

**Early Years Inclusion Fund
(2017/18)
Consultation Document**

March 2017



INVESTOR IN PEOPLE

EARLY YEARS INCLUSION FUND

1.1 Introduction

In December, the Authority consulted on the local arrangements for implementing the national funding formula for early years. To meet DfE requirements, the local arrangements included the development of an Early Years Inclusion Fund to support three and four year olds with SEND accessing the free nursery entitlement.

- 1.2 Following consultation, officers have worked with Headteachers and PVI representatives to develop criteria for assessing and allocating resources and / or support a child with SEND to achieve their outcomes.

2 Draft Guidance and Application Form

Attached to this document is:

- a draft document providing background information and describing the how support from the Inclusion Fund can be accessed by settings or schools;
- A draft application form to be used by settings and schools to apply for funding.

3 Action Required

The Authority would like your views on the proposed arrangements for allocating the Inclusion Fund. In particular:

- (i) Do you agree with the proposed arrangements for assessing and allocating the Inclusion Fund;
- (ii) Is the guidance clear and easy to understand;
- (iii) Is the process for applying to the Inclusion Fund fair and transparent;
- (iv) Would you like to be part of the Panel of Headteachers and PVI Managers assessing the applications for support;
- (v) What would be the best time of day for holding the Panel;
- (vi) Do have any other comments that should be considered in the development of an Inclusion Fund.

Early Years Inclusion Fund

Information and Guidance

1. Context and background

Local authorities and providers must have regard to the SEND Code of Practice (2014) and the Equalities Act 2010 and be able to demonstrate how they are implementing a graduated approach to support all children with special educational needs or a disability to fulfil their potential.

5.4 Providers must have arrangements in place to support children with SEND or disabilities. These arrangements should include a clear approach to identifying and responding to SEND. (SEND Code of Practice, January 2015 update)

The Early Years Foundation Stage (EYFS) Framework states;

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. (EYFS p.5)

The government has therefore introduced new measures for 2017-18 to support children with SEND or disabilities, one of which is an inclusion fund.

2. Introducing the new Early Years Inclusion Fund

All local authorities are required to establish an inclusion fund for 3 and 4 year olds with SEND who are taking up the free entitlement. The purpose of the fund is to support local authorities to work with providers to address the needs of individual children. The fund will also support local authorities to undertake their responsibility to strategically commission SEND services under the Children and Families Act 2014.

3. Eligibility

The Early Years Inclusion Fund is for 3 and 4 year olds who are taking up any number of hours of free entitlement. Children in receipt of 2-year old funding and / or children with a completed EHCP¹ are not eligible to access this fund.

The arrangements detailed in this document will also be applied to provide inclusion support for those children starting in their Reception Year.

4. Eligible providers

All early years providers who are eligible to receive funding for the 3 and 4 year old early education entitlement are also eligible to receive support from the Early Years Inclusion Fund for children taking up the free entitlement. Applications can therefore be made by;

- An Ofsted registered childcare provider
- An Ofsted registered childminder
- A school² where childcare falls outside of educational statutory provision
- A school providing registered nursery provision

5. Value

The value of the fund for the financial year 2017-2018 is set at £390k for three and four year olds and £50k for those entering Reception.

¹ EHCP: Education Health and Care Plan

² School refers to all types of Enfield schools: maintained, academies, free schools and independent

6. Applying to the Inclusion Fund

The majority of children with SEND do not require specialist resources or enhanced staffing to be successfully included in settings. Most settings meet the needs of children with SEND very well from within their existing resources and through their own best practice.

The Panel will consider requests where there is evidence of a child being significantly delayed in any of the three prime areas of the EYFS in comparison to the expected outcomes for their age, or where there are significant medical needs which require a high level of adult intervention and supervision.

It is important to note that a delay in learning and development in the early years does not always necessarily indicate that a child has a special educational need that calls for special educational provision. Similarly, difficulties related solely to learning English as an additional language are not considered a special educational need.

