

## Eligibility Criteria for the Early Years Inclusion and High Needs Funding

### Introduction

From 1 April 2017 the new Early Years National Funding Formula allocates funding to local authorities (LAs) for the existing 15 hour entitlement for all 3 and 4 year olds and an additional 15 hours, from September 2017, for 3 and 4 year old children of eligible parents. The formula consists of a universal base rate plus factors for additional needs.

Additional funding continues to be provided to LAs in order to support disadvantaged pupils through the **Early Years Pupil Premium (EYPP)**.

### Provision for children with special educational needs or a disability (SEND)

The Equality Act 2010 ensures that local authorities and settings must not discriminate, harass or victimise disabled children, and must make reasonable adjustments. Local authorities must ensure that disabled children entitled to a place are found suitable provision. Two new measures are being introduced for 2017-18 to support children with disabilities or SEN:

- **The Disability Access Fund** aids access to early years places by, for example, supporting providers in making reasonable adjustments to their settings and/or helping with building capacity (be that for the child in question or for the benefit of children as a whole attending the setting);
- **The SEN Inclusion Fund** requires local authorities to set up a fund to help providers better address the needs of individual children aged 3 and 4 years.

### Disability access fund (DAF)

**Three and four year olds** will be eligible for the DAF if they meet the following criteria:

- the child is in receipt of child disability living allowance and;
- the child receives free early education.

**Four year olds in primary school reception classes are not eligible for DAF funding.** Children become eligible for free early education at different points in the year depending on when they turn three. The settings of 3 and 4 year olds eligible for

the DAF will be entitled to receive a one-off payment of £615 per year. The DAF is not based on an hourly rate and is an additional entitlement. Children do not have to take up the full 570 hours of early education they are entitled to in order to receive the DAF. Qualifying children will be eligible where they take-up any period of free entitlement.

## **SEN Funding**

### **Level 1 - Inclusion Funding and Level 2 - High Needs Funding**

All local authorities are required to establish an inclusion fund in their local funding systems **for 3 and 4 year olds with SEN taking the free entitlement**. The purpose of the fund is to support local authorities to work with providers to address the needs of individual children with SEN.

For children where an Education Health Care (EHC) assessment request is being considered, additional funding may be awarded under Level 2 – High Needs Funding from the SEN High Needs Block in addition to Level 1 – Inclusion Funding.

For 2017-18, following consultation with all providers and School Forum, the Funding for SEN Funding (Inclusion and High Needs) has been set at £340,000. This will include £20,000 for equipment.

### **Level 1 - Inclusion Funding: Solihull settings 3-4 year olds only**

Solihull Local authority will target Level 1 – Inclusion Funding at children with *lower level or emerging SEN*. These children will have identified SEND. The threshold for identification or potential funding eligibility will be assessed using the Banding Document criteria. **Applications can be made for children attending settings in Solihull, regardless of where they live.**

### **Level 1 Inclusion Funding rates in Solihull**

Funding will be provided at a rate of £1.15 per hour or a fixed sum for specialist equipment. The number of hours will include the extended entitlement for eligible pupils, up to 30 hours.

**Level 2 - High Needs Funding: Solihull resident 2–4 year olds**

This replaces the 2015/17 Enhanced Funding model. Where settings have involved the relevant specialists and identify children in the Early Years setting as having severe and complex needs, they can apply for Level 2 – High Needs funding. This will usually be for children where an Education Health Care (EHC) assessment request is being considered. **Children must be resident in Solihull as this is funded out of Solihull's High Needs block.** *Settings will need to apply to the home authority for children not resident in Solihull.*

**Level 2 - High Needs Funding rates in Solihull**

£5.24 for 2 year olds qualifying for a funded place from April 2017

£3.90 for 3 -4 year olds from April 2017

Children with more complex needs and those in receipt of an Education, Health and Care Plan (EHCP) will receive additional funding as described in each plan, funded from the High Needs Block of Dedicated Schools Grant, rather than from the Inclusion Fund.

