

Ordinarily available in Worcestershire for early years settings

Local inclusion fund guidance

2020 -2021

Contents

Ordinarily available in Worcestershire early years settings	3
Disability access fund (DAF)	3
SEND local offer	3
Special Educational Needs and Disabilities Code of Practice (2014)	3
Inclusion supplement within the early years single funding formula (Nursery education funding sessions) including extended entitlement	4
Monitoring of inclusion supplement	4
What is a special educational need?.....	5
Areas of special educational need	5
Provision maps.....	6
Individual provision maps/education plans (IPM/IEP's)	6
How should success be measured?	7
Pre-school forum	7
Transition into new settings/schools.....	8
Support on entry into school	8
Early years pupil premium	8
Early years pupil education plans for children who are looked-after.....	9
Descriptors of SEN/D.....	9
How should the descriptors be used?.....	9
The graduated response – early years provision	10
Social care: children in need and Child Protection Plans.....	10
Children who are looked-after: Virtual school support role.....	11
Predicting your inclusion supplement for the term.....	12
Inclusion supplement calculator	12
Receiving the inclusion supplement for a term	13
Pathway for claiming inclusion supplement/funding for children claiming NEF.....	14
Funding streams include:	15
Pathway for claiming inclusion supplement/funding for children not claiming NEF (0-3 and out of school and holiday provision)	16

Ordinarily available in Worcestershire early years settings

This document explains the special educational provision Worcestershire Children First, on behalf of Worcestershire County Council (WCC) expects to be made ordinarily available to all children within early years settings, through a graduated response of support and intervention. It will assist settings in developing a consistent approach in their provision for children with SEN and Disabilities (SEN/D). It will also help parents and carers to understand the support that their child will receive during their early years.

All children with special educational needs and disabilities have a minimum entitlement to ordinarily available provision, regardless of which setting they attend. Some settings will need to make adaptations to their present practice if they are to meet the expectations of ordinarily available provision.

This document also sets out the inclusion funding that is received by early years settings, for children who are accessing the nursery education sessions. The funding, known as the inclusion supplement, is the local authority's contribution towards the additional costs associated with providing educational support for children with SEN and Disabilities, a duty detailed in the Equality Act 2010. The descriptors of level of needs can be found within the [Graduated Response \(SEND support in education Provision\) \(opens in new window\)](#)

Disability access fund (DAF)

3- and 4-year olds who access Disability Living Allowance will be eligible for the Disability access fund (DAF) and an annual payment of £615. This funding will be paid to the childcare provider to support the adaption of provision and inclusive practice capacity building. Parent/carers can nominate the early years setting to receive this payment via the parent declaration form. If more than one setting is attended by the child, the parent/carer must nominate one setting to receive the funding as it cannot be shared between settings.

SEND local offer

This document will be published as part of WCC's Local Offer, which sets out in one place, information about all the provision that is available for children and young people in Worcestershire who have a special educational need or disability (SEN/D). The local offer will cover:

- Support available to all children and young people with SEN/D from universal services such as early years settings, schools and colleges
- Targeted services for children and young people with SEN/D who require additional short-term support over and above that provided routinely as part of universal services
- Specialist services for children and young people with SEN/D who require specialised, longer term support.

Special Educational Needs and Disabilities Code of Practice (2014)

All early years settings must work to the special educational needs code of practice. This document highlights the main requirements of the code including:

- The Graduated Response; the process of differentiated provision, from the normal entitlement to the highest level of SEN/D support
- Education, health and care plans (EHCP) have replaced Statements of SEN for children whose needs may not be met within the ordinarily available provision.
- Continued emphasis on including parents/carers and the child in discussions concerning support put in place.

