

Solihull Early Years Inclusion Fund Report for the academic year 2024/25

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. The funding is for Early Education Funding (EEF) eligible children and is paid to the setting. 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 2024-2025.

Additional funding for Special Educational Needs Inclusion fund [SENIF]

Disability access fund [DAF]

The Disability Access Fund (DAF) is additional funding for early years providers to aid access to funded childcare places for disabled children. Early education funded children are eligible for the DAF if they are in receipt of child disability living allowance. The early years providers of 9-month-old, two-, three- and four-year-olds eligible for the DAF will be entitled to receive a one-off payment of £938.00 per year. 38% of providers received DAF as well as EYIF in 2024/5.

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. 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 £1.46 in Autumn 24 and Spring 25 and £1.51 per hour in Summer 2025 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 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 Education Health and Care Panel, requesting a needs assessment (EHCNA) in Solihull, will automatically be funded at level 2 where this assessment has been agreed and they are not already receiving level 2 funding. EHCP funding is agreed by the EHCP team and is not EYIF.

Level 2 – EYIF High Needs Funding rates in Solihull

£7.50 - for 2-year-olds qualifying for a funded place Autumn 2024/Spring 2025.

£7.76 - for 2-year-olds qualifying for a funded place Summer 2025.

£5.02 - for 3–4-year-olds in Autumn 2024/Spring 2025.

£5.19 - for 3–4-year-olds per hour in Summer 2025.

A child who is under 2 years old can receive funding within their setting if they have high needs. Access to this funding is not through application via the EYIF form but via an alternative application through Solihull Inclusion Support Service [SISS] or the Early Years Team.

Levels of funding for EYIF under 2s.

£10.91 – for children under 2 years old qualifying for a funded place Autumn 2024 / Spring 2025.

£10.80 – for children under 2 years old qualifying for a funded place Summer 2025.

Transition Support Funding [TSF] level – transition and training

This funding can be accessed via the SISS and Early Years Team members working with the child on transition to their first setting. The fund is available to support transitions, training and coaching access, resources needed to aid appropriate strategies, etc.

Pre-April 2025 TSF – equivalent to 12 weeks at £1.35 per hour for 15 hours [max] = **£243 total** [split into 2 x £121.50 payments]

April 2025 - equivalent to 12 weeks at £1.46 an hour for 15 hours [max]= **£262.80 total** [split into 2 x £131.50 payments]

Equipment fund [for EEF children age 9 month+]

This is available to Solihull settings for Solihull children who are accessing early years funding. The setting should apply for funding when equipment is recommended by a specialist. Radio aids are purchased by SISS for children's use when an application is agreed. There may be circumstances where it is agreed that equipment can be purchased ahead of a child's imminent start in nursery. The fund is only available to mainstream schools [not Reception] and settings.

Early Years Inclusion Fund – allocation and use.

Following consultation with providers and the Schools Forum, the funding for SEND Inclusion and High Needs Funding was set at £704,445 for 2024/25. 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. Practitioners are invited to opt in choosing a panel date that suits them - <https://www.solgrid.org.uk/eyc/eef/early-years-inclusion-funding-for-early-education-funded-children/> [web link to panel dates].

- (1) Early years inclusion fund and high needs fund expenditure for the academic year 2024/25

The spend for this academic year is as follows:

Early Years funding 2024/5	2024/5 Total
Inclusion funding – level 1	£17,965.54
High needs funding panel – level 2	£387,787.47
EHCP under assessment - level 2	£3,904.05

Under 2s funding at level 2	£6,198.90
Total level 2 funding	£387,890.42
Transition Support Funding [TSF]	£5,425.65
Equipment	£10,819.70
Total inclusion funding	£432,101.31
Total available budget	£704,445
Underspend	£272,343.69

Number of applications for children for each Inclusion Fund panel 2024/2025

Panel date	Total number of 2024–25	<i>Total number of 2023–24 applications submitted to panel</i>	Total number of applications previous year 2022-23
October 2024	23 applications	<i>16</i>	23
December 2024	31 applications	<i>36</i>	23
February 2025	36 applications	<i>28</i>	21
April 2025	17 applications	<i>20</i>	19
May 2025	17 applications	<i>43</i>	20
July 2025	12 applications	<i>18</i>	18
Total	136 Applications	<i>161</i>	124

EHCP assessment automatically funded at level 2	11 under assessment	14 under assessment	64 under assessment
TSF Funding Referrals	23 Referrals	14 Referrals	NA

Spend summary

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

Figures below for 2024-2025:

