LEVELS OF RESOURCING AND SUPPORT ARRANGEMENTS FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN EARLY YEARS SETTINGS (PRIVATE, VOLUNTARY AND INDEPENDENT SETTINGS AND SCHOOLS)

In Redbridge, our vision for children and young people with special educational needs and disability is that they should be:

- Supported to develop well during their early years at home
- Receiving on-going support throughout the Early Years Foundation Stage, to help them develop and achieve their full potential
- Offered opportunities for their families to have real choices and control over decisions affecting them and their future

This vision should be seen reflected in this and all our other Local Authority policies and procedures.

Early Years Funding System for Children with Additional and Special Educational Needs

To secure the delivery of Free Early Education, local authorities have an obligation to promote equality and inclusion, particularly for children with disabilities or special educational needs by removing barriers of access to early education by giving each child support to fulfil their potential.

SEND Inclusion funding is available for children who are accessing free early education and whose needs have been identified through the SEND Early Years Panel (SEYP) as requiring additional resources within the early years setting in order for them to carry out necessary arrangements to meet their additional needs as identified in the SEND Early Years Level of Need and Resource Levels documents.

Requests for inclusion funding are made to the SEND Early Years Panel (SEYP) by early years and childcare settings in line with the graduated response framework as part of the Early Years SEND Arrangements Framework. It is anticipated that children will have already been referred to specialist early years support services though the Early Years Panel (SEYP) prior to a request for additional funding being made.

Inclusion, Equity and Efficiency

Within Redbridge we believe that, where parents want an early years placement for their child, young children should attend a mainstream early years setting, in accordance with relevant legislation. However, some parents may not pursue an early years placement and for others they may begin their school career at a specialised early years setting. Our aim is to ensure that young children will have their needs met appropriately within a continuum of provision that will include the use of specialist and alternative provision/arrangements.

Statutory EHC Needs Assessment

In Redbridge, the SEND Early Years Panel considers Education, Health and Care (EHC) Needs assessment requests for children who are below the age of 5 years, including parental requests for an EHC Needs assessment of their child. If the assessment request is agreed, the Local Authority will carry out a statutory EHC Needs assessment. Further details of this process can be found on the Redbridge Local Offer.
Levels of Support in Early Years Settings

For early years settings, the ‘Redbridge SEND Early Years Resourcing Levels of Needs Banding Matrix’ document sets out the level of additional support to be made available to meet the child’s identified needs that cannot be supported from within the setting’s resources. Ordinarily this will be expressed as an amount of additional support hours but it is expected that there should be a flexible response from settings in order to meet the range of needs within the setting.

<table>
<thead>
<tr>
<th>Level</th>
<th>SEND Inclusion Funding* (above the national funding formula)</th>
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<tbody>
<tr>
<td>Early Years Core</td>
<td>Early Years Funding</td>
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<tr>
<td>Early Years Targeted Support</td>
<td>Up to £2,660</td>
</tr>
<tr>
<td>Early Years Enhanced Support</td>
<td>Up to £5,700</td>
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* For children accessing up to 15 hours free education. See below for children accessing the extended entitlement

The SEND Early Years Core Offer and the Redbridge Local Offer provides broad descriptors of the arrangements that should be considered for all children, including those with additional needs. When considering the arrangements for children at this level, all professionals should be referring to the good practice guidance found in Chapter 5 of the Code of Practice (DFE 2015).

Children requiring the arrangements described at Early Years Targeted Support and Enhanced levels will, with parental consent, be notified to the SEND Early Years Panel. These levels attract a range of funding in order that the early years setting has sufficient financial resources to put in place arrangements to support the child’s progress and agreed outcomes as part of the assessment and review process. Progress should be reviewed termly in order to monitor progress and impact of support, with resources being adjusted accordingly.

Understanding and Using the Resourcing Levels Matrix:

❖ Children who require inclusion funding will be those with the most severe and complex needs i.e. support arrangements exceed that which can be reasonably provided from within the setting using EYFS strategies and materials.

❖ Children will be allocated to the level which best describes the support arrangements identified to meet their needs, in the child’s individual outcomes plan/Early Support Plan.

❖ Funding is not cumulative i.e. if a child is identified as needing the arrangements outlined in Enhanced Support level then they will receive this level of funding only.

❖ If, as is often the case, a child has complex needs across different categories of SEN, this does not mean that they require multiple additional amounts of funding for each type of need.

❖ These resourcing levels arrangements apply to all early years settings. Supplementary resources and provision identified from other providers, such as health and social care, will be determined in line with the resource allocation systems established by those agencies and joint commissioning protocols.
Children Accessing the Extended Entitlement

Inclusion funding for children accessing the extended entitlement will be provided at the identified support level, pro-rated to take account of their extended hours.

Early Years Pupil Premium

Early Years Pupil Premium funding is separate to, and distinct from, SEND Inclusion Funding. Providers can apply if they have disadvantaged 3 and 4 year olds who attend their setting and can use this additional funding to support the child’s/children’s learning and development. Further information is available through Families Information Direct (FIND) on 0800 587 7500 or at find@redbridge.gov.uk.

Disability Access Fund (DAF)

Disability Access Fund is separate to, and distinct from, SEND Inclusion Funding. Providers continue to be eligible for DAF funding for three and four year old children in receipt of Disability Living Allowance (DLA) and receiving free early education. Providers are responsible for identifying eligible children and providing evidence of eligibility.

DAF funding is payable as a lump sum once per year per eligible child. This funding will be paid to the main setting. Where a child moves from one setting to another during the financial year the new setting is not eligible to receive DAF funding within the same financial year and funding cannot be claimed back from the original setting. Further information is available through Families Information Direct (FIND) on 0800 587 7500 or at find@redbridge.gov.uk.