

BRIEFING NOTE

Date: 25 March 2015

EDUCATION PROVISION AND FUNDING FOR CHILDREN WITH SENSORY IMPAIRMENT IN THE EARLY YEARS

This briefing note was first released in December 2014, and updated in March 2015.

“All children are entitled to an education that enables them to:

- *achieve the best possible educational and other outcomes, and*
- *become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education”*

DfE Early Years Section of the SEND Code of Practice 2014

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1. PURPOSE

- 1.1. The purpose of this briefing paper is to help local authorities develop and/or review their arrangements for supporting children and young people in their early years (0-5 years) by:
- a) bringing together information on the statutory requirements for providing support as set out in the [Early Education and Childcare Statutory Guidance for Local Authorities](#), [Statutory Guidance on the role of Directors of Children's Services](#), [Equality Act](#) 2010 and SEND Code of Practice 2014 with
 - b) guidance from the DfE and EFA on funding arrangements for supporting young children with sensory impairment aged 0-5 years and
 - c) providing case examples that illustrate the different approaches that are used by some authorities to supporting children with a sensory impairment.
- 1.2 In doing so it also is intended to serve as a reference document by bringing together advice on early years from a number of government publications.

Key points:

(Note the paragraph numbers in this summary refer to the numbering of this briefing document)

Definition of SEN and SEN provision in the early years

A child aged 0-4 has SEN if their needs are likely to meet the definition of SEN when they are of school age (para 2.6). This means children 0-4 with sensory impairment come within the scope of the SEN provisions in the SEND Code of Practice and Children and Families Act 2014.

SEN provision for children under 2 is educational provision of any kind. For those over 2, SEN provision is that made in addition to or differently from that made generally for other children of the same age by early years providers. (Paras 2.9 and 2.10.)

Duties

Local authorities have a duty to promote inclusion by removing barriers to access, and must meet their duties under the Equality Act 2010 (para 2.9). When carrying out their functions they must promote equality of opportunity for children with a sensory impairment (para 2.7). Directors of children's services have specific responsibilities. They must ensure that disabled children and those with special educational needs (SEN) can access high quality provision that meets their needs and should take account of the benefits of prevention and early intervention and the importance of co-operating with other agencies to offer early help (para 28).

Children with Sensory impairment are entitled to free early years education from the age of 2 if they are in families on low income or in receipt of Disability Living Allowance (15 hours per week). They should only be placed with good or outstanding providers (para 2.4 to 2.6). All providers need to follow SEND and the provisions of the Equality Act apply.

Early support 0-2 years and SI Services

The SEND Code of Practice stresses the importance of avoiding delays in making provision for children with a sensory impairment (para 2.10). The importance of peripatetic services for children under 2 years with sensory impairment is emphasised in the SEND Code of Practice (para 2.11). Those who are likely to require high levels of support in early years settings or school should be considered for an EHC needs assessment and EHC Plan (para 2.12).

2 -5 year olds and SI Services

When securing funded early education, LAs must promote equality of opportunity and this should include securing relevant expertise among early years providers and working with parents to ensure that appropriate provision is in place to enable their children to “flourish” (para 2.3). The importance of specialist teachers in helping providers discharge their duties is recognised in the SEND Code of Practice (para 2.16).

FUNDING GUIDANCE

Duties

LAs must ensure all providers meet the needs of children with SEN and this should include ensuring providers receive appropriate levels of funding (para 3.1).

A low level SEN factor is not included in the funding formula for early years providers. Unlike schools they do not receive a notional SEN budget. Hence there is no requirement for early years providers to fund the first £3,600 (i.e. 15/25 of £6,000) of additional support for children with sensory impairment. Local authorities are therefore required to clarify what early years settings should provide for children with sensory impairment from their budgets and when additional top up/inclusion funding is provided (paras 3.4-3.6).

Some children with sensory impairment may attract the early years pupil premium if they meet the certain criteria, such as the criteria for free school meals. However, 2 year olds are funded on a single base rate unless they have SEN and attract top up/inclusion funding (paras 3.7 – 3.8).

An example of how top funding applies in the early years is given in paras 3.9-3.10. In summary if the cost of meeting a child’s needs is £5,000 above what is normally available in an early years setting the “top up” is £5,000.

Calculating Top Up

The majority of LAs (60%) appear to be using an individualise approach to calculate top up funding for children rather than resource bands (see paras 3.14 and 3.15)

CASE STUDIES

The appendix gives details of how a number of LAs have approached inclusion funding in early years settings.

It is based on information available at December 2014 and readers need to bear in mind that LAs are constantly reviewing their approach and changing websites so links may become broken.

Nevertheless we hope that it will be helpful in looking at possible options and approaches and with benchmarking.

The schemes have common features:

- A graduated response with descriptors of need and or provision required at each response (or funding band).
- Recognition that EY settings do not receive a notional SEN budget.
- For the most part all EY settings are treated the same.
- A statutory EHC needs assessment is not required to access top up funding.

However, there are differences in terms of the number of graduated responses/bandings, the level of detail of the descriptors, the thresholds for top up particularly where a child has a moderate loss and level of funding.

2. POLICY CONTEXT: REQUIREMENTS ON LOCAL AUTHORITIES AND EARLY YEARS PROVIDERS

[Early Education and Childcare Statutory Guidance for Local Authorities](#)

- 2.1. Specific duties relating to early years education are set out in “[Early Education and Childcare Statutory Guidance for Local Authorities](#)” (DfE Sept 2014). In addition, the DfE ‘[Early Years Outcomes](#)’ is intended to help the outcomes children should be working towards.
- 2.2. All children are entitled to free early years education from the age of three years. They are entitled to 15 hours a week for 38 weeks of the year.
- 2.3. From September 2013 children with a sensory impairment aged two years who are looked after or living in families on low income received this entitlement¹. In Sept 2014 this entitlement was extended² to children entitled to [Disability Living Allowance](#) which includes most children with a sensory impairment³.
- 2.4. The DfE encourages LAs to fund places for two year olds with a sensory impairment in good or outstanding provision:

“Only fund two-year-old children in ‘satisfactory/requires improvement’ providers where there is not sufficient, accessible ‘good’ or ‘outstanding’ provision”. (Para A3.8 of the [early years statutory guidance 2014](#))
- 2.5. Local Authorities are able to provide over 15 hours of early years provision to meet the particular needs of children following an assessment such as a [Section 17 Children in Need](#)

¹ To qualify, families should be receiving one of the following: Income Support; income-based Jobseeker’s Allowance (JSA); income-related Employment and Support Allowance (ESA); support through part 6 of the Immigration and Asylum Act; the guaranteed element of State Pension Credit; Child Tax Credit (but not Working Tax Credit) and have an annual income not over £16,190; the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit).

² [The Early Education and Childcare Statutory Guidance for LAs](#) (DfE Sept 2014) states that 2 year old children are eligible for free early years provision if they are looked after by the local authority; they meet the criteria used to determine eligibility for Free School Meals; their family receives Working Tax Credits and have an annual gross income of no more than £16,190 per year; they have a current statement of Special Educational Needs or an Education, Health and Care plan; they are entitled to Disability Living Allowance; or they are no longer looked-after by the local authority as a result of an adoption order, a special guardianship order or a residence order

³ For example some children with a mild hearing loss will qualify for DLA

[Assessment](#) under the Children Act 1989 or Educational, Health and Care Needs Assessment.

- 2.6. All providers must comply with the [Early Years Foundation Stage \(EYFS\)](#) and SEND Code of Practice. This includes a requirement to consider whether a child may have SEN or additional needs and how they can be supported.
- 2.7. The [current statutory guidance to local authorities](#) (LAs) on the sufficiency of early education and childcare provision underlines their duties to promote equality for disabled children:

*“Local Authorities should “Promote equality and inclusion, particularly for disadvantaged families, looked after children, children in need and children with disabilities or special educational needs by removing barriers of access to early education and working with parents to give each child support to fulfil their potential. Local authorities **must** ensure they meet their duties under the Equality Act 2010 when securing early education places” (para A1.11).*

LAs can also place requirements on providers to ensure *“that the provider meets the needs of disabled children and children with special educational needs”* (paragraph A 4.10)

Duties under Statutory guidance on the roles and responsibilities of the Director of Children’s Services and the Lead Member for Children’s Services

- 2.8 Paragraphs 22 and 23 of this [statutory guidance](#) sets out specific responsibilities for directors of children’s services

“Local authorities should work with partners to promote prevention and early intervention and offer early help so that emerging problems are dealt with before they become more serious. This will help to improve educational attainment, narrow the gaps for the most disadvantaged and promote the wider well-being of children and young people, including at key transition points.