Term	Total Level 1	Total Level 2	TSF Level 1	EHCP Under Assessment Auto Fund Level 2	Equipment	Total by Term
Autumn 2024	£5,012.91	£100,832.36	£2,936.25	£1,054.20	£2,910.00	£112,745.72
Spring 2025	£5,295.42	£131,369.73	£1,701.00	£903.60	£2,708.20	£141,977.95
Summer 2025	£7,657.21	£161,784.28	£788.40	£1,946.25	£5,201.50	£177,377.64
Overall	£17,965.54	£393,986.37	£5,425.65	£3,904.05	£10,819.70	£432,101.31

Inclusion Funding 2024/2025

- 36 children funded at Level 1. (Via Application and Panel).
- 135 children funded at Level 2. (Via Application and Panel).
 - 6 children did not receive funding as they didn't take up a place or moved out of Solihull.
 - 10 of these children had L1 funding and then moved up to L2 during the year so have been counted twice.
- 38 children in total were automatically funded at level 2 [EHCNA] during the year.
 - 27 then had plans issued so move to EHCP High Needs Funding.
 - 11 children remained at the end of the academic year.
 - Only 27 out of the total 38 children received funding as 11 children didn't take up a place or moved out of Solihull.
- 10 children moved from Level 1 to level 2 funding during the year.
- 2 children under Level 2 funding were issued with EHCP plans from other Local Authority areas therefore we only paid Inclusion Funding until their plans were finalised.
- 23 children were funded at TSF Level via practitioner referral.
- 2 children moved from TSF Level funding to automatically being funded at level 2 due to going under assessment for EHCP.
- 220 individual children were approved to receive some Inclusion Funding 2024-2025.
- 17 children did not take up a place or moved out of Solihull after funding had been approved, so no funding was paid out for them.
- 213 Individual children therefore received Inclusion Funding this year.

Other changes for 2024-25

For 2024/5 we were able to use project funding for an additional business support post across the early years teams. The post-holder and our admin team were able to promote this additional funding. They were also able to contact settings to remind them of the need to submit the monitoring forms [2023/4 saw a 35 % return and 2024/5 was 74% = 62 responses] This 'call around' reminder was however, time consuming and only achievable due to extra capacity. Some of the providers only received funding in the summer term so there was not an expectation to report on money not yet received.

Prediction for under 2s SEN and actual take up showed likelihood and actual numbers of under 2s SEND children are low. One child received under 2s Inclusion Funding. DfE figures for DLA for under 2s indicated x10.62 children as the predicted figure.

DAF was added to the monitoring forms to aid its promotion as the take up is lower than DLA figures. Early Years and Specialist Inclusion Support Service (SISS) teams

and Family Information Service [FIS] all promote this additional funding. The business support adviser has also promoted it in setting support visits.

We again prioritised visits to settings that did not complete the monitoring form in the previous year. The main reason for non-completion is often a change in staff or the busy working week as a SENCo/ lead. All settings visited did submit a monitoring form this year.

Area SENCo's discuss the use of additional funding during visits and the application for funding can be a feature of their support.

The EYIF panel members bring celebrations and concerns to the panel as well as reading all of the panel paperwork for children. Members wanted to review the application form. We were waiting for feedback from the DfE SEND review as EYIF [known nationally as SEN inclusion fund- SENIF] changes were expected. Although we didn't want to make multiple changes, half-way through the year we decided not to wait for the delayed information and to adapt the application form. This was to reduce the amount of information asked for in an application form. We continued to expect this information was clear in the child's SEND support plans submitted alongside the application, avoiding duplication.

We had hoped that a simpler EYIF application would increase the take up of level 1 funding ahead of a higher level 2 application. This does not appear to be the case yet. Whilst the number of referrals to the Early Years Area SENCo has increased [4% increase in 2025] the number of EYIF applications has not seen the same increase.

Whilst EHCP funding is not EYIF, the Local Authority did add an additional band to the EHCP funding that is available in 2025. Most children with an EHCP were getting the same level of funding as EYIF (which is for emerging SEND needs). Visits to speak to settings and reports to senior LA leads supported this. This increase will be considered, along with LA SEND funding across early years and schools, at a later stage.

Focus on the entitlement of children and children taking up their full entitlement (their early education right), continued as a discussion point for LA SEND support visits. Part-time-timetables are not a long term SEND strategy. All settings need to put strategies in place to support the hours in setting and to increase to entitlement hours. A Dingley's Promise training module for SEND leadership supported forward planning for SEND children.

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

83 settings have received Early Years Inclusion Funding level 1 and/or level 2 in 2024/25 with 213 children benefitting from enhanced funding (220 children were approved but 17 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. It is a DfE requirement to report on the use of this government funding. This report represents those forms received before the [extended]cut-off date. Six settings were visited for a more in-depth discussion about their use of EYIF.