**Application Process**

Following consultation with Early Years providers, parents and SEND specialists, the allocation process for SEN funding (Inclusion and High Needs) for 2017-18 has been agreed. The process for applying for funding will be:

1. Complete Matrix Overview Form (**Appendix 1**)
2. Complete SEN Funding Supporting Evidence Form. (**Appendix 2**)
3. Review at least one Targeted Plan with provision at Band 1 evidenced with outcomes. (Guidance available at <http://www.solgrid.org.uk/eyc/resources/send/> )
4. Send the above forms electronically to [EYSEND-FundingApp@solihull.gov.uk](mailto:EYSEND-FundingApp@solihull.gov.uk)

Decisions on whether applications meet the eligibility criteria will initially be taken by an **Inclusion Fund Panel** comprising of staff from the LA and settings. Settings will be represented by their Early Years Forum Representatives. The Family Information Service will then process payments to settings.

The Inclusion Fund Panel will have a clearly defined remit with Terms of Reference. They will have a responsibility for; reviewing the Inclusion Fund and High Needs

criteria and process during 2017/18, providing data on how the fund has been allocated, moderating applications and allocation of funding, capturing impact through case studies and producing a report for the SEND Board with recommendations for 2018/19.

The LA will publish details on how settings are using their SEN Funding (Inclusion and High Needs) to support their early years SEND cohort as part of the Local Offer. These details will include: the eligibility criteria for Level 1 and Level 2 SEN Funding, the planned value of the fund at the start of the year, and the process for allocating the fund to providers. Solihull LA will pass the majority of their SEN Inclusion Fund to providers in the form of additional grants on a case by case basis.

### **Early Years SEN Funding – Solihull’s Eligibility Criteria**

- ❖ 3 and 4 year olds with SEN whose parents/carers are taking the free entitlement
- ❖ Children have an identified SEN need **as detailed at Band 1 in the Solihull Banding Document.**
- ❖ A Targeted Plan is in place that cross references provision with progress of the child.

For a setting to decide that a child may have a special educational need and needs to be supported for a special education need, there must be a strong indication that they require support which is "**additional to**" or "**different from**" the differentiated educational provision made generally for children of their age – the entitlement available to all children, as set out in the EYFS.

Strategies and adjustments identified at Band 0 'Universal Entitlement' will have been trialled and outcomes evaluated and this will inform the decision to identify a child as requiring provision at SEN Support. Guidance for identifying children has been produced by Solihull Schools Strategic Accountability Board (SSSAB) SEND, *Guidelines for Early Years SENCOs completing the school census.*

*The parent(s) should be involved in and informed of the decision to seek additional funding and the purpose/ use of the funding to support their child's needs and interests in the setting.*

**SEN Funding applications (Inclusion and High Needs): Matrix Overview**

**Child's Name:**..... **DOB:** .....

**Home Address:**..... **Post Code**.....

**School/Setting:**.....

**Key person/SENCo:**..... **Contact details:**.....

0	equates to intervention at Band 0 ( <b>Universal Entitlement</b> )
0+	equates to intervention at Band 0 ( <b>Universal Entitlement+</b> - child with an additional need.
1	<b>equates to intervention at Band 1 (SEN support, Targeted Plan (Level 1 - Inclusion Funding for 3-4 year olds only)</b>
2	<b>equates to pupils where an EHCP is being considered (Level 2 - High Needs Funding for 2-4 Year olds)</b>

	0	0+	1	2
<b>Access to a full range of activities</b>				
<b>Behaviour during group times</b>				
<b>How child responds to routines</b>				
<b>Cognition and learning</b>				
<b>Physical , Sensory or health needs</b>				
<b>Receptive language</b>				
<b>Expressive language</b>				
<b>Listening and attention</b>				
<b>Sensory processing</b>				
<b>Interaction with peers</b>				
<b>Interaction with adults</b>				
<b>Anxiety</b>				
<b>Safety: Individual poses risk to self, peers, adult or environment or the environment needs modifications to ensure safety.</b>				

**Access****Access to full range of activities**

0	Playing, learning and exploring is at the age appropriate level. Child responds to resources, activities, environment and other people. Child may require a small amount of individual support during learning activities e.g. to reach items, suitable sized seating and tables. Child may be unwilling to attempt certain activities, e.g. messy play, new activities.
0+	Cognition, interaction, communication or physical difficulties may require some additional support and individualised planning.
1	Cognition, interaction, communication or physical difficulties will require some additional support and individualised planning, pre-teaching of new learning, one to one support to access learning activities.
2	Cognition, interaction, communication, physical or sensory difficulties requires constant additional support and individualised planning to access environment and curriculum.