More specifically, the DCS and LMCS in their respective roles:

- *must ensure that disabled children and those with special educational needs (SEN) can access high quality provision that meets their needs and fund provision for children with statements of SEN;*
- *should understand local need and secure provision of services taking account of the benefits of prevention and early intervention and the importance of co- operating with other agencies to offer early help to children, young people and families.*

Duties under the Equality Act 2010

- 2.9 Key duties on local authorities and early years providers under the [Equality Act](#) are set out in paragraphs xviii to xiii of the SEND Code of Practice 2014 and the NatSIP briefing paper on the funding of equipment for children and young people with a sensory impairment.
- 2.10 Key points highlighted in the SEND Code of Practice include:

- There is a “*low threshold*” for the definition of disability; “*physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*”.
- Children with sensory impairment are disabled and covered by the Equality Act from birth.
- Local authorities and maintained nursery schools are covered by a public sector equality duty and **must** when carrying out their functions have regard to the need to eliminate discrimination, **promote equality of opportunity** and foster good relations between disabled and non-disabled children and young people. For children with sensory impairment promoting equality of opportunity would include for example the provision of equipment and support from specialist services to the child and family from the point of diagnosis, which could be shortly after birth.
- Local Authorities and early years providers **must** make [reasonable adjustments](#) to procedures, criteria and practices and by the provision of auxiliary aids and services ensure children with a sensory impairment are not placed at a substantial disadvantage.
- The reasonable adjustment duty is an **anticipatory duty**. This means that local authorities and providers should not wait until the disadvantage has occurred before making the adjustment. This is in contrast to the SEN provisions which are normally triggered when there is a concern over a child’s progress. It is clear that for children with a sensory impairment a failure to make reasonable adjustments would put them at a substantial disadvantage in accessing teaching and learning and participating in early years education. Reasonable adjustments may include specialist teaching support and advice and equipment.

Special Education Needs and Disability Code of Practice

Definition of SEN in the Early Years

- 2.11 The SEND Code of Practice (2014) states that a child aged 0-4 has SEN if their needs are likely to meet the definition of SEN when they are of school age:

“A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv⁴ above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)” (paragraph xvi).

- 2.12 Hence a child with a sensory impairment under compulsory school age must be regarded as having SEN because s/he will experience when at school age “*a significantly greater difficulty in learning than the majority of others of the same age*” and/or have “*a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*”.

⁴ Paragraph xiv of the Code of Practice: *A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Definition of Special Educational Needs Provision

- 2.13 For children under the age of 2 years the SEND Code of Practice defines SEN provision as:
“Special educational provision for a child aged under two means educational provision of any kind” (paragraph xv and 9.143).
- 2.14 For children over the age of 2 the Code of Practice defines SEN provision:
“educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools or by relevant early years providers” (para xv).

SEN support and involving specialists

- 2.15 The SEND Code of Practice highlights the need to avoid delays in making provision and reinforces the anticipatory duties to make reasonable adjustments in the Equality Act 2010:
“It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life” (paragraph 5.36).

Support for 0-2 year olds

- 2.16 The SEND Code of Practice highlights the need for specialist support for sensory impairment and its advice reinforces local authority and health services public sector equality duties and reasonable adjustment duties under the Equality Act 2010:
“For most children under two whose SEN are identified early, their needs are likely to be best met from locally available services, particularly the health service, and for disabled children, social care services provided under Section 17 of the Children Act 1989. The Local Offer should set out how agencies will work together to provide integrated support for young children with SEN, and how services will be planned and commissioned jointly to meet local needs.

For very young children local authorities should consider commissioning the provision of home-based programmes such as Portage, or peripatetic services for children with hearing or vision impairment. Parents should be fully involved in making decisions about the nature of the help and support that they would like to receive – some may prefer to attend a centre or to combine home-based with centre-based support. Children and their parents may also benefit from Early Support, which provides materials and resources on co-ordinated support.

- 2.17 The Code makes it clear that children with a sensory impairment under the age of two should be considered for a statutory **Education Health and Care Needs Assessment and EHC Plan** where they are likely to require high level provision in early years settings and/or school:
“Children aged under two are likely to need special educational provision in accordance with an EHC plan where they have particularly complex needs affecting learning, development and health and are likely to require a high level of special educational provision which would not normally be available in mainstream settings. A decision to issue an EHC plan may be

made in order to allow access to a particular specialist service that cannot otherwise be obtained, such as home-based teaching. The factors a local authority should take into account in deciding whether an EHC plan is necessary are set out in paragraphs 9.53 to 9.56.” (Paragraphs 9.143 to 9.145.)

Support for 2-5 year olds

- 2.18** The SEND Code of Practice’s section on the Local Offer sets out the requirements on local authorities with regard to education for those aged 2-5 years. This includes specialist support and advice:

*“When securing funded early education for two-, three- and four-year-olds local authorities **must** promote equality of opportunity for disabled children. This should include securing relevant expertise among early years providers and working with parents to ensure that appropriate provision is in place to enable each child to flourish. Local authorities **must** also secure sufficient childcare for working parents and **must** work with providers to plan and manage local provision to meet the needs of families and children in their area.”*

- 2.19** The arrangements the local authority puts in place to meet this requirement are set out in paragraph 4.38 of the Code:

*“Local authorities **must** publish in their Local Offer information about childcare options available to parents including the range of expertise to support children with SEN or disabilities and should publish information about*

- free early education places and eligibility criteria*
- relevant services from other agencies such as Portage, Health Visitors and Early Support*
- arrangements for identifying and assessing children’s needs in the early years*
- support available to parents to aid their child’s development at home, and*
- arrangements for reviewing children’s progress, including progress checks and health and development reviews between the ages of 2 and 3”*

- 2.20** The SEND Code of Practice sets out the responsibilities of early years providers:

“Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision.” (Paragraph 5.31)

- 2.21** The needs for specialist support are further highlighted in the Code of Practice:

“Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child’s area of need, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child’s parents.” (Paragraph 5.48)

- 2.22** It is important to note the SEND Code of Practice draws attention to the anticipatory duties placed on local authorities and education providers by the Equality Act 2010. Under the Act education services must make reasonable adjustments to avoid children with a sensory impairment being placed at a substantial disadvantage (see paragraph 5.10 and xix). This

reasonable adjustment duty includes the provision of auxiliary aids and services; such as equipment, specialist teachers and support staff.

3. FUNDING RESPONSIBILITIES AND ARRANGEMENTS

Requirements in the SEND Code of Practice

- 3.1. Advice from the DfE on funding early years provision is less detailed and prescriptive than it is for schools and post 16 provision, so there is scope for greater local discretion in funding additional support for young children with a sensory impairment. However, the responsibility on local authorities to ensure early years providers receive the funding to meet needs is set out in the SEND Code of Practice:

*“Local authorities **must** ensure that all providers delivering funded early education places meet the needs of children with SEN and disabled children. In order to do this local authorities should make sure funding arrangements for early education reflect the need to provide suitable support for these children.*

Early years providers should consider how best to use their resources to support the progress of children with SEN.” (Paragraphs 5.59 and 5.60)

DfE Funding Guidance

Funding for support for children aged under 2

- 3.2. The funding guidance makes it clear that support for children with a sensory impairment aged two years or under, including specialist sensory support services, is funded from the Dedicated Schools Grant (DSG)⁵. It is anticipated that the support will be funded from the **High Needs Block** part of the DSG, although some local authorities may also use the Early Years Block.

Funding of early years education, 2-5 years

- 3.3. Early years providers are funded via an Early Years Single Funding Formula (EYSFF). This consists of a basic rate per hour plus any additions to reflect particular characteristics of the provider such as flexibility (opening times), quality (qualifications of staff) and deprivation.
- 3.4. A **low level SEN funding factor is not** included in the funding formula for EY providers⁶. The DfE guidance [School Funding Reform Next Steps towards a fairer system \(2012\)](#) emphasises this:

“Unlike mainstream schools, mainstream early years providers do not receive the equivalent of a notional SEN budget. Given that many are very small in size, it would not be practicable to introduce such an arrangement. As such, mainstream early years providers will receive their standard funding for 15 hours of early education (element 1). This will be provided through the local authority’s Early Years Block using their Early Years Single Funding Formula, which funds all providers of free early education for three- and four-year-olds.

It will be important that there is local clarity and agreement about what additional support (element 2) mainstream early years settings will provide for pupils with high needs from within their funding for the 15 hours of early education and the point at which additional,

⁵ Note that educational psychologists are as a whole funded from outside the DSG.

