

Solihull Early Years Inclusion Fund Report for the academic year 2023/24

Purpose of this report

In early years, local authorities are required to establish a Special Educational Needs Inclusion Fund (SENIF) to provide additional top-up funding to providers to improve outcomes for children with SEND. Funding for the SENIF comes from both the early years and high needs funding blocks of the DSG. This report summarises the criteria for funding, the value and use of funding during 2023-2024.

Level 1 – Early years inclusion funding (EYIF): Solihull settings 3-4 year olds only

Solihull local authority will target level 1 inclusion funding at children with lower level or emerging SEND. These children will have identified SEND and providers will be adjusting provision to give setting support. Settings will probably have made referrals for other support such as speech and language therapy. The threshold for identification or potential funding eligibility will be assessed using the graduated approach document criteria. Applications can be made for children attending settings in Solihull, regardless of where they live. This is a reciprocal arrangement.

Level 1 Inclusion funding rates in Solihull

Funding was provided at a rate of **£1.35 in Autumn 23 and Spring 24 and £1.46 per hour in Summer 2024** or a fixed sum for specialist equipment. The number of hours will include the extended entitlement for eligible pupils, up to 30 hours.

Solihull settings 2-4 year olds

Where settings have involved the relevant specialists, and they have identified children in the early years setting as having more severe and complex needs, they can apply for level 2 high needs funding. Children with higher needs should be referred to other support services for advice. Specialist support and a referral to the Early Years Area SENCos or Solihull Inclusion Support Service (SISS) will probably be needed at this point if the child meets their criteria. Level 2 includes an expectation that a local authority SEND practitioner will confirm the level of need for EYIF. Children who have been to EHC, requesting a needs assessment in Solihull, will automatically be funded at level 2 where this assessment has been agreed and they are not already receiving level 2 funding.

Level 2 – EYIF High Needs Funding rates in Solihull

£7.75 - for 2 year olds qualifying for a funded place Autumn 2023/Spring 2024.

£7.50 - for 2 year olds qualifying for a funded place Summer 2024.

£4.74 - for 3–4 year olds in Autumn 2023/Spring 2024.

£5.02 - for 3–4 year olds per hour in Summer 2024.

Children in receipt of an Education, Health and Care Plan (EHCP) will receive funding as described in each plan. This will not be through a panel application but agreed by the EHCP team and the setting. The usual Solihull funding rate is equivalent to level 2 but any variation is through discussion with the EHCP officer. Providers should apply to the home LA for funding for children with an EHCP. [See request to update the banding levels]

Following consultation with providers and the Schools Forum, the funding for SEND Inclusion and High Needs Funding was set at £385,000 for 2023/24.

Forum agreed funding for Inclusion Fund at £250k plus £135k from the high needs block. This included £20,000 for equipment. The EYIF Panel meet six times a year to sample and agree requests for EYIF. The panel is made up of core members (representing the Early Years Team, Family Information Service, Solihull Inclusion Support Service, School Forum reps) and a rota of practitioners from schools and settings. The panel has a terms of reference and representation from providers means that the process and decision made can be moderated by those applying for the funding.

(1) Early years inclusion fund and high needs fund expenditure for the academic year 2023/24

The spend for this academic year is as follows:

Early Years funding 2023/4	Total
Inclusion funding – level 1	£25,745.86

High needs funding panel – level 2	£342,677.46
EHCP under assessment –level 2	£17,326.20
Total level 2 funding	£360,003.66
Transition level funding	£2,673.00
Equipment	£ 3,950.00
TOTAL INCLUSION FUNDING	£392,381.52
Children with EHCP - High Needs budget	£82,855.95
TOTAL INCLUDING EHCP HIGH NEEDS	£475,237.47

Number of applications for children for each Inclusion Fund panel 2023/2024

Panel date	Total number of 2023–24 applications submitted to panel	<i>Total number of applications previous year 2022-23</i>	<i>Total number of applications previous year 2021-22</i>
October 2023	16 applications	23	11
December 2023	36 applications	23	75
February 2024	28 applications	21	16
March 2024	20 applications	19	22
May 2024	43 applications	20	26
July 2024	18 applications	18	13
TOTAL	161 applications	124	163
EHCP assessment automatically funded at level 2 and EHCP funded at level 2 out of high needs .	14 under assessment + 43 EHCP = 57 children	64	56
TSF Funding Referrals	14 referrals	N/A	N/A

