



## Early Years Inclusion Support Funding and Transition Support Funding (Implementation March 2022) for children with Special Educational Needs and/or Disabilities in South Gloucestershire - Operational Guidance 2022

For use by all Early Years Providers: Nursery Classes, Childminders, Preschools and Day Nurseries and other providers on the OFSTED Early Years Register.

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## **The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals**

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## 1.0 Introduction

The Local Authority (LA) and partners have a legal duty to regularly review the special educational needs (SEN) provision available in the local area. This includes:

- Sufficiency planning of the number of places, the age and type of special educational needs and disability (SEND) they support;
- Commissioning arrangements for the availability of support services for SEND; and
- The way Top Up funding is allocated to individual children and young people with high level SEND.

In 2021, the High Needs Working Group commissioned a review of the way Top Up funding for children and young people with complex SEN, is allocated. This commission was triggered by a range of indicators such as a wide variety of methodologies used to calculate Top Ups, different decision making processes and national benchmarking data suggesting that high Top Up values are applied across the whole spectrum of provision in South Gloucestershire.

The aim of this work was to develop a universal, transparent, fair and sustainable financial model aligned with the evidence of assessed need of individual children and young people.

## 1.1 Key principles

In developing a fair and transparent model of allocation of top up funding the LA and partners agreed the following set of principles which must guide all decision making processes.



**Compliant** with national legislation and regulations. High needs funding is provided to local authorities through the high needs block of the dedicated schools grant (DSG). Local authorities must spend that funding in line with the associated conditions of the grant, and School and Early Years Finance Regulations.



**Whole system approach** - the top up allocation system captures the needs of children/young people from universal, SEN Support to the EHCP level of need.



**Universality** – the system relates to all age groups and all types of provision (apart from individually commissioned non maintained specialist provision) which means that it is transferable between key stages and different types of settings and schools across South Gloucestershire.



**Sustainability** – a system which promotes robust financial governance including budget monitoring, reporting and planning.



**Clarity and transparency** – the system is published on the Local Offer. It clearly describes national and local financial arrangements and decision making processes.



**Fair and consistent application** – evidenced based approach informs allocation of top up funding. This means that the type and severity of need and impact is individually assessed by the relevant professional(s) who contributes to the Education Health Care needs assessment (EHCna) or Education Health Care Plan (EHCP) annual review processes. When making decisions about additional top up funding, the LA must treat all providers including maintained provision, academies, free schools and FE sector on a fair and equivalent basis.

Nationally, it is accepted that the cost associated with meeting the needs of children with similar level of need may vary, even between the same types of providers. There is no national guidance on what represents 'reasonable' cost or good value for money. This means that allocation of top up funding based on assessment of the type and severity of need remains the fairest, evidence-based way of allocating additional funding.

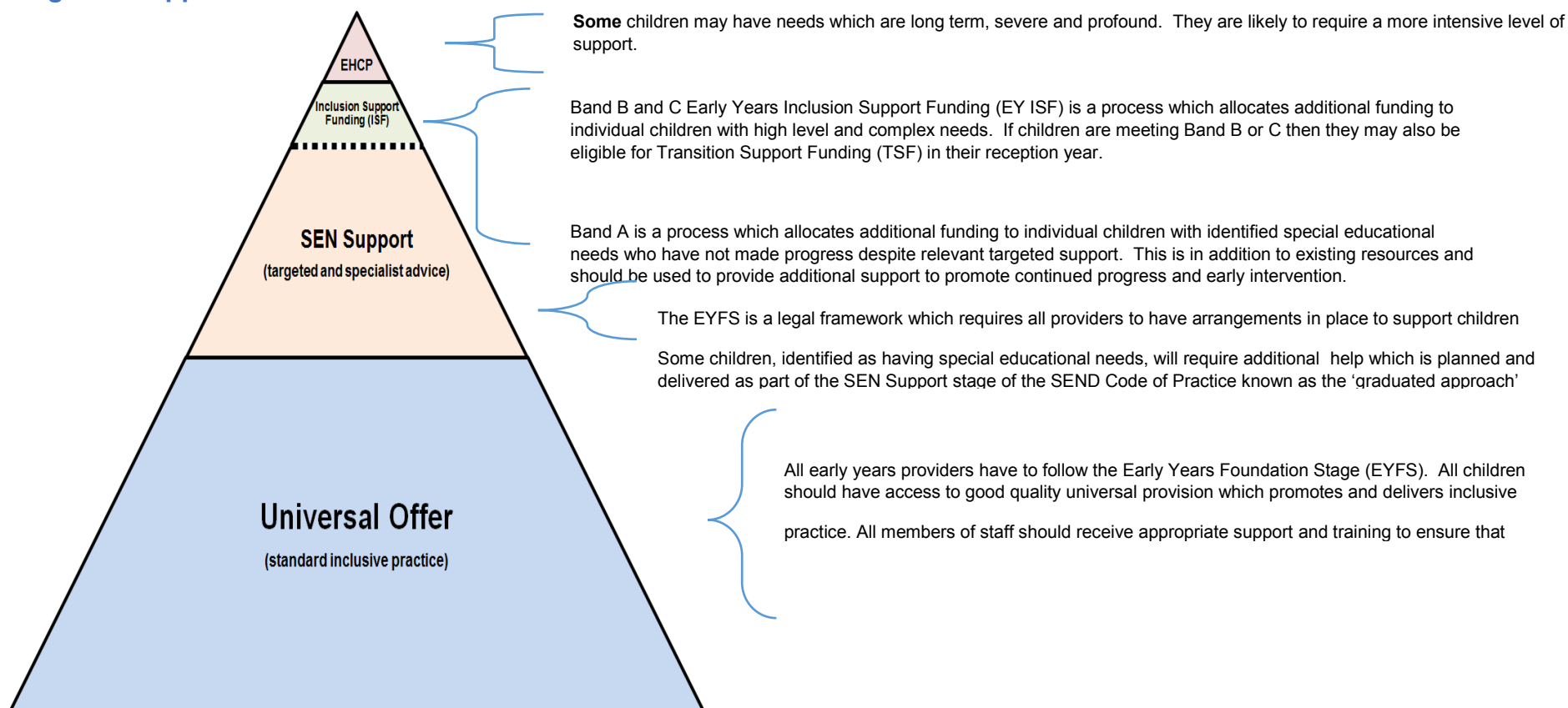
South Gloucestershire LA developed a set of banding descriptors which are underpinned by the principles outlined above. They apply to all types of educational settings in the South Gloucestershire area, including Early Years providers, mainstream schools, special schools including academies and FE colleges.