⁶ Some LAs had an SEN factor in their funding arrangements for early years settings prior to the DfE introducing the EYSFF but dropped it in the light of new government requirements.

top-up funding is made available. Above this level, funding for additional support for high needs pupils will be provided from the local authority's High Needs Block." (Page 82)

- 3.5. Hence early years providers do not receive a notional SEN budget to support children with a sensory impairment who may be at early years "support". Neither do they have a notional SEN budget to make a contribution to meeting the additional cost of provision set out in a statement or Educational Health and Care Plan, which is over and above their mainstream funding.
- 3.6. This lack of a notional SEN budget will have implications for the way support for children with a sensory impairment in early years settings is funded, in particular:
- a) It should be a consideration when determining the point at which top up is provided to ensure access. For example, schools are expected to contribute the first £6,000pa towards the additional cost of a statement. However, expecting EY providers to contribute £6,000 may be unreasonable and this is illustrated in the example given by the DfE which is described in paragraphs 3.8 and 3.9 below.
 - b) It should be a consideration in determining:
 - What is a reasonable adjustment for an early years provider to make to avoid a child with sensory impairment being placed at a substantial disadvantage when accessing early years education.
 - The respective responsibilities on the local authority and the early years provider to make a reasonable adjustment; for example what may be reasonable for a secondary school to provide in terms of auxiliary aids and services may not be reasonable for an early years provider. However, it may be reasonable for an LA to provide that support and make the required adjustments to ensure access to early years education and avoid any substantial disadvantage.
- 3.7. For 2015-16, the government has introduced additional funding for early years through a new early years pupil premium for disadvantaged three and four year olds. Early years providers will receive an extra £300 a year for each eligible child accessing the full 570 hours with them. Providers will receive this payment for children with a sensory impairment who are 3 or 4 years old who access funded early education who meet the criteria for Free School Meals; who have been looked after by the local authority for at least one day; who have been adopted from care; who are the subject of a special guardianship order or child arrangements order. However, this is a payment to recognise increased social needs rather than special educational needs.
- 3.8. It should also be noted that funding providers of early education for 2 year olds are funded on a single base rate unless the children have SEN:

"providers of early education for two-year-olds are funded using a single base rate, with no supplements (except where funding is for children with additional needs such as special educational needs)". [Early Education statutory guidance 2014](#) Paragraph A4.7.

Local Authority Top-Up Funding for EYs Providers – Case Example

- 3.9. The following is extracted from DfE (2012) guidance; [School funding reform: Next steps towards a fairer system. Improving arrangements for funding pupils and students with high needs: Additional illustrative information](#). (Pages 76-77)

- 3.10. A case to illustrate how a child with SEN is funded to access early years education:
- A four year old child has additional needs costing £5,000 more than what is normally available in a nursery.
 - The nursery receives funding for 15 hours of education through the Single Funding Formula to provide what should normally be available. This funding comes from the LA's Early Years Block.
 - The LA responsible for securing the child's access to early years education pays a top-up of £5,000 from its High Needs Block to the provider.
- 3.11. In commenting on this example the DfE stated: *"mainstream early years settings do not receive the equivalent of a notional SEN budget. **Local authorities will need to ensure that there is clarity, through their local offer, about what mainstream early years settings will provide for high needs pupils using funding for the 15 hours of early education.**"*
- 3.12 There is no change to this position in 2014/15 and 2015/16. In its publication [2014-15 Revenue Funding Arrangements: Operational Information for Local Authorities](#), issued in July 2013, the Government's Education Funding Agency states: *"as in 2013-14, we are not implementing the high needs funding system in 2014-15 for those institutions that cater solely for children aged under 5, such as nursery schools. It is for each local authority to decide how high needs places and children in these institutions are funded, from their **early years and high needs budgets.**"*

This advice is repeated in the [EFA's operational guidance for 2015-16](#). This guidance enables Local Authorities to fund the additional cost of accessing early years education that is over and above that provided through the Early Years Single Funding Formula, either from its Early Years Block or the High Needs Block of its Dedicated Support Grant.

Calculating Top Up – Resource Bands or Individual Needs

- 3.14 **Top up rates can be calculated in two ways:**
- a) Using resource bands (or ranges): A number of LAs have developed resource bands and assigned a level of top up funding to each band. A child's needs is match with a resource band to determine how much top up funding the provider receives. Each resource band normally contains broad descriptors of a child's needs as well as brief description of what the early years setting should provide at each leve. In accordance with the graduated response
 - b) Assessing each child's individual needs with the level of top up being very specific and individualised to the child's needs

Advantages and Disadvantages of the two approaches

Individualised approach - Top Up based on a child's individual needs and specific to that child	
Advantages	Disadvantages
Ensures funding is more precisely targeted on each child's needs. Helpful where there is only one child in an EY setting. Greater compatibility with the	Less transparent system. Assessment has to be very precise and requires tight moderation to ensure consistency across a LA.

<p>person centred approach required in the SEND Code of Practice</p> <p>It is more capable of recognising context and making necessary adjustment to reflect the cost of meeting a child's needs in different establishments may vary (see para 57 of 2013-14 Revenue Funding Arrangements: Operational Guidance for Local Authorities and para 109 of School Funding Reform Arrangements for 2013-14)</p>	
Resource Bands	
Advantages	Disadvantages
<p>There is a greater degree of transparency. Parents and providers can see for the descriptors the level of support / top up the provider will receive for the child. Easier to administer with less reliance on in depth assessment and possibly easier to achieve consistency across a LA area.</p>	<p>Level of top up funding less likely to meet the child's needs particularly if the level of need is at the upper level of the band. Therefore more suited to providers where there are a number of children with top up attending (ie where the needs of children at the top end of the resource band are balanced by children with needs at the lower end of the resource band so overall the provider has sufficient funding to meet needs)</p> <p>Less compatible with person centred approaches.</p> <p>Likely to be less flexible in recognising that the cost of support a child may vary depending on context and characteristics of the establishment. (see para 57 of 2013-14 Revenue Funding Arrangements: Operational Guidance for Local Authorities and para 109 of School Funding Reform Arrangements for 2013-14)</p>

- 3.15 The NatSIP survey of LAs in October 2013 indicated that the majority (60%) used an individualised approach to top up funding in the early years. The case studies below look at how some LAs have approached resource banding

APPENDIX

Examples of approaches to funding support in the early years (January 2015)

- 4.1 The purpose of this section is to give some examples of approaches used by some local authorities. **It should be noted that NatSIP has not evaluated these approaches.** In the space available we can only summarise key points and the reader will have to use the website links which are embedded in the text to access further information from each LA's website. It is possible that over time LA websites will change and the links given may be broken in which case readers are advised to use a search engine to locate the documents using the title of the report.
- 4.2 Although the examples differ they share obvious characteristics:
- a) Recognition that most providers, unlike schools, do not have notional SEN budgets so there are opportunities to apply for additional inclusion funding without the need for a statutory assessment and a lower threshold for top up than for schools.
 - b) A graduated response where levels, bands or ranges of need and resourcing are described and thresholds for different levels of support are defined.
- 4.3 There are differences in the number of levels and thresholds used by LAs. Some local authority schemes will attach monetary values to each band/level /range while others will set out thresholds for additional support and the child's needs and the amount available to support them is determined by a resourcing or inclusion support panel.