Inclusion supplement within the early years single funding formula (Nursery education funding sessions) including extended entitlement

Worcestershire County Council provides free early education for some eligible two-year olds and all three and four-year-old children within Worcestershire. Childcare settings that offer the Nursery education funding (NEF) are entitled to receive an inclusion supplement up to the maximum 15 hours and the funding will be split between all settings the child attends. However please note that specialist provision will automatically receive the 15 hours inclusion supplement if the child attends for 15 hours. No further funding will be available to other settings in these instances **unless the family qualify for the extended NEF entitlement. Where children are accessing 30 hours of extended entitlement, the inclusion supplement will be available for the number of NEF hours claimed – up to the maximum 30 hours.**

The inclusion supplement is based on the level of provision required to meet the children's needs and is categorised in the descriptors of SEN/D within the [Graduated Response \(SEND Support in education provision\), pages 22 – 36 \(opens in new window\)](#)

This section has information that should be shared with parents, containing the types and regularity of activities we would expect to be in place. The inclusion supplement should contribute towards:

- Additional staffing required to support children in the setting with additional needs
- Staff applying the strategies and interventions
- SENCO time spent on planning for children with special needs and disabilities
- Appropriate specialist resources and private specialist consultancy services.

The way in which you are supporting the child must be discussed with parents and carers, for open and transparent partnership working, and for them to understand the level of support their child should be receiving. Parental consent for accessing the inclusion supplement is included within the NEF parent declaration form.

Please note that an allocation of the inclusion supplement to an individual child in the early years is not linked to financial support received once at statutory school age.

Funding is also available to support children who are not accessing their NEF sessions, either in early years settings or in out of school or holiday provision. Please see the funding flowchart on page 14.

Monitoring of inclusion supplement

All settings must be able to evidence the level of provision/need of the children during NEF and inclusion team visits. Evidence can include individual support plans, individual education plans,

provision maps, and developmental checks. Whilst settings can decide how the funding is spent (e.g. staffing, resources, SENCO non-contact time) they will be closely monitored on the impact of their support to the child or children. If no appropriate impact is evidenced, WCC will request evidence of appropriate spend, and may decide to withhold or recoup funding.

Good provision mapping (see page 8) and the tracking of the outcomes of any interventions offered to the children will ensure that settings have this evidence at hand. Settings are no longer required to upload evidence each term. Monitoring visits will take place each term, with settings being picked at random or on the request of professionals or parents.

The monitoring form templates (Stage 1 and 2) are available for the [Early Years Inclusion Resources – letters D to F \(opens in new window\)](#)

What is a special educational need?

All children learn and develop at different rates and have areas of strength and interest, and areas of weakness. A child may have a special educational need if, despite appropriate activities, and differentiated planning and support, they continue to experience a greater difficulty than their peers in learning and developing skills. **It is important to distinguish between children with SEN/D and those children who are underachieving but who can and will catch up.**

A child has an identifiable SEN/D if their needs are such that the provider must put in support that is additional or different to what is normally available to all children in the setting, as defined in Development Matters in the Early Years Foundation Stage.

Areas of special educational need

Children may have needs in more than one of the following categories:

Communication and interaction:

- Speech, language and communication needs (SLCN)
- Autistic spectrum disorder (ASD)

Cognition and learning:

- Specific learning difficulty (SpLD)
- Moderate learning difficulty (MLD)
- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)

Social, mental and emotional health:

- Emotional and social development (ESD)

Sensory and/or physical:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

A child may have needs which span two or more categories, for example a child with a hearing loss may also experience difficulty interacting with their peers. Each child should be considered holistically, so that all their needs can be identified. Please also consider the environment of your setting, as this may be impacting on their learning.

Any needs identified should be prioritised so that targets and provision can be focused upon achieving measurable progress. All approaches and support detailed in the descriptors of SEN/D should be made in collaboration with those professionals who support the child (internal to the setting and external professionals if appropriate), and in full partnership with their parents/carers.

Settings are advised to look to the future and think more in terms of two groups - 'underachieving and less experienced learners' and 'children with a closely defined special educational need or disability', this document identifies six groups of children and the provision they should receive in Worcestershire (see pages 9-28 for full details):

- Normal entitlement
- Graduated response 1
- Graduated response 2
- Graduated response 3
- Graduated response 4
- Exceptional early years funding

Provision maps

Crucially settings should ensure that all vulnerable learners are on a provision map. For a provision map to be effective it must cross reference the educational provision within a setting with the progress made by the child, in order to evaluate whether the additional provision has had an impact.