Children and young people living outside of South Gloucestershire but attending educational settings in South Gloucestershire, will be assessed using the methodology and the process set out in this document.

## 2.0 Provision for children in Early Years - Whole system approach to SEN

A whole system approach allows Early Years providers, the local authority and partners to have a holistic approach to good quality inclusive practice underpinned by various national and local funding streams identified in Appendix 1. This system is designed to be flexible and respond to changing need quickly by adopting the principles of Assess-Plan-Do- Review and effective use of resources targeted to address the needs of children with SEN from emerging/mild to the most complex.

## Stages of support



## 2.1 Universal and SEN Support offer

Early Years providers, have skills, knowledge and experience in identifying, planning and delivering differentiated support. Settings also have access to additional expertise provided by a range of support services. For example, they can seek additional advice from the Early Years team, Educational Psychologists, CAMHS, therapy services, paediatricians, nurses, early help services, social care and others. Access to such services is available to all children and educational settings and is not dependent on any allocation of additional financial support.

Once the SEND is identified it is very important that special educational provision is made. The provision should be evidence based, focused on the identified need and its impact should be monitored over time. This additional support is known as SEN Support. The EY setting will deliver this via a Graduated Approach which includes four stages: Assess – Plan – Do – Review. Section 2 of the [The South Glos Way Inclusion Toolkit | Safeguarding South Gloucestershire Safeguarding](#) provides an evidence-based practical document, which gives advice and guidance to help educational settings to continue to build inclusive, enabling environments that enable all children with SEND to thrive.

All Yearly Years providers are required to have arrangements in place to identify, support and review needs of children with SEN and disabilities and to promote equality of opportunity for children in their care. Their arrangements are set out in the EYFS framework.

Practitioners working in South Gloucestershire settings can also access the Virtual Learning Environment (VLE) for further information. The Early Years Team can also provide settings with information, advice and guidance concerning how to support children with SEND and the SEND Code of Practice. Each setting will have an allocated Early Intervention Officer who can be contacted directly or via [earlyyears@southglos.gov.uk](mailto:earlyyears@southglos.gov.uk).

### 2.2.1 Play, Cognition and Learning needs

As the EYFS does not have a specific section related to ‘cognition’, Early Years Settings should be able to gather evidence from a range of learning experiences in which the child has had to solve problems of one kind or another, or use basic concepts to sort, match and classify. The child’s play skills, mathematical knowledge and skills, how they explore the environment, and their understanding of the world are all relevant. Many cognitive skills develop as language skills develop and are facilitated by them, others – such as completing inset jig-saw puzzles, do not depend so much on language.

Some children may have 'global delay' or are working across most of the EYFS well below their chronological age, suggesting that they have wide ranging learning difficulties and needs. For some children they may experience the world in a different way which requires a particular kind of approach. It is expected the setting should be following the graduated approach to identify how they are supporting the child and how information from other professionals has supported and guided this work. This should clearly demonstrate the impact of such interventions on the child's progress. In such cases the Play, Cognition & Learning should be evidenced and triangulated with specialist reports. For some children with active or recent Health Visitor involvement, there might be a standardised assessment available. Please contact the child's health visitor to discuss. This gives standardised information based on parental views and can be useful in helping to profile a child's development and needs across many areas.

