

Guidance for the application and delivery of the Lincolnshire Early Years Inclusion Fund

The Lincolnshire Early Years Inclusion Fund is administered by Early Years and Childcare Support (EYCC). This funding is to support children attending provision in Lincolnshire to access their Early Years Entitlement, and is available to ensure there is a process in place to enable all children to participate in, and reduce their exclusion from accessing their Early Years Entitlement (EYE). It is about providing equal opportunities for children with a special educational need or disability (SEND) to support them to reach their potential. The Early Years National Funding Formula Operational Guidance 2017 advises that Local Authorities should identify a fund and target the fund at children with lower level SEND. For children with more complex needs, parents and professionals may need to consider making a request for an Education Health and Care Needs assessment to ensure their needs are able to be met. Within the Early Years Foundation Stage framework, early years practitioners must plan for each child's care and learning requirements with a focus on removing or helping to counter underachievement and overcoming barriers for children where these exist. The majority of children with additional or special educational needs will not require special resources or enhanced staffing to be successfully included in settings due to the level of child staff ratios; indeed most settings meet the additional needs of their children very well. However some children with special educational needs or disabilities may require additional support, to that which is able to be provided within the graduated approach, during their preschool years to ensure they are not disadvantaged and are able to access their free Early Years Entitlement.

Aim

To promote the inclusion and participation of children attending early years provision in Lincolnshire with additional or special educational needs that result in the child falling below the expected ages and stages of development in one or more prime area. The child must attend early years provision and be in receipt of Early Years Entitlement (EYE) funding i.e. private, voluntary and independent settings, local authority nurseries, nursery classes and childminders to be eligible.

All Providers must have regard to the SEND Code of Practice (2014) and the Equality Act. The provider must demonstrate how the graduated response to meeting children's needs is applied and monitored. There is an expectation that providers will demonstrate the ways in which they have endeavoured to meet a child's additional needs within the provision routinely available prior to requesting Early Years Inclusion Funding. Where a child would not be able to access their entitlement without additional resourcing, and where there is sufficient evidence of SEND prior to

the child taking up a place at a setting, an Early Years Specialist Teacher (EYST) must be contacted prior to an application being submitted.

Funding can only be granted for support whilst a child is eligible for Early Years Entitlement within provision. Where a child accesses their Early Years Entitlement with more than one Early Years Provider, any Early Years Inclusion Funding allocated for that child will be shared on a pro rata basis.

Process

Applications should be submitted to the address below with all the supporting evidence and documentation included, this will be processed, tracked and quality assured by EYCC however the application will be reviewed and assessed by the Early Years Locality teams.

Applications which meet the criteria and have been validated and quality assured will be processed for payment in line with the payment schedule. If the application does not meet the threshold/criteria required for the funding level applied for, or if the evidence is identified as being insufficient or incomplete, the locality team will contact the setting to support with the next steps.

If Emerging 2 needs funding has been applied for and the application is assessed as not meeting the threshold for that level of funding but does meet the need for Emerging 1 needs funding, the application will be quality assured and validated against that criteria and processed on that basis.

Applications for funding can be submitted at any time during the term, decision making panels are held six times per year and payments will be made in accordance with the payment schedule.

The decisions are based on the **information received with the completed application form** and funding is awarded in line with the agreed criteria. Providers and the Early Years Locality Lead will be informed of the outcome of the quality assurance and validation process electronically, as verbal confirmation cannot be provided due to data protection regulations. Providers are asked to inform parents/carers of the decision.

To make a secure electronic application please email EYCC@lincolnshire.gov.uk to request a secure email. (Preferred method).

Please send paper applications to: Early Years and Childcare Support, Myle Cross Centre, Macaulay Drive, Lincoln, LN2 4EL. It is recommended that these are sent via recorded delivery for security purposes.

Where a provider has been awarded Early Years Inclusion Funding for a named child and the child reduces the number of hours attended or ceases to attend during the period for which funding has been awarded, the provider will be expected to notify Early Years and Childcare Support through the live data system and the balance of the funding will be recouped within the EYE payment process. A provider is also responsible for informing Early Years and Childcare Support if a child increases their EYE funded sessions.