**Behaviour during group times**

0	Enjoys small and large group sessions, makes relevant contributions and listens and responds appropriately to others. Sometimes the child will need adult support and/or instructions given individually to enable to stay on task.
0+	Copes better in small groups with familiar shorter activities and clear routines. Needs adult support in order to achieve this.
1	Child is displaying some of these behaviours:- Withdrawing, signs of anxiety, tearfulness, very limited attention and concentration
2	Large and small group activities are inappropriate for the child due to significant social/cognition delay. 1:1 activities are offered as a reasonable adjustment.

**How child responds to routines**

0	Able to follow nursery and home routines and is happy to accept changes taking place, sometimes needing prompting from adults.
0+	Child is having some difficulties following nursery routines, needs individual visual timetable or prompting to help with this and choice making, is often on own agenda. May show some signs of anxiety despite being given substantial preparation for the change.
1	Child has introduced their own rituals to accompany routines, e.g. having to put toys away in a certain order, will show signs of distress if this doesn't happen.
2	Familiar routines can cause stress and anxiety. Unpredictable behaviour may be displayed.

**Individual Need****Cognition and learning**

0	Child is accessing curriculum at an age appropriate level but there may be some evidence of differentiation in weekly planning and repetition or small group work.
0+	Child is showing delay of 6 months in EYFS prime areas/Development Matters. Needs differentiated activities with frequent repetition at least 3 times per week.
1	Child is showing delay of 12 months in EYFS prime areas/Development Matters. Needs differentiated activities with frequent repetition more than 3 times per week. Needs 1:1 or 1:2 activities that require individual planning.
2	Child is showing delay of more than 12 months in EYFS prime areas/Development Matters and despite support and intervention, progress is still very limited.

**Physical, Sensory or Health needs**

0	The child has a diagnosed disability or medical condition and is able to access the curriculum at an age appropriate level. A risk assessment or care plan may be in place. The child may need some different equipment, e.g. special scissors, sloping board. Child has some stability or co-ordination difficulties. They may need extra assistance with some activities e.g. use of buggy for outings due to delayed mobility.
0+	Child needs supportive equipment in order to support learning and inclusion. Physical skills may be delayed due to the long term nature of the disability e.g. child moves by crawling or bottom shuffling
1	Child is not able to access the setting independently. Balance and strength are reduced. Physical dependence on adults for hygiene, self care and movement around the environment. May require the use of specialist equipment.
2	Child requires constant adult supervision. Advice and strategies from the SISs Sensory and Physical impairment Team have been put in place.

**Communication – Receptive Language**

0	Receptive language skills are developing age appropriately or Receptive language is more developed than expressive and there is poor generalisation of concepts. Responds to 2 key word instructions, responds to simple questions, can make verbal choices, sometimes needing processing time. Child may have been referred for Speech and Language Therapy
0+	Child needs additional cues to support understanding of language. They rely on visual cues to respond to simple requests. They can point to a picture in a book when named and follow single word instructions.
1	Child responds to single words in context and recognises familiar objects and people when named. Child may require simple signs to support understanding.
2	Child anticipates familiar routines in response to sounds, actions or smells.



**Communication – Expressive Language**

0	Expressive language and speech is developing in an age appropriate way. Expressive language may be more developed than receptive language. The child can use up to 200 words and talks in short sentences or the child may have a mild delay in language and speech sound development. Child may have been referred for Speech and Language Therapy.
0+	Speech is intelligible in context. There may be some use of echolalia. Uses 2 word phrases.
1	Uses single words, signs, gesture and learnt phrases to communicate. Speech is unintelligible even in context. May use constant echolalia
2	No intelligible speech or small range of vocalisation to show feelings.

**Communication – Listening and attention**

0	Listening and attention skills are age appropriate or Child is beginning to attend to meaningful language but may require prompting to listen to spoken language. Language used may need to be simplified.
0+	Gives single channelled attention. Usually needs prompting to listen to spoken language. Needs specific signals to gain/maintain attention. Gives better attention to activities involving non-verbal skills rather than language based.
1	Uses single words, signs, gesture and learnt phrases to communicate. Speech is unintelligible even in context. Constant echolalia
2	No intelligible speech or small range of vocalisation to show feelings.

**Sensory Processing**

0	Ability to sensory process is age appropriate or the child makes limited response or mildly overacts to some sensations e.g. may be distressed by sounds.
0+	The environment has to be adapted to reduce/increase sensory stimuli.

