**Points for consideration**

* Parents should still apply for a school place.
* Statutory school age is the term after the child’s 5th birthday
* If parents wish to defer they should discuss this with the school. The school will need to agree the deferral and confirm what term the child will start school.
* If able to delay for the year as summer born child, consider deferring for only 2 terms and use summer term for transition into reception, so move to year 1 with peers
* If delayed for whole of the school year, the school will agree whether child will start in reception or with age cohort in year 1.
* Parents – should be supported to understand that school reception classes deliver the EYFS the same as the early years setting. The learning and development is still unique for each child.
* Encourage parents to discuss with school why they feel child is not ready to start school, for example if because of not being toilet trained the school should be able to accommodate and support with this.
* If parents reason for deferral is not been offered first school choice. This may not become available for when the child reaches compulsory school age. Discuss with parents the benefit of starting school with peer group, friendship groups form, all learning new routines together etc
* If parents reason for deferral is that their child is settled and happy in the setting. Discuss, part of reason is because they are with their friends, if friends go to school, may become unsettled and will lose those friendships. When they join their peers at school, the child would have missed out on learning all the new routines as a group, and this could have a negative effect on the child’s emotional well-being.
* Difference in offer of funded place; remain in setting 15 hours FEEE or 30 if eligible. School place would be full time.

**Early Years Setting**

* If parents are concerned about their child starting school, can you discuss these with the parents and inform of what you can do to support until they start school.
* Are you able to support with child’s individual learning in all areas of development for example phonics if they remain in the setting?
* If child remains in the setting, the setting should continue links with the school to support the transition when it happens

**Useful links**:

<https://www.gov.uk/government/publications/summer-born-children-school-admission>

Summer-born children starting school: advice for parents

Admission of summer-born children: advice for local authorities and school admissions authorities

Talk, Listen and Cuddle Website <https://www.tlc-essex.info/>