



London Borough of Hillingdon Early Years Inclusion Funding 2018

Process and Criteria

Developed in partnership between:

Inclusion Team

Daycare Managers

School SENCO's

Schools Finance

Service Manager; Early Support

London Borough of Hillingdon's Early Years Funding Proposal and Consultation document

Overview

This document is based on the Early Years National Funding Formula, finalised in December 2016 outlining the following points for local authorities and early year providers to be aware of when allocating additional funding to support with meeting the needs of disabled children and children with special needs as follows:

1. A targeted Disability Access Fund (DAF), paid as an annual sum to providers in respect of children eligible for the three and four year old early education entitlement and in receipt of Disability Living Allowance (DLA) taking up a place in their setting.

2. All local authorities are required to establish a SEN Inclusion Fund in their local funding systems for 3- and 4- year olds with lower level or emerging SEN taking the free entitlement.

Any existing SEN EY Inclusion Funding models must comply with the new guidance.

Early Years National Funding Formula: Operational Guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682452/Early_years_entitlements-Operational_guide_2018_to_2019.pdf

Background

The Council provides SEN EY Inclusion Funding to EY's settings, enabling them to further support and educate children with special educational needs and/or disabilities (SEND). This funding is also available to Childminding services as well as Out of School clubs. (up to 11 years old) who are educating or caring for children with SEND.

The funding has been available for those children who do not have an Education, Health and Care Plan (EHCP), however in some cases funding has been deployed to settings as a top up to enable them to support a child with high levels of need, in the absence of the Notional £6k that schools have access to.

This funding has also been used to purchase specialist equipment to enable children in need to attend an early years setting.

SEN Inclusion Fund model in Hillingdon

Children who are eligible to access the SEN Inclusion Fund

Hillingdon Council's SEN EY Inclusion Fund will support the education and Early Learning experiences of children with SEND.

The requirement from the 'Early Years National Funding Formula': *Changes to funding for three and four year olds (government response)* is 'to provide funding for 3- and 4- year olds

who are taking up any number of hours of free entitlement'. The document explicitly states that it does not require local authorities to provide funding for 2- year olds, **but that they may wish to decide for themselves to use a similar approach.**

The Council believes by supporting settings with SEN Inclusion Funding for children in the early years, from their earliest start or when identified with need, we are enabling early intervention to enhance the development and ultimate outcomes for the children.

The Council will continue to provide funding to support children in the early years, based on their level of SEND, up to their entry into Reception.

This would mean that the following groups would be eligible:

- Children aged 0 – 3 years of age where parents/carers are paying the cost of placement or other funding streams are supporting their placement.
- 2- year olds in receipt of 2 Year old Funding
- 3- and 4- year olds in receipt of any number of hours of Early Education Entitlement

The following groups would not be eligible:

- Early Years children with SEND who attend an out of borough setting.
- Children who have access to High Needs funding through an EHCP, Exceptional Funding or EIF
- Children who are eligible or in receipt of Disability Access Fund
- Children who are in Reception classes

Children with SEND accessing 30 hours:

- The LA will allocate inclusion funding to support children in receipt of 30 hours of early years education
- Settings supporting children with SEND through their 30 hour entitlement alongside another Early Years setting may receive inclusion funding, even if the child's additional setting is already in receipt of it.
- The funding allocated will be decided on by the panel, according to the needs of the child

The identified level of need to trigger access to SEN Inclusion Fund:

Basic Criteria

Inclusion Funding will support early years children with a level of need identified as approximately one year or more in delay of chronological age in two or more of the Early Years Foundation Stage (EYFS) prime areas, (Personal, Social & Emotional Development, Communication & Language and Physical Development) or have complex needs in one area

Inclusion funding also supports children who present behaviour that challenges due to various reasons, or sudden changes in their development due to their SEND.

Children in receipt of Inclusion Funding are likely to be referred to and/or known to a range of professionals e.g. Speech and Language Therapy Service and/or the Inclusion Team.

It is intended that the SEN Inclusion Fund should ‘target’ children with lower level or emerging SEND’ (SEND Support) to support early identification and intervention. However, the Council recognises the good practice in early years settings in the inclusion and support of children with more significant and complex needs. Therefore, the funding should also be used to support children with more significant and profound needs to access early years education. .

How the funding will be allocated to early years providers and maintained nurseries:

The ‘Early Years National Funding Formula: Changes to funding for three and four year olds (government response)’ states ‘that local authorities should pass on funds to providers in the form of top-up grants on a case by case basis’.

The Council will allocate SEN Inclusion Funding (top-up fund) through an application route. Following the setting completing an application for each child in their setting, the application will go to a panel consisting of Inclusion Team leads, Nursery managers and Foundation stage leaders. Inclusion Funding will then be allocated to the setting to meet the needs of children applied for.