It is expected that providers applying for support from the Early Years Inclusion Fund will provide information about how they have utilised the resources and staffing routinely available within their setting to maximise the support for individual children prior to submitting an application to the Early Years Inclusion Fund. However, children entering settings with existing evidence of a high level of need may be eligible for funding via a pre-entry request.

If a provider is considering submitting an application to the Early Years Inclusion Fund, the SENCO must first consult with their Early Years Quality and Outcomes Adviser or school Headteacher as appropriate, before submitting the request.

Parents must be involved in the decision to apply for support from the Early Years Inclusion Fund and be in agreement with the application.

7. Types of support available from the Inclusion Fund

Applications may be submitted to the Early Years Inclusion Panel to request the following;

- (a) Advice and guidance;
- (b) Staff training specific to the child's needs, for example; Makaton, understanding autism and working with children with physical needs. This may be on-site training from a local SEND professional, or in the form of an Inclusion Bursary to cover attendance at external training and associated staff cover;
- (c) Specific equipment or specialist resources, for example, a chair, standing frame or mobile ramp as recommended by the relevant professional. Any equipment purchased will remain the property of London Borough of Enfield and if a child moves to another setting or school then the provider may be required to release the piece of to the new setting or school. Please note the fund does not contribute toward building or refurbishment costs;
- (d) Funding as a contribution towards enhanced staffing for those children with a higher level of need. The support will only be available for an agreed period.

8. Allocation of inclusion funding

Applications for funding will be considered by a multi-agency Panel comprising of;

- Primary Headteacher
- PVI Manager
- Specialist Early Years and SEND representatives including SEND teacher, Educational Psychologist and Health professional
- Early Years Finance

The Panel will sit fortnightly during the Autumn term on second and fourth Thursday of each month during term time and then on the fourth Thursday of each month.

Applications must be submitted via email 10 days before the Panel meeting. This is to allow time for the applications to be distributed to the Panel members in advance of the Panel meeting. The dates of the Panel can be found at ([web link – IFS / Local offer](#)).

Each application will be assessed jointly by the Panel and the outcome advised via email within 7 days of the Panel meeting. For agreed applications, a formal agreement will follow, with the specific terms and conditions relevant to the individual application. This will include information regarding any funding agreed and expectations in terms of ongoing monitoring and evidence towards a review process.

Where funding is awarded for enhanced staffing, it will be in line with agreed criteria as detailed in the grid below. Most funding agreed will be on a termly basis, and it will be the responsibility of the provider to comply with the review process in a timely manner if ongoing funding is required.

9. Criteria and evidence

Please see the attached appendix for criteria that apply in relation to the Early Years Inclusion Fund. The Panel recognise that every child is unique, and the grid should be regarded only as a guide to assist your application.

The Panel also recognise that a child's needs may emerge very soon after entry to the setting, and prior to external professional involvement, so professional reports may not always be available. However, evidence from within the setting, including documented evidence from the parents of the child's needs on entry, one page profile, communication monitoring tool results, your baseline assessment, any ongoing assessments, observations from the setting and an individual education plan for the child are all considered to be examples of appropriate evidence.

10. Funding levels for enhanced staffing

Funding towards the cost of the enhanced support will be a contribution for the inclusion of the child into the setting. It will only be paid for the time the child is in the setting and up to an agreed period. Attendance registers may be requested as part of an audit process.

If a contribution is agreed by the Panel, then it will be paid at a rate of £4.59 per hour. As detailed in paragraph 8 above, it will be paid on a termly basis in line with the monitoring and review arrangements detailed in the terms and conditions.