Inclusion Funding for a Child attending Early Years Provision

To access funding you must

- Be attending early years provision in Lincolnshire
- Be assessed as having a SEND which meet the criteria set out within the guidance
- Be eligible for Early Years Entitlement
- Be able to provide evidence that the child's needs are such that they could not access their early years educational entitlement without additional support above that which is able to be provided within the graduated approach.
- Be known to Locality Early Years teams and/or other professionals if not yet within a setting.

Settings who have a child with SEND who is not yet eligible for EYE and has a need which is not able to be met within the graduated approach utilising a 1:3/1:4 staffing ratio, should contact their locality/EYST to discuss what additional support or funding could be identified to meet the needs of the child.

New applications must

- Have the full support and agreement of the child's parents/carers
- Be an outcome of a review meeting for the child to ensure the graduated approach has been applied (if the child is in setting)
- Have the full support of an Early Years Specialist Teacher/Practitioner (if the child is not yet in a setting but has a planned start date)
- Include a fully completed application form with evidence to demonstrate a child's needs and progress.

- Provide evidence that the child's participation and inclusion to universal provision would not be possible without additional support beyond that which is routinely available through the graduated approach.

*See flowchart for further guidance

What can the funding be used for?

The fund can be used by providers to cater for a wide range of individual needs by enhancing good quality provision to enable children to fully access the Early Years Foundation Stage. The additional provision provided should relate to one or more of the following broad areas of need as documented in the Special Educational Needs and Disability Code of Practice: 0-25 years.

A. Communication and interaction

Those children who, despite appropriate intervention, need a high level of individual support because of difficulty with one, some, or all of the different aspects of speech, language or social communication.

B. Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.

C. Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour

D. Sensory and/physical needs

Children with physical needs, vision impairment, hearing impairment or a multi-sensory impairment may require specialist support and/or equipment to access their learning.

When completing the application form please refer to the additional guidance notes.

Evaluation and review of funding

This funding is to provide specific support as part of the SEND graduated approach, during a child's attendance at an early years setting. To access this additional funding, the setting must be able to evidence that the child has needs that would otherwise result in the child being unable to access universal early years education provision. The role of Early Years and Childcare Support is to ensure this funding is being targeted to provide support to our most vulnerable children who are operating significantly below their appropriate age and stage of development.

To ensure funding is having a positive and measurable impact on children's outcomes there will need to be a termly review, held with the provider and parents/carers. The outcome of the review will determine the strategies to be agreed for the next term and the funding level required, if any, to support the effective implementation of these strategies. As a result funding may:

- Be reduced or removed in the event of the child making good progress
- Remain at the same level where limited progress is evidenced
- Be increased or a decision to consider whether an EHC needs assessment request is required where the child has made no progress or has regressed.

To make a secure electronic Review form please email EYCC@lincolnshire.gov.uk to request this by secure email. (Preferred method).

Please send paper Review forms to: Early Years and Childcare Support, Myle Cross Centre, Macaulay Drive, Lincoln, LN2 4EL. It is recommended that these are sent via recorded delivery for security purposes.

The outcome will be quality assured and the provider informed of the final decision.

Procedure for appeals

Any appeal must be made in writing to Early Years and Childcare Support within 20 working days of notification being issued. The appeal should be submitted in writing. It should provide evidence that the locality team have been engaged with the setting following the outcomes of the application and a review has taken place with parents and other professionals. It is important that the specific reasons for the appeal are stated clearly and additional information relating to the child's needs should be enclosed in order to provide the Lead Advisor with further evidence to consider. Appeals should be submitted by post to: Inclusion Fund Applications, EYCC, Myle Cross Centre, Macaulay Drive, Lincoln. LN2 4EL. Electronic appeals can be sent to: EYCC@lincolnshire.gov.uk

Complaints

Complaints about the Inclusion Funding process or the way it which the process has been applied need to be made in writing to the Service Manager – Early Years. Any complaint will be acknowledged within 2 working day and will be investigated with a response provided within 10 working days. Providers should direct their concern for the attention of the Service Manager to Early Years and Childcare Support, tel. 01522 552752 or email: EYCC@lincolnshire.gov.uk

