

EYISF and TSF Guidance Document (Jan 2023)

This should be read alongside the **Operational Guidance 2022**

[4.5 Early Years Inclusion Support Funding & Transition Support Funding for children with SEND Operational Guidance \(southglos.gov.uk\)](#)

When submitting an application for EYISF / TSF, please consider the following:

- Submit one continuous document if possible
- Please do not photograph documents that could be included as word / pdf files.
- If you do need to include photographs of documentation (as you do not have a digital copy), please label each one clearly indicating the order in which they should be read (eg SALT report 1, SALT report 2 etc)

What Evidence Should I Include with An Application?

The information below provides additional support to assist practitioners in selecting the evidence that should be submitted with an application for EYISF or TSF.

Documents that should be attached are in bold type.

- **Copies of support plans (my plan) with reviews at SEND Support for children already in an Early Years Setting / school.** Two cycles of support will usually be expected to be submitted with the application.
- **Evidence of the nature, extent and context of the SEND need** – please attach only relevant documents (record of involvement from professionals, specialist reports dated within 12 months, monitoring and observations etc).
- **Evidence of the actions already taken, detailing support and resources, above SEND support level to enable progress to be made.** Include how you have used external professional reports/advice to inform interventions, support and meet the child's needs – what has been the impact? *Assess Plan Do Review Cycle – Graduated Response`*
- Additional relevant information e.g. **Provision maps**, Risk Assessments, TAC meeting notes, ABC/STAR records, sensory questionnaire etc.

The following may support you to ensure that:

- the request is appropriate,
- the attached evidence supports **all three criteria that should be met** as outlined in the guidance.
- all relevant sections of the application are completed in full, with the relevant evidence attached.

Criteria 1: The severity, complexity and long-term nature of the special educational need	
Communication and Interaction	e.g. Speech and Language assessments/reports. My plan at SEND Support.
Social, Emotional and Mental Health	e.g. Behaviour logs, frequency charts, professional reports. My plan at SEND Support.
Visual Impairment <i>(only if relevant)</i>	e.g. Ophthalmological report, specialist VI teacher assessment, sensory support
Hearing Impairment <i>(only if relevant)</i>	e.g. Audiological reports, specialist HI teacher assessment, sensory support
Physical Development <i>(only if relevant)</i>	e.g. medical advice, Occupational Therapy, Physio
Assessment	Baseline and current assessment Include clear assessment levels over time and what assessment tools have been used.
Evidence of progress	Evidence of progress over time. e.g. completed progress trackers, outcomes and targets using My Plan at SEND Support
Criteria 2	
Despite relevant, purposeful, evidence-based support and making reasonable adjustments, it is not possible to meet the special educational needs within SEND support and provision	
Review rate of progress	This may include information about specific interventions that escalated progress, background information, explanation of any inconsistencies in assessment results.
Criteria 3	
Despite relevant, purposeful, evidence-based support the child is not making expected progress over time	
Person centred planning	e.g. Evidence of child and family's contribution. One page profile etc using My Plan at SEND Support.
Targets/outcomes	e.g. Clear link with assessed need and support.
Differentiated learning, setting based inclusion and enabling environments	e.g. Examples of how the settings approach to learning has been differentiated – provision map
Clear cycle of assess-plan- do- review (a minimum of 2 cycles)	e.g. Evidence based strategies in place, evidence of regular reviews, support relevant and proportionate to the assessed needs, impact monitored and evaluated. My support plan , provision map