Support Criteria

Personal, Social and Emotional Development

Criteria	Examples of types of evidence
<ul style="list-style-type: none"> • The persistence and intensity of a child’s difficulties has a significant impact on the child, peers and practitioners within setting • These difficulties could be demonstrated either as withdrawn, anxious or challenging behaviours which would indicate underlying emotional/social concerns or communication difficulties • Child requires daily targeted and planned intervention to develop aspects of their personal, social and emotional development, such as making relationships, behaviour, self-control and self-care, communication for language and communication for thinking • Safety of the child who is unaware of danger or self-harms, or who is a danger to other children. • child may have a vision/hearing impairment or a diagnosed developmental condition which impacts on the development of social relationships, self-confidence and awareness 	<p>Evidence from;</p> <ul style="list-style-type: none"> • parents on entry to setting • previous setting • current observations • individual planning • planning review • risk assessment <p>Reports from;</p> <ul style="list-style-type: none"> • Paediatrician • Speech and Language Therapist • Educational Psychologist • Early Years Advisers/ SENDCO • Health Visitor • Social Care Services • Early Intervention Support Service
<p>Review request</p> <ul style="list-style-type: none"> • Ensure there is a clear cycle of review involving child, parents, staff and other professionals as appropriate 	<ul style="list-style-type: none"> • Evidence of planning, monitoring, assessment and evaluation cycles to support and extend personal, social and emotional aspects of development and learning

Support Criteria

Language and Communication

Criteria	Examples of types of evidence
<p>The child has significant difficulties with aspects of communication, for example;</p> <ul style="list-style-type: none"> • child may have a vision/hearing impairment which impacts on the development of communication and language • understanding of language – child does not understand, or has a very limited understanding of spoken words in their home language • child may be reliant on other non-verbal cues to interpret messages, or struggle to understand these cues • child has significant difficulties in listening and attending, and/or not recognise the social overtures of others • expressive language - child cannot verbalise to make his/hers needs known. A close relationship with an adult needs to be formed to anticipate needs, to pick up on non-verbal communication and to facilitate understanding, friendships and access to the curriculum • child needs to be explicitly taught specific communication strategies, for example, PECS, Makaton Colourful Semantics • child may display highly distressed behaviour arising from a significant lack of comprehension 	<p>Evidence from;</p> <ul style="list-style-type: none"> • parents on entry to setting • previous setting • current observations • individual planning • planning reviews • risk assessment <p>Reports from;</p> <ul style="list-style-type: none"> • Paediatrician • Speech and Language Therapist • Educational Psychologist • Early Years Advisers/ SENDCO • Health Visitor • Social Care Services • Early Intervention Support Service
<p>Review request</p> <ul style="list-style-type: none"> • Ensure there is a clear cycle of review involving child, parents, staff and other professionals as appropriate 	<ul style="list-style-type: none"> • Evidence of planning, monitoring, assessment and evaluation cycles to support and extend language and communication aspects of development and learning

Support Criteria

Physical development

Criteria	Examples of types of evidence
<p>Child has significant physical needs, for example;</p> <ul style="list-style-type: none"> • may have physical disabilities affecting some or all limbs which have been diagnosed by a paediatrician or physiotherapist • child has a physical need which necessitates the use of additional equipment and adult intervention to support their positioning, transfers and mobility • daily intervention programmes prescribed by a professional, eg physiotherapy or occupational therapy, speech therapy to maintain and extend health, wellbeing and physical skills • significant adult intervention required to support a child's medical needs • significant adult intervention necessary for child's self-care needs, e.g. eating, drinking, dressing, toileting and positioning • adult intervention required to support the child's access to the curriculum, develop independence and to facilitate relationships with peers • additional resources/equipment required to support child's basic needs or access, for example, specialist seating, ramps 	<p>Evidence from;</p> <ul style="list-style-type: none"> • parents on entry to setting • previous setting • current observations • individual planning • planning reviews • risk assessment • health care plan <p>Reports from;</p> <ul style="list-style-type: none"> • Paediatrician • Physiotherapist • Occupational Therapist • Dietician • Dysphagia SLT • Speech and Language Therapist • Community nurse • Educational Psychologist • Early Years Advisers/ SENDCO • Health Visitor • Social Care Services • Early Intervention Support Service
<p>Review request</p> <ul style="list-style-type: none"> • Ensure there is a clear cycle of review involving child, parents, staff and other professionals as appropriate 	<ul style="list-style-type: none"> • Evidence of planning, monitoring, assessment and evaluation cycles to support and extend physical aspects of development and learning