Advice and guidance on introducing provision maps into your early years setting can be provided by the inclusion team and more detailed information can be found on the [Early Years Inclusion resources letter P to R \(opens in new window\)](#)

Individual provision maps/education plans (IPM/IEP's)

A high-quality provision map will be appropriate evidence of planning and progress for children on graduated response 1. However, when IPM/IEPs are used at graduated response 2, 3, 4 and exceptional and for the few early years' children with an education, health and care plan, they must include;

- the short-term measurable outcome led targets set for or by the child
- the teaching/support strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success/exit criteria (i.e. when child has made adequate progress on developmental levels)
- outcomes, recorded when the IPM/IEP is reviewed
- signature of parent/carer

The IPM/IEP should only record what is additional to or different from the differentiated curriculum in place for all children or that which is the normal entitlement. The documents can be downloaded from the [Early Years Inclusion resources letter P to R \(opens in new window\)](#)

How should success be measured?

Children and their needs are individual. Appropriate progress is therefore also individual and must be defined by success in meeting appropriately challenging SMART targets over time. Some children will successfully meet highly appropriate challenging targets, but the nature of their special educational need may mean that the gap between their attainment and that of their peers widens over time. Settings are advised to refer to 'Development Matters in the Early Years Foundation Stage.'

For children on graduated response 2, 3, 4 and exceptional funding, the early years inclusion team recommends that settings use the early support early years foundation stage (EYFS) tracking documents. Settings are not required to complete all 4 areas with all children, only the areas where children are significantly delayed. The documents can be downloaded from the [Early Years Inclusion resources letter D to F \(opens in new window\)](#)

These should be used to support the **early years foundation stage progress check at 24-36 months**, when all early years practitioners must review progress at age 2 for every child within

Early years settings in full consultation with their parents/carers. It should also help inform the health visitor check at this stage in the child's life. The summary of the check must highlight:

- Areas that the child is progressing well in
- Areas where additional support might be required
- A focus on areas where there is a potential developmental delay
- A description of the activities and strategies to be put in place at home and in the setting.

Pre-school forum

The pre-school forum is where representatives from multiple agencies discuss the individual needs of children who have special educational needs and co-ordinate the support that is offered to them. Health professionals and specialist support agencies are responsible for referring children to the pre-school forum in the main. Referrals are always made with parental consent and in liaison with early years settings.

The main aims of the pre-school forums are:

- To co-ordinate the involvement of education and health professionals for children who may need close monitoring.
- To clarify the nature of children's additional needs.
- To identify and plan for children who may benefit from additional support both in their pre-school/nursery setting and as they enter school. This will include identifying children who are eligible for the exceptional early years funding inclusion supplement.
- To identify the small number of children with complex needs who would benefit from the provision of additional assessment prior to school entry to inform their allocated school or for whom an assessment for an education, health and care plan is necessary in preparation for when they enter school at statutory school age.
- It is imperative that early years practitioners keep accurate records on the children's development and the interventions put in place to support them, as this paperwork may be used by the local authority during the latter processes of statutory assessment or the creation of an education health and care (EHC) plan.

For independent information and advice on the pre-school forum please contact the [SEND Information, Advice and Support Service Herefordshire and Worcestershire \(opens in new window\)](#)

Transition into new settings/schools

Every child's transition should be personalised and tailored to meet their individual needs and the 'Early Years Transition Toolkit – Making the Unfamiliar Familiar' should be used as a best practice guide for all children. The toolkit also provides guidance on the targeted activities for children with additional needs, those that are above and beyond that which is normally available for all children.

For a PDF version of the current transition toolkit please contact the inclusion team on eyinclusion@worcschildrenfirst.org.uk

Parents/carers should also be actively involved in their child's transition package, and any specialist service attached to the child will be able to provide advice and guidance on supporting the child's transition. The toolkit can be downloaded from the link below:

The transition toolkit is currently being reviewed to make it an on-line resource, and will be available on the [Early Years Inclusion resources letters S to T \(opens in new window\)](#).