Setting monitoring visits

Lucky Duckies HW childminder

HW is an experienced childminder. She has invested time to undertake Dingley's Promise training for her own professional development. The additional funding supported a weekly Play Therapy session for the child she supports. Whilst the session is targeted to the eligible child, the play therapist also plays alongside the full group of children in the minders home. The resources accessible to the children include animal play which is a fascination for the EYI funded child. Children also benefit from playing alongside older children who may be at the family -childminder's home. The funding does lag a little behind the agreement to fund which was a challenge for HW. Funding automatically moves with a child until they no-longer need it, or they move into Reception, which will help their continued support at HW's provision.

Beechwood Childcare Ltd - Windy Arbor

The setting benefits from a SEND Manager who can support across their settings. This can be for training, coaching and putting advise into action. Approximately 19% of the current cohort have some SEND additional needs. The majority of the funding is used for additional practitioner time to support children. They have a lot of experience with SEND strategies across the years and their support is for both the child in setting and the parent(s). The setting finds they support with Disability Living Allowance (DLA) which helps the family with additional funding and also provides funding for the nursery as Disability Access Fund (DAF). The graduated response is evidenced through using the SEND support plans as a living document with practitioners adding notes during the 'do' phase and also at reviews. Resources purchased supported children's attention and interest, this includes access to a refreshed sensory room as part of the graduated approach. Chew necklaces and fidget toys also supported their sensory needs in the main play areas.

Busy Bees - Blythe.

The EYIF panel members who visited noted the planning with the child's needs in mind. They commented that the sensory space with low lighting, and sensory resources for calming/regulation before and after meals was a huge benefit. Some of the funding was used for a private speech and language therapist to guide their support for language and communication. Approximately 12% of the current cohort have some SEND needs. The funding was used to ensure the specific needs of each child were met. This included purchasing specialist seats, sensory equipment to support children's sensory seeking or sensory avoidance needs. Practitioners in the setting report how children who were at first reluctant to attend became more settled and secure in the setting. As a chain the team have access to in-house training to support SEND, through their training portal.

Cranmore Infant School

The school mainly shared information about the children who were in the nursery class. Little Acorns early years and childcare provision is also part of the school. There is an overarching inclusion lead supported by practitioners in school and Little Acorns. The children in the nursery class have some targeted small group or individual teaching time. The inclusion manager and class teacher share videos with the support team to promote consistency and relevant approaches. They recommend Bryony Rust's videos for pre-tutoring and support through the play-partner working with all children. These can also be shared with parents to promote key vocabulary and speech sounds. The school also uses Wellcomm. The school shared the importance of ensuring all staff work with all children so that planning can best reflect their needs. They also noticed that the engagement with parents supported each child both in school and at home.

Monkspath Primary School

The early years team and those supporting the extended provision at Monkspath School have a lot of experience in supporting SEN. They invest in training for staff (Dingley's Promise, DfE Professional Development Programme, National College, Makaton etc) to continuously up skill staff. As a result, the leads describe how EYIF supports staff to work with SEN children and also cover for each other so that there is consistency. Key people all play with identified children to get to know them and to meet their needs.

Much of the EYIF has contributed to a new sensory room. The space which was previously used for storage has been re purposed for children to use to help them independently access extra resources bought to help them get sensory feedback. Children use this to manage their own regulation. Sensory opportunities continue to be available in the core classrooms and outside.