Figures below for **2022-2023**:

Term	Total Level 1	Total Level 2	EHCP Auto Fund Level 2	Equipment	Total by Term
Autumn 2022	£5,317.95	£86,987.64	£22,408.93	£0.00	£114,714.52
Spring 2023	£4,577.43	£91,012.59	£32,163.30	£2,786.00	£130,539.32
Summer 2023	£7,953.38	£134,139.41	£48,340.80	£0.00	£190,433.59
OVERALL	£17,848.76	£312,139.65	£102,913.03	£2,786.00	£435,687.43

- 32 children funded at level 1.
- 136 children funded at level 2 (5 children did not receive funding as they didn't take up a place and 6 of these children had L1 funding and then moved up to L2 during the year so have been counted twice).
- 64 children funded at level 2 due to EHC assessment or plan (13 children did not receive funding as they didn't take up a place).
- 6 moved from level 1 to level 2.
- 226 individual children were approved to receive some Inclusion Funding 2023-2024.
- 18 of the approved children had no attendance all year so received no funding, therefore 208 children in total received some Inclusion Funding in 2022-2023.

Figures below for **2023-2024**:

Term	Total Level 1 (Panel)	Total Level 2 (Panel)	Total under assessment Auto-fund Level 2	Total EHCP Auto-fund Level 2 (High Needs)	Total TSF Funding	Total Equipment	Total by term (excl EHCP as funded out of High Needs)
Aut 23	£4743.39	£88,447.38	£4,323.60	£29,271.44	£1,944.00	£3,640.00	£103,089.37
Spr 24	£6,681.15	£98,260.29	£4,575.30	£27,158.71	£243.00	£0.00	£109,759.74
Sum 24	£14,339.32	£155,969.80	£8,427.30	£26,425.80	£486.00	£310.00	£179,532.42
Overall	£25,754.86	£342,677.46	£17,326.20	£82,855.95	£2,673.00	£3,950.00	£392,381.53

Inclusion Funding:

- 50 children funded at level 1.
- 132 children funded at level 2 (1 child did not receive funding as they didn't take up a place and 8 of these children had L1 funding and then moved up to L2 during the year so have been counted twice).
- 13 children were agreed for auto-funding at level 2 due to EHC assessment (Only 8 received funding as 5 children didn't take up a place).
- 12 children were agreed for auto-funding at TSF Level via practitioner referral.
- 8 children moved from level 1 to level 2 during the year.
- 199 individual children were approved to receive some Inclusion Funding 2023-2024 (this figure does not include those on an EHCP plan as they are funded out of the high needs budget, or those counted twice due to changing funding level during the year).
- 6 of the approved children had no attendance all year so received no Inclusion Funding.

High Needs Funding:

- 43 children auto-funded at level 2 high needs budget due to having an EHCP issued.
- 5 children did not receive funding as they didn't take up a place.

Overall 193 children received Inclusion Funding and 38 received High Needs funding in 2023-2024.

Other changes for 2023-24

The transition training [T level] trial was successful and feedback was positive. This continued through the year. A small amount of funding is made available for children moving to a setting from home support through into a Solihull early years setting [receiving early education funding]. It did contribute to the overspend as it was additional funding not previously available..

Panel meetings continue successfully on Microsoft Teams. We appreciate the reading that panel members do ahead of the panel to aid allocation of funds. The updated [Graduated Approach](#) toolkit aids identification and support for SEND. Providers are positive about Solihull's SEND assessment toolkit. External referrals, which use this data, have been positively received to ensure those who are not early years experts understand the child's level of need. Support will continue into 2024/5 to ensure settings can monitor children with SEN and their attainment and progress.

The EYIF monitoring form had only 29 responses by the close date [22.7.24] this year. There were 5 further submissions by 9.9.24. The settings that did not respond by these dates are listed in this report. The results of monitoring responses [received by 22.7.24] and our monitoring visits are included within this report. The settings who did not respond in 2022/3 were targeted for monitoring visits. Monitoring of EYIF use also takes place during Area SENCo and SISS visits as SEND practitioners discuss the needs of the child, the funding application and its use. Solihull was interviewed by DfE and responded to the SENIF DfE survey as part of the SEND and Alternative Provision plan. EYIF is part of a national review.