## 2.2.2 Communication & Interaction

Many young children experience delays in the development of communication and language skills, and those with mild delays should normally have their needs met within the setting but without requiring additional funding. The Early Years SEND Funding Panel will consider requests for those with moderate to significant or severe communication delays or language disorder, but in all cases, evidence is required of setting based assessment and intervention, following the graduated response. For children with higher levels of need, there might be advice and guidance from a Speech & Language Therapist, either directly or through a parental report. In such cases, it is expected the implementation and impact of this intervention within the setting can be demonstrated. It is also expected that the setting uses a recognised language assessment tool and information from online SALT materials or are following a recognised speech and language programme. Having such information is crucial to make robust and equitable funding decisions.

The communication descriptors link closely with the EYFS prime area Communication and Language and the development of Listening & Attention, Understanding and Speaking. The Interaction descriptors are closely linked to those within the EYFS Personal, Social and Emotional Development prime area and are most appropriate for those children experiencing significant social communication difficulties and who may have or be on the path towards a diagnosis of Autism.

## 2.2.3 Social, Emotional & Mental Health (SEMH)

This SEND area of need corresponds closely with the EYFS Personal, Social & Emotional Development prime area, but with an added 'mental health' dimension which is perhaps more familiar as a concept to practitioners and agencies working with older children and parents/carers. Early years practitioners may be more comfortable with the term 'emotional wellbeing'. We know that some young children do experience adverse childhood experiences (ACES) which in turn can lead to difficulties forming positive attachments with significant adults and a wide range of social and emotional needs, together with behaviour that challenges adults in the setting. Practitioners should also note that sometimes, children may demonstrate their emotional distress, or lack of attachment

by withdrawing themselves from those around them or internalising their emotions. Whilst this may not provide a challenge in terms of staff managing extreme behaviours, it is as concerning and should be identified and supported.

The descriptors listed under SEMH will be considered against:

- The level of behaviours displayed particularly in relation to age and context.
- Frequency (at least daily incidents)
- Severity/intensity.
- Its persistence over time.
- Impact on learning and progress and on others
- Progress over time (this should include information about progress against appropriately focused and relevant targets)

Evidence submitted as part of the request can include:

- EYFS information relating to the child's progress in Making Relationships, Self Confidence and Self Awareness, and Managing Feelings and Behaviour.
- Information about any structured observations of behaviour carried out in the setting, either by setting staff or outside agencies, and any targeted outcomes agreed. E.g. behaviour logs, frequency charts.
- Any other recognised assessment for engagement and involvement such as Leuven's Scales, ECERS, Boxall Profile etc.
- A completed risk assessment where safety of the child, or others, is a concern.
- Copies of any specialist reports, where available, or evidence of professional involvement
- If the child is part of a CIN / CP information from Social Care (with consent).
- Early Help Assessment and Plan (EHAP) report if relevant.

## 2.2.4 Physical Skills and Sensory Needs

The physical descriptors relate closely to the EYFS prime area but with the emphasis on mobility and, to a lesser extent, personal care needs. In some cases, requests to the EYFS SEND Support Panel will require evidence of involvement from a specialist agency, usually a Physiotherapist or Occupational Therapist. Settings may also access the Occupational Therapy Helpline for sensory concerns. It will also be expected that settings can demonstrate how they have adapted and changed their environment to reflect the needs of the child. Children with significant physical needs may also have communication and complex medical needs, and these are recognised in the threshold bands.

Children with severe sensory loss may have significant access and/or educational/learning needs as well as having complex medical or access needs requiring very high levels of intervention and support. The EYFS SEND Support Panel would normally expect the involvement of the Sensory Support Service (SSS) to inform practice and to advise the panel on the child's needs.



## 2.2.5 Children with Medical Needs

Settings are normally expected to make reasonable adjustments for children experiencing health and medical needs which do not impact in a significant way on learning and development. Advice should be sought from the Health Visitor or other relevant medical professional if there are concerns about how to meet such needs.

## 3.0 Funding arrangements in Early Years

### 3.1 Funding generally available in EY settings

Funding to support the delivery of Early Years provision is set out in a number of national and local documents [Early years funding: 2021-2022 - GOV.UK \(www.gov.uk\)](#). A summary of these arrangements is explained in Appendix 1.

Funding for the EY Inclusion Support Fund will be allocated for 38 Weeks a year in line with 2 year old, NEG and School funding.

### 3.2 Early Years Inclusion Support Funding (EYISF)

EYISF is an allocation of funding additional to existing resources and should be used to provide additional support to enable children aged 2 years and over with SEND to achieve better outcomes. It can allow an early years provider to make adaptations to the learning environment such as increasing their staffing ratios in order to increase the capacity of the child's key person or where appropriate, to purchase other services, training or resources.

