

The Early Years SEN Inclusion Fund (EY SENIF)

An explanation of the scope, application and decision-making process of the EY SENIF

Introduction

This document gives information about:

- how early years settings in Barnet, who are providing the free entitlement for early years provision for a child attending the setting, can access the Early Years SEN Inclusion Fund (EY SENIF) for that child where the child has complex special educational needs; and
- how each application is treated.

Background

All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework and government guidance re SENIF.

Barnet EY SENIF helps to facilitate the above through the provision of ‘top up’ funding for individual children with complex special educational needs and disabilities who may need additional provision to that which is ‘normally’ or ‘ordinarily’ available in an early years setting. **Please note that only children who attend your setting on the free entitlement for 2, 3 or 4-year olds are eligible for early years SEN Inclusion Funding.**

‘Ordinarily available’ provision is provision that should be available in all early years’ settings in Barnet. This provision will include resources, activities, strategies and flexibility around staffing that settings routinely provide in order to meet the needs of a wide range of children. The Ordinarily Available document can be found on the Barnet Local Offer website <https://www.barnetlocaloffer.org.uk/documents/664-ordinarily-available-support-from-schools.pdf>

Who can apply?

All private, voluntary, independent early years settings (including registered child minders), children’s centres with nursery provision, nursery schools and maintained school nurseries can apply for EY SENIF for children in their setting regardless of the borough in which the child resides. Please note that all Barnet early years settings may apply for EY SENIF where they:

- a) have a 2,3,4-year-old with complex special educational needs and disabilities; and
- b) are in receipt of their free entitlement for early years provision; and
- c) have detailed supporting evidence as laid out in Appendices A

What funding can be requested?

Funding is available for staff and is dependent on the extent of free entitlement the child is accessing at 2,3 or 4 years old. For example, if a 3-year-old is accessing 15 hours of free entitlement provision, a request can be made for small periods of time up to a maximum of 15 hours. If a 3-year-old is accessing 30 hours of free entitlement early years provision, then a request can be made for small periods of time up to 30 hours. If a child is attending 30hrs a week but only has a 15-hour free entitlement provision, top up funding will only be provided towards the 15-hour entitlement.

1. Funding is limited to under 5s in receipt of their free entitlement and who have identified complex and special educational needs as described above. Funding is usually not available to children when their parent/carer has deferred their entry to reception year.
2. Funding is limited to the setting in which the child is receiving their free entitlement early years provision. However, if a child accesses their free 30-hour entitlement over 2 early years settings, it is possible to apply for funding up to their maximum entitlement over the two early year settings. EY SENIF will not be given to more than two early years settings per individual child.

Duration of funding

1. Funding is agreed for differing periods of time dependent on the child's circumstances and transition timeframes. Funding may be allocated for one or two terms or may be allocated for a year at a time.
2. No funding will be given during the Barnet stated holiday periods as the funding is to meet the child's educational needs. Attendance during non-term time and outside of educational hours is considered as day care provision. Early years settings that operate during holiday periods are asked to think flexibly about how they use funding and discuss it with their Early Years SEND Advisor if necessary.

The application process

1. Early years settings should discuss their applications with their EY SEND Advisor who can support with regards to reviewing the current support in place and, if appropriate, advise the setting on how to structure their submission. School SENCOs may wish to discuss their application with their head teacher or the Inclusion/Specialist Advisory teacher .
2. Each application or re-application form for funding must be supported by the information requested in Appendix A. This includes a SEN Support Plan or a transition plan and the funding request needs to be linked to individual outcomes that are evidenced in the SEN Support Plan. The outcomes should be aligned to specific strategies that help illustrate the level of resource the current setting is providing.
3. It is best practice for the EY SENIF to be used to free up skilled workers/early years

setting staff who already have a relationship with the child to work with that child to support the SEN Support Plan outcomes i.e. funding is used to buy in other staff to help run the session so that existing early years setting staff support the child.