	The child may smell or taste inedible objects. They display a variable response to a range of sensations. They over/under react to pain. May be more interested in lighting/mirrors than peers. Seeks to move more than other children.
1	Will tolerate focussed adult input in reducing/increasing the sensory stimuli Is preoccupied with touching, smelling, tasting or looking at objects or people. Shows extreme over or under reaction to sensory input. Requires extra time to process information and respond.
2	Severity of sensory needs that require a sensory assessment and/or sensory diet. Total inability to tolerate environment and curriculum due to sensory needs.

### Interaction with peers

0	Interacts in an age appropriate manner with peers. Observes peers and shows an interest in their play but not always responding to peers attempts to engage in play activities
0+	Play is very much on own agenda and contact with peers is limited. Will become upset and frustrated if other children join in activity or try to use the same resource. May avoid eye contact. Having difficulty forming relationships with peers. Unable to attend an activity for any length of time.
1	Child is beginning to anticipate an event from hearing a sound. May look towards source of sound. Tries to copy adult facial expressions. Demonstrates awareness of when things sound different e.g. new people, objects. Begins to choose own focus of attention.
2	Has inbuilt reflexes and reactions. Responds to familiar voices.

### Interaction with adults

0	Interacts in an age appropriate manner with adults/key worker but may lack consistency in responding to adult/key workers' attempt to engage them in conversation or activities.
0+	Rarely responds verbally to an adult, does not seek out adults for praise, or

	their attempts at interactions are inappropriate e.g. over familiar, on own agenda, negative/aggressive/passive. Shows little interest in adult led/supported activities.
1	Lacks awareness of adults. Will tolerate adult intervention or support for short periods. Requires support from one familiar adult.
2	Total inability to tolerate any social interaction other than meeting their own basic needs. No recognition of own or others emotions.

### **Anxiety**

0	Child copes with routines, new events and people with minimal support
0+	New situations cause high anxiety that requires adult intervention
1	Child resists or becomes upset when routines change and requires a significant level of preparation and support.
2	Levels of anxiety prevent the child from engaging fully in the environment. They may completely withdraw, become distressed or angry posing a risk to self or others despite adult intervention and preparation.

### **Safety**

**Individual poses risk to self, peers, adults or environment. Requires adaptations to access the setting**

0	No risk or shows some lack of awareness but is learning from experience and setting rules.
0+	Behaviours could pose a risk to self or others despite appropriate interventions being in place. Environment needs some modification to enable the child to move around safely.
1	Interventions are used consistently but behaviours continue to cause risk to self and others and are more evident at identified times within session. Significant modification of areas to enable the child to access areas alongside their peers.
2	Risk of significant harm to self and others. Significant risk if child is not supervised

## SEN Funding (Inclusion and High Needs) Supporting Evidence

**Child's Name:**..... **DOB:** ..... **Age** .....

**Home Address:**..... **Post Code**.....

**School/Setting:**.....

**Key person/SENCo:**..... **Contact details:**.....

**Reviewed Individual Action Plan included**

**Relevant supporting/additional evidence e.g. Professional/ reports**

<b>Setting</b>	Number of children in session:
	Number of learning spaces:
	Ratio- <i>average adult:child ratio when child attends:</i>
	Number of Staff:
	Setting experience and ability to manage inclusion:
	Needs of wider cohort e.g. EAL, SEN, deprivation):
	What will the funding be used for? (description and cost including equipment application)
<b>Child</b>	Context of need not reflected in matrix e.g. Child Protection, recent change which is impacting of access/progress. Medical issues relating to child's needs

<b>History</b>	What has already happened, what is in place and how is that working? <i>Attach evidence e.g. Individual Action Plan with reviewed targets, professional reports</i>	
<b>What do you want from this application?</b>		
<i>Tick which fund you are applying for</i>		
<b>Level 1 - Inclusion Funding</b>	<b>Level 2 – High Needs Funding</b> <i>Must be signed and evidenced by a 0-25 practitioner</i>	
<b>Signature of Key person/SENCo</b>		
Name and Contact number		
Date		
<b>Signature of 0 – 25 Children and Young People’s SEND Service practitioner</b>		
Name and contact number		
Date		
<b>Comment: <i>Must be completed for Inclusion Fund 2</i></b>		
Application agreed (date)		
Application declined (date)		

<b>Monitoring arrangements</b>	
<p>Progress of child, attendance, needs increased/decreased. How has the funding been spent? What is the impact of this funding?</p>	
<b>Signature of 0 -25 Children and Young People's SEND Service practitioner</b>	
<b>Date</b>	