Bradford

- 4.4 Bradford allocates additional resources using its [early support grid](#) and [early support grid guidance](#) . There are 4 levels of support with funding to providers being available before the criteria for an EHC Needs Assessment:
- **Range 1:** *"Medium level of need. This indicates a need for differentiation / monitoring by the setting at 'EY action'. No automatic external support service involvement."*
 - **Range 2:** *"Medium High level of need. There should be involvement of specialist services at 'EY action plus'. Child may benefit from specialist provision (e.g. Children's Centre plus or other specialist placement). May require statutory assessment. Non maintained settings may request additional funding via EYIP for up to 50 % of time in setting (EYCP); Maintained settings should support for up to half the time that child is in the setting from delegated resources."*
 - **Range 3:** *"High level of need. This indicates there should be involvement of specialist services at 'EY action plus'. Child may benefit from specialist provision (e.g. Children's Centre plus or other specialist placement). Likely to require statutory assessment. Non maintained settings may request additional funding via EYIP for up to 80 % of time in setting (EYCP); Maintained settings should support for up to half the time that child is in the setting from delegated resources."*
 - **Range 4:** *"Significant, complex and long term need. Child will benefit from specialist provision (e.g. Children's Centre plus or other specialist placement). Will require statutory assessment. Non maintained settings may request additional funding via EYIP for up to 100 % of time in setting (EYCP)."*

- 4.5 In its SEN Guidance documents 2014 [Visual Impairment](#) and [Hearing Impairment](#), Bradford set out the descriptors of need and required provision for each range

Bristol

- 4.6 Additional funding to support their special educational needs can be applied for through the Early Years SEN Panel irrespective of whether the child has a statutory assessment⁷. Any practitioner wishing to access additional funding to provide support for a child must complete the Support Plan. The panel will agree to provide funding to support a child for a specified length of time based on individual need and a review date will be set.
- 4.7 The LA has set out descriptors of need and levels of funding in its publication [*Special Educational needs provision for Bristol early years: Bristol universal descriptors for use by all early years providers: nursery classes, nursery schools, children's Centres, private, voluntary and independent settings and child minders*](#). An extract from the guidance is shown in the table below:

General Descriptor	Descriptors for children with sensory impairment
Early Years Enhanced Ratio (£800): These children have SEN which require an enhanced child/adult ratio so that they can receive specific support to access early education opportunities for approximately 15% of the nursery session.	Early Years Enhanced Ratio: <i>Individual adult support to facilitate daily activities as advised by a Sensory Support Teacher; differentiation to specific activities that require short periods of individual 1:1 adult support; have difficulties with social communication and developing relationships due to their sensory impairment.</i>
Band 1 (£1,550): These children have SEN which have an effect on their ability to actively engage with approximately 30% of the nursery session, without adult support to implement specific support strategies so that they can make expected progress.	Band 1: <i>Some adult support to enable access to and adaptation of the curriculum; some adaption to the early years environment; some support with communication requiring individual strategies; some adaption to the early years environment, e.g. steps, blinds and lighting and support with reducing reverberation.</i>
Band 2 (£2,600): These children have SEN that have an effect on their ability to actively engage with approximately 50% of the nursery session without adult support and who require frequent specific interventions on a daily basis from an additional adult in order to make expected progress.	Band 2: <i>Regular adult support to enable access to and adaptation of the curriculum; regular support with communication, whether aural / oral or signed (or a mixture of both); adult support required to use communication aids; some adaptations required for the early years environment.</i>
Band 3 (£3,750). These children have SEN that have an effect on their ability to actively engage with approximately 75% of the nursery session, which require specific 1:1	Band 3: <i>Adult support to enable access to and adaptation of the curriculum for most of the session; on-going support with communication related to sensory disability</i>

⁷ [Leaflet 3](#) contains information on arrangements in schools

adult interventions for the majority of the time in the setting.	<i>and/or mediation of the visual environment; frequent adult support required to use communication aids; regular specific adult support to develop independence and interpersonal skills; some additional time to adapt materials, for example enlarging; some individual adult support to ensure child's safety. Risk assessment shows risk rating 'medium'.</i>
Band 4 (£5,200): These children have complex needs and SEN which have an effect on their ability to actively engage with approximately 100% of the nursery session, without adult support. They will require a totally individually designed curriculum in order to make expected progress. There will need to be on-going multi-professional support and advice for planning and reviews.	Band 4: <i>Adult support to enable access to and adaptation of the curriculum for all of the session; some additional time for adaption and preparation of materials in tactile form; support with communication related to sensory disability for the majority of the time in the setting; regular support with communication requiring individual communication strategies such as BSL if applicable; significant adaptations to the early years environment; consistent adult support required to use communication aids; up to weekly direct support from QTVI and ToD to also provide direct teaching of specialist skills, e.g. developing tactile skills, developing listening skills; full time individual adult support to differentiate the high level of need and to ensure the child's safety. Risk Assessment shows risk rating 'High'.</i>
Band 5 (£5,500): These children have complex and SEN which have an effect on their ability to actively engage with approximately 100% of the nursery session, without adult support and their parents choose for them to access Specialist Children's Centre provision. They will require a totally individually designed curriculum in order to make expected progress. There will need to be on-going multi-professional support and advice for planning and reviews.	

- 4.8 The funding is paid at £9.00 an hour to enhance the staffing ratios within the setting to increase the capacity of the child's key person. The maximum amount of hours that will be funded is 15 hours in any week in line with the child's free early education entitlement.

Central Bedfordshire

- 4.9 Central Bedfordshire's Approach to supporting children with SEND in early years settings is set out in "[Draft Guidance on SEND in the Early Years: A Graduated Approach 2014](http://bit.ly/1HzJrxQ)" (<http://bit.ly/1HzJrxQ>).

- 4.10 The LA uses [Early Help Assessment](#) they state, “a key element of our strategy to delivering more effective early intervention and prevention and is a tool for the identification and initial assessment of children and young people considered to be in need of additional support.”
- 4.11 Central Bedfordshire’s graduated response can be described as follows:-
- **Stage One:** “Some additional or different action within the setting will be needed to support the child’s learning and development”.
 - **Stage Two:** “This builds on the above but settings will be consulting outside agencies to support their own interventions”.
 - **Education, Health and Care Plan (EHC Plan):** “Appropriate for children with very significant long term educational needs”.
- 4.12 Maintained nursery and lower schools are expected to fund provision for Stages 1 and 2 from their delegated budgets, although additional funding is available from the local authority in circumstances where the child’s needs meet the criteria for a EHC Needs Assessment, the child needs high level support that the school cannot provide and the child’s chronological age places them in Nursery years 1 or 2.
- 4.13 Private Voluntary and Independent (PVI) providers with a child who meets the indicators for SEND support at Stage 2 can apply for funding to assist in employing a member of staff for 1 hour per morning or afternoon session that the child attends (up to a maximum of 5 hours). Exceptional needs funding is available for children whose needs are more severe and complex (e.g. children who have very significant needs and would be unable to access the setting without one to one support).
- 4.14 For each type of SEN and each response, Central Bedfordshire’s guidance describes indicators relating to children’s characteristics and indicators of provision characteristics (e.g. the actions that settings should be taking at Stage 1 and Stage 2). The **provision characteristics** are described under the following **strands of action**:-
- Assess, plan, do and review.
 - Grouping for teaching purposes.
 - Curriculum and teaching methods.
 - Additional human and other resources.
 - Parent/carers and child’s participation.
 - Training and advice.
- 4.15 The indicators for children with sensory impairment are given from page 93 onwards. An extract relating to the characteristics of children with a hearing impairment and visual impairment is shown in the tables below:

Central Bedfordshire - Early Year’s Foundation Stage Children’s Characteristics Hearing Impairment

Early Foundation Stage	Stage 1	Stage 2	Child meets criteria for request for an EHC Plan if described by one or both of the shaded descriptors in this column.

Degree of Hearing loss	Child may have: Fluctuating, conductive (temporary) hearing loss (may be aided); Mild bilateral hearing loss (may be aided); Unilateral hearing loss. Annual review by Qualified ToD.	Child has: Permanent conductive hearing loss (usually associated with a particular syndrome); Moderate/severe hearing loss (aided); Deteriorating hearing loss. The nature of the hearing loss must be clarified by a Qualified Teacher of the Deaf. Termly or more frequent reviews by ToD are in place.	Child: Has a permanent hearing loss of greater than 40dBHL in the better ear. The child's hearing loss, or hearing loss in conjunction with additional difficulties, e.g. language disorder, conductive hearing loss overlay, developmental delay, significantly impairs his/her access to the curriculum. Termly or more frequent reviews by Qualified To Deaf in place.
Personal, Social and Emotional Development	Child may be reluctant or have difficulty in playing with other children, joining in group situations because of background noise, language content, concept formation and issues such as confidence, self-esteem, anxiety or frustration. Child may express their difficulty in ways that appear withdrawn, aggressive, destructive or oppositional in nature.	Child may be reluctant or have difficulty in playing with other children, joining in group situations because of background noise, language content, concept formation and issues such as confidence, self-esteem, anxiety or frustration. Child may express their difficulty in ways that appear withdrawn, aggressive, destructive or oppositional in nature.	Child may be reluctant or have difficulty in playing with other children, joining in group situations because of background noise, language content, concept formation and issues such as confidence, self-esteem, anxiety or frustration. Child may express their difficulty in ways that appear withdrawn, aggressive, destructive or oppositional in nature.
Language and communication Listening and attention	Child: Has less developed listening and attention skills than other same-age children; Needs the speaker to ensure	Child: Will have listening skills which are less developed than other same-age children; Need to have eye contact and	Child needs constant simplification and repetition with clear grammatical language, visual cues and redrafting.