4. It is the early years setting is responsibility to re-apply for EY SENIF for a child whose funding may be about to 'run out'. No reminders will be sent so early years settings are advised to make a note of the dates for which funding has been given and apply in plenty of time. The weekly EY SENIF monitoring form or a provision map must be included in any reapplication for EY SENIF. Funding cannot be backdated unless there are exceptional circumstances.
5. EY SENIF panel dates are published and applications need to be submitted at least 2 weeks prior to the panel date. The SEN Admin Team will process applications received in time for this deadline.

Who makes the decision?

The EY SENIF Panel meets half-termly to review requests for EY SENIF. This panel is attended by professionals from the SEND Early Years teams and is chaired by the Head of SEN and Assessments and Placements. The deadline for the panel applications is 2 weeks prior to panel sitting. These dates of panel including deadline for applications is shown on the SENCo Zone on the Barnet Local Offer. The panel members read and consider all the evidence and information provided as part of the request prior to the panel. During the Panel the evidence is discussed, and a decision is made on whether the Local Authority agrees to provide EY SENIF and, if yes, the amount of funding provided and the duration of the funding. The decision is communicated to the relevant people by SENAdmin in writing (email) following panel. They aim to do this with two weeks of the panel decisions being confirmed.

Guidelines

What guidelines do the Panel have regard to when considering: (a) to provide EY SENIF; and (b) the amount of EY SENIF?

The guidelines are based on the SEND Code of Practice 2015. These guidelines help the Panel to decide whether to approve each application as well as what EY SENIF to give.

Guideline 1: Does the nature, extent and context of the child's SEN evidence that the child is experiencing extensive barriers to learning, participation and achievement?

Under this guideline, the Panel is looking for the following evidence:

- The agreement/views of the parents or carers (e.g. discussed at a SEN support plan meeting)
- Views from relevant professionals
- Information provided by the setting that clearly highlight the child's individual needs in the following areas:
 - Communication and language
 - Personal, social and emotional development
 - Physical development

Guideline 2: Does the child's rate of progress evidence that the child is experiencing a delay in their developmental milestones and that the child has not made expected progress?

Under this guideline, the Panel is looking for the following evidence:

- Evidence of the child's developmental milestones, rate, and style of progress over time. When recording the child's level of progress, it is important to note if the progress is at the emerging, developing or secure stage
- Whether the child has made expected progress
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support detailed in a SEN Support Plan / Individual Learning Plan

Guideline 3: Do the interventions and strategies already in place evidence that the child is experiencing extensive barriers to learning, participation and progress for which ordinarily available resources may not be sufficient?

Under this guideline, the Panel is looking for the following evidence:

- Interventions have already been implemented by the early years provider to meet the child's special educational needs.
- The parents / carers have been involved in reviewing the child's progress with the setting and developing appropriate outcomes.
- Where professionals have provided support, there is clear action as a result of their input (e.g. strategies / recommendations are embedded in the child's SEN Support Plan)
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support detailed in a SEN Support Plan / Individual Learning Plan

Guideline 4: Does the child-centred Assess-Plan-Do-Review (A-P-D-R) documentation evidence that the child's individual needs have been addressed with appropriate strategies and that there has been a review process focusing on targeted outcomes that have informed future SEN Support Plans?

Under this guideline, the panel is looking for the following evidence:

- Interventions have been implemented and reviewed with reference to the impact on progress towards specified outcomes.
- The parents / carers have been involved in reviewing the child's progress with the setting and developing appropriate outcomes.
- The review process has impacted the approach taken (e.g. strategies) and resulting outcomes developed.
- There is evidence of assess-plan-do review evidenced through SEN Support Plans / Individual Learning Plans

Funding amount

The Panel uses the guidelines above to determine not only whether to give funding but also the amount of funding. For a child with particularly complex needs requiring considerable provision, the hours of additional funding awarded under the EY SENIF may match exactly the child's free entitlement. The majority of children will be allocated a funding amount towards the number of hours the child attends to support their inclusion in an early years setting and to enable adults to delivery of interventions. Each case is looked at on its merits in the light of the evidence submitted by the early years setting. Panel will also expect, where it is safe to do so, for the child to be provided with opportunity to practice their skills/play with the universal adult support that is available in the setting.