Support on entry into school

Please see the [Graduated Response in educational settings \(opens in new window\)](#)

The SEN/D graduated response guidance is intended to be used as a tool for schools and settings and those partner agencies working with them and has been created in collaboration with SEN/D professionals, parents/carers and young people. The guidance has been designed to help ensure children and young people across the county with special educational needs reach their full potential. It sets out local authority expectations for the ways in which all schools and settings should meet the needs of children and young people with SEN/D.

To help teachers in understanding the type of care and educational support previously provided to a child we advise early years settings to carry out transition activities, including the level of inclusion supplement (GR level) that was in place during their early years. More information is provided in the transition section available in the [early years inclusion resource letter S to T \(opens in new window\)](#)

Please note – children who are looked-after or previously adopted, may not have an identified special need, but may have developmental delay and additional needs due to the impact of their early life experiences. These children may need continued support to develop healthy attachment relationships, and for this to be supported and evidenced within the graduated response. Evidence of support in place is good practice.

Early years pupil premium

The early years pupil premium is linked to the nursery education funding, children who meet the criteria for free school meals will receive an additional contribution to support the vulnerable learners within the early years sector. For each eligible 3 and 4-year-old settings will receive 63p for every NEF hour claimed (up to 15 hours max.). The use and impact of the funding (£359.10) per year) will be

monitored by Ofsted, and they will ask settings to demonstrate how the funds have been spent. For more information visit [Get extra early years funding \(opens in new window\)](#)

Early years pupil education plans for children who are looked-after

Early years personal education plans (EYPEPs) can be completed by the child's social worker or by an early years practitioner for the virtual school for looked after and adopted children. EYPEPs are a way of monitoring a child's progress and setting targets for the coming year. EYPEP's are a statutory requirement for any child who is looked after, where a care plan is in place and the child is funded, in part or full, by the state. This included 2-year-old funding as well as 3,4-year-old funding. They are a useful way of monitoring the impact of the pupil premium for children who are looked-after. Further information is available from the [Virtual School website \(opens in new window\)](#)

Descriptors of SEN/D

How should the descriptors be used?

The descriptors are set out in the [Graduated Response \(SEN/D Support in Educational Provision\) pages 22-36 \(opens in new window\)](#)

They indicate provision that the local authority expects settings to make for children in the early years foundation stage – that which is ordinarily available in the early years to all children – whatever the level of need.

For each group of children detailed information is given about the local authority's expectations, in terms of;

- Level and description of difficulty
- Assessment, planning and review
- Environment, adaptations and equipment
- Examples of strategies and early learning activities
- External agencies and resources

The descriptors are not an exhaustive list. We do not expect a child to have all the needs listed in each category, for them to be eligible. The child's primary area of delay should indicate the type of provision that will meet their needs.

An easy to use table highlighting all levels of need 'EYSFF Overview of Levels of Provision and Needs' can be found on the following link [SEN/D Graduated Response Guide \(pages 22 – 36\) \(opens in new window\)](#).

The following table illustrates the amount of funding awarded to each level of need per hour of nursery education funding.

Code of practice level	EYSFF inclusion supplement per hour/per child (max 15 hours)	2-year-old funding
Normal entitlement	NEF hourly rate: £4.20	Please note that an automatic supplement for GR1 and GR2 has been included within the 2-year-old hourly rate of £5.28
Graduated response 1	Included within NEF hourly rate from April 2017: £4.20	Please note that an automatic supplement for GR1 and GR2 has been included within the 2-year-old hourly rate of £5.28
Graduated response 2	NEF hourly rate: £4.20+ £0.90	Please note that an automatic supplement for GR1 and GR2 has been included within the 2-year-old hourly rate of £5.28
Graduated response 3	NEF hourly rate £4.20+ £1.60	NEF hourly rate £5.28 + £1.60
Graduated response 4	NEF hourly rate £4.20+ £2.86	NEF hourly rate £5.28 + £2.86
Exceptional early years funding	NEF hourly rate £4.20 + £6.30	NEF hourly rate £5.28 + £6.30
Disability access fund (DAF)	£615 annual payment For 3- and 4-year olds in receipt of Disability Living Allowance	Not available to 2-year olds

The different levels of graduated response can be printed out as leaflets to support parents and carers in understanding the level of support settings will be putting in place for their child.

The graduated response – early years provision.