(2) Early education settings requesting funding and number of children allocated EYIF level 1 and EYIF level 2

85 settings have received Early Years Inclusion Funding level 1 and/or level 2 in 2023/24 with 193 children benefitting from enhanced funding and 38 from high needs funding. (199 children were approved but 6 didn't take up a place). See **Appendix 1**.

(3) How funding has been used

All settings were asked to complete a monitoring form to evaluate how they had spent the EYIF money and the impact of this funding. This gives us information about how the funding has supported children. There were a disappointing number of responses considering the number of settings receiving funding. This report represents those forms received before the cut-off date.

Three settings were visited for a more in-depth discussion about their use of EYIF.

Kingshurst Caterpillars Playgroup

The playgroup is on the site of the primary school and they work closely together. The monitoring form was completed ahead of the monitoring visit which enabled a supportive dialogue about the leads views and EYIF use. Clarification about making a successful application for children 2 y/o+ was helpful as an on-site discussion.

Caterpillars had 1 child who had EYIF with a second agreed at the recent panel meeting. Both were at level 2. Funding had been used to support extra staff time and resources. The child is using more words as a result of the support at home and in setting. There was also a turn-taking moment seen today. Self-regulation and calming strategies are being developed too.

Staff knew the children well and resources had been purchased to support their fascinations and needs. It was great to have a 'wow' moment pointed out that occurred whilst I was in setting. Reasonable adjustments included support to enable safer climbing opportunities and a slightly later start and earlier finish to the day as the child settled. A special box of things to interest each child supports them when needed.

It is hoped that staff can access some of the Dingley's Promise training this year. Funding from EYIF can support release for this. The setting always try and access Solihull briefings and invest in staff training.

Little Stories- Once Upon a Time Nursery

Two panel members were able to visit the nursery SENCo and lead. The setting had received level 2 funding. It was helpful to discuss the experiences of a SENCo navigating a local authority which she hadn't previously worked within.

The strategies used were helping children to settle and feel secure with the nursery routines. Transitions were a strong focus of the discussion and how the settings was working to help each child. Passing on strategies between rooms and settings was seen as essential. Funding was used to buy resources for sensory circuits, now and next boards, timers, trampoline, wheel rocker, etc. No child had long term reduced hours due to SEN need.

The EYIF helped provide additional people-time and resources. The setting are also looking to use funding to release staff to access the Dingley's Promise training.

Kingshurst Primary School

The early Autumn term visit enabled a discussion about children's transition to their new classes. In nursery the fund contributed towards the care of the children to support safety and their regulation. The school ensures that there are times for the class teacher to play alongside or with the children, so they can get to know them and build relationships. When a one-to-one is employed they build this in, and also ensure there is co-care, for consistency and to give the child and adult a break from this intensive support.

Funding was also used for resources such as a special box for each child to have with safe and interesting things in. This supported some of the children, and the adult, as a 'soothing box' which offers the child safety and possibly calms a child when it is needed.

The risk assessment, which was needed when children showed signs of pica and enjoy the sensation of jumping from height, meant some adaptations were needed to the environment. There was a focus on helping transition some of the children from the nursery on site. This continuity of approach and communication between parents and early years carers could be supported using the additional funding.

All SENCOs were invited to be part of the EYIF panel in 2024/5. This enables fair distribution of funds and identifies snags in the process.

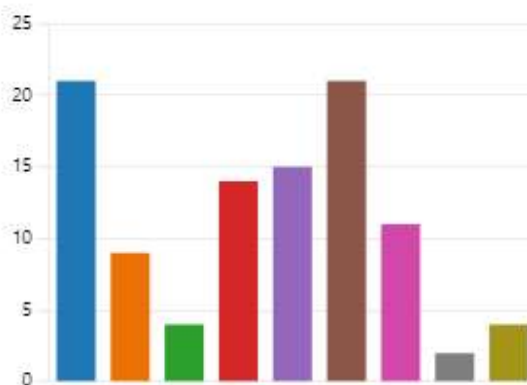
EYIF Monitoring form summary:

Funding for the 2023/2024 academic year has been used for:

7. Which of these best describe the ways that you used EYIF? [you can tick as many as apply] (0 point)

[More Details](#)

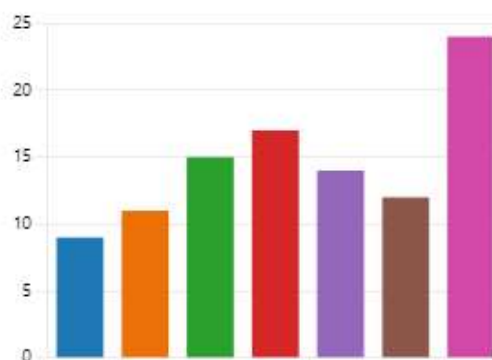
Resources and equipment	21
Environmental modifications	9
Safety aids	4
Communication aids	14
Sensory support	15
Extra adult support	21
Training	11
Intervention tools	2
Specialist support	4



18. Which areas did funding support? tick all that apply (0 point)

[More Details](#)

attendance	9
ability to work with parents	11
transition	15
learning outcomes	17
access to the child's full entitle...	14
independence	12
the child's engagement in learni...	24



Further information about the ways that EYIF was used can be found in **Appendix 2**.

(1) Impact of funding

The lists below are a summary of the many ways that early years settings and the inclusion fund have supported children and their families.

Feedback from parents *(just a few examples of the many)*

Parents have advised that they feel their child is safe in our setting and do not worry whilst they are in our care. They said they feel very supported, delighted that child's needs have been met and supported and that their children will be attending specialist provision to help them grow and thrive further.

Change in behaviour more relaxed coming into setting. Change in communication and using more words at home. Good working relationship with parents made them feel they could share and feel supported especially around transition to new setting in September.

Communication has been better he is attempting at saying more words. Sleeping better at home as we are managing self-regulation with calm down areas, quieter spaces, he is not as tired from being frustrated and overwhelmed due to loud noises and busyness of the setting.

They are overwhelmed with the massive improvement with communication and controlling of his emotions. They feel confident when he starts school. He will be able to communicate all his needs the support workshops offered on behaviour and strategies for happy children/ starting school transitions made the whole family work together.

Grateful for anticipatory support before any diagnosis or EHCP support.

They feel supported and that their child's voice is being heard. Pleased with adjustments that are made to support their child access the learning environment and that their needs are being met and supporting them as parents and families.

Impact on the child

Again, a small selection of the many ways the child has benefitted from setting support and additional funding....

*Able to communicate needs more clearly and beginning to formulate sounds/basic words.
Able to join in with class tasks.*

They have their individual needs met keeping them regulated and accessing their learning environment. Knowing the children well and their interests offering resources to support this. Having consistent key staff in room and knowing this children extremely well - one child has developed a very good strong bond with his key member of staff, second child relationship with key adults in room is now flourishing will find them to hold their hand, sit next to them and smiling at them. Being very settled at nursery and coming in well and going home well with us all using the hello and goodbye song consistently every day for each child upon arrival and departure.

If upset can at times offer specific resources to help ease transition. Will use chew toys at times when frustrated or tired. Will give eye contact and anticipate when playing with bubbles and ribbon with adults.

Tolerating more direct activities for longer periods of time, enjoying quiet, calm spaces, loves the swing and the weighted blankets. Responds well to sensory circuits.

Excitement, through laughter, stimming, jumping around. turning around.

The child is happy always runs into the setting now more settled.

T is now more verbal and is beginning to show further signs of interaction and understanding.

How might we develop the application and monitoring process?

No comments. Thank you for continuing to provide this funding - it is really important for us to keep offering high quality support for children.

Specialist EYSAT (Early Years Team) advice has been useful. For those staff to notice a difference in children and commend you for the work and time you put in with those particular children pays off

This form is a much better way of feeding back than previous systems. The application form itself is still quite wordy and long-winded but the communication about the funding being given was much better this year too. Thank you.

The forms for EYIF application forms can be quite time consuming but we have always been able to complete and hand in to meet the panel dates. Thank you for all your support :)

It is all great and so beneficial to the children.