SENCO’s will be asked to outline the needs of the child, the level of support required and how funding over the coming year will enhance the settings ability to help the child reach their intended outcomes.

There are four pots of money that will be available to settings for a year. The amount allocated to a setting will depend on:

- Numbers / percentage of children with SEN and their level of need
- Capacity across a setting in order to meet needs of children with SEND
- Any specific high level need cases within the group of children with SEND in setting

<p>SEN Inclusion Funding</p> <p>Funding from this route is for children who sit at the SEN support level where their emerging needs require targeted intervention and intensive support, beyond what would typically be provided in good quality Hillingdon provision.</p> <ul style="list-style-type: none"> - An allocated pot of funding would enable an Early Years setting to enhance their environment or run targeted interventions or develop specialist resources to best meet the needs of a number of children across the setting. <p>Individual cases will influence the amount of funding allocated.</p>	<p>The setting will receive one of three lump sums, as listed below,</p> <ul style="list-style-type: none"> ☐ £900 ☐ £1,800 ☐ £2,700 ☐ £3,600 <p>See Stipulations document attached.</p>
<p>Early Identification Funding (High Needs Block)</p> <p>If it is clear from an early stage of assessment and identification that a child’s needs will require long -term high levels of support, a practitioner should consider pulling evidence together that will support an application for Early Intervention Funding, (EIF) using clear and well documented Assess, Plan, Do, Review evidence. This should be done in partnership with parents, evidenced clearly on a Support Plan that is outcome driven and person centred</p>	

Most children High Level Need will be known to other services and will begin in your setting with evidence and support paperwork in place that will enable this process to be smooth and swift.

The criteria outlined above acts as a main guide when allocating funding however will have to adapt and change according to specific needs of various children.

When do we apply for Inclusion Funding?

There will one main application date where all EY's providers can apply for funding for the child's school year.

There will be two additional application dates, where settings can apply for Inclusion Funding as children with SEND, identified as requiring additional support join the setting mid school year. The amount of funding allocated will take into account the remaining school terms for that year that the child will be on the register of that setting.

Settings will be required to re-apply for children each academic year and funding will not 'roll over' even if a child remains in your setting into the new academic year.

Clear dates will be communicated as to when applications have to be submitted to the LA. If a setting application is submitted after this date, there will be a requirement for them to defer their application to the following application date.

Inclusion Funding will not be available to EY's settings during the school holidays unless judged essential in exceptional circumstances.

Term	Application Deadline	Receipt of funding
Main Application date	November 9th 2018	November 30th 2018
Spring Term Application date	February 15th	March (15th - 31st)
Summer Term Application Date	May 15th	June (1st - 15th)

The dates for receipt of funding will be adhered to with the greatest diligence, however some delays can occur due to systems, approval chains and or other influencing factors. Settings will be communicated with in a timely manner if there are any such delays.

There will be exceptions made with considerations to allocate funding to a setting in between the dates outlined above, in the event of a new child starting with profound or complex special educational needs or disability or if a child's behaviour escalates or circumstances alter significantly for a child that were not planned for in the original application or where intensive temporary interventions are required to support a child to move back into a stage of expected development and progress.

Paperwork required of settings in receipt of funding will be:

- 1) Application form
- 2) SEN register (in house register for tracking impact)
- 3) Impact report form (**where appropriate or needed**)

Supporting documents

- 1) Early Years Inclusion Funding document
- 2) Expectation of Inclusive Provision and Stipulations for Inclusion Funding
- 3) Expectations on Mainstream schools

SEND Register and tracking of Impact:

Impact from the funding will be ascertained through an evaluation of the progress of the child at the end of their year of receipt of the Inclusion Funding. A pre/ post assessment will be completed using the application form and then the completion of an evaluation form.

This will have fields to show the child's baseline and the progress they made. You will also be invited to list out key strategies that were used to support progress or other ways the money was deployed to support these children in your setting. This will form an avenue for how the LA will monitor the impact of the Inclusion funding that each setting receives as well as influence how funding is allocated.

During moderation visits or Early Years termly planning meetings, EY's inclusion facilitators will discuss the children on your Setting or School's SEN register, evaluating need, provision, intervention and impact.

The register will:

- 1) Enable the SENCO of a setting or school to plan, monitor and evaluate the use of the SEND EY's inclusion funding allocated to the children with SEND
- 2) Enable the Early Years Inclusion Facilitators to plan alongside the SENCOs which application route is best for different children / groups of children.
- 3) Provide Early Years SENCOs with analysed and informative data and to showcase progress during inspections or local area audits.
- 4) Enable the LA to gather local area intelligence on the impact of this expenditure as well as progress of SEND children within the Early Years.
- 5) Provide a more equitable, robust and transparent mechanism for allocating inclusion funding.