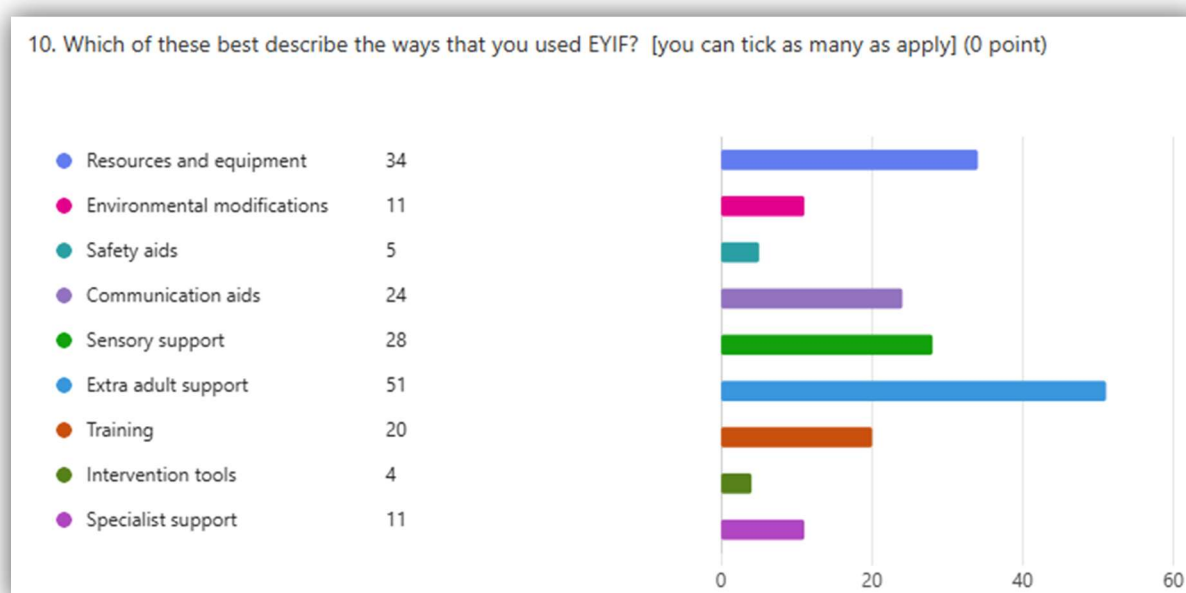
Nurture Nest

The nursery has consistently submitted the monitoring form and was chosen this year because of the high numbers of children in receipt of EYIF. The funding supports staffing and additional adult time to work with the child on their plan targets. The setting lead and the SENCo described how children's communication had developed over time. Whilst children had made progress from their starting points, they still needed additional support. The setting did feel that the work they had done in setting had meant that an Education Health and Care Plan was not necessary for all. The setting had invited the children's new schools to visit and supported transitions. This meant the visiting SENCo and class teacher were able to see what had supported the children to manage themselves and to become more confident in the setting.

Ulverley School

A short visit was completed with the SENCo in school who explained how extra support was provided through the play-partner role (usually in the afternoon). The main area of support is for speech, language and communication. There are some smaller spaces, 'nooks', that children can use for activities and interventions. Early Years Inclusion Fund has supported this. Activities shared included Wellcomm, intensive interaction, BEAM activities, and general attention and focussing work as well as strategies to support routine tasks. The school have achieved their [Smallest Things Prem Aware Award](#) helping them become more aware of the needs of prem babies when they begin at school.

EYIF summary form:



Examples:

Equipment was purchased that is suited to the child's developmental age rather than their chronological age as suggested by our Area SENCo. Resources were purchased to support more challenging areas such as role play to spark new interests. Sensory equipment was purchased alongside soft furnishings to make a calm space to regulate emotions. Low level tables were purchased to enable access to all play when outside.

- 1) Weighted shoulder wrap provides deep pressure input which can have a calming effect and help a child with sensory processing difficulties. It helps a child to feel more grounded and secure and can help to improve attention and focus by reducing sensory-seeking behaviours.
- 2) Trampoline supports body awareness and balance and can help regulate a child's energy levels, providing an outlet for hyperactivity. A trampoline can help a child to self-regulate emotionally.
- 3) Peanut ball promotes core strength and provides controlled movement which supports a child in developing body awareness and can also be calming.
- 4) Sensory spinning chair can help a child with sensory needs to self-regulate and improve

focus afterwards. It helps with balance and calming the nervous system. 5) Widget is an excellent tool for creating tools to support a child with communication and language difficulties.

The chair allowed FXX to sit supported as it included harness support across her chest. She played and ate in this chair until her muscles got stronger.

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

Appendices

(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 and settings (just a few examples of the many)

Really happy with his progress

Good attendance

Increased engagement, regulation, interaction

All of the parents here are fully supportive with the SEN support we offer and often comment on the improvement they are seeing. Some toys/equipment are successful and then the parents buy the same thing for home.

Parents and carers' have noted that children are happier coming into nursery. Parents are able to go to work in the knowledge that their children are safe and happy. Parents have also commented on how well the staff know their children and specifically understand and work to meet their needs.

Parents noticed that the child has become calmer over the year

Areas for consideration identified in the monitoring form/ during visits...