For information on the intervention, strategies and interventions for each graduated response (GR) inclusion funding level of need please refer to the [SEN/D Graduated Response Guide \(pages 22 – 36\)](#) ([opens in new window](#))

Social care: children in need and Child Protection Plans

Please note that funding is not available to support the attendance of, or reports required by early year's settings when meeting their statutory responsibilities in keeping children safe from harm. The following extract is taken from 'Working Together' Document

Early years and childcare

8. Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the early years foundation stage. 13. Early years providers should ensure that:

- Staff complete safeguarding training that enables them to recognise signs of potential abuse and neglect; and they have a practitioner who is designated to take lead responsibility for

safeguarding children within each early years setting and who should liaise with local statutory children's services agencies as appropriate. This lead should also complete child protection training

- All involved professionals should:
 - attend, when invited, and provide details of their involvement with the child and family; and
 - Produce reports for the child protection review. This information will provide an overview of work undertaken by family members and professionals and evaluate the impact on the child's welfare against the planned outcomes set out in the child protection plan.

Children who are looked-after: Virtual school support role

There is also an expectation that practitioners will be available to meet with Virtual schools to complete an early years personal education plan (EYPEP) to share and discuss details of child's progress and set targets for the coming year and discuss use of early years pupil premium for children who are looked-after. Visit the [Virtual School website for further support \(opens in new window\)](#)

Predicting your inclusion supplement for the term

It is important for settings to predict the level of inclusion supplement they will receive prior to the start of a term; in order to employ any additional staffing required to support all the children with special needs within your setting. In order to predict the funding your settings will receive for a term SENCOs will need to have the following information:

1. Identified children and their level of need/provision (including 2-year olds) accessing graduated response 3 and 4.
2. The number of NEF hours (up to a maximum of 15 or 30) they will be eligible for in that term

Use the grid below to predict your settings inclusion supplement for the following term.

Level of Provision/Need	No. of children in each category	(A) Total No. of NEF hours for these children in the term	(B) Inclusion supplement to be paid per hour	(C) Total amount
Graduated response 1			Included within hourly rate	
Graduated response 2			£0.90 (not including 2-year-old NEF)	
Graduated response 3			£1.60	
Graduated response 4			£2.86	
Exceptional early years funding			£6.30	
Disability access fund (DAF)		Annual payment only	£615	
Top up funding (e.g. challenge)				
TOTAL INCLUSION SUPPLEMENT:				

Multiply the figure in column (A) by the hourly rate in column (B) which will indicate the amount to be received for each category of provision/need.

Total all amounts in column (C) to calculate total predicted amount of Inclusion Supplement.

Inclusion supplement calculator

An excel spread sheet/calculator is also available for you to calculate your inclusion supplement – this contains an overview sheet that can also record the spend throughout the term for you.

Please download the latest version from the [Early Years Inclusion resources letters D to F \(opens in new window\)](#)

Receiving the inclusion supplement for a term

The inclusion supplement predictions will be based on the children in your setting that you are already aware of. However, many children's needs will not emerge until part way through the term. When you complete your NEF actuals on the provider portal, you will be required to indicate the level of provision and need of all children with additional needs within your setting, from graduated response 1 upwards. As the portal opening is mid-way through the term, this allows you to add any children whose needs have emerged over the first part of the term. If you have identified a level of need past this point, the provide portal will be responsive to this change.

Further to the basic information requested on all children in your setting you will be required to add the following information from the drop-down choices:

- Level of need and the level of provision the children require (graduated response 1,2,3,4, exceptional)

When you receive your statement the amount you will receive per named child will be displayed for your information. Your predicted inclusion supplement should match the actual amount if all the children and their level of need/provision are the same. Whilst settings can decide how the funding is spent (e.g. staffing, resources, SENCO non-contact time) they will be closely monitored on the impact of their support to the child or children. If no appropriate **impact** is evidenced, WCC will request evidence of appropriate spend.

Pathway for claiming inclusion supplement/funding for children claiming NEF

A child attending your Early Years setting requires more support than that which is normally available to all children, due to their additional needs/special needs/disability.