Happy with how it is at the moment.

I have found it fairly easy to use.

I think it works well.

I found the application process easy to follow and we are grateful for the support.

Found the application easy to do can't think of anything to improve.

Whilst the majority of submissions expressing that they found the application process straightforward with the right level of evidence, and a request to keep everything the same, there were some suggestions. A summary of these are listed below with action to take.

Feedback.....

Monitoring form suggestions	Actions already taken or to be taken
<i>Implement or share an 'advice for using funding' document which pin points the sections on this [monitoring] questionnaire so we can ensure we are utilising the funding effectively.</i>	This report does the job of this request. Action: continue to promote this report.
<i>Amend the length of the application form for the funding to shorter :)</i> <i>I do feel the application process is long. I also don't feel that the funding is always enough to cover resources, extra staffing and training etc.</i>	This is something we regularly discuss within panel meetings. Action: As the DfE are reviewing EYIF as part of the <u>SEND and AP</u> Improvement process we will see what direction we get from them in the future.
<i>Give funding to 2 year olds has we have children from there second birthday and have to wait until they are three for level 2 funding.</i>	No action needed. We already support 2 y/os with level 2 funding.
<i>If children have high levels of need and new to school, it takes time to be able to gather information and set up plan, review targets before being able to put in a funding application.</i>	We appreciate that you need to begin or continue a graduated approach with a child new to you. In most cases a child has already attended an early years setting and so funding will continue into their new setting if the child has already been granted it. Evidence from previous support is accepted [such as a previous setting].
<i>Send a form like this half termly.</i>	This is something other Local Authorities do – many will not release further funding until the monitoring form is received. This is something we will continue to consider.
<i>With the new funding that comes into place being able to claim earlier than their 2nd birthday would be a big help as we often have children with us from babies who need high level of support but can't get any funding for nearly 2 years.</i>	The SISS team are able to request additional funding for children younger than 2 y/o. We suggest settings talk to an AREA SENCo if they feel they have an under 2 who is not under SISS.

<i>More updates and reminders / cut offs when to apply for funding</i>	<p>We suggest settings add a calendar reminder in their office calendar -to add prompts if necessary.</p> <p>Action: We will try and add reminders to the regular e mails which come to the settings office account. The list of dates for panel and cut-off dates are available for the full year on the solgrid/eyc EEF webpages.</p>
<i>More funding needed with the increase of needs in early years</i>	<p>The funding budget has been increased to allow for the adjusted EEF to 9m +/- roll out. We increase funding levels in line in national uplifts.</p>
<i>Just a thought, is it possible for a Panel member to speak to the practitioner submitting the application before Panel meet, to obtain the 'child's voice', anything that may have been missed from the application but is essential in the decision-making process</i>	<p>Unfortunately, due to the number of applications and time it takes to administer EYIF this is not possible. Our highest submission is for 75 application for 1 panel!</p> <p>We need basic information in the application and evidence of the graduated approach [APDR]. It is often missing reviewed plans that cause a rejected application.</p>

Feedback from the separate T level funding [transition & training]

The transition funding was put in place as a trial to support release time for staff to work alongside the early years team to support children's transitions for a small number of children. This would enable modelling of strategies which had been used in the home. Feedback in the Autumn term trial was positive, so the funding continued through 2023/4. Funding is short term. A lump sum is split in to 2 parts. Part 2 is paid if engagement in transition coaching is enabled in the setting. The EY Inclusion Support Practitioners role is to share strategies and not work with a child without a setting key worker being present. £243 total T level fund is split into 2 parts with support as agreed with EY ISPs. This is for funded children starting a setting for the first time [from home support]. If they are successfully awarded EYIF level 1/ 2 then the funding amount will be adjusted to be equivalent to the level 1 or 2 funding.

T Level Funding Feedback:

"Worked very well, regular visits for support, amazing paperwork showing graduated approach and paper trail to support K's journey. Strategies to support been modelled and used in other rooms to support all children, especially Makaton. So so happy with the help and support and everything K [Early Years Inclusion Support Practitioner] has given to Ks mom and us. Thank you."

“Massively helped our setting, staff and to purchase music service called Creative Flair. Supporting K’s Communication and Language and is making more sounds and joining in. We also brought some physical climbing equipment slide and climbing frame to support K’s core muscles and gross motor skills. We didn’t know about this until K came to our setting to support K.”