Exceptional Circumstances

No guidelines can ever cover all the individual circumstances faced by children, early years settings, schools and families. The Panel will always consider individual circumstances and whether criteria and thresholds should be waived on the grounds of exceptionality. Similarly, a local set of thresholds cannot override the SEND Code of Practice 2015.

How is the EY SENIF monitored?

Each early years setting's Early Years SEND Advisors in the private, independent and voluntary sector will monitor how the early years setting is using the EY SENIF. In maintained settings the head teacher and SENCO are responsible for monitoring this. Following award of EY SENIF early years settings are expected to do the following:

- Ensure that they have allocated a member of staff for the agreed allocated number of hours;
- Fill in an EY SENIF monitoring record on at least a weekly basis in order to outline the work that has been done with the child or complete your provision map;
- Demonstrate how the additional resource is being utilised with regards to specific strategies / interventions (i.e. It is not enough to state 1:1 support, it needs to be clearly illustrated what the 1:1 support is focusing upon, skills being developed and outcomes that they are working towards);
- Monitor the progress of the child and ensure that outcomes are reviewed at least termly through the SEN Support Plan Assess-Plan-Do-Review cycle;
- Inform SEN and SEN finance if there are any changes in the circumstances of the child (e.g. if the child changes the number of hours that s/he attends the early years setting).

Please see Appendix A for the SENIF application form

Further guidance

In order to make an appropriate application for Early Years SEN Inclusion Funding (EY SENIF) please read the following very carefully as applications MUST include:

1. An application or re-application form filled in fully with details of when the child started at your early years setting, what sessions the child attends and whether the child is on FEE2 or FEE3/4.
2. A completed application form with questions answered about a child's need and progress Please ensure you demonstrate:
 - a. how flexible you have been able to be in terms of the size of your setting and the staff available
 - b. evidence of what intervention you have put in place in order meet the needs of the child
 - c. the impact of the interventions that you have put in place and how you have used suggestions from your area SENCO or external professionals known to the child
 - d. how EY SENIF would enhance the resources available to you and the provision that you can put in place in order to promote the outcomes for the child
 - e. for children who have not yet started at your setting – what support for transition is being planned?
3. SEN support plan outlining how you are implementing the 'assess, plan, do, review' cycle. This must include expected long-term outcomes as well as targets for the coming term. It must also give evidence of discussions with parents/carers and their view of the child's needs.
4. Any available reports from outside external professionals giving evidence of any strategies or activities that they have recommended.
5. For reapplications only, settings are required to fill in the weekly monitoring sheet or a provision map and send this in with the reapplication information.

APPENDIX A This form can be downloaded from the Barnet Local Offer [SENIF REQUEST FORM](#)

Barnet SEN Inclusion Fund (SENIF) Request Form

This fund offers a contribution towards the cost of enhanced support for children that are; aged two and in receipt of Early Years funding for two-year olds, aged three and four or and attending a registered Early Years Setting. Please read the terms and conditions of the SENIF application.

New request/Resubmission:	Choose an item.		
Date of request:	Click or tap to enter a date.	Hours requested:	

1. Child/Young Person details

Child's first name:	
Child's surname:	
Date of Birth:	Click or tap to enter a date.
Age in months:	

Areas of need

<input type="checkbox"/>	Communication and interaction
<input type="checkbox"/>	Cognition and learning
<input type="checkbox"/>	Social, emotional and mental health
<input type="checkbox"/>	Sensory and physical
<input type="checkbox"/>	Other:

Is the child known to the following teams/services?

	Service/Team	Practitioner	Report included?
<input type="checkbox"/>	Early Years SEND Advisory Team		Choose an item.
<input type="checkbox"/>	BEAM		Choose an item.
<input type="checkbox"/>	Advisory Teachers		Choose an item.
<input type="checkbox"/>	Community Paediatrician		Choose an item.
<input type="checkbox"/>	Speech & Language Therapist		Choose an item.
<input type="checkbox"/>	Physiotherapist		Choose an item.
<input type="checkbox"/>	Occupational Therapist		Choose an item.
<input type="checkbox"/>	Health Visitor/Community Nursery Nurse		Choose an item.
<input type="checkbox"/>	Other (name service or team)		Choose an item.