Model for Lincolnshire

This provides additional funding in addition to the base rate. This will be allocated based upon a % increase of the universal base rate, for every hour the child attends the setting for EYE up to a maximum of 30 hours/week (if the child is eligible). The additional funding will be paid direct to the setting to enable them to meet the needs of the child. As from September 2017 the Inclusion Funding will be paid at the rates below

- 50% of the base rate to enable the setting to enhance provision to meet the needs of the child (Emerging 1)
- 100% of the base rate to enable the setting to enhance provision to meet the needs of the child (Emerging 2)

The universal base rate is provided to meet the needs of children, including those with mild additional needs which are able to be met within the graduated approach and provision that is routinely available. From 1st April 2018 the universal base rate in Lincolnshire is £3.87. The guidance expects providers to meet children's needs within this rate.

Early Years Inclusion Funding to provide Specialist Equipment.

Applications for specialist equipment must be completed by an Occupational Therapist or Physiotherapist, in conjunction with parents/carers and the Early Years Provider. Equipment will only be provided to support access to early years provision and is not routinely able to be transferred to a statutory or special school; arrangements should be made through the appropriate channels in such instances. EYCC will arrange for the collection and redistribution of equipment if and when a child is of statutory school aged, unless a deferred place is agreed.

Applications for transfer specialist equipment must be completed by an Occupational Therapist, in conjunction with parents/carers and the Early Years Provider. The Transfer form can be requested by emailing: EYCC@lincolnshire.gov.uk

Guidance for awarding Lincolnshire Early Years Inclusion Fund

Area of SEN	Suggested reasonable adjustments that may support children's needs	Emerging 1 Needs	Emerging 2 needs
<i>Attainment levels</i>	<i>Assessments show child is working at up to 1 age and stage band below chronological in one or more Prime Areas of the EYFS.</i>	<i>Assessments show child is working at least 2 age and stage bands below chronological age in at least 1 Prime Area of EYFS.</i>	<i>Assessments show child is working at least 2 ages and stage bands below chronological age in at least 2 Prime Areas of EYFS.</i>
<p>Communication and interaction</p> <p><i>Those children who, despite appropriate intervention, need a high level of individual support because of difficulty with one, some, or all of the different aspects of speech, language or social communication.</i></p>	<p>Provision mapping</p> <p>Staff trained on ELKLAN</p> <p>ECaT Monitoring Tool</p> <p>Communication Friendly Spaces</p> <p>E-Learning Speech and Language</p> <p>Makaton trained</p> <p>Visual support</p> <p>Small group work using Early Years First Call activities.</p> <p>Following guidance given by other professionals eg: Speech and Language Therapy and adjustments made to the provision/environment as required.</p>	<p>A child with a professional diagnosis of a communication difficulty/delay who may also use an alternative means of communication to spoken language (e.g. signing).</p> <p>Some difficulties with understanding and spoken language, and/or interactions, when compared with age equivalent peers.</p> <p>Difficulties which impact on effective communication with familiar people.</p> <p>Impacts on accessing some other areas of EYFS.</p>	<p>A child with professional diagnosis of a communication disorder who is presenting with social interaction and/or behavioural difficulties.</p> <p>Obvious delay and difficulties with understanding and spoken language, and/or interactions, when compared with age equivalent peers.</p> <p>Difficulties impact on effective communication with familiar people in context.</p> <p>Impacts on access to all areas of EYFS without support.</p>