(2) Recommendations for EYIF for 2024/25

The national EYIF additional funding was expanded to 15 hours for working parents of 2 year-olds in April 2024. Solihull already had this opportunity for all 2 year olds. Consultation in Spring 2024 confirmed that for 2 y/os and under, the same offer of level 2 should continue.

Consultation also confirmed level 2 EYIF should extend to under 2s who were predominantly identified by SISS: Sensory and Physical Impairment Team. This will be activated from September 2024 for 15h working parents of 9 months + children. We will monitor these additional offers throughout 2024/5.

Disability Access Fund [DAF] funding will continue to be promoted and also included within the monitoring forms, and the Solihull Early Years Team will have additional funding conversations with settings as part of their annual visits. A new temporary business adviser post will also promote available funding. We have moved the EYIF webpage to the EEF solgrid/eyc pages. We hope this will be more user friendly with all additional funding information together.

Many local authorities restrict access to EYIF if monitoring forms are not submitted. Solihull have not yet taken this approach. With low response to requests this could be a future consideration. The timely process of monitoring as paper forms has been reduced compared to pre 2021. We will also consider settings for monitoring visits who have less input from the early years SEND teams and don’t consistently submit monitoring forms.

We will look at our EYIF application and allocation process in light of any guidance from DfE. This may include an on-line form if any changes allow.

Whilst we are over spent, with more demand than funds, we are unable to significantly increase EYIF levels. We will continue to ensure that funding increases with any core funding increase.

Thank you to the settings for their continued work with our Solihull early years SEN children. We also thank those who have given up precious time to support panel meetings and in School Forum. The support teams of Early Years, FIS and SISS support to ensure additional funds, advice and support is available to children and settings.

Lisa Morris

Early Years Team Manager

Rosie Ratcliffe

Family Information Service Manager

Chairs of Early Years Inclusion Fund Panel

Appendix 1

Early Years Setting	Inclusion Fund Level 1	Inclusion Fund Level 2	Under assessment for EHCP Level 2	TSF Funding	Equipment Funding	Monitoring form received by August 2024
Active Angels	2	0	0	0	-	Yes
Balsall Common Primary Academy	0	1	0	0	-	-
Beatle Woods	0	2	0	0	-	-
Beechwood Haslucks Green	0	2	0	0	-	-
Beechwood Mill Lodge	0	3	0	1	-	-
Beechwood Windy Arbor	3	3	0	0	-	-
Bentley Manor	0	1	0	0	-	-
Blossomfield Infants	0	1	0	0	-	-
Brambles Day Nursery	0	0	0	0	Yes	-
Bright Swans Day Nursery	0	1	0	0	-	-
Burman Infant	2	2	0	1	-	Yes
Busby Bees @ Stratford Court	0	1	0	0	-	-
Busy Little Bees	0	1	0	0	-	-
Castle Bromwich Infant & Nursery (including All Stars)	6	9	0	0	Yes x 2	Yes
Cheswick Green Primary and Cheswick Chimps	0	1	0	0	-	-
Child 1 st Day Nursery	0	1	0	0	Yes	-
Coleshill Heath Schools and Chuckles	1	0	1	0	-	-
Cranmore Infant	0	1	0	0	-	-
Cranmore Little Acorns	0	2	0	0	-	*
Damson Wood (including Woodies)	4	3	0	0	-	Yes
First Steps	0	6	0	0	-	-
Fordbridge Primary including Childcare Plus	0	0	1	0	-	Yes
Greswold Primary including Greswold Greyhounds	1	1	0	0	-	Yes
Hampton in Arden Pre School	0	2	0	0	-	-
Honey Pot House	0	1	0	0	-	Yes
In the Woods	0	0	0	0	-	Yes
Kids Planet Solihull	0	3	0	0	-	-
Kineton Green Primary	0	2	0	0	-	-
Kingshurst Caterpillars	0	2	0	0	-	Yes