2. Provider/Setting details

Provider/Setting Name:	
Provider address including postcode:	
Ofsted URN:	
Ofsted judgement & date:	
Name of person completing form:	
Phone number:	
Email address:	
When did the child start at your setting?	
When is the child due to leave your setting?	
If the child has not yet started at your setting what is their expected start date?	
Total number of hours attending per week?	

Attendance Pattern (hours attending/expected on each day)

Monday	Tuesday	Wednesday	Thursday	Friday
What has the pattern of attendance been?				
If not, what are the barriers? For example ill health or hospital appointments.				

3. Shared Provision

Name of other provider (where applicable):	
Hours attended per week:	
Is the other Provider aware of this application?	

4. Parental Agreement

Please enter date when this form was discussed with parents and parental agreement given:	
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5. Child's Eligibility for Early Education Entitlement

Eligible for:	Choose an item.
Eligibility No. (30hr code):	
Primary school expected date of entry:	
Is/has a request for an Education, Health and Care Needs Assessment been/being submitted?	
When was this submitted to the Local Authority?	

6. Other Funding Streams

Is the family in receipt of Disability Living Allowance (DLA)?	Choose an item.
Has your setting received the Disability Access Fund (DAF) for the child?	Choose an item.
If so, how have you used this funding?	
Is your setting in receipt of Early Years Pupil Premium (EYPP) funding for this child?	Choose an item.
If so, how have you used this funding?	

Please fill out EITHER section 7 or 8

7. If child has NOT YET started at your setting:

What will you do to support the child's transition into your setting? For example home visits, meeting with the child's parents/carers, stay and play sessions etc.
If funding is agreed, how will you use it to meet the child's individual needs? For example training for staff, purchasing resources or providing enhanced staffing at key times throughout the day. <i>(Please note if you plan to use the funding as a contribution towards enhanced staffing you need to explain why this will benefit the child.)</i>

How will you monitor the impact of the funding?

8. If child is already attending your setting

Current Summative Assessment (use Early Identification Toolkit to Support)

Area of Need	Description of Needs
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Communication

How am I communicating?	
How do I indicate choice? (verbally/non-verbally/gestures/eye gaze/vocalisations)	
When do I seek to initiate communication or when do I simply respond to others?	
How do I initiate?	

Social Interaction (PSE)

How do I interact with others around me?	
How do I interact with my peers? Am I aware of them? Do I react to them?	
How do I respond to familiar/unfamiliar adults?	
How do I initiate social interaction?	

Play/Cognition

How am I showing interest in/engaging with play opportunities?	
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Physical development

How am I using my gross and fine motor skills? (Dressing/undressing/mobility/handling toys)	
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How do I move around?	
What are my feeding and self-care needs?	

Regulating my needs

What do I do if I am overwhelmed or upset?	
Do I have sensory needs, sensitivities or sensory seeking behaviours e.g. visual, auditory, touch, body movements?	

What strategies are you already implementing to support the child?

Strategy	Impact of Strategy

If your request for funding is agreed, how will you use it to meet the child's individual needs? *(Please note if you plan to use the funding as a contribution towards enhanced staffing you need to explain why this will benefit the child.)*

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How will you monitor the impact of the funding?

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Group Application (please link names and how you will use the funding as a group)

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SENIF should be used in conjunction with other funding streams such as the Disability Access Fund (DAF) and Early Years Pupil Premium.

- Providers MUST send this form securely to SENIFS@barnet.gov.uk
- Providers MUST send any supporting evidence with this request.

*There needs to be evidence of the Assess, Plan, Do Review Process. You are required to submit **at least one** Sen Support Plan or Health Care Plan. A transition plan is required for those who will be joining your setting who have known SEN Needs.*

Please tick the box to show which information you have attached:

- SEN Support Plan
- Transition Plan
- Health Care Plan
- Reports from other professionals

By completing and signing this application you are agreeing to the SENIF terms and conditions.

Signed:	
Position:	

Data Protection

Barnet Council will process personal information included in this document in accordance with the General Data Protection Regulation 2018.