Monitoring form suggestions	Actions already taken or to be taken
Make the process easier and online.... Any options to further streamline applications would be beneficial	<i>An online application is currently being explored. 27/62 people commented on the ease of application in their EYIF monitoring response [question 24- How have we, or might we, further develop the application and monitoring process?]. We will continue to reflect as government guidance is received.</i>
Long waiting times for the money to actually be received	<i>We have half-termly EYIF panel meetings to decide funding. EYIF is paid in the final payment for the term – for monthly paid providers (mainly childminders) it would be month 4. For those paid via an advance/headcount (mainly nurseries and schools) it would be in the 25% final payment each term.</i>

	<i>The weighting will show as soon as it is added. You can log into the portal account at any time and see how much money is due. It will appear against the child's name and how much is due to be paid. The system we use relies on calculations relating to funded hours - information which is not available until later in the term.</i>
How do we join an EYIF panel? Lisa Morris coordinates the EYIF panels.	<p>Contact lmorris@solihull.gov.uk once you have chosen a date you would like to attend the afternoon Microsoft Teams meeting - https://www.solgrid.org.uk/eyc/eef/early-years-inclusion-funding-for-early-education-funded-children/</p> <p><i>There is an expectation that attendees read the confidential applications ahead of panel and follow the EYIF flowchart to discuss each eligible application.</i></p>
Evidence gathering takes time and funding stops at the end of nursery	<p><i>We do not specify the timescale of the submitted plans for evidence of the graduated response. Some setting use the plans from the previous nursery or early years team, some use a transition plan as their first A>P>D>R / graduated approach document.</i></p> <p><i>The funding is for early education funded children only, as outlined in DfE guidance.</i></p>
Monitoring- liaise in person with the school.	<i>Every year we sample a number of settings to discuss EYIF in person. As additional funding is received by a high number of settings, we are unable to visit every setting with this as a focus. We have chosen to spend our time predominantly supporting SEND, rather than funding, during our in-setting visits. Average monitoring visit times are 1 – 1 ½ hours with average monitoring form time – 10 min to 30 minutes.</i>
Monitor use of funding throughout the year rather than annually.	<i>The monitoring of funding also takes place during visits from the early years SEND teams. Funding information is also requested in the referral for Area SENCos. The annual monitoring supports the statutory reporting and longer-term impact.</i>
Monitor later -after we have received and used the money.	<i>As well as targeting settings (those who have already received EYI funding) to complete the monitoring form, we also sent general reminders to all through 'news' e mails. This did mean some settings completed the form when money had not been received yet (thank you). Our expectation is that we target the monitoring form at settings that receive funding in the autumn and spring terms.</i>

Examples of settings that submitted an application form (level 2), but the application was rejected...and yet the LA SEND early years team members agreed the level of need was high.	<p><i>Process for a level 2 application:</i></p> <p><i>*Settings submit reviewed plans along with their application</i></p> <p><i>and also</i></p> <p><i>*Confirmation of high levels of need received by LA SEND practitioner</i></p> <p><i>.....both are required.</i></p> <p><i>Unfortunately, the settings that commented had not submitted the required reviewed plans.</i></p>
It would be helpful to ensure schools/settings are sent the panel dates so that we are aware of application deadlines.	<p><i>The dates are available here alongside the application form - https://www.solgrid.org.uk/eyc/eeef/early-years-inclusion-funding-for-early-education-funded-children/ .</i></p> <p><i>This information is communicated through Headlines (schools) and our EY news e mail.</i></p>
I do still feel that it can take too long for setting to receive EYIF if children start with no prior SEND support.	<p><i>Early education funding is now available from 9 months for working parents and from 2y for those in receipt of additional support. This may mean identification of need is earlier for these children who have attended a setting. If the early years team give home support, a SEND support plan is completed with parents and demonstrates a graduated response. Settings do need to show what has been put in place before applying for funding. This is 1 reviewed support plan at level 1.</i></p>
When pupils join us from other settings (with no SEND information/plans) this delays the evidence gathering process to inform a request for EYIF.	<p><i>Please discuss any children with Area SENCo, who have joined you from a Solihull setting, where SEND is evident, but no information has been received. Also follow up with the previous setting with a request for information. Remember, parental permission may not have been received to pass on information, but further discussions may help them understand the need to consent to share.</i></p>
<p>From Giving Every Child the Best Start in Life -July 2025... We will also increase access for children with SEND by investing in the help available to them to support inclusion and early intervention to prevent the escalation of needs.</p> <p>***</p>	<p>We (DfE) will increase the funding available to providers to support children with SEND and make improvements to the way funding is allocated as part of wider reforms to the SEND system. For 2026/27, this additional funding will be for local authorities to distribute to settings alongside their existing Special Educational Needs Inclusion Funding (SENIF). This will help fund extra resources for providers to invest in inclusion and early intervention and prevent the escalation of needs at a time when additional support can have the biggest impact in a child's development. We will also work with local authorities to improve consistency, speed of distribution and reduce bureaucracy, to ensure help reaches children who need it quickly. More detail on the Government's</p>

	approach to SEND reform will be set out in a Schools White Paper this autumn. ***
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Recommendations for EYIF in 2025/6

In September 2025 we see the final planned expansion to 30 hours for working parents of children over the age of 9 months. This will increase the number of children eligible for early education funding and thus EYIF. Funding for under two-year-olds with emerging SEN has been low. This was expected but we will need to re visit our approach with our panel.