	that they have the child's attention and eye contact and visual cues before speaking, particularly in busy or noisy environments; Needs additional visual aids when listening in a busy or noisy environment; Has short attention span; Needs attention redirecting/focusing in listening situations; Finds concentrating /listening difficult where there is background noise.	visual cues when required to listen particularly in a busy or noisy environments; Present with some delay in responding to spoken language and need encouragement to respond.	
Understanding language		May need objects, pictures, gestures or other visual information to enable understanding in less familiar contexts.	Needs repeated exposure to new activity with visual support to rein-force language, e.g. objects, pictures, gestures, before able to show consistent understanding of language used in that context.
Speaking	Child: Generally has age appropriate language structure; Generally has age-appropriate use of language and communication strategies; Is understood most of the time; May appear reserved or may use an over-loud voice	Child's use of language can range from being able to produce utterances consisting of single words to producing utterances where length, intonation, etc. are more age-appropriate. Intelligibility may vary. OR Use some single words or learnt phrases appropriately, and	Child may use single words and 2 or 3 words which are unintelligible to all but a familiar listener; Has incomplete articulation and lacking intonation, appropriate pitch or volume. Demonstrates improvement with developing auditory discrimination. OR Uses language which is limited to naming and commenting in

		<p>some 'gobbledegook' to convey meaning. Some of these may be 'own words' which only familiar adults are able to interpret.</p> <p>TO</p> <p>Beginning to use little 'sentences' by joining 2 or 3 words together, e.g. "Daddy (has gone to) work". May occasionally use longer sentences (e.g. 'Mummy go shops now'). Asks simple questions (e.g. 'Where's Mummy?'). Often making attempts to get their meaning across in new situations, e.g. by pointing, showing objects, gestures, taking adult by the hand).</p> <p>Having speech that is very difficult to understand, except by a familiar adult in context and/or unless accompanied by gestures and other cues.</p> <p>TO</p> <p>Speech that is understandable from context and child being understood most of the time.</p>	<p>relation to familiar activities and routines. Uses any known language accompanied by pointing and showing objects, gestures and taking a familiar adult by the hand.</p> <p>OR</p> <p>Speech may be difficult to understand, even for familiar adult. Demonstrates improvement with developing auditory discrimination. Speech may show minimal development despite targeted work.</p>
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Central Bedfordshire: Early Year's Foundation Stage Children's Characteristics - Vision Impairment

Early Years Foundation Stage	Stage 1	Stage 2	Child meets criteria for request for an EHC Plan if described by one or both of the shaded descriptors in this column.
Degree of Visual impairment	Slightly reduced vision in one or both eyes which could affect learning.	Correct vision is 6/18 or worse in both eyes. Child has a known deteriorating visual condition. Child has a significant visual field defect which could affect learning	Child has a significant visual impairment and/or is registered as Sight Impaired or Severely Sight Impaired. Requires the need for extensively modified materials. For example print size of 24 and above, enlarged screen environment and/or specialist software to enable access to computers.
Personal, Social and Emotional Development	Shows increasing confidence in new situations. Expresses needs and feelings appropriately. Has a sense of personal identity. Forms good relationships with other children and staff.	Needs some adult support to help form good relationships with other children, for example to learn their names; to appreciate personal space.	Specific attention to social [care] support needed. There may be concern about the child's ability to initiate and maintain social relationships due to the visual impairment.

Expressive art and design	May need verbal prompts or occasional physical support from an adult. Child may not often choose craft and other fine motor activities.	Needs some individual physical support and verbal prompts from an adult. Child may not choose craft and other fine motor activities spontaneously.	Child may need support to operate and use a range of materials and equipment safely.
	Child explores and uses a range of materials safely.	Child needs help to use a range of materials safely and encouragement to use soft / messy materials.	
	Child can operate and use all equipment safely with initial adult support.	Child needs help or support to operate and use equipment safely.	
	Child may need enlarged screen environment and some modified equipment e.g. dark pens.	Child may need enlarged screen environment and/or specialist software to increase access to computers.	
Physical development	Child can explore the environment independently and can negotiate the space and objects around them.	Child can explore the environment independently and is becoming aware of how to negotiate the space and objects around them. Sometimes needs adult support.	Individual support needed to learn skills for independence / mobility.
Moving and handling	Showing increasing control in using equipment for climbing, scrambling, sliding and swinging. May need some additional supervision when using unfamiliar equipment.	Needs adult support or supervision to safely use equipment for climbing, scrambling, sliding and swinging.	

Health and self-care	Shows awareness of own needs with regard to eating and hygiene but may need some initial adult support.	Shows awareness of own needs with regard to eating and hygiene but needs some adult support to meet those needs.	Needs specific guidance due to visual impairment to attend to these needs and to develop independence.
Feeding	Feeds self using fingers or utensils but may need some adult support (e.g. verbal Encouragement). Can place used crockery on table.	Is able to feed self using fingers or utensils but may need individual physical support and/or supervision. May need assistance or verbal prompts to place used crockery in correct place.	
Washing	Can wash and dry hands but may need verbal prompts.	Actively co-operates with washing and drying hands but may need adult support, e.g. to find hook / soap.	
Dressing	Can dress and undress self, in line with sighted pupils.	Needs help to organise clothes and help with fastenings etcetera.	
Toileting	Can use facilities with minimal help from adult.	Can use facilities with help from adult.	

(**Note:** The descriptors of **children’s characteristics** should be read with the following in mind: age of the child and stage of development plus experience; how recently he or she started at the setting; the behaviour and skills of the majority of his/her peers; family background/history).

Gloucestershire

- 4.16 Gloucestershire has developed a very thorough and comprehensive guidance document for professionals called, “[Gloucestershire guidance booklet for professionals working with children and young people \(0- 25\) years with additional needs including SEND](http://bit.ly/1A4qhQq)” (<http://bit.ly/1A4qhQq>).
- 4.17 Advice for early years starts on page 51 of this document. Gloucestershire uses 3 levels of support:
- Universal – all children.

- Targeted – some children.
- Specialist – few children.

4.18 Early years providers may need to apply for an inclusion grant at the targeted and specialist level.

4.19 A detailed description of needs and provision at each of these levels for children with sensory impairment starts on page 59 of this guidance. The descriptors provide details of:

- a) A child's needs at each of the 3 levels (universal, targeted and specialist).
- b) Arrangements for assessment at planning at each level.
- c) The support and intervention required at each level.

An extract from the guidance relating to the characteristics/ needs of the children are show in the tables below but readers are advised to consult the full document to what planning and support arrangements are put in place.

Level	Description of the child's needs – Hearing Impairment
Universal	Many children have some degree of hearing difficulty (identified by medical practitioners), which may be temporary or permanent. Temporary hearing losses are usually caused by the condition known as 'glue ear' and occur most often in the Early Years. Such hearing losses fluctuate and may be mild or moderate in degree. This may mean the child may need some short term support, but it should not be assumed that they have special educational needs.
Targeted	<p>Some children's hearing needs cannot be met by universal approaches over a sustained period of time. Their difficulties may show themselves in the following ways:</p> <ul style="list-style-type: none"> • Persistently appearing to ignore and/or misunderstand instructions • Difficulties in understanding or responding to verbal cues • Difficulties in communicating through spoken language/interactions with peers and adults. • Difficulties with language-related topics and in understanding new/complex concepts • Frustrations and anxieties arising from a difficulty to communicate, leading to associated behavioural difficulties and peer relationships. • Tendency to rely on peers, observing behaviour and activities to cue into expected responses • Tendency to withdraw from social situations and an increasing passivity and absence of initiative. • Increasingly using additional strategies to facilitate communication. <p>These children will require:</p> <ul style="list-style-type: none"> • A graduated approach which draws on increasingly detailed interventions and support approaches and where appropriate specialist expertise in successive cycles of assessment, planning, intervention and review;

	<p>ensuring interventions match needs.</p> <ul style="list-style-type: none"> For some children the multi-agency plan may identify the need to request the Inclusion Grant for 1:1 support.
Specialist	<p>A few children's needs cannot be met by universal or targeted interventions and support approaches alone. In these cases the child's hearing difficulties may significantly affect their understanding and processing of spoken language causing a significant delay in their receptive and expressive language. Their ability to communicate may severely limit participation in classroom activities and social communication and interaction with peers; and this is likely to be a long term and complex difficulty requiring alternative communication modes.</p> <p>Their language and communication difficulties may be leading to frustration or emotional and behavioural difficulties. The child's difficulty means that they are unable to follow classroom routine and maintain attention to task without a high level of structure and adult support. The child may have a moderate to severe, (60+dB) progressive hearing loss with a prognosis of definite and further deterioration. The child may have a diagnosed severe or profound (71dB+) pre-lingual, bilateral, sensorineural hearing loss. The child has become deaf (moderate to severe 60+dB) and the resultant emotional and social difficulties disrupt the child's learning and access to the curriculum.</p> <p>These children will require a graduated approach which draws on very detailed interventions and support approaches and specialist expertise in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs. These children may require an EHC Plan.</p>

