

Early Years SEND Inclusion Funding for Schools



Application for SEND funding for children the term after their second birthday attending an Early Years setting managed by a school. Please refer to page 3 for guidance on how to complete this form. Funding **MUST** be requested prior to or at the beginning of the term for which funding is being requested.

① Type of funding request		First funding application? <input type="checkbox"/>	Funding from IA agreed? <input type="checkbox"/>	Continued funding? <input type="checkbox"/>
② For which term is the funding?		Autumn <input type="checkbox"/>	Spring <input type="checkbox"/>	Summer <input type="checkbox"/>
③ Stage 2 SEND Funding <input type="checkbox"/>		Exceptional Needs SEND Funding <input type="checkbox"/> A supporting statement from the EYST or EY SEND AT must be attached with this request.		Care SEND Funding See notes on page 3 <input type="checkbox"/> Number of hours per week applied for <input type="text"/>
Name of Child			D.O.B	
④ Is the child in receipt of 30 hours NEF? <small>Please note, children under 3 are not eligible for 30 hours.</small> Yes <input type="checkbox"/> No <input type="checkbox"/>		⑤ Total number of hours child attends per week <input type="text"/>		
Name of School :				
Address for Correspondence :				
Telephone :		Email :		
Contact :		Position :		
⑥ Name of EY SEND Team Support :				

Ethnic Origin		Languages spoken at home :		
Is the child looked after by a local authority (LAC)?		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
⑦ Does the child also attend another setting? Yes <input type="checkbox"/> No <input type="checkbox"/> Name of setting:				
Date child started in your Early Years				
⑧ If continued funding - date current level of support started				
⑨ If the child is receiving Exceptional Needs SEND Funding please state when EHC Needs Assessment request will be submitted				

Parent Carer Views (This must be completed in partnership with parent carer)

:

I am aware of the contents of this form and I have seen the supporting evidence

Signed

Parent/Carer Date:

Please tick to confirm enclosed:

- ⑩ If first funding request please include the child's current levels of development in the Prime Areas in the Early Years Foundation Stage plus a short summary
- ⑪ If continued funding request, copy of reviewed and new outcomes pages from the SEND Support Plan
If continued funding request, copy of proof of expenditure
- ⑫ Any other supporting evidence (including health and/or social care reports)

Exceptional Needs Funding for Education and Care request –

Supporting statement from EYST or EYSENDAT (REQUIRED)

Signed

Designation

Please print name

Date:

On completion please return form to:
Sue Briggs, Central Bedfordshire Council
Children's Services
Watling House, High Street North
Dunstable, Beds, LU6 1 LF
Email: sue.briggs@centralbedfordshire.gov.uk
Tel: 0300 300 4364
Or send via Anycomms: Service\Other\
SS Learning and School Support Team

**Incomplete forms will not be considered.
IF YOU HAVE NOT HAD A RESPONSE
TO YOUR APPLICATION WITHIN A
MONTH PLEASE CHECK THAT IT HAS
BEEN RECEIVED.**

Information to help you to fill in the form.

This form must be completed electronically.