For many 2 year olds, it is difficult to judge whether the child has SEND or is lacking in life experiences and exposure to learning in a group situation. There is a significant risk that many children could be labelled as having SEND unnecessarily. Therefore, settings are expected to demonstrate they have followed the graduated response for these children prior to submitting an application for funding. Where other professionals are involved, they will need to demonstrate how they are following their advice. The 2 year old checks undertaken by both the setting and the health visitor will be key in identifying starting points for the graduated response and formulating the child's SEND plan.

The allocation of inclusion funding is monitored and audited to ensure the funding is being used appropriately. If a child's attendance is low and inclusion funding is not being used effectively this will be reviewed and the funding may cease after consultation with relevant professionals.

Children in early years have access to additional funding (EYISF) without having to go through the statutory EHC needs assessment process. In the early years of the child's development their needs evolve, often more quickly than in older children. It might not always be possible to determine how complex their SEND needs are and therefore a level of support may be required whilst the 'assess plan do review process' is implemented. This means that it is not always immediately clear if there is a need for a full statutory EHCna. Some but not all younger children can make rapid progress and do not therefore require additional support in the long term but benefit significantly from the support whilst in their preschool setting and transition to school.

The model of allocating EYISF in South Gloucestershire incorporates a range of needs from mild/moderate to very complex. A banding model has been developed to capture descriptors of all types of need to ensure clear transparent and fair allocation of resources. It is also fully aligned to the school allocation of top up funding and therefore allows smooth transition of support at the crucial transition stage. Part 4 of this document describes the detail information about the universal banding model.

## 3.2 Transition Support Funding (TSF)

Transition Support Funding is an allocation of additional, short-term funding to support transition to reception for some children with SEND who are allocated funding in Bands B or C. Please note, children within these bands will not automatically receive the Transition Support Funding, an application process completed by the school and setting will need to be undertaken during terms 4 -6 prior to entry into school.

It is split into two parts:

- The first part of Transition Support Funding is a set amount of funding given to the early years setting in term six of the child's pre-school year, to support a child's transition to school. The setting is expected to use the funding to take the lead in a child's transition to school by arranging transition meetings, involving parents / carers and ensuring all relevant paperwork is shared.
- The second part of Transition Support Funding is a set amount of funding given to the school in addition to their delegated funding for a child's reception year, to ensure a positive and smooth transition.

For a child to receive Transition Support Funding in reception they must meet the criteria for band B or C.

### **NB September 2022**

**For children starting school in September 2022, who will not have been banded under this funding system, but may be eligible for Transition Support Funding, settings should contact their EIO to discuss before making an application.**

## 4.0 Universal banding model

The South Gloucestershire banding model is universal and applies to all types of educational settings. It is used as guidance to ensure fair and transparent allocation of additional funding for individual children with SEN. This funding is additional to resources already available in settings.

Banding descriptors set out in Appendix 2 are not dependent on any specific diagnosis, only on the evidence of the type and severity of need, its presentation and impact during the day. They are fully aligned with descriptors applicable to older children.

### 4.1 How does the banding model work?

All children are continuously assessed by early years' practitioners. This may be an assessment and monitoring available to all, at the universal level or through the graduated response (Assess- Plan- Do- Review) at SEN Support level of intervention.

The band descriptors are structured according to the four SEND category types outlined in the Code of Practice, namely:

1. Play, Cognition and learning;
2. Communication and interaction (which includes specific references to language and social communication development);
3. Social, emotional and mental health;
4. Physical skills and sensory needs (which covers hearing and vision).

The lower the level of need, the lower the band:

- Bands Universal and SEN Support cover special educational needs using resources available to educational settings
- Bands A, B and C cover descriptors which describe a higher level of severity or complexity of need which will attract additional EYISF or TSF funding.

Early years	Universal Support	SEN Support	Band A				
			Band B Transition Fund or EHCP				
			Band C Transition Fund or EHCP				
Transition to primary school			Transitional top up allocated for <u>some</u> children on band B or C <u>without</u> EHCPs to further clarify needs and monitor progress during reception year.				
Mainstream schools and colleges	Universal support Band 0	SEN support Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Resource bases and special schools	Place funding						

Table 1 illustrates the summary of the universal nature of the banding framework and the relationship between early years and school/college age bandings. Areas shaded in grey represent Top Up funding (element 3) allocated to individual children and young people, in addition to generally available recourses.

Please note:

- I. Bandings only identify needs – they do not identify provision.
- II. The principle of ‘best fit’ is applied to identify the appropriate banding.
- III. The banding will be allocated according to the evidence identifying severity and complexity of needs.

### ‘Best fit’ approach

The ‘best fit’ approach is used when allocating a band. This means that bands will best reflect the need of the child as assessed in the evidence provided to the EY Inclusion Panel.