Level	Description of the child's needs – Visual Impairment
Universal	<p>Some children may have visual impairment (identified by medical practitioners). Most children's visual needs will be met by universal approaches. Their visual impairments may range from relatively minor visual conditions to sight impaired. Their visual impairment may mean that they have:</p> <ul style="list-style-type: none"> reduced visual acuity (6/18 or worse) in both eyes which cannot be corrected by glasses. A defect in the field of vision e.g. tunnel vision or loss of central vision. Other diagnosed eye conditions. <p>This may mean that children need some short term support, but it should not be assumed that they have special educational needs.</p> <p>These children will require a 'My Profile' written in consultation with parents. Staff will access training provided by the Advisory Teaching Service, Educational Psychology, Health Visitors and other agencies. Setting is supported by Early Years Advisors.</p>

Targeted	<p>A few children's needs cannot be met by universal or targeted interventions and support approaches alone. Their visual impairments may range from relatively minor conditions to total blindness. They will be registered severely sight impaired. Their visual impairment may mean that they have:</p> <ul style="list-style-type: none"> • Significantly reduced visual acuity (3/60 or worse) in both eyes which cannot be corrected by glasses. • A defect in the field of vision e.g. tunnel vision or loss of central vision. • A deteriorating eye condition. • Other diagnosed eye conditions. <p>These children may have difficulty:</p> <ul style="list-style-type: none"> • Accessing the environment. • Accessing the Foundation Stage curriculum. • Sharing text books and worksheets. • Accessing computer software. • Participating socially with other children. • Participating in large play activities and games as well as other aspects of mobility <p>These children will require:</p> <ul style="list-style-type: none"> • A graduated approach which draws on increasingly detailed interventions and support approaches together with specialist expertise in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs. • These children will require a My Plan or My Plan +. For some children the multi-agency plan may identify the need to request the Inclusion Grant for 1:1.
Specialist	<p>A few children's needs cannot be met by universal or targeted interventions and support approaches alone. Their visual impairments may range from relatively minor conditions to total blindness. They will be registered severely sight impaired. Their visual impairment may mean that they have:</p> <ul style="list-style-type: none"> • Significantly reduced visual acuity (3/60 or worse) in both eyes which cannot be corrected by glasses. • A defect in the field of vision e.g. tunnel vision or loss of central vision. • A deteriorating eye condition. • Other diagnosed eye conditions. <p>These children will require:</p> <ul style="list-style-type: none"> • A graduated approach which draws on very detailed interventions and support approaches together with specialist expertise in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs. • Clear plans for the use of support to achieve agreed outcomes in My Plan/

	My Plan +. For some children a co-ordinated multiagency 'My Plan +' will be essential. For some children the multi-agency plan may identify the need to request the Inclusion Grant for 1:1 support. Some children may require a statutory assessment of their special educational needs which may lead to an Education, Health and Care plan.
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Leeds

- 4.20 Leeds operates an [early years funding for inclusion \(EYFFI\) scheme](http://www.leeds.gov.uk/docs/09Section%204.1%20Early%20Years%20FFI%20Process.pdf) <http://www.leeds.gov.uk/docs/09Section%204.1%20Early%20Years%20FFI%20Process.pdf> for 2 year olds and children in N1 and N2 attending mainstream schools, specialist inclusive learning centres, children's centres, PVI settings and child minders. Funding allocation through EYFFI is separate from the Education, Health and Care Needs Assessment process although some children with more complex needs may be subject to both processes. Further details are set out in its [funding for inclusion handbook](http://www.leeds.gov.uk/residents/Pages/Special-educational-needs-statutory-assessment-processes-docs.aspx) <http://www.leeds.gov.uk/residents/Pages/Special-educational-needs-statutory-assessment-processes-docs.aspx>.
- 4.21 To access funding, professionals supporting children with a sensory impairment complete an EYFFI form. A copy of this form supported by evidence of the child's needs and development using the Early Support Developmental Journal Checklist or Early Years Foundation Stage Profile is sent to a resourcing panel.
- 4.22 Applications are made and assessed with reference to a ["high need top up funding for inclusion criteria and provision grid"](http://www.leeds.gov.uk/docs/30%20Section%209%20Early%20Years%20FFI%20Criteria.pdf).
([http://www.leeds.gov.uk/docs/30%20Section%209%20Early%20Years%20FFI%20Criteria.p](http://www.leeds.gov.uk/docs/30%20Section%209%20Early%20Years%20FFI%20Criteria.pdf)
[df](http://www.leeds.gov.uk/docs/30%20Section%209%20Early%20Years%20FFI%20Criteria.pdf)).
- 4.23 The grid sets out 4 levels of need and provision for each types of SEN. Providers can receive additional funding for children in N1 and N2 at all 4 levels but support is only provided for 2 year olds at the higher 2 levels (most complex needs).

HEARING IMPAIRMENT
Leeds Funding Level - EYFFI 1 (HI) Applies to children in N1 and N2
<p>Hearing Loss: Functioning at a level suggestive of moderate to severe hearing loss.</p> <p>Auditory Functioning / Criteria (Children could meet some or all of these criteria.)</p> <p>Difficulties in accessing the EYFS curriculum even with additional amplification. Difficulty accessing spoken language. May need access to Manually Coded English / BSL or gesture to support understanding. May rely on lip-reading. Moderate language delay which may impede conceptual development and the acquisition of vocabulary and general knowledge. Moderate delay in the development of communication skills and/or literacy. Reduced speech clarity. Reduced general knowledge. Difficulties with attention, concentration and class participation. Social difficulties associated with hearing loss. May exhibit emotional, behavioural difficulties associated with hearing loss.</p> <p>Setting Provision</p> <p>Ensure access to the curriculum through differentiation of teaching methods and resources. More time allowed to access teaching and instructions. Close monitoring of</p>

performance. Opportunities for small group work. Management of seating, lighting and acoustics.

Strategies to: support participation in class; develop language, literacy, organizational and communication skills; improve general knowledge; assist attention and concentration; support social, emotional, behavioural needs; reduce noise in nursery. Support for part of each day from a designated adult to assist with the above and the management of audiological equipment. Liaison with Hearing Impairment Team.

Leeds Funding Level - EYFFI 2 (HI)

Applies to children in N1 and N2

Hearing Loss: Functioning at a level suggestive of severe hearing loss.

Auditory Functioning / Criteria (Children could meet some or all of these criteria.)

Reliant on additional amplification: hearing aids; radio aid; sound field system, cochlear Implant. May use lip reading. Accesses EYFS curriculum through spoken English Difficulty accessing and/or processing spoken language. Significant language delay which may impede conceptual development and the acquisition of vocabulary and general knowledge. Significant delay in the development of communication skills and/or literacy. Reduced speech clarity. May need access to British Sign Language (BSL), Sign Supported English (SSE) or gesture to support understanding. Reduced general knowledge. Difficulties with attention, concentration and class participation. Social difficulties associated with hearing loss. May exhibit emotional, behavioural difficulties associated with hearing loss;

Setting Provision

Ensure access to the curriculum through differentiation of teaching methods and resources. Close monitoring of performance. Frequent opportunities for small group work. Management of seating, lighting and acoustics.

Strategies to: support participation in class; develop language, literacy, organizational and communication skills; improve general knowledge; support social, emotional, behavioural needs; reduce noise in nursery.

May require support throughout each day from a designated adult to explain, clarify and reinforce lesson content and language; assist attention, concentration and class participation; take notes as necessary; manage audiological equipment.

May require provision and maintenance of specialist equipment such as Radio Aid, Soundfield, etc.

Leeds Funding Level - EYFFI 3 (HI)

Applies to children in N1 and N2 and 2 year olds

Hearing Loss: Functioning at a level suggestive of Severe to / or profound hearing loss

Auditory Functioning / Criteria (Children could meet some or all of these criteria.)

Main language for curriculum access is Spoken English. Highly reliant on lip-reading. May **use but not rely** on BSL or gesture to support / supplement understanding. May have a Cochlear Implant. Has great difficulty locating direction of voice. Attention may need to be gained through physical signal e.g. tapping. Limited benefits from additional amplification. Difficulty accessing and/or processing spoken language. Significant language delay which may impede conceptual development and the acquisition of vocabulary and general knowledge. Significant delay in the development of communication skills and/or literacy. Reduced speech clarity. Reduced general knowledge. Difficulties with attention,

concentration and class participation. Social difficulties associated with hearing loss. May exhibit emotional, behavioural difficulties associated with hearing loss. May be developing spoken English.

