

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

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

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

School/Setting:.....

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

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

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

Access**Access to full range of activities**

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| 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

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| 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

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| 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**

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| 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

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| 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

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| 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

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| 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

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| 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

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| 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. |

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| | 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

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| 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

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| 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 |

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| | 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

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| 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

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| 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 ☐

| | |
|----------------|--|
| Setting | 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) |
| Child | 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 |
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| History | 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> |
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| What do you want from this application? <i>Tick which fund you are applying for</i> | |
| Level 1 - Inclusion Funding | Level 2 – High Needs Funding <i>Must be signed and evidenced by a 0-25 practitioner</i> |
| Signature of Key person/SENCo | |
| Name and Contact number | |
| Date | |
| Signature of 0 – 25 Children and Young People's SEND Service practitioner | |
| Name and contact number | |
| Date | |
| Comment: <i>Must be completed for Inclusion Fund 2 High Needs</i> | |
| Application agreed (date) | |
| Application declined (date) | |

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

Early Years Inclusion and High Needs Funding Application Flowchart

STEP 1 : Panel receives application with child details completed

yes – continue

no – re-submit

STEP 2: Application Form Indicates Inclusion Fund 1 or Level 2 High Needs Funding

yes – continue

no – re-submit

| Level 1 Inclusion Fund | Level 2 High Needs Funding | A no decision |
|--|---|--|
| STEP 3: Child is in a Solihull setting | STEP 3: Child is a Solihull resident | No = not eligible for funding |
| STEP 4: Child is aged 3-4 years | STEP 4: Child is aged 2-4 years | |
| STEP 5: Matrices identifies need at level 1 | STEP 5: Matrices identifies need at level 2 | If application is for L2 and L1 is evidenced application will be considered for L1 |
| STEP 6: Clear cost / description of use of funding linked to need | | No = resubmission with additional evidence |
| Step 7: Clear history of the support so far and successes | | |
| STEP 8: The form is signed by a 0-25 service practitioner. Not required for L1 , but will be a <yes> for L1 where a 0-25 SEND Service practitioner is involved. | | L2 funding must be signed if not the application will only be considered for L1 |
| STEP 9 : At least 1 targeted plan is provided for provision at band 1. The plan has intended outcomes and clear markers for progress. The reviewed plan evidences progress towards these intended outcomes as part of the assess > plan> do> review> approach. Targets are linked to need, chunked into appropriate achievable success markers, and time specific to enable progress towards them to be measured at each review. | | No = resubmission |
| Successful IF1 | Successful IF2 | <i>Further clarification and re-submission to the next panel.</i> |

