Guidance Document for Early Years Inclusion Funding

**Process for applying for Early Years Inclusion**

1. Setting to talk to parents about child's needs and making an application for Inclusion funding.
2. Complete Inclusion Funding application and parents to sign.
3. Send Paperwork for Early Years Inclusion Panel before deadline otherwise it cannot be accepted.
4. Setting representative to attend Early Years Inclusion Panel to present Funding request - Decision made.
5. Letter sent to setting confirming outcome of panel within two weeks. Setting to notify parents of outcome.
6. Outcome Measures form to be complete and returned to Rochelle Hawkins.
7. Support/interventions carried out and regularly reviewed.
8. Setting to consider if a second term of funding is required - Development and progress should continue to be monitored.
Stages of SEN Support:

Universal Good Practice
Assessment - observation scheduled - conversations with parents
Monitoring - tracking - reviewing
Some children will need additional interventions in Early Years Settings without being classified as having SEND

Inclusion Funding
Not 1-1 funding
1 or 2 cycles of assess, plan, do, review
Interventions
*Specific Programmes
*advice/consultations from:
Speech and language;
Portage Home Visitor;
Early Years SENCO;
Occupational Therapy via GP

2nd and Subsequent requests for EY Inclusion Funding
Not 1-1 funding
- Stage 2 - Continued cycles of assess, plan, do, review
Seek external advice
Early Years SENCO;
Portage Home Visitor;
EP Request;
Speech and Language;
Occupational Therapy via GP

Request for Education Health Care Plan Via the Early Years Inclusion Fund Panel
Guidance for settings to complete application form

Introduction

The Early Years Inclusion funding panel meetings monthly and gives settings the opportunity to present and discuss children’s needs and interventions, gain advice about next steps and be considered for additional funding to enable the child to make progress.

Members of the panel will include:

- Representative from Educational Psychology Service
- Representative from Portage Home Visiting Service
- Representative from Early Years’ Service
- Representative from Family information Service
- Representative from Children’s Centres
- Representative from a Private, Voluntary and Independent Setting
- Representative from Maintained Nursery Setting
- Representative from Health
- Settings that are applying for funding will also be present at the panel

All discussions held during the panel, will remain confidential.

Number of Applications:

Applications can be made for up two terms of funding, however in exceptional circumstances, a third term of funding can be considered with the expectation that the child’s needs may a require a request for statutory assessment. We would expect an Educational Psychologist referral to be made at this point.

Eligibility for Application:

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. This includes childminders. The fund must be used to directly help the child access the Early Years curriculum or environment.

Children who are already in receipt of additional funding, for example through an Education Health and Care Plan are not eligible for EYIF.

The process is for Reading children only; Out of Authority children in a Reading setting should refer to the LA to which the child lives.
Part 1

Reminder: Initials Only

Please do not use the child’s name throughout the document as this is shared with panel members and we are required to keep information confidential.

Vulnerable Group: Please circle any relevant categories.

- LAC – Looked After Child
- CIN – Child in Need Plan
- CP – Child Protection Plan

Alternative Funding Streams:

- PP - Pupil Premium
- DAF – Disability Access Fund

Primary Need: Please note that the child may other additional needs however please circle which is the child’s main primary need that is of concern.

- Communication and Interaction
- Physical and Sensory – PD (Physical Development) /VI (Visual Impairment)/HI (Hearing Impairment)
- Social, Emotional and Mental Health
- Cognition and Learning

Graduated Approach Document

Please refer to the Stages of SEN Support and the Graduated Approach Document to clarify which stage of the process you are applying for. The Graduated Approach Document sets out what interventions are appropriate for the child’s needs. The universal provision set out in this document will not be considered as appropriate to apply for additional funding. The graduated document can be found here:

**Background Information**

Please include any of the following information for background information

- English as an additional language
- Previous settings attended
- Health concerns related to the child’s development and/or access to education.

**Part 2: Child’s Special Educational Needs and Disabilities.**

Outline the child’s special educational needs/disability and the impact this is having on the child’s education. Please be specific and give key examples of this. Areas of EYFS and other key areas are given under the SEN headings:

<table>
<thead>
<tr>
<th>Communication and Language</th>
<th>Cognition and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communication and language.</td>
<td>• Literacy.</td>
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<tr>
<td>• Making friends</td>
<td>• Mathematics.</td>
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<td>• Need for routines</td>
<td>• Understanding the world.</td>
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<td></td>
<td>• Expressive arts and design</td>
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<tr>
<th>Social, Emotional and Mental Health</th>
<th>Sensory/Physical</th>
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<tr>
<td>• Personal, social and emotional development.</td>
<td>• Physical development.</td>
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<tr>
<td>• Behaviour</td>
<td>• Hearing Impairment.</td>
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<tr>
<td></td>
<td>• Sensory Impairment.</td>
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**Part 3: Current Involvement**

You **must specify** what support you are providing **within your nursery setting** already for the child, and how often. You must also review the outcomes that you had set to work towards, and how the child is making progress towards the outcomes. This should already be specified in the child’s IEP/SEN Support Plan and be reviewed before applying for additional funding to monitor the child’s progress.

You must also specify which **other services** you have sought advice from and what their recommendations have been and how the child has been making progress with their support in place.

You must also speak to parents about their views and document this on the parent/carer views section.
Part 4: Request for Additional Funding

There are two provision maps provided within the application form. One is for an individual child application and the other is for group applications.

Please note an individual child application does not mean one to one funding. You must detail what strategies, interventions and support (provision) you are planning to use the funding for that one child.

If you are requesting additional funding to provide provision for a group of children with similar needs please detail the outcomes for those children, and what the group funding will provide including detailed information about the frequency and length of the group sessions.

The outcomes are targets that are measurable for that specific child. Please use the Graduated Document to plan appropriate interventions for the child.

For either individual or group applications you must cost the number of hours that you are applying for. You are paid a standard rate of £7.50 per hour of additional funding to contribute towards your provision for the children.

Essential Requirements: Outcomes Forms and checklists.

You are required to complete an outcomes form and to fill out the information highlighting in one colour for the first application where the child is developmentally in those areas. You will be required to provide the information at the end of the Terms Funding and highlight in another colour where the child is after the support has been in place in order to measure the impact of the funding.

If you are applying for additional funding to support a child’s social and emotional development including their behaviour, or for a child with sensory seeking behaviours, you must also complete the sensory and behaviour checklist before and after a term’s funding.

If you require any additional support regarding the application process please contact your local Cluster Nursery Head teacher or the EY Advisory Teacher for SEND: Aimee.trimmer@reading.gov.uk.

Nursery Cluster Headteacher Contact Details:

Norcot: Diana - 0118 937 5577

New Bridge/Caversham – Lisa - 0118 937 5580

Blagdon – Jo - 0118 937 5425

Blagrave: Emma - 0118 937 5427