The Government published the policy statement 'Giving Every Child the Best Start in Life' in July 2025. This outlined the plans for additional funding (***) above) for settings. We will work with our provider reference group and EYIF panel members to decide how best to distribute this additional funding.

School SEN white paper due in the autumn will outline actions for early years. The West Midlands Children's Services group will be working together to coordinate an approach – for example looking at shared policies on Ordinarily Available Provision.

Information about EYIF will move with our Solgrid/EYC website to a new site and we will need to monitor access and communication of additional funding available to settings. The Local Offer early years website pages are about to be refreshed to make SEND information more visible.

We are exploring Microsoft Form applications as new features are released. This is a free version, so the application is limited. The barrier to this is time to develop the application. There is also an option, funding dependant, to reduce the application process further. Schools do not apply for their notional budget and EYIF is an early years version of this.

EHCP- the new band (2.5 x EEF core funding) is an interim arrangement, and it is acknowledged that there needs to be a more holistic review of funding. The school White Paper will prompt this. This additional funding band has been well received by settings, but we acknowledge the banding levels need further consideration. We are working on this 'banding' guidance and recommendations for funding in 2025/6.

We will continue to monitor and challenge children's access to their full entitlement and compliance with the equality act.

Monitoring form- completed by only part of the provision. A school may have multiple elements of early years within its registration. Some schools only sent back partial information. For example, the early years extended care submitted information but the SENCo did not collate both school and the extended provisions response [or visa versa]. This could be a focus for visits/ monitoring scrutiny in 2025/6 so a visit due to a partial response as well as no response.

The underspend this year leads us to review the EYIF amounts and process to ensure it is spent as identified in DfE guidance. The SEN Inclusion Fund is for emerging needs. Whilst the underspend is well used to support higher needs, we need to ensure that emerging needs are supported as the primary purpose. This is to ensure the underspend of £272,343.69 is addressed for future years, to fund emerging SEND needs in early years settings.

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. Especially Gina and Sarah (Wise Owls and In the Woods Nursery) who join every EYIF panel. Thanks also to the Early Years, FIS and SISS teams who support settings to ensure additional funds and advice is available throughout the year.

Lisa Morris Early Years Team Manager
Rosie Ratcliffe Family Information Service Manager
Chairs of Early Years Inclusion Fund Panel

Appendix 1: Who received funding in 2024/5 and monitoring forms received (an expectation for autumn/ spring funded reporting).

Early years setting -including childminders and schools	Inclusion fund level 1	Inclusion fund level 2 including those who are EHCPUA [higher level]	TSF	Under 2s funding	Disability Access Fund (DAF)	Monitoring form Au/Sp received by 10 th August [25 th July closing date]
Active Angels Day Nursery	0	1	0	0	2	Y
Angels Daycare	0	1	0	0	0	
Beatle Woods	0	1	0	0	4	Y
Beechwood Childcare Haslucks Green	0	3	0	0	2	Y
Beechwood Childcare Windy Arbor T	1	5	0	0	2	Y
Brambles Day Nursery	0	1	1	0	1	
Bright Horizons	0	1	0	0	2	
Bright Swans	0	4	0	0	2	Y
Bumble Bees Nursery	1	2	0	0	1	Y
Burman Infants School	0	1	0	0	0	
Busy Bees @ Stratford Court	0	2	1	0	0	Y
Busy Bees Blythe	0	4	0	0	1	Y
Busy Little Bees Nursery	0	2	0	0	1	Y
Castle Bromwich School incl All Stars	5	9	1	0	5	Y
Cheswick Green Primary School	0	1	0	0	0	Y
Child 1st Nursery	0	4	0	0	2	Y
Coleshill Heath School	0	3	1	0	1	
Cranmore Infant School incl Little Acorns	6	6	0	0	0	Y
Damson Wood Infant School inc Woodies	2	2	1	0	1	Y
Dickens Heath Primary School	0	1	0	0	0	
First Steps Nursery	1	3	0	0	1	Y
Fordbridge Primary incl Childcare Plus	0	6	1	0	1	Y
George Fentham Endowed	2	0	0	0	0	Y
Greswold Primary School	1	2	1	0	0	Y
Hampton in Arden Pre School	0	2	0	0	0	Y