Setting should apply for inclusion funding via the [Provider Portal \(opens in new window\)](#)

Step 1:

Complete the **inclusion supplement calculator** prior to the start of term to predict what your setting will receive for the term. Please include information on 2, 3- and 4-year olds accessing NEF. This is for your settings information only and should be used to ensure you have spent the Inclusion Supplement throughout the term in an appropriate manner. It includes a sheet for recording spend. Please note contributions for 2-year olds on graduated response 1 and 2 are included within the hourly rate, and contributions for GR1 are included within the 3 and 4-year-old hourly rate and should not be included. [The inclusion supplement funding calculator is available on the Early Years Inclusion resources letters D to F \(opens in new window\)](#)

Step 2:

When entering child specific information during your **early years national funding formula actuals** on the Provider Portal, please indicate the children's Code of Practice level, using this local inclusion fund guidance, and the descriptors of need in the [SEND Graduated Response \(opens in new window\)](#) to allocate the correct graduated response level. Pages 22-36 provides guidance on GR levels.

Step 3:

Ensure parent has completed the **privacy notice** and the new **parent declaration form** - which includes consent to apply for the Inclusion Supplement. This is required once a year, unless changes to their hours are made. Please have both forms available during monitoring visits, as parents **must be made aware** that funding is being claimed to support their child.

For the most up to date forms please contact the NEF Team: NEF@worcechildrenfirst.org.uk

Step 4:

Evidence of level of need will be required to be kept on file at the setting, as they may be asked to produce evidence as part of routine early years inclusion team visits or as part of the NEF auditing process. The recommended documents include the [Early Support Tracking \(opens in new window\)](#) and [Individualised Planning \(opens in new window\)](#)

Step 5:

Payment will be made by the finance team on the rates included on page 11 of this document. Payments will be detailed in the termly NEF actuals statement.

If you wish to apply for additional funding due to the complexities of the child (e.g. challenge to GR4 or exceptional early years funding) please complete a [Local Inclusion Fund Application form \(opens in new window\)](#)

Funding streams include:

Challenge to GR4

If a child is receiving GR4 NEF inclusion supplement and is very complex, you can apply for additional funding to top up your funding in order to meet their needs.

Exceptional early years funding

If a child meets the following criteria you will be able to claim the highest level of early years funding (please see full criteria):

- Must be in pre-school year and approved by pre-school forum
- Parents must have turned down a specialist nursery assessment placement
- Child has delayed or deferred entry into school for matters of SEN/D, with the approval of the pre-school forum
- Specialist agencies have advised you the child meets the criteria on their recommendation

The above funding streams are based on strict criteria that is available within the [early years inclusion resource letters D to F \(opens in new window\)](#)

All applications must be uploaded securely to the Children's Services Portal

Pathway for claiming inclusion supplement/funding for children not claiming NEF (0-3 and out of school and holiday provision)

A child attending your setting requires more support than that which is normally available to all children, due to their additional needs/special needs/disability.

Step 1:

Check that the child meets the criteria for additional funding. Download the criteria from the [early years inclusion resources letters D to F \(opens in new window\)](#)

Step 2:

Discuss the funding you wish to apply for with the child's parents/carers, ensuring that they sign the application parent signature form (which should accompany the application.)

Step 3:

Complete the WCF inclusion funding application form, completing all sections and compiling the required evidence in case you are monitored.

Step 4:

Upload the application to the [Children Services Secure to the Portal to Early Years Inclusion Team \(opens in new window\)](#).

Deadline dates for applications and the dates of the meeting are included within the application.

Step 5:

You will receive an email confirming receipt from the early years inclusion team via the Children Services Secure Portal.

Step 6:

You will receive an email in the week following the funding meeting confirming the amounts that you will be funded. Payments for 0-3 non-NEF, 0-5 holiday provision will be made alongside the NEF actual payments and will appear on your statement.

Payments for children aged 5 or over will be made directly to your setting.

Please note that these funding streams require an application for each term and holiday period, unless otherwise informed by the team. If the funding is awarded for the whole academic year settings will be required to complete a monitoring form prior to the release of funding in subsequent terms.

Please add any income received onto the predicting inclusion funding spreadsheet to aid monitoring visits by WCF officers.