Setting Provision

Ensure access to the curriculum through differentiation of teaching methods and resources. Some modification of the curriculum into a visual mode. Close monitoring of performance. Frequent opportunities for small group work. Management of seating, lighting and acoustics.

Strategies to: support participation in class; develop language, literacy, organizational and communication skills; improve general knowledge; support social, emotional, behavioural needs; reduced noise in nursery.

One to one support throughout each day from a designated adult to: explain, clarify and reinforce lesson content and language; assist in the preparation of resources and materials; implement support programmes designed by outside agencies; assist attention, concentration and class participation; manage audiological equipment.

May require provision and maintenance of specialist equipment such as Radio Aid, Soundfield etc.

Leeds Funding Level - EYFFI 4 (HI)

Applies to children in N1 and N2 and 2 year olds and 2 year olds

Hearing Loss: Functioning at a level suggestive of Severe to / or profound hearing loss

Auditory Functioning / Criteria (Children could meet some or all of these criteria.)

Main language for curriculum access is BSL. Highly reliant on lip-reading. Has great difficulty locating direction of voice. Attention may need to be gained through physical signal e.g. tapping. Need BSL/SSE to support understanding and communication. Limited benefits from additional amplification. Difficulty accessing and/or processing spoken language. Significant language delay which may impede conceptual development and the acquisition of vocabulary and general knowledge. Significant delay in the development of communication skills. Significant difficulty in the development of English language and literacy skills. Reduced speech clarity. Reduced general knowledge. Difficulties with attention, concentration and class participation. Social difficulties associated with hearing loss. May exhibit emotional, behavioural difficulties associated with hearing loss. May be developing spoken English

Setting Provision

Ensure access to the curriculum through differentiation of teaching methods and resources. Some modification of the curriculum into a visual mode. Close monitoring of performance. Frequent opportunities for small group work. Management of seating, lighting and acoustics. Access arrangements for exams.

Strategies to: support participation in class; develop language, literacy, organizational and communication skills; improve general knowledge; support social, emotional, behavioural needs; reduce noise in nursery.

Support throughout each day from a specialist professional (e.g. Communication Support Worker) to interpret, explain, clarify and reinforce lesson content and language; assist in the preparation of resources and materials; implement support programmes designed by outside agencies; assist attention, concentration and class participation; manage

audiological equipment.

May require provision and maintenance of specialist equipment such as Radio Aid, Soundfield etcetera.

VISION IMPAIRMENT
Leeds Funding Level - EYFFI 1 (VI) Applies to children in N1 and N2
Visual Impairment: Near – Distance – Independence - Cerebral Visual Impairment (CVI). Visual Functioning Criteria Difficulties with access to the EYFS curriculum when presented with standard resources. Difficulties with gaining information at a distance in the nursery, even when sitting at the front. Possible difficulties with moving around environment / safety issues. Functional moderate loss Setting Provision Adult support for part of each day for: preparation / differentiation of resources, e.g. photocopying / enlargement / reformatting; support for learning and play opportunities; skills acquisition; oversight for safety issues; modification of reading books/resources
Leeds Funding Level - EYFFI 2 (VI) Applies to children in N1 and N2
Visual Impairment: Near – Distance – Independence - Cerebral Visual Impairment (CVI). Visual Functioning / Criteria Major difficulties with access to the curriculum. Requires access to large print. Very poor distance vision. 6/36 or worse. Possible difficulties with moving confidently around environment. Functional severe loss. Setting Provision Adult support throughout the day for: preparation / differentiation of resources, e.g. reformatting, adapting and modifying materials; support for learning and play opportunities; ensuring safety; reinforcing specialist key skills teaching; support for learning and play opportunities; ensuring safety; reinforcing specialist key skills teaching.
Leeds Funding Level - EYFFI 3 (VI) Applies to children in N1 and N2 and 2 year olds
Visual Impairment: Near – Distance – Independence - Cerebral Visual Impairment (CVI). Vision Functioning / Criteria Requires to be taught through tactile media or requires access to very large print. Unable to access standard PC software in the same way as their peers. Unable to use distance vision for nursery based learning. 6/60 or worse. Unable to move confidently round environment; concerns for safety. Functional profound loss. Setting Provision Adult support throughout the day to: modify, differentiate, re-format, adapt and prepare materials in alternative media; provide teaching and support for learning and recording, and play opportunities; ensure safety; reinforce specialist key skills teaching.

Leeds Funding Level - EYFFI 4 (VI / MSI) Applies to children in N1 and N2 and 2 year olds
<p>Impairment: Moderate to profound auditory and profound visual impairment</p> <p>Vision Functioning / Criteria</p> <p>Requires to be taught using tactile, on body, media. Unable to access any part of curriculum without full-time intervener. Unable to move around environment independently. Requires specialist life skills training.</p> <p>Setting Provision</p> <p>Full time support from adult trained to act as an intervener for dual sensory impaired students.</p> <p>Follow up specialist skills teaching, e.g. mobility.</p>

Surrey

- 4.24 In its document '[Banding Arrangements for children \(0-5\) with Additional and Special Educational Needs and Disability in the Early Years](#)', Surrey sets out 3 levels of support:
- **Local/core offer** sets out what is expected to be available in all early years settings.
 - **Enhanced local offer** determines the level at which more targeted support is required and may apply to [Inclusion Support Grant](#).
 - **Band 1** determines specific individualised targeted support, possible application to discretionary funding and may meet the threshold for Education Health and Care Plan.
- 4.25 The needs of children with sensory and physical needs are set out in the guidance for each of the 3 ranges / bands as shown in the tables below:

Local / core offer	Enhanced local offer	Band 1 (May meet threshold for EHC Plan)
<p>Differentiated environment, activities and resources.</p> <p>Range of sensory approaches required to support individual child's Learning and Development.</p> <p>Support required to develop age appropriate:</p> <ul style="list-style-type: none"> • self-help and care • independence • every day routines <p>Development Matters – physical development ,</p> <p>EYCS Physical development, Occupational Therapy information packs Intimate</p>	<p>In addition:</p> <p>Referral for specialist assessment and advice e.g. SLT, OT, HV, GP, Physical and Sensory Support, Portage and permission for Area Sector Improvement Advisor.</p> <p>Specialist advice incorporated into individualised planned support - OT pack.</p> <p>Actions from 2 year check put in place.</p> <p>Increased evidence of early intervention documented and reviewed Early Help</p>	<p>In addition:</p> <p>Highly individualised sensory and/or physical programme in place.</p> <p>Specialist advice incorporated into Individual Support Plan.</p> <p>A planned sensory environment is needed.</p> <p>High level of adult support for equipment and/or transitions needed for child to access learning and development.</p> <p>Moving and handling plans and care plans incorporated</p>

<p>Care guidance.</p> <p>Care / Health plan is in place and staff access specific training needed, this may include administration of medication.</p> <p>Policies and procedure guidance on Medication.</p> <p>Managing Medicines in schools and early years settings</p>	<p>assessment, Individual Support Plan / Pathway.</p> <p>Identified support to monitor physical and/or health need of a child.</p> <p>Individualised support for health and self-care, and/or moving and handling, to ensure access to learning and development.</p> <p>Individualised support to access L&D through a multi-sensory approach.</p> <p>Evidence needs to be recorded, measured and reviewed to demonstrate differentiated levels of support needed.</p>	<p>into planning as advised by professionals.</p>
	<p>Staffing Support: Increased staff ratios and 1:1 support when required. Additional SENCO time and specific resources may be required through Enhanced Local Offer; Inclusion Support Grant may be requested.</p>	<p>Increased staffing support: May need to request discretionary funding, pro-rata band 1 funding for hours attending pre-school: This may not always be support from the same person.</p>

Suffolk

- 4.26 The needs of children with sensory and physical needs are set out in the guidance for each of the 3 ranges / bands as shown in the tables below:
Suffolk operates a [high tariff needs application](#) (<http://bit.ly/1xgKAeb>) process for the early years.
- 4.27 An [application form has been developed for children with a sensory impairment](#) (<http://bit.ly/1rgZK08>) It requires settings to provide pupil profile information of the main early years learning outcomes and details on the child's needs. Information specific to hearing and vision are shown in the tables below:

Suffolk Profile Information Appendix B Vision and Hearing

Complete as appropriate by circling or highlighting the statement.