Hampton Nursery	1	0	0	0	0	
Holly Lane Nursery	0	1	0	0	0	
Honey Pot House Nursery	0	1	1	0	0	
Honey Pot House Nursery (Knowle)	0	1	0	0	0	
In the Woods Nursery	0	1	0	0	1	Y
Kingshurst Caterpillars	1	1	0	0	0	Y
Kingshurst Primary Academy	0	3	0	0	3	Y
Lady Katherine Leveson incl Care and Play	2	2	0	0	0	Y
Lighthall Under Fives Pre-School	0	1	1	0	4	Y
Little Angels	0	2	0	1	0	Y
Little Scallywags	1	2	0	0	1	Y
Little Stories Day Nursery	1	3	0	0	4	Y
Little U Pre School	0	2	0	0	2	Y
Lucky Duckies -Childminder	0	1	0	0	0	Y
Mad Hatters	0	1	0	0	1	
Marston Green Infant School incl Leapfrogs	0	3	1	0	0	Y
Mill Lodge Primary School	1	0	0	0	0	Y
Monkey Puzzle	0	1	0	0	0	Y
Monkspath Infant and Junior School	1	7	0	0	0	Y
Nurture Nest	2	8	0	0	0	Y
Oak Cottage Primary School	0	1	0	0	0	
Olton Primary School	0	1	0	0	0	Y
OLW Pre School	0	1	0	0	0	
The Organic Explorers	0	3	0	0	0	Y
The Organic Nursery	0	2	0	0	1	
Our Little Angelz	1	0	0	0	0	Y
Peterbrook Primary	2	2	0	0	1	Y
Playpals Childcare Centre	0	2	1	0	0	Y
Raise to Shine	2	1	0	0	0	Y
Smith's Wood Primary Academy	0	1	1	0	1	Y
Solihull Daycare	1	4	0	0	0	Y
St Andrews Catholic Primary School	0	1	0	0	0	Y
St Anne's Catholic Primary Academy	0	1	0	0	0	

St Augustine's Catholic Primary School	0	1	0	0	0	Y
St John the Baptist Primary	0	1	0	0	0	Y
St Margaret's CE Primary	0	2	0	0	0	Y
St Margaret's Pre-School	0	4	1	0	1	
Streetsbrook Academy	1	2	0	0	1	
Streetsbrook Childcare	0	1	0	0	3	Y
TB childminder	0	1	0	0	0	Y
Tender Years Day Nursery	1	4	0	0	2	Y
The Base @ George Fentham	1	0	0	0	0	
The Mulberry Bush Day Nursery	0	2	1	0	2	Y
The Natural Childcare Company -Shirley	0	1	0	0	0	Y
Tidbury Green Private Nursery	0	2	0	0	0	Y
Tidbury Green School	0	1	0	0	0	Y
Tudor Grange Primary Academy Hockley Heath	0	1	0	0	0	Y
Tudor Grange Langley	2	0	0	0	0	Y
Tudor Grange Yew Tree	0	2	1	0	0	Y
Tudor Grange St James	0	1	0	0	0	
Ulverley Primary School	1	4	0	0	0	Y
Valley Primary School	0	1	0	0	0	
Whitesmore Neighbourhood Nursery	0	4	2	0	3	Y
Windy Arbor Academy	0	1	1	0	0	Y
Wise Owls Nursery	0	4	1	0	3	Y
Woodland Trails	0	0	1	0	0	
Woodlands Infant School	0	0	1	0	0	
Total settings =	41 children	169 children	21 children	1 child	63 children	62 / 84 received

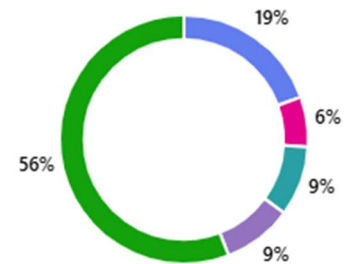
NB we do not expect a monitoring response to summer term only funding.

Appendix 2 How the funding was used- what did EYIF/ DAF support?

6. What were the main needs of these children?

Level 1 (0 point)

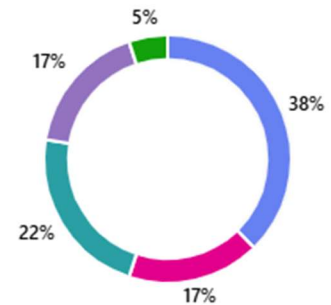
● Communication and Interaction	15
● Cognition and Learning	5
● Social, Emotional and Mental Health difficulties	7
● Physical and/or Sensory needs	7
● NA	43



4. What were the main needs of these children?

Level 2 (0 point)

● Communication and Interaction	52
● Cognition and Learning	24
● Social, Emotional and Mental Health difficulties	31
● Physical and/or Sensory needs	24
● NA	7