Descriptors within each band are not listed in a specific order, they are not hierarchical and should be used based on ‘best fit’ match with the evidence provided. Evidence might not exactly match all descriptors in a particular band; professional judgment will have to be used to review evidence against descriptors.

Banding allocation may change as a result of new evidence. This could be because sustained progress has been made and outcomes have been achieved or there is evidence of new assessment which highlights an increase in the severity or complexity of need.

Not all children will neatly fall into one category of need; many will have a range of needs across all, or some SEND categories of need. In order to implement a transparent and fair process, it is important that two dimensions are considered: the severity of needs and complexity of needs.

**Severity of need in a single area of SEN** - For example child below may be allocated band C because they are registered with severe visual impairment with no other significant SEN categories.

Category	Universal	SEN Support	Band A	Band B	Band C
Play, Cognition & Learning					
Communication & Interaction					
Social Emotional Mental Health					
Visual impairment					Final allocated band
Hearing impairment					
Physical Disability					

**Complexity of need across a range of SEN types** - for example the child below may be allocated band B due to significant SEMH difficulties, moderate learning and communication and interaction needs alongside some physical needs. All descriptors are taken into account and the ‘best fit’ model is used (driven by the SEN type that has most impact on learning); this tends to be the highest band across the categories of need.

Category	Universal	SEN Support	Band A	Band B	Band C
Play, Cognition & Learning					
Communication & Interaction					
Social Emotional Mental Health				Final allocated band	
Visual impairment					
Hearing impairment					
Physical Disability					

## 4.2 Decision making

**Early Years – EYFS Inclusion Panel** Responds to requests for allocation of Early Years Inclusion Support Funding and Transition Support Funding. Details of the EY application and decision-making process is set out in EYFS Inclusion Support Fund Decision Making Guidance

The primary purpose of the panel is to support the inclusion of young children with Special Educational Needs and/or Disabilities, or those who are particularly vulnerable, into and within early years settings and through their transition into school. There are three bands in total. The first band (A) is specifically designed to support children with identified special educational needs who have not made progress despite targeted support and should be used to provide additional support to promote continued progress and early intervention. The second and third bands (B and C) are designed to support children with high level and complex needs.

The vast majority of children will have their need met by the educational setting without the need for an Education Health Care needs assessment (EHCna). The EHCna is normally only required for the children with the most complex and long term SEN. South Gloucestershire’s EHCP Decision Making Guidance document, [EHCP-Decision-making-guidance-2021 .pdf \(southglos.gov.uk\)](https://www.southglos.gov.uk/media/1000000/ehcp-decision-making-guidance-2021.pdf) provides more information about the EHCna process.

Decision type	Decision making arrangements
Requests for EYISF and TSF funding	EYFS Inclusion Panel
Reviews of EYSSF and TSF	EY Inclusion Panel
Requests for EHC needs assessments	EHC Needs Assessment Panel
Top up funding for children with EHCPs	Resource Allocation Panel

## 4.3 How to apply for EYSSF or TSF

Applications for Inclusion Support Funding and Transition Support Funding would be made by Early Years Settings. All applications are considered by the EYISF Inclusion Panel. The panel meet on a fortnightly basis initially and include representatives from Early Years, Statutory SEN Team, Education Psychology Service and the sector. The panel will not meet during the three main holiday periods of Christmas, Easter and Summer and will keep the frequency of meetings under review to ensure applications are dealt with within appropriate timescales.

Applications are made using the EYFS Inclusion Support Fund Application Form which can be found on the South Glos Way and the VLE. Once the request is submitted, the EYISF Inclusion Panel considers the detailed information and evidence provided and makes decisions based on this evidence against the published funding descriptors set out in Appendix 2. All requests are considered individually. All providers must have regard to the SEND Code of Practice (2015) and the Equality Act (2010). The provider must demonstrate how the SEN graduated approach to meeting children's needs has been implemented and monitored at SEN Support and the cycle of Assess, Plan, Do and Review. Early Years providers must demonstrate how they have provided additional or different provision to meet a child's needs within reasonable adjustments; this information must be evidenced when submitting an application to panel. This can be evidenced using the child's individual plan at Early Years Support, inclusion plans, frequency charts, progress trackers and risk assessments usually over approximately three months to evidence the need for inclusion funding.

## 4.5 Exceptional Circumstances Requests

It is expected that the vast majority of requests for EY Inclusion Support Funding and Transition Support Funding will be examined in relation to the evidence received. However, in exceptional circumstances it may be necessary to request EYISF and Transition Support Funding without the evidence of actions taken by the early years setting. These circumstances include:

- The child (and family) has recently moved into South Gloucestershire with a documented history of significant or highly complex learning needs.
- An unexpected/sudden and significant special educational need which occurred as a result of a medical condition, an accident, emotional abuse or trauma.
- Some children with highly complex special educational needs and/or disabilities (e.g. physical/medical needs) will require support as soon as they start at an early years setting. The child's needs are so significant that they are likely to require immediate support, aid or adaptations over and above that normally available through the graduated approach at SEN Support. We would expect parents, carers, setting staff and professionals to work together to gather relevant supporting information such as one page profile, specialist reports, health care plan (if applicable) and relevant assessments. Please refer to Guidance for Early Years Settings, Parent and Professionals to support the induction of a child with more complex developmental and sensory needs to access an Early Years Setting.