VISION AND HEARING			
Universal Needs	Additional Needs	Complex Needs	Severe Needs
Visual difficulties / levels of support required			
<p>Wears glasses:</p> <ul style="list-style-type: none"> - sometimes - all the time <p>Has some visual difficulties. For example, wears a patch:</p> <ul style="list-style-type: none"> - sometimes - all the time <p>With glasses is able to access the curriculum and can manage well in the school environment.</p>	<p>Has a visual impairment.</p> <p>For example, near or distance vision is reduced.</p> <p>Acuities of about 6/18.</p> <p>Needs support to ensure full access to practical aspects of some lessons.</p> <p>Needs some written materials to be produced using larger print and some modification of materials in order to ensure ease of access.</p>	<p>Has a significant visual impairment</p> <p>Reduced near or distance vision and acuities of 6/24 to 6/48.</p> <p>Has a restricted field of vision.</p> <p>In school the young person needs:</p> <ul style="list-style-type: none"> - all written work to be adapted & enlarged in order to access learning tasks; - support in practical lessons; - support to develop touch typing skills; - support in order to access information such as to access the whiteboard or information from a distance; - their own copy of information or to access IT support or equipment; - some training in social skills in order to further develop their understanding and / or communication skills. 	<p>Has little functional sight or is educationally blind. May be registered severely sight impaired.</p> <p>Acuities are 6/60 or below.</p> <p>Needs to have access to ICT in order to read and record their work.</p> <p>May use Braille or other tactile methods of learning.</p> <p>Adult support is required for:</p> <ul style="list-style-type: none"> - access to curriculum - safety issues - social skills training - mobility support & training

Suffolk Pupil Profile Information Appendix B cont....

Complete as appropriate by circling or highlighting the statement.

Universal Needs	Additional Needs	Complex Needs	Severe Needs
Hearing difficulties / levels of support required			
<p>The young person may have a mild hearing impairment.</p> <p>Differentiation in the educational context is needed to meet their needs.</p> <p>Access to curriculum can be given through differentiation in the classroom.</p> <p>Support in developing their social skills will be delivered through regular classroom curriculum e.g. PSHE curriculum.</p>	<p>The young person has a diagnosis of a unilateral, mild and moderate, sensori-neural hearing loss.</p> <p>Uses a hearing aid due to having a conductive hearing loss.</p> <p>Most auditory information can be accessed with the use of:</p> <ul style="list-style-type: none"> - hearing aid; - FM radio aid system; - support from a teaching assistant. <p>Key and subject specific vocabulary is reinforced. Repetition and altering how instructions are given is necessary in order to ensure understanding and curriculum access.</p> <p>The young person needs additional reinforcement and explanation of school rules and appropriate behaviours / social skills at times.</p>	<p>The young person has a diagnosis indicating severe to profound hearing loss.</p> <p>Their hearing loss requires hearing aids or the young person has a cochlear implant.</p> <p>Most auditory information can be accessed with the use of:</p> <ul style="list-style-type: none"> - hearing aid; - FM radio aid system; - support from a teaching assistant. <p>Teaching of key and subject specific vocabulary as well as curriculum differentiation required for pupil to access information in the classroom and curriculum.</p> <p>Needs support to further develop social skills. Also issue re raising deaf awareness for staff and peers.</p>	<p>The young person has a severe to profound hearing loss.</p> <p>They use post-aural hearing aids, or have a cochlear implant.</p> <p>Limited access to auditory information. When the young person needs to listen to something at school there needs to be consideration to the acoustics within the room / environment in order for them to access information and the curriculum.</p> <p>Requires sign support / For example, British Sign Language. If so, staff and peer group will need information / tuition and deaf awareness with staff and within school.</p> <p>Teaching or advice / support from advisory teacher (sensory communication strand).</p> <p>The young person needs support in social skill development.</p>

4.28 The amount paid is worked out by the hourly rate for the type of need (Complex, Complex/severe or Severe) **X** by the number of Early Education Grant hours claimed. This is the amount paid for the term. See examples below:

- Complex needs (£23.33 per hour) x 10 hours claimed = £233.30
- Complex/severe (£36.67 per hour) x 15 hours claimed = £550.05
- Severe (£50 per hour) x 12 claimed = £600.00

Worcestershire

4.29 Details of Worcestershire's "[*inclusion contribution within the early years single funding formula*](#)" can be found on its webpages.

4.30 **Details of the scheme in Worcester can be found in its document [Ordinarily Available In Worcestershire Early Years Settings - Effective from 1st September 2014](#).**

4.31 This document identifies six groups of children and the provision they should receive in Worcestershire: Normal Entitlement; - Graduated Response 1; - Graduated Response 2; Graduated Response 3; Graduated Response 4 and Exceptional Early Years Funding.

4.32 The level of funding available for 2013/14 was:

Ordinarily Available		
Level of Provision	EYSFF Inclusion supplement Per hour/per child (max 15 hours)	2 Year Old Funding
Normal entitlement for all children	NEF hourly rate	Please note that the LA includes "an automatic supplement" for Graduated response 1 and 2 within the 2 year old hourly rate.
Graduated response 1	NEF hourly rate + £0.14	
Graduated response 2	NEF hourly rate + £0.74	
Graduated response 3	NEF hourly rate + £1.44	NEF hourly rate + £1.44
Graduated response 4	NEF hourly rate + £2.70	NEF hourly rate + £2.70
New level – EY Exceptional	NEF hourly rate + £6.30	NEF hourly rate + £6.30

(NEF = Nursery Education Funding)

4.33 For each group of children detailed information is given about the LA'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.

4.34 The descriptors of need for children with sensory impairment are:

Level	Descriptors of need for children with Sensory Impairment
Normal entitlement for all children.	History of conductive hearing loss. Temporary mild hearing loss (no hearing aids). Recently prescribed glasses and needs to be encouraged to wear them. Patching/treatment for squints.
Graduated Response 1 (previously called Early Years Action).	History of conductive hearing loss. Family history of visual loss. Minor visual loss (squints). Minor hearing loss with no aids prescribed. Developing awareness of possible indicators of sensory differences (i.e. tactile sensitivity, sensitive to sound or visual stimuli).
Graduated Response 2 (previously called Early Years Action Plus Low).	Associated speech and language difficulties. Mild to moderate hearing impairment, e.g. hearing aids fitted. Hearing in one ear. Mild to moderate visual loss. Significant difficulty with sensory processing.
Graduated Response 3 (previously called Early Years Action Plus Medium).	Severe/profound hearing impairment requiring hearing aids and possible Radio Aid system. Moderate to severe visual loss. Dual sensory loss. Support needed in acquiring mobility and independence skills. Significant stress experienced in busy environments.
Graduated Response 4 (previously called Early Years Action Plus High).	Dual sensory loss/complex need. Visual or hearing loss resulting in severe impact on: <ul style="list-style-type: none"> • social communication skills; • difficulties in accessing cognitively appropriate learning and development activities; • difficulties in emotional development. Adapting the learning environment to take account of problems with glare, visual clutter, contrast, poor acoustics and the need for tactile cues. Significant difficulties relating to sensory perception, impacting on social and emotional well-being (e.g. won't eat in setting, significant sleep difficulties).
EY Exceptional.	No descriptors that are specific to sensory impairment but children would need to have an EHC Plan (or for one to be in the process of being prepared) and are likely to require 1:1 support. Other criteria are set on page 26 of Worcestershire's guidance .

Derby City Council

4.35 A percentage of the Early Years block is deemed to meet special education needs and an element of the funding a provider receives through the Early Years Single Funding Formula is to meet the needs of children with SEN. In Derby early years settings will be expected to contribute towards the costs of any child with high needs (up to a maximum limit).The over

a full financial year, is £300 per high needs child in a maintained nursery and £200 in a school nursery or PVI setting.

4.36 Top up funding can be applied for through the high needs panel for children who have a statutory eligibility for an educational placement and only from settings that are in receipt of Early Years Single Funding Formula funding through the DSG. The top up funding will take account of the provider contribution.

3.37 Example of a PVI early years with a child who needs additional support costing £1,100:

- The provider is expected to contribute the first £200
- If the panel approved the application the provider they would receive additional funding of **£900**

3.38 If during the year additional high needs children that setting, and approved through the top up funding application the same approach would be used, If the setting can demonstrate that it have fully used or committed the SEN element its budget then the additional cost of a high needs child could be funded in full.

3.39 As the threshold for additional funding is lower for early years setting than schools, this top up arrangement ceases when the child starts school and the high needs funding system for schools then applies.