Specialist equipment	Integrated receiver and touch screen radio aid transmitter Specialist chair and walker.
Resources and equipment and environmental modifications We would typically expect these items to be purchase from core EEF unless they were purchase for a specific SEND support plan target.	Puzzles Puppets Small world Animals Games Physical play- bean bags, pogo stick, balls, Books eg for emotional regulation Social stories singing bags-nursery rhymes and story sacks Tablet for information technology Duplicates for mirroring and for complementary home/ setting play Water and sand timers Mirrored barrier and gate

	<p>Toys suited to the child's developmental level</p> <p>Sorting and posting activities</p> <p>Peanut ball</p> <p>Child's special interest toys</p> <p>Low level outdoor tables</p> <p>Telephone exchange</p> <p>Alphablocks</p> <p>Russian dolls</p> <p>Fish!</p>
<p>Sensory toys</p> <p>Sensory circuits and breaks</p>	<p>Water toys</p> <p>Sensory eggs</p> <p>Balance equipment</p> <p>Sensory tiles</p> <p>Lights and light mat</p> <p>Sensory stepping stones</p> <p>Yoga mats and sequined rugs</p> <p>Black out tent/ pod</p> <p>Soft furnishing for a calm space</p> <p>Bubble machines</p> <p>Chewy toys</p> <p>Weighted bean bags</p> <p>Weighted shoulder wrap</p> <p>Trampoline</p> <p>Lava lamp/ bubble tube</p> <p>Spinning chair, rocker board, and wobble cushions</p> <p>Vibration snake, ring,</p> <p>Calming boxes/ basket/</p> <p>Edible messy play items</p> <p>Ear defenders</p> <p>Fidget toys</p> <p>Dough, paint, sand, flour, putty, gloop play, jelly baff ...</p>
<p>Communication aids</p>	<p>Widget -symbol maker / InPrint3 program</p> <p>Attention autism resources</p> <p>Augmentative and Alternative Communication aids [ACC] - Communication boards/ book</p>

	<p>Visual timetable</p> <p>Now and next</p> <p>Lanyards -communication cards</p> <p>Objects of reference</p> <p>Laminating photograph and symbols</p> <p>Flash cards</p> <p>PECS</p> <p>Makaton</p> <p>Lidded containers to encourage communication of 'more' [such as when eating]</p>
<p>People time for</p> <p>....</p>	<p>Transitions</p> <p>Interaction opportunities and focussed attention such as friendly sabotage.</p> <p>Targets supported [eg from SaLT]</p> <p>Social skills modelling and support</p> <p>Reinforcing small step instructions</p> <p>Sensory time</p> <p>Attention autism / intensive interaction interventions</p> <p>Dough disco</p> <p>Monitoring safety -including eating times and reinforcing 'rules'</p> <p>Co-regulation</p> <p>Scaffolding</p> <p>Pre-tutoring, backward chaining</p> <p>Mirroring</p> <p>More individualised timetable, personalised curriculum and routines</p> <p>Small group activities and play partner</p> <p>Emotion coaching</p> <p>Movement and sensory breaks</p> <p>Support to leave the busy room to more calming areas</p> <p>Support independence</p> <p>Differentiated activities</p> <p>Communication reminders and support and to notice the child's voice</p> <p>We reduced our ratio by one child to enable more child:adult time</p> <p>To cover for the key person so they could take part in activities with the child.</p>

Intervention and safety aids	<p>Sensory area/ corner/ space</p> <p>Sound bar to monitor acoustics</p> <p>Quiet room for a soft start</p> <p>Gates and safety barriers</p> <p>Toilet step</p> <p>Shorter window latches</p> <p>Additional locks</p> <p>Adaptations due to undiagnosed pica</p> <p>Large cushions – headbanging and throw and flop safety</p> <p>Toys to support a child’s visual range- following advice</p>
Invited specialists and extra time	<p>Music and movement classes</p> <p>Sports classes</p> <p>External speech and language therapy commissioned</p> <p>Creative flare</p> <p>Used settings own funding to help child attend breakfast club and holiday access [EYIF isn’t for extra hours]</p> <p>Working with an Educational Psychologist [although this child wasn’t receiving funding]</p> <p>Play therapist</p> <p>Monitoring advice [strategies] from Area SENCo in practice</p> <p>SEMH teacher</p> <p>Physiotherapy and tummy time</p> <p>Occupational therapist [CNT]</p> <p>EAL interpreter</p>
Training	<p>Makaton</p> <p>Dingley’s Promise including achievement of the Mark of Achievement [funding supported the SENCo covering roles so they could access training]</p> <p>SENCo and key person discussion</p>