If you are planning to make such request, you will need to discuss this with an Early Intervention Officer (EIO) who will be able to help shape your planning for the child and consider if an exceptional circumstances application is appropriate. Please note the final decision re the funding being allocated rests with the Panel and will be based on the evidence provide with the application.



## Appendix 1 – National and local funding arrangements in educational settings

Setting	Element 1	Element 2	Local additional funding	Pupil Premium (national)	Other funding streams (national)	Element 3 – TOP UP	
Early years	<p>Represents funding per child, which Early Years settings receive whether a child has SEN or not.</p> <p>No funding for under 2 year olds.</p> <p>2 years old - £5.31 per hour up to 15 hours per week for 38 weeks</p> <p>3 and 4 years old - £4.12 per hour (childminders extra £0.14 per hour). All children are entitled to 15 hours per week and some children are entitled for 30 hours for 38 weeks a year.</p>	<p>Represents additional funding for 3 and 4 year olds based on a deprivation supplement (the provision for 2 year olds is funded using a single base rate with no supplements).</p> <p><u>Deprivation Supplement</u> (mandatory) – is paid, paid to settings 3 x a year based on the EYPP numbers they have.</p> <p>The deprivation budget is calculated as a percentage of the estimated funding available. For 2021-22, it is 0.9%, giving a total of £133,500</p>		<p>The Early Years Pupil Premium (EYPP) fund is for three and four-year olds who are taking up their free hourly entitlement and who meet the criteria set by government including looked after and those who left care.</p>	<p><u>Disability Access Funding (DAF)</u> – it provides £615 per year for every eligible child to support their access to the free entitlement. This fund will be for three and four-year olds who are taking up their free entitlement and are in receipt of Disability Living Allowance (DLA).</p>	<p><u>Inclusion Funding top up - Inclusion Funding top up</u> Inclusion budget is calculated as a percentage of the estimated funding available. For 2021-22 it is 2% giving a total of £296,670.</p> <p>This is additional funding for individual children age 3 and 4 with SEN, who are on roll at a setting within South Gloucestershire and claiming Nursery Education Grant (NEG) from South Gloucestershire. This funding is not based on the home LA of a child.</p> <p>Top Up funding is paid to a setting(s) where the child is on roll. If the child moves to another setting or out of area any un-used funding is returned to the LA. Funding is approved via a panel at the following levels based on 6 months:</p> <p>Level 1 (1-15 hours) £1,000 (16-30 hours) £1,800</p> <p>Level 2 (1-15) £2,000 (16-30 hours) £3,600</p> <p>Enhanced EY ratio: £900 or £1,400</p>	<p><u>High Needs Top Up</u> - this is additional funding for individual children with EHCPs. This funding comes from the commissioning home LA. Top Up funding is paid to a setting(s) where the child is on roll and transfers with the child when moving to a different setting.</p> <p>£9.40 per hour over 38 weeks.</p>

Source; [The School and Early Years Finance \(England\) Regulations 2021 \(legislation.gov.uk\)](#) and local financial arrangement, information provided by S Glos finance team (2021)

