

Transition Support Funding (TSF) – Information and guidelines for children transferring to school 2021-22 Early Years SEND Inclusion Panel (SENDIP)

This document sets out the eligibility guidelines which the Early Years SEND Inclusion Panel (SENDIP) will use to make Transition Support Funding decisions when requests are received at panel. All requests must be made for children in their pre-school year by the Early Years Setting and should be made in a timely manner using the appropriate request form and including the required evidence.

If in doubt about whether a proposed TSF application is appropriate, please contact your Area SENCo in the first instance, the Area SENCo Advice Line (01225 396912) or Nick Fortt, Early Years Inclusion & Partnership Manager.

Background

Transition Support Funding (TSF) was introduced in 2011 and was developed as part of a preventative SEND strategy, providing support at a crucial transition time for children with complex and high level special educational needs in order to reduce the likelihood of a statutory plan being required at a later date. Evidence collected over the last 9 years has shown that around 50% of TSF funded children did not require a statutory plan (Statement or EHC plan) once in school.

Support allocated as part of Transition Support Funding

Transition Support Funding (TSF) is split into two parts. The early years setting will receive a small amount of funding in term six to support the child's transition to school. The setting will be expected to use this funding to take the lead in the child's transition to school by arranging transition meetings and ensuring all relevant paperwork is shared with the school. It is understandable if transition meetings are now taking place virtually as a result of COVID-19. The Local Authority has a duty to monitor the use of additional funds such as Transition Support Funding and the setting will be expected to evidence how they are using the funding to support a child's transition to school.

The school will receive funding for the child's reception year to ensure a positive and smooth transition takes place. This will normally involve the school recruiting a Teaching Assistant (TA) to work with the child and provide increased support for that child during their reception year. The Local Authority has a duty to monitor the use of additional funds such as Transition Support Funding and the school will be expected to evidence how they are using the funding in addition to their delegated funding.

Transition Support Funding Timescales - The table below sets out the relevant timescales

Time Period	Transition Support Activity
January 2021 – 30th April 2021 Child in Early Years Setting	Requests made to Early Years SEND Panel (SENDIP) with accompanying evidence.
May 2021 – July 2021 Child in Early Years Setting	An initial transition planning meeting takes place, organised by the identified transition lead, and attended by parents/carers, setting, professionals involved and school staff. Specialist agencies attend where possible. Virtual meetings due to COVID-19 may be required. The My Plan at SEN Support should be shared with school staff. Person centred discussions lead to the development of a transition plan . A second transition planning meeting is held to further develop the transition plan in term 6.
September 2021 Child in School	School staff finalise and implement the agreed support and monitor progress using their SEN Support Plan.
December 2021 Child in School	A further transition review meeting takes place involving parents/carers, school staff and specialist agencies as appropriate to review the child's transition to school. The school will be expected to provide review paperwork to evidence how they are using the funding.
March 2022 Child in School	The school will be expected to provide review paperwork to evidence how they are using the funding.
June 2022 Child in School	The school will be expected to provide review paperwork to evidence how they are using the funding.
July 2022 Child in School	Transition Support ceases at the end of the reception year and will not continue into year 1 even if a needs assessment is underway. Please note if an Education, Health and Care Plan (EHCP) is agreed then TSF will cease and the funding will come from a different source.

Guidelines when applying for Transition Support Funding

Children eligible for Transition Support Funding (TSF) will have clearly identified transition to school needs which cannot be met solely by the normal transition planning and induction arrangements in place for all children. Many may have significant, long term special educational needs and/or disabilities. Some will be very vulnerable children, with emotional or mental health needs, requiring specialised nurtured transitions into school.

At the time of application most, if not all, will be supported at the SEN Support Stage of the Code of Practice 2014 by the early years setting(s) and have 'My Plans at SEN Support' in place developed in a person-centred way. The panel will expect to see evidence of at least two cycles of the graduated response (assess, plan, do and review) as part of the My Plan at SEN Support.

All children considered for funding will have one or more specific, identified, transition needs. These needs will require specialist provision and support, where close liaison between parents/carers, early years setting and school is required, and where the school needs to make provision which is different and additional to that which is normally in place, or can be put in place through use of the schools delegated funding.

Nurture Outreach Service

As part of the request for Transition Support Funding, the panel will consider if a child would benefit from the Nurture Outreach Service. The majority of children identified for the Nurture Outreach Service will be vulnerable children, with emotional or mental health needs, requiring specialised nurtured transitions into school. Children who are looked after / in care, on child protection plans or at risk of exclusion will be considered as a high priority for the Nurture Outreach Service and children must meet the same criteria as required for Transition Support Funding in school (see below).

The Nurture Outreach Service provides advice and guidance to the early years setting in term 6 to help support a positive and consistent transition to school for the identified child. This support then continues into the child's reception year where the allocated Nurture Outreach Worker will work with the school to support them with strategies, advice and guidance specific to the child's needs.

Thresholds / Criteria

The criteria and descriptors for Transition Support Funding are set out in the guidance / thresholds which can be found on the local offer (Rainbow Resource).

A child must meet the criteria and either band B or C descriptors in order to receive Transition Support Funding at school. Children meeting the criteria and the band A descriptors, may be allocated funding in term six to support their transition to school, but schools will be expected to meet a child's needs from their delegated funding.

Allocations and expectations

For Early Years Settings

If approved, settings will receive a one-off payment up to a maximum of £60 to engage in the transition planning process. Funding will be additional to any Inclusion Support Funding (ISF) already in place.

It is expected that settings use this funding to take the lead in the child's transition to school. This should involve arranging and leading the transition meetings, releasing the key person to visit the school (if able) with the child in term 6 and ensuring all paperwork is up to date and shared with the school, parents and other appropriate agencies.

For Schools

If approved, schools will receive approximately £4,830 to support the child during their reception year which is in addition to their delegated funding. This will be paid on a monthly basis over 12 months (approximately £402.50 per month).

It is expected that schools use this funding in addition to their delegated funding (up to a maximum of £6,000) to provide increased support for the child during their reception year. As an example, based on an average hourly rate for a Teaching Assistant of £10.50 per hour a child should receive a minimum of 12 hours support per week from the transition funding alone (£10.50 x 12 hours x 38 weeks). With delegated funding this increases to approximately 27 hours per week. Please note, this is an example only and it is not expected that all children will receive full time support and will vary depending on each child's individual needs.

As each child's needs are individual and different it is recommended that a range of other support packages are used in addition to increased support at school based on best practice. Research shows that a package of support (not just 1:1) is a better way of supporting children with SEND to develop their independence, resilience and interactions through small group work (lower ratio support) and targeted interventions. This can include additional interventions such as nurture support, additional speech and language sessions, specialist training etc.

January 2021

Nicholas Fortt, Early Years Inclusion and Partnership Manager

Early Years Special Educational Needs and Disability Inclusion Panel (SENDIP)

[Nicholas Fortt@bathnes.gov.uk](mailto:Nicholas.Fortt@bathnes.gov.uk)