-to-expect-when-a-parents-guide/)  [Fun and games that are proven to help children's development - from birth to 5 years-old. – EASYPEASY app](https://www.easypeasyapp.com/)  [Tiny Happy People – Science and facts](https://www.bbc.co.uk/tiny-happy-people/science-and-facts)  [Characteristics of effective learning at home](https://www.bristolearlyyears.org.uk/early-learning/home-learning/) |

**Annex A: Staying at Home Profile (additional “All about Me” information)**

**Child’s name:**

We recognise that children and families may have had very different experiences over lockdown and during the period of reopening of preschools, schools, shops etc.

We would really like to hear about your experiences to help us best support your child when they return to the setting.

For children starting school in September this information will accompany the other information we share with schools, so they are well prepared to welcome your child.

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| What has your child enjoyed whilst staying at home?  For example:   * activities such as cooking * experiences such as face timing relatives * new interests such as cars, junk modelling |  |
| What has your child found trickier whilst staying at home?  For example:   * missing friends * change of routine * spending more time indoors |  |
| What have you found enjoyable and/or challenging as a family during this time?  For example:   * working from home * more time to read bedtime stories * missing support from family |  |
| What changes have you seen in your time during this time?  For example:   * Can now ride scooter * Can get dressed on own * Anxious to leave the house |  |

**Annex B: Completing the Transition Passport – a quick guide**

Transition is a process rather than a one-time event and the Transition Passport is designed to be one tool to support the smooth and effective transition of children from their early years setting into school.

The Transition Passport is an inclusive document and can be used for all children in any setting.

It should capture the knowledge of the child’s key person as well as the views from the child and their family so a holistic picture can be given to the receiving school.

**Completing the passport**

* Reflect on the child – what are the key points you think the school needs to know?
* Consider: what will make most difference to the child if the receiving school knows this on their first day?
* Ensure the passport is positive – every child is unique and has strengths and interests as well as areas for development
* Be honest and clear where support is needed. Think about phrases such as: With support, sometimes, when his key person is with him, would benefit from more opportunities to, with adult help
* You could include strategies and comforting/calming techniques which work well in your setting
* Share the passport with families to encourage them to contribute as well
* Plan a range of ways families can contribute, eg. emailing in their thoughts to print and be included, writing in the Passport during an open afternoon, 1-1 time etc
* Include details of other professionals who are involved with the family so the school is aware of who else may have useful information to share with them
* Remember to complete the back page – the characteristics of effective learning and the best fit bands of development
* You may want to consider adding a section about the child’s lockdown experiences and how they managed when re-joining the setting again.
* A couple of sentences in each section – along with the family and child’s input - can paint a really clear picture of a child, it doesn’t need to be lengthy!

**Reminders:**

* The transition passport can be downloaded and printed from <https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-do-i-become-an-outstanding-practitioner/transition/>
* Ensure parental permission is in place to pass on the Transition Passport to school
* If you complete the passport electronically ensure you have a named person email address to send the passports to, to ensure security of information
* Allow sufficient time to receive information back from parents
* Contact the school(s) to arrange collection/delivery of printed passports
* If you or the school use an alternative document there is no need to complete the Passport as well

**Annex C:**

**Useful links to support the home learning environment and children and families getting ready for school**

[Fun and games that are proven to help children's development - from birth to 5 years-old. – EASYPEASY app](https://www.easypeasyapp.com/)

[Tiny Happy People – Activities for children 0-5](https://www.bbc.co.uk/tiny-happy-people/activities/zjh8hbk)

<https://hungrylittleminds.campaign.gov.uk/>

<https://www.bbc.co.uk/bitesize/collections/starting-primary-school/1>

<https://www.bbc.co.uk/tiny-happy-people/4-to-5-year-old-child-development-activities>

<https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19>

<https://literacytrust.org.uk/family-zone/>

<https://www.familycorner.co.uk/5-ways-prepare-your-child-return-childcare-or-school>

### Essex Child and Family Wellbeing Service District Facebook pages

**North Essex**[Colchester](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FColchesterChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166638437&sdata=Mf%2BpERA10tjq1cl0qv%2Fnm6rdQxYVjaO0uEPG6vzo9jE%3D&reserved=0)  
[Tendering](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FTendringChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166648432&sdata=SnxPyFdnCqA3sPKMUQeOepms47iUmrXWzFNBnt2xu6A%3D&reserved=0)

**Mid Essex**[Chelmsford](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2Fchelmsfordchildrenscentres&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166648432&sdata=pOstVS4veT6O%2FNIzPnoDRMesQF88WvokE3HMC6rBp0k%3D&reserved=0)  
[Braintree](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FBraintreeChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166658426&sdata=Pyp0KQCXRt0EMkijxFwJHY8JH8BoSt82KzNI4s8yG4c%3D&reserved=0)  
[Maldon](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FMaldonChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166658426&sdata=DwJrr9PEm6%2FtpvF05vGO40igZ4DqVfHBNoBKWXi9zqA%3D&reserved=0)

**South Essex**[Basildon](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FBasildonChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166668420&sdata=q%2FBps1p81xY4we%2Fg3yhhzxraqR5ken1zisfIj8EiiCo%3D&reserved=0)  
[Brentwood](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FLarchwood-Gardens-Family-Hub-Brentwood-Borough-173261846636140%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166668420&sdata=DbIWHcSLHzB78gz1MzuWoHiNYceqx1iOOKB0xowpjHQ%3D&reserved=0)  
[Castle Point](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FLittle-Lions-Family-Hub-Castle-Point-District-155344291836009%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166678418&sdata=ZqgFidemxOqmb31WKQMcafzlysZHyjUbVTykqt2P384%3D&reserved=0)  
[Rochford](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FRochfordChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166678418&sdata=oj7agKtbQNBnxtTcoMAs%2BGEMHMUg465x2F3SnD9Cwhw%3D&reserved=0)

**West Essex**[Uttlesford](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FUttlesfordChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166688414&sdata=5j%2BvhVP8BFvCmlFDirgFZMvx3j7PaOn0VItMw4p0kT4%3D&reserved=0)  
[Epping](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FEppingForestChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166688414&sdata=Q2BjIhFBASVaybiOxNsqA4OB0gclDkzWJYvz%2FHEQuMo%3D&reserved=0)  
[Harlow](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FHarlowChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166698404&sdata=pLDshlVfJsBBwiIm66WRDJY8K2spLuhp34Ubk0HU7Ag%3D&reserved=0)