## Appendix 2 – Early years banding descriptors:

	Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
	Universal offer	SEN Support	Band A	Band B	Band C
<b>Play, cognition and Learning</b>	Cognitive abilities within broad average levels and development within EYFS average or close to average.	Child presents with some learning delay, shows some difficulties with conceptual understanding, in one or more areas of the EYFS and attainments are more than 1 year below average	<p>Moderate learning difficulties with conceptual understanding and reasoning across the EYFS.</p> <p>Difficulties learning basic concepts and retaining them over time despite targeted support.</p> <p>Limited and/or repetitive play skills, persisting in spite of targeted support.</p> <p>Significant difficulties with imaginative play.</p> <p>If standardised assessments of cognitive ability have been completed and results indicate low range or the child presents with a very uneven profile of cognitive abilities.</p>	<p>Severe learning difficulties, showing significant delay in reasoning skills and experiencing learning difficulties across all areas of the EYFS.</p> <p>Severely limited and restricted play skills, these persisting in spite of targeted support.</p> <p>Severe difficulties learning basic concepts and retaining them over time despite targeted support.</p> <p>Function at less than half their chronological age (50% delay) in several aspects of the three prime areas, which results in having a significant impact on accessing the EYFS.</p> <ul style="list-style-type: none"> <li>Personal, Social and Emotional Development</li> <li>Communication and Language</li> <li>Physical Development</li> </ul> <p>If standardised assessments of cognitive ability have been completed and results indicate extremely low range.</p>	<p>Profound learning difficulties and global delay, affecting self-help and independence skills.</p> <p>Functions at a level that requires specialised interventions and adaptations to the EYFS. Despite targeted support there has been very little or no progress over time.</p> <p>Functions at 75% delay in several aspects of the three prime areas, which results in having a significant impact on accessing the EYFS.</p> <ul style="list-style-type: none"> <li>Personal, Social and Emotional Development</li> <li>Communication and Language</li> <li>Physical Development</li> </ul>
<b>Communication (Language)</b>	<p>May demonstrate limited understanding of nonverbal cues.</p> <p>Immature speech sounds. Requires help with key words. Requires repetition from an adult.</p> <p>May demonstrate limited understanding of non-verbal cues</p> <p>If the child has English as additional language, they require accessible information and support is required.</p>	<p>Child has difficulty following or understanding instructions and everyday language without visual references.</p> <p>Adults have difficulty understanding speech without it being in context</p> <p>Child has poor oral muscle control. Child has poor enunciation/clarity of speech</p>	<p>Moderate delay in expressive and/ or receptive language requiring regular SALT input.</p> <p>Child has reduced vocabulary both receptively and expressively impacting on learning and retention of new words</p> <p>Loss of previously demonstrated communication skills</p> <p>Child only speaks or communicates a few words to a secure adult in an altered voice, such as a whisper or when withdrawn from the main group.</p>	<p>Severe language and/or speech sound disorder/ limited functional vocabulary and sentence structure.</p> <p>Not able to follow simple instructions without context.</p> <p>Uses mix of speech and augmented communication systems</p> <p>Child is known to be able to speak to family members outside of the setting but only communicates through gestures and is unable to speak freely to adults and/or peers within the setting.</p> <p>Child may avoid communication or use extremely limited non-verbal communication when in a speaking situation.</p>	<p>Profound delay in receptive and/ or expressive language</p> <p>Very limited understanding of what is said or signed.</p> <p>Child communicates by gesture, eye pointing or symbols</p> <p>Sustained loss of communication skills previously demonstrated.</p> <p>Child is unable to speak or communicate in the setting which hasn't improved over the last 3 months and is having a significant impact on their ability to access the learning environment</p>

