

## **Inclusion Funding for a Child attending Early Years Provision**

### **Draft Terms of Reference**

#### **The funding is**

- For children aged 0-5 years whose needs are so significant and complex that they could not access Early Years Provision without additional support.
- For children in Early Years Provision in Slough where the provider can evidence that the child has have been diagnosed as having significant delay in one or more of the areas listed below and are known to the Early years Outreach service and other professionals
- To enhance staff ratios to promote inclusion
- Facilitate transition
- Provide training for additional needs and all aspects of inclusive practice to facilitate the inclusion of a child with additional needs
- Provided for a maximum of 15 hours per week enhanced staffing over a period of 22 weeks .The level of funding allocated will not exceed £12/hour
- During the period an request for an EHCP **MUST** be submitted with appropriate levels of evidence to allow it to be considered by the LDD panel
- All allocations will be reviewed after 22 weeks to determine if funding will be continued once the EHCP assessment has been completed

#### **Applications must**

- Be an outcome of a Review Meeting for the child.
- Have the full support of Early Years Outreach Team / Educational Psychologist and agreement of the parent/carer.
- Include a fully completed application form with evidence to demonstrate a child's needs and progress
- Contain full details of staffing currently available to the setting at the time of the Childs planned attendance .

#### **What can funding be used for?**

The fund can be used by Providers to cater for a wide range of individual needs by making good quality provision to enable children to fully access the Early Years Foundation Stage. It 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.

#### **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 much 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 severely 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.

There are two further funding options

### **Early Years Inclusion Funding to Support Transition into Early Years Provision.**

The application must be completed by the Educational Psychologist or Early Years Team. The funding is available to support children who are due to begin a placement with a Provider, and would not be able to attend without support. The applications are considered by a panel.

**Early Years Inclusion Funding to provide Specialist Equipment.** Applications for specialist equipment must be completed by an Occupational Therapist, Physiotherapist in conjunction with parents/carers, and the Early Years Provider

Levels of funding allocated will vary and be determined by 2 Factors

- The needs of the child and what support is required to be provided by the setting - therefore children who have additional needs but whose needs are being met or partially met within the setting will receive funding that reflects this
- The levels of existing staffing within the setting at the time of the child's planned attendance – therefore where there is already a high level of additional staffing already being provided this will be reflected in the allocation offered to additional children.
- Therefore setting should not assume that every child with additional needs will receive 1:1 funding unless they can demonstrate individual levels of need require this given current staffing levels .