- ① First funding application – tick this box if the child has not had an Early Years Initial Assessment by an EY SEND Advisory Teacher. The child may have seen a health professional. Funding Agreed or Continued Funding will already be ticked by the funding administrator.
- ② Term funding is being requested – tick the correct box for the term in which funding is required (requests for continued funding are agreed termly)
- ③ Stage 2 SEND funding – This is for a child who meets criteria at Stage 2 or above in the Central Bedfordshire Guidance on SEND in the Early Years: A Graduated Response 2018. Stage 2 funding is for additional adult support for one third of the Government Funded* hours a child attends, e.g. NEF hours 15 - SEND funding 5 hours
Exceptional Needs SEND funding – This funding is for a child who has had an Early Years Initial Assessment and this level of funding has been agreed at the Early Years Allocation Meeting. Exceptional Needs SEND funding is for additional adult support for two thirds of Government Funded* hours a child attends.
- Care SEND funding – This is paid in the same way and is in addition to the Government Funded* hours a child attends a setting. These are deemed to be 'care hours.' NB It is not expected that children receiving Stage 2 SEND Funding will require Care SEND funding as well. Requests will be considered where necessary.
- ④ A child who receives up to 30 hours of NEF* From September 2017 a child over three years of age may be eligible for this funding.
- ⑤ Total number of hours' child attends – this includes both Government Funded* hours and Care SEND hours .
- ⑥ EY SEND Team – Early Years SEND Advisory Teacher or Specialist SEND Practitioner
- ⑦ Some children attend more than one setting and one of the settings may already be receiving funding for this child.
- ⑧ Current level of support would be either Stage 2 SEND funding or Exceptional Needs SEND funding.
- ⑨ If a child has been in receipt of Exceptional Needs SEND funding for 2 terms it is expected that the setting will make a request for an Education, Health and Care Needs Assessment at least two terms before the child transfers to school.
- ⑩ The Prime Areas of the Early Years Foundation Stage are Communication and Language, Personal, Social and Emotional Development and Physical Development. Please use the subheadings in the Prime Areas. You may submit a copy of the child's developmental record that you use in your setting. The summary should include the child's general health, vision, hearing and any physical disabilities which may affect the child's access to play and learning.
- ⑪ The outcomes should be reviewed every 6 – 8 weeks The updated SEND Support Plan review and outcomes MUST be included and attached to the funding request. A request for funding will not be accepted without this information.
- ⑫ Recent reports from other outside professionals or agencies relevant to the request should be included.

*Government Funded Hours are:

Nursery Education Fund (NEF) for 3 and 4 year olds
Funded hours for 2 year olds

Additional information can be found on page 4

Additional information.

Procedure

School settings should refer to the Special Educational Needs and Disability Code of Practice 2014 and the Central Bedfordshire Guidance on SEND in the Early Years: A Graduated Approach 2018 to decide the child's level of need. Funding for training (e.g. Epipen training) and /or SEND equipment may be applied for through the Childcare Development Team

Stage 2 SEND Funding

School settings with a child who meets the indicators at Stage 2 or above in the Central Bedfordshire Guidance on SEND in the Early Years: A Graduated Approach 2018 are eligible to apply for funding to assist in employing a member of staff to support the child in the setting.

Exceptional Needs SEND Funding to support the inclusion of children with complex / severe SEND

This funding is intended for the very small percentage of children who have severe or complex Special Education Needs and will usually fall into one of the following two categories:

- Children who have very significant needs (severe, complex, life-long) and would be unable to access the setting and requires an exceptionally high level of support and supervision
- Children who demonstrate extreme/ unpredictable behaviour which makes them a danger to themselves and others and therefore require constant supervision

Settings with a child who meets the above indicators are eligible to apply for funding to assist in employing a member of staff to support the child in the setting.

CARE SEND Funding

Funding is available for hours that a child may attend in addition to his/her government funded hours. The funding supports settings to promote inclusion by assisting with the appointment of staff to support children with additional needs who would otherwise be unable to access the setting.

Funding is granted termly.

Roles and Responsibilities

The role of the supporting adult is to support the setting in facilitating the following:

- Ensuring that the child is included in all aspects of the Early Years Foundation Stage by differentiating play and learning activities and making reasonable adjustments in the environment.
- Implementing the targets as outlined in the SEND Support Plan.

Appointing additional staff

School settings must use their SEND Funding to extend the hours of existing staff

or

To employ an additional member of staff to enhance the adult/child ratio and enable an existing member of staff to work with the child.

The setting SENCo should support and advise staff.

Things to Remember

- Meeting the needs of all children, including those with SEND is the responsibility of all practitioners in the setting.
- It is important that all staff are consistent in their expectations when supporting children with SEND.
- It is important to stand back to allow the child with SEND some opportunities to attempt new tasks independently. Making observations of the child playing independently will help you to know how to support the child.
- All practitioners in the setting should be aware of the nature of the child's SEND and associated SEND Support Plan outcomes.
- Confidentiality must be maintained at all times.