Kingshurst Primary	0	0	0	0	-	Yes
Lady Katherine Leveson including Care and Play	3	2	0	0	-	*
Lawnswood Streetsbrook	1	0	0	0	-	-
Lighthall Under Fives	0	0	0	1	-	-
Little Angels Pre-school	0	1	0	0	-	Yes
Little Scallywags	1	0	0	1	-	-
Marston Green Infant Academy	2	0	0	0	-	-
Meriden Primary	0	1	0	0	-	Yes
Merstone School and Pebbles	0	2	0	0	-	-
Mill Lodge Primary	2	2	0	0	-	-
Monkspath Primary and Monkeys	1	1	0	0	-	-
Monkey Puzzle	1	1	0	0	-	-
Mucky Pups Nursery	0	0	0	1	-	-
Nurture Nest	2	9	0	0	-	Yes
Oak Cottage Primary	0	1	0	0	-	-
Olton Primary	0	1	0	0	-	-
Once Upon a Time (Little Stories)	0	3	0	0	-	*
Our Lady of Compassion	0	1	0	0	-	-
Our Little Angelz	1	1	0	0	-	-
Peterbrook Primary	0	1	0	0	-	Yes
Playpals Childcare Centre	0	5	0	0	-	Yes
Raise to Shine	1	3	0	0	-	-
Reynalds Cross	0	3	1	0	-	-
Sally's Playhouse	0	1	0	0	-	Yes
St Anne's Primary	0	0	0	1	-	-
St Andrew's Primary	0	0	0	1	-	-
St Anthony's Primary and The Ants	0	4	0	0	-	-
St John the Baptist	0	1	0	0	-	-
St Margaret's Pre School	0	0	0	1	-	Yes
St Patrick's Primary Academy	1	1	0	0	-	Yes
Streetsbrook Infant Academy	0	2	0	0	-	-
Streetsbrook Childcare	2	3	0	0	-	*
Tegan's Childcare	0	1	0	0	-	Yes
Tender Years Day Nursery	1	5	0	0	-	Yes
The Mulberry Bush	0	1	0	0	-	Yes
The Organic Nursery	1	2	1	0	-	Yes
The Organic Explorers	2	3	0	0	-	-

Tidbury Green Private Day Nursery	1	0	0	0	-	Yes
Tudor Grange Academy Hockley Heath	0	1	0	0	-	Yes
Tudor Grange Academy Yew Tree and Childcare	0	0	1	0	-	Yes
Ulverley Primary (including Rising Stars)	2	1	0	1	-	-
Valley Primary	3	3	0	1	-	-
Whitesmore NN	0	3	1	0	-	*
Wiggles and Giggles Nursery	0	1	0	0	-	-
Windy Arbor Primary	0	2	1	0	-	-
Wise Owls Day Nursery	0	3	0	0	-	-
Yorkswood Primary	2	0	0	0	-	-
TOTAL:	50	132	8	12	0	29+5

*Received by 9/9/2024

*** Please Note:**

8 children moved from L1 to L2 funding during the year so they will have been counted twice under both the level 1 and level 2 columns.

Where a child on a certain level attended more than 1 setting for their funded hours they have only been counted once.

Total children supported by inclusion funding = 170 (not including those on an EHCP as they are funded out of the High Needs budget).

81 settings benefited from EYIF this year.

Appendix 2:

How funding was used? What areas did the funding support?

Adult support	<p>1-1 physio time</p> <p>Full year round attendance</p> <p>Intensive interaction time</p> <p>Interventions- small group targeted activities specific to child's needs</p> <p>Language time and SaLT implementing targets. Using Makaton signs, using visual cards, using one word times 3 strategy.</p> <p>Meet and greet and soft start support</p> <p>Play partner in continuous provision</p> <p>Phonics time</p> <p>Reassurance – commenting and responding positively frequently</p> <p>Safety 'look out' – danger when setting themselves climbing challenges to respond when trying to leave a safe place</p> <p>Safety for others as child can become more physical than the other children like...closer supervision</p> <p>Sensory diet and motor breaks when needed [or before needed as urgently]</p> <p>Small group time</p> <p>Snack time supervision</p> <p>Staff swaps to enable staff to stay calm when behaviours challenge</p> <p>Supported care and self-care development</p> <p>Supporting targets in play</p> <p>Support to engage with others – play partnering/mirroring to model and extend play activities/ trading.</p> <p>Supporting positive interactions with peers</p> <p>Supporting self-regulation as available to observe when things are challenging [co/ joint-regulation]</p> <p>Time to observe and get to know the child and how they respond, what makes them happy, listen to child's voice.</p> <p>Trips out visited parks, fed the ducks, rolled down hills, gone for a drive [to help him sleep]</p>
Resources	<p>Bats and balls</p> <p>Beam bag</p> <p>Bing toys</p> <p>Bubbles</p> <p>Buggy board</p> <p>Calming cushions, etc</p> <p>CD player</p> <p>Child's interest toys</p> <p>Child's own box of toys</p> <p>Chair</p> <p>Chew toys</p> <p>Communication boards -make and laminate</p> <p>Developmentally appropriate toys</p>