<p>Cognition and learning</p> <p><i>Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.</i></p>	<p>Provision mapping</p> <p>Small group learning with input from an adult modelling strategies and language etc.</p> <p>Adults playing alongside throughout the session.</p> <p>Differentiation of provision eg: puzzles, sorting materials etc.</p> <p>Following guidance given by other professionals eg Early Years Specialist Teacher, Portage and adjustments made to the provision/environment as required.</p>	<p>A child with lower levels of attainment across the prime areas of the EYFS than age equivalent peers.</p> <p>A child who may have some associated difficulties in speech and language and/or social emotional development.</p> <p>A child with difficulty in acquiring early development skills despite appropriate input.</p> <p>A child who may have difficulty in understanding conceptual language.</p> <p>A child who requires clear support to engage in any adult led experiences.</p>	<p>A child with significantly lower levels of attainment and evidence of an increasing gap between them and their peers across all areas of the EYFS.</p> <p>A child who has some associated difficulties in speech and language and/or social emotional development.</p> <p>A child with continued difficulty in acquiring early development skills despite appropriate input.</p> <p>A child who has significant difficulty in understanding conceptual language.</p> <p>A child who requires significant support to engage in any adult led experiences.</p>
<p>Social, emotional and mental health difficulties</p> <p><i>Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour</i></p>	<p>Provision mapping</p> <p>Visual supports for routines</p> <p>Flexibility of behaviour management strategies to meet particular need.</p> <p>Adult modelling and playing alongside throughout the session.</p> <p>Safe spaces as part of general provision.</p> <p>Small group times with PSED focus (SEAD materials or IDP materials)</p> <p>Following guidance given by other professionals eg Early Years Specialist Teacher, Educational Psychologist and adjustments made to the provision/environment as required.</p>	<p>A child who may be withdrawn and isolated</p> <p>OR</p> <p>may be unpredictable or attention needing. This social, emotional need may impact on language & communication. It may also have an impact on the development of social interactions and social skills. A child who is developing self-regulation with adult support in comparison with age equivalent peers.</p>	<p>A child who may be withdrawn and isolated, appearing to be unhappy, with limited or selective communication,</p> <p>OR</p> <p>may be unpredictable or attention needing resulting in frustration. This social, emotional need may impact on language & communication. It may also have an impact on the development of social interactions and social skills. A child who has no ability to self-regulate in comparison with age equivalent peers.</p>

<p>Sensory and/physical needs</p> <p><i>Children with physical needs, vision impairment, hearing impairment or a multi-sensory impairment may require specialist support and/or equipment to access their learning.</i></p>	<p>Provision mapping</p> <p>Following guidance given by other professionals eg: Physiotherapy or Occupational Therapy and adjustments made to the provision/environment as required.</p> <p>E learning sensory processing training in order to upskill all practitioners.</p> <p>E-learning motor skills development training in order to upskill all practitioners.</p> <p>Following guidance given by other professionals eg SEST and adjustments made to the provision/environment as required.</p>	<p>A child with a physical difficulty who requires flexible adult support to access some areas of provision.</p> <p>A child who may use specialist equipment to support their mobility or posture some of the time.</p> <p>Medical diagnosis of mild to moderate hearing impairment has been made which has had an impact on progress.</p> <p>Impairment results in a communication delay as identified by SEST/Speech & language this has an impact on the development of social interactions and social skills.</p> <p>A child with a medical diagnosis of lower to moderate visual impairment. The child has difficulty accessing some areas of the learning environment and requires some direct intervention to model skills which other children pick up through incidental learning and observation.</p>	<p>A child with a long term physical impairment who requires adult support to access all areas of provision. The physical difficulty impacts on independent functioning in some curriculum areas and around the learning environment.</p> <p>A child who may use specialist equipment to support their mobility or posture for the majority of time.</p> <p>Medical diagnosis of moderate to severe hearing impairment which has an impact on progress made.</p> <p>Impairment results in a significant communication delay as identified by SEST/Speech & language this has an impact on the development of social interactions and social skills.</p> <p>A child with a medical diagnosis of moderate to severe visual impairment. The child has difficulty accessing all areas of the learning environment and requires direct intervention to model skills which other children pick up through incidental learning and observation.</p>
<p>Medical Conditions</p>	<p>Following guidance given by other professionals eg Health Visitor, Specialist Nursing Team, Diabetes Specialist Nurse and adjustments made to the provision/environment as required.</p>	<p>Medical conditions not yet fully stabilised by medication (e.g. recent diagnosis of epilepsy, diabetes or anaphylaxis)</p>	

If, during review meetings, it is felt that the child's needs exceed the Emerging 2 needs criteria, advice and support should be sought from the Locality Early Years Specialist Teacher. For children with more complex needs parents and professionals may need to consider a request for an Education Health and Care Needs assessment to ensure their needs are able to be met.