It is consistent with the model being implemented for allocation of SEN funding for school age children with SEND.

The register will ask SENCO's to track children's progress and development against EYFS, the Core areas (PSED, CL, PD)

SEN Progress Monitoring: (Linked to and supported by Inclusion Funding)

1) Early Years PVI, Sessional and Childminder settings:

Termly reviews will take place between the EY's setting Manager and SENCO and their linked Inclusion facilitator.

Regular visits from the EY's Inclusion facilitator consisting of learning walks, observations and training or modelling of strategies sessions will enable the facilitator to have sound knowledge of the needs of the children with SEND across the setting as well as the provision available and in place for them.

Regular monitoring of the LA SEN register and how children are making progress to their identified outcomes will be conducted by the manager of the Inclusion Team.

2) Maintained Nurseries:

LA Inclusion manager will conduct regular monitoring of the LA SEN register (generated by the impact assessment) on how children are making progress to their identified outcomes.

Schools in receipt of funding must be prepared to be involved in and engage in moderation activities. This however will be a light touch and will offer a flavour of the practice and provision across the borough.

Monitoring central borough data (SIMs) by LA managers in regard to numbers of children with SEND and the impact of interventions on their progress over the school year.

Foundation Stage Coordinator meetings will allow for opportunity to assess, evaluate and plan next steps in regard to the impact of this funding on children with SEND in maintained nurseries.

How decisions on allocation of SEN Inclusion Funding will be made:

The application will ask for information on various aspects of the child's needs, background story and current professional involvement. This will support how decisions are made and funding is allocated.

SEN Inclusion Funding Panel will be made by early years providers and considered by a SEN Inclusion Funding Panel made up of representatives with specialism in Early Years SEND. (Inclusion Team Early Years facilitators, Setting Managers or SENCO's)

The panel will meet for one main meeting per year to consider applications and make decisions based on information available through applications and knowledge of the needs of settings and schools.

Early years providers would be notified of outcome on decisions two weeks following panel and funding will be sent to setting's bank accounts or transferred to maintained schools (nurseries) via the LA finance and tech support teams.

If and where a child leaves your setting/ school or is no longer in need of the funding, any remaining funding (percentage of whole amount allocated) will be recovered.

The Council is committed to supporting children within the Early Years to achieve their full potential and be supported with effective strategies, teaching, interventions and effective transitions in order to enable them to better achieve their desired outcomes throughout their early school life and will work with our Early Years colleagues to achieve this to the highest level possible.

Inclusion Team

On behalf of the London Borough of Hillingdon

Expectations and Stipulations

SEN Support

Stipulations for use of Inclusion Funding	
1	<p>Resources and equipment to enhance the setting's capacity to better meet the needs of children with SEND. Providing and setting place 'reasonable adjustments' in order to make a space, activity or provision accessible for children with SEND.</p>
2	<p>Additional adult support provided for an individual or group of children to enable them to better access the Early Years provision.</p>
3	<p>Adaptation of Environment / Areas (sensory, calm, physical development, heuristic play etc)</p>
4	<p>To develop or purchase visual strategy resource to enable the practitioners to support children's social, communication and cognitive development.</p> <ul style="list-style-type: none"> - Development of high quality visual support materials (timetables, 3D objects, visual or tactile objects of reference (haptic) story/song boards or learning area instruction cards) - Developing of social stories to support understanding of and participation in nursery activities as advised by your linked Inclusion Facilitator - To set up the use of PECS within the nursery as modelled by the child's Speech and language Therapist and / or your linked Inclusion Facilitator
5	<p>To attend a speech and language therapy session to observe ideas and strategies that could be implemented in nursery.</p>
6	<p>To enable staff to engage targeted child/ren in intensive interaction to develop language, listening and engagement as modelled by your linked Inclusion Facilitator.</p>
7	<p>Resources or additional personnel put in place to support a child in reducing the frequency of behaviours that challenge.</p>
8	<p>To provide specialist care, intervention or resources to support children who have sensory impairment (VI/ HI)</p>
9	<p>Specialist training for staff to enable them to better teach, support and care for children with SEND.</p>

10	Specialist and time bound interventions or group sessions to support children's development in: <ul style="list-style-type: none">- Personal, social or emotional development- Attention and Listening- Cognition and Learning- Speech, Language and Communication- Physical development
11	Time out of setting to attend TAC /TAF meetings with parents and other professionals. Directly supporting the development of appropriate and effective outcomes and targets for the child.