	Environmental sounds Gym ball Fidget toys Noisy books Now and next boards Objects of reference Peanut balls Phonics toys Popper vests -had to make one to fit child Puzzles Sensory basket Sensory letters Sensory support app Sit and ride scooters Spinning tops Swing/ hammock Tablet Tactile toys-floor and wall Transition toys -when going from home to nursery+ Timers Trampoline
Equipment/ Sensory support	Bubbles Chew toys Dark den Ear defenders Heavy work Lights Motor breaks Ribbons Sensory circuits Sensory boxes Sensory lights to project onto wall Smells Soft furnishing Swing Tent Texture toys Texture pads Toys for- popping, pushing, threading, bouncing, squeezing, twisting, turning, mouthing etc. Trampoline Vibrating resources Weighted blanket Wobble cushions

Communication aids	<p>App for supporting the child to press a button to access and communicate needs/wants/interests</p> <p>Auditory adjustments –Staff have provided a language rich environment and provided Makaton, boards, adjusted process time, simple language etc</p> <p>Communication boards.</p> <p>Lanyards with visuals to support all parts of the day.</p> <p>Makaton</p> <p>Objects of reference</p> <p>Pre recorded ‘buttons’ with "drink please" "outside" "more" etc so children can press the button to make a request.</p> <p>Sand timer to take turns or trading items etc.</p> <p>Signs placed in room such as ‘stop’</p> <p>Visual prompts – objects of reference, visual timetables, Makaton signs, now and next. He has been included in across the year. Support to engage with others – play partnering/mirroring to model and extend play activities/ trading.</p> <p>Wellcomm interventions</p>
Training	<p>Autism training [AET?]</p> <p>Dingley’s Promise and gaining the Mark of Achievement.</p> <p>EY Inclusion Support Practitioner coaching</p> <p>LA support -Early Years and SISS coaching</p> <p>Makaton</p> <p>Parents- to ensure staff/ home consistency</p> <p>Release for Dingley’s Promise training</p> <p>Release to take part in DfE Experts and Mentors programme</p> <p>SaLT Gestalt language processing</p> <p>Staff reflection time to build confidence together</p> <p>Talk Therapy</p> <p>Wellcomm</p>
Environmental modifications	<p>Auditory adjustments</p> <p>Calm area/ cosy corner eg cushions, low lighting, weighted blankets, cd player and calm music, diffuser for smells, self-regulation and emotional support and books</p> <p>Home corner extended</p> <p>Language rich environment</p> <p>Movement breaks</p> <p>Nature kitchen</p> <p>Quiet space for some 1-1 work</p> <p>Safe space</p> <p>Sound bar to measure the sound in the room as a visual for children to see sound level</p> <p>Space to enable some working outside the main room</p> <p>Space for time alone</p> <p>Staffing to allow a child to start earlier before others arrive or into a separate space first</p> <p>Transitions support to enable continuity</p>

	<p>Visuals- objects of reference, visual timetables, Makaton signs, Now and Next.</p> <p>Weekly soft play and sensory session attended</p>
Safety aids	<p>Car seat adjuster to keep straps together so child can't get out</p> <p>Chair for correct seating position</p> <p>Ear defenders for noisy places</p> <p>Stronger safety gates</p>
Specialist equipment recommended by specialist	<p>Auditory aid</p> <p>Chair</p> <p>Radio aid</p> <p>Touch screen</p>
Specialist support bought in	<p>Speech and Language Therapist [private]</p>