	Examples of special educational needs met within resources available in EY settings		Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)		
	Universal offer	SEN Support	Band A	Band B	Band C
Communication (social)	<p>Difficulty being understood by adults outside the family.</p> <p>Some withdrawal from the company of others.</p> <p>Some immaturity in socialisation for example child may look towards adults rather than peers.</p>	<p>Lack of awareness of social space and related social difficulties</p> <p>Difficulties recognising and communicating emotions.</p> <p>Difficulties forming and maintaining friendships with peers.</p> <p>Have difficulties managing change and transitions.</p>	<p>Show signs of distress when faced with new people, places, events or when unsure what is going to happen.</p> <p>Difficulty expressing feelings or needs. Limited ability to understand the impact of their actions on others.</p> <p>Has difficulties understanding social and physical risks. Child is becoming increasingly isolated with peers.</p> <p>Limited initiation of social interaction but can take part in some imaginative play if taught/supported but cannot develop this independently.</p> <p>Experience difficulties/ unusual responses to sensory experiences (can be easily distracted, upset by noise/touch/light, could lead to behaviours that challenge the norm)</p>	<p>Severe difficulties with understanding of social boundaries leading to social isolation within the group and withdrawal from social and group learning activities.</p> <p>Persistent and significant difficulties forming relationships.</p> <p>Difficulties expressing emotions which may lead to behaviour that challenges, increased anxiety and episodes of heightened emotional state.</p> <p>Experience significant difficulties to sensory experiences.</p> <p>Shows signs of distress over even small changes in the environment.</p> <p>Rigid, repetitive, or obsessional behaviours; these can lead to severe anxiety, frustration and behaviours that challenges.</p>	<p>Persistent social isolation within the group and withdrawal from social and group learning activities, which are severely impacting on learning.</p> <p>Overwhelmed by sensory demands of the environment, leading to significant distress and behaviour that challenges.</p> <p>Unable to tolerate social interaction other than to get needs met.</p> <p>Significant evidence of persistent repetitive play and restricted interests, which are resistant to adult intervention.</p> <p>Persistently anxious or frustrated, leading to frequent and unpredictable behaviours that puts at risk the health and safety of self and others.</p> <p>No understanding of social boundaries.</p>
Social, Emotional and Mental Health (SEMH)	<p>Short term difficulties settling into setting.</p> <p>Occasional evidence of emotional distress or anxiety, which subsides with peer/adult support.</p> <p>Some difficulties to concentrate on adult directed activities. Sits for shorter lengths of time compared to peers.</p> <p>Occasional and short term unwanted behavioural difficulties resulting in adult intervention. Exhibits some behaviours designed to gain attention.</p>	<p>Difficulties settling into setting, in relation to peers. Seeking comfort from familiar adults and/or with self-soothing.</p> <p>Flits between activities and short attention span; most days sits for shorter lengths of time than peers.</p> <p>Does not accept 'no' and routine boundaries, regularly tests or challenges. Cannot inhibit own actions to stop from doing something they shouldn't do.</p> <p>Some attachment seeking or avoiding behaviours, likely to be reliant on relationships with key person.</p>	<p>Regular, daily difficulties in sharing, turn taking and social interaction.</p> <p>Frequent (daily) withdrawal from activities and an unwillingness to engage. Unusual behaviours or changes in behaviour.</p> <p>Frequent increase in anxiety level, struggles to emotionally regulate responses which may cause behaviours that challenge adults and peers.</p> <p>Significant attachment difficulties that are affecting development e.g. relationships to key carers not securely established or regularly preventing participation.</p>	<p>Daily persistent, unpredictable extremes of demanding behaviour.</p> <p>Unable to process and follow adult direction for example following instructions, transitions, can be demand avoidant.</p> <p>Frequent (daily) high anxiety levels and totally withdrawn.</p> <p>Unable to communicate their emotional needs and use physical communication most of the time.</p> <p>Severe attachment difficulties affecting development and relationships with adults and peers preventing participation in vast majority of activities.</p>	<p>Involved in incidents where intense emotional distress and/or impulsive behaviour can put themselves or others at risk.</p> <p>Regular (daily) intensive episodes of behaviour (biting, spitting, kicking etc.) which are unpredictable, persistent, and extreme.</p> <p>Unable to engage with learning throughout the day.</p>
Sensory (vision)	<p>Vision within normal range, including when corrected by glasses 6/6 – 6/12</p>	<p>Mild impairment.</p> <p>Mild bilateral field loss or adapted to monocular vision. Navigates safely in familiar environment.</p> <p>Wears patch 1-2 hours daily.</p> <p>Colour blind</p> <p>Visual perceptual needs</p>	<p>Moderate visual difficulties / visual loss with on-going input from the Sensory Support Service</p>	<p>Severe visual loss, which requires continuous support for mobility and self-help skills.</p> <p>Severe multisensory impairment with significant impact on development</p>	<p>Profound visual loss which requires continuous support for mobility and self-help skills.</p> <p>Profound multisensory impairment with severe impact on development</p>
Sensory (hearing)	<p>Child may miss-hear and misunderstand oral information, which requires monitoring.</p> <p>Child may have some immaturities of speech but is understood by adults</p>	<p>Moderate hearing impairment requiring adult support to monitor adjustments.</p> <p>Hearing aid user</p>	<p>Moderate hearing loss and wears aid(s) with on-going input from the Sensory Support Service</p>	<p>Severe hearing loss that has a significant impact on development.</p> <p>Severe multisensory impairment with significant impact on development</p>	<p>Profound hearing loss that has a severe impact on development.</p> <p>Profound multisensory impairment with severe impact on development</p>

	<b>Examples of special educational needs met within resources available in EY settings</b>		<b>Examples of special educational needs likely to require additional individual allocation of funding (inclusion funding or high needs)</b>		
	<b>Universal offer</b>	<b>SEN Support</b>	<b>Band A</b>	<b>Band B</b>	<b>Band C</b>
<b>Sensory (Physical)</b>	<p>No concerns about physical development and general health.</p> <p>Child attempts all physical activities within normal day</p>	<p>Poor fine and/or gross motor skills. May have needs relating to undertaking practical tasks, reducing the level of independence.</p> <p>Likely to have difficulties adapting to new/specific environments.</p> <p>May have a physical/medical condition requires a care plan/medication. Child may tire more quickly than other children. Condition may require monitoring e.g. diabetes, epilepsy.</p>	<p>Physical and/or medical difficulties that require varied and extensive adjustment to environment and resources.</p> <p>Able to use mobility aid with some competence to overcome physical difficulties, e.g., walking frame or power chair.</p> <p>Moderate physical and/or medical difficulties that require close monitoring to ensure safety.</p> <p>Physical independence is impaired and requires input and programmes from relevant professionals.</p>	<p>Physical and/or medical difficulties that require specialist equipment, adapted resources and position changes requiring a high level of daily adult support.</p> <p>High levels of self-care needs</p> <p>Child needs daily adult support with health care regimes.</p>	<p>Has limited ability to contribute to self-care therefore is highly reliant on adult support for adapted resources, moving, position changing, personal care including drinking eating etc.</p> <p>Profound long term physical or medical progressive/regressive condition(s) which require continues monitoring and support throughout the day and includes complex medical interventions.</p>