**Early Years Inclusion Support Funding 2023-2024 for Children with Special Educational Needs and/or Disabilities (SEND)**

August 2023

**Guidance for Parents, Professionals and all Bury Early Years Providers: (including Nursery Schools;** **Private, Voluntary and Independent Settings; and Childminders)**

**SEND Support for Children in the Early Years (0-5):**

Bury’s Early Years SEND Pathway has been revised, in order to provide greater clarity and consistency for parents, early years providers and professionals, as to how young children up to the age of 5 with Special Educational Needs and/or Disabilities (SEND) are identified early, supported, and funded across the different levels of need.

This document provides guidance about the expectations, process, and funding arrangements for supporting pre-school children with SEND in Bury.

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| --- | --- |
| **Page** | |
| **Bury’s Guiding Principles** | **2** |
| **Identifying children with SEN and/or disabilities?** | **3** |
| **What provision should be made for my child?**  ***Expectations for all Early Years Providers*** | **5** |
| **What support should be in place for my child?**  ***Stages of Support & Funding Bands (the triangle)*** | **9** |
| **How does the process and decision-making for Early Years Inclusion Support Funding work?** | **10** |
| **Glossary of terms and abbreviations**  **Appendices** | **12** |
| **Information about the core funding received by Early Years providers and other income sources** | **1** |
| **Guidance notes for Early Years providers/relevant professionals on using the Funding Bands to make an application for EY Inclusion Support Funding**  **Inclusion Support Funding Descriptors** | **2**  **3** |
|  |  |

**1.0 Introduction**

Some children with SEND will not require special resources or enhanced staffing to be successfully included in settings; most early years providers meet the additional needs of their children very well. However, some children are likely to require some form of additional support such as specialist equipment or resources to enable them to successfully access early years provision and education. This document outlines how early years provision is funded and explains what support is available to all children with SEND.

*‘Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.’* ***National Association for the Education of Young Children 2009, Early Childhood Inclusion***

**The Early Years Foundation Stage (EYFS) framework** <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

*‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential.’ (EYFS p.5)*

Local Authorities and early years providers must have regard to the SEN Code of Practice (2015) and the Equality Act 2010 and be able to demonstrate how they are implementing a graduated approach to support all children to fulfil their potential.

*‘5.4 Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN.’ (January 2015 update)’*

It is good practice for all early years providers to have a SEND information report which details the additional support provided for a child with SEND

**Guiding Principles**

All children, including those with SEND, are entitled to an early education that supports their learning and development, promotes independence, and prepares them well for starting school.

Bury Local Authority and its partners are committed to ensuring:

* The views, wishes and feelings of the child and his or her parent are central in all decisions regarding special educational needs and disabilities.
* A child’s special educational needs are identified early and accurately so that appropriate interventions and provision can be put in place to support progress.
* All early years practitioners are skilled and confident to support all children including those with special educational needs and disabilities.
* A fair and transparent process of resource allocation that supports achieving good outcomes for children with special educational needs and disabilities.

**2.0 Identifying Children With SEND**

Some children will start attending a setting with a SEND need already identified. For other children difficulties with their development will begin to emerge while they are there. Research shows that responding to these difficulties promptly will help to reduce their impact on a child’s learning and development as they grow older. If a setting believes that a child has SEND, they must consult with parents without delay. Similarly, if a parent raises concerns about a possible SEND need settings must respond to these concerns without delay. Early intervention is about working in partnership with parents, listening to their concerns as well as any concerns or wishes put forward by children themselves.

**2.1 Definitions of SEND Complex Needs**

The following definitions help us to recognise and respond to children’s needs.

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| **SEND Code of Practice 2015**   * A child has **special educational needs** if he or she has a **learning difficulty** or **disability** which calls for **special educational provision** to be made for him or her: * A child under compulsory school age has a learning difficulty or disability if he or she has significantly greater difficulty in learning than the majority of others of the same age or has a disability, which prevents or hinders him/her making use of educational facilities of a kind generally provided for others of the same age in mainstream educational settings * For children **aged two or more special educational provision** means educational provision that is additional to or different from that made generally for other children of the same age in mainstream schools, maintained nursery schools, or by relevant early years providers. * For children **under two** years of age, **special educational provision** means educational provision of any kind. |

Importantly in deciding whether a concern about a child’s development may be a special educational need, it should be considered whether their needs might require special educational provision when they start school.

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| **Disability: Equality Act 2010**  A person has a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' effect on their ability to do normal daily activities  Under the Equality Act, settings must make **reasonable adjustments** to ensure that allchildren with SENDare not put at a substantial disadvantage by any policies, practice, or physical aspects of the setting. The SEN Code of Practice outlines the reasonable adjustment duty for all settings under the Disability Equality legislation |

**Complex (or Multiple) Learning Difficulties and Disabilities (CLDD)**

Children and young people with Complex/Multiple Learning Difficulties and Disabilities have conditions that co-exist. For example, a child may have Autism or have a severe learning difficulty and a physical disability. These conditions overlap and interlock creating a complex profile. The nature of their needs requires a personalised learning pathway and a coordinated approach to respond to their changing developmental and learning needs. This involves a multidisciplinary approach working in partnership with the family.

**2.2 What is not a special educational need but could impact on the child’s ability to learn?**

It is not always clear whether the child’s rate of progress indicates a SEND or whether there are other factors affecting learning. Early years providers should carefully consider other factors that may impact on progress and/or attainment and outcomes. These may include:

* Health and welfare
* English as an additional language
* Quality of teaching and learning
* Attendance and punctuality

Careful assessment over time is needed to determine whether the child’s needs reflect a short -term delay in learning and development or is indicative of long-term SEND. Using a **‘graduated approach’** to assessment and intervention may help identify the child’s strengths and needs and any barriers to learning.

**2.3 Children Aged 0-2**

It is possible that a child under two with SEND will have complex developmental needs that were identified at or shortly after birth by parents and /or health professionals. The child’s needs may be met by support and interventions guided by health professionals as well as any educational provision. Some children will have complex medical, physical, and sensory needs that require a **multidisciplinary** approach to personalise their learning. Most children with complex medical, physical, and sensory needs will be known to the Child Development Centre (CDC). Parents may be working with a range of health and educational professionals in assessing and supporting their child’s needs over time, including the Consultant Community Paediatrician.

Prior to the child starting in an early years setting, an **Action for Inclusion Meeting** will be held with parents/carers and relevant professionals to ensure the child’s needs are understood by all and appropriately met.

A child aged 0-2 can also have SEND that is not yet diagnosed or just beginning to emerge so the above gives the impression that if your child is 2 then the SEND need will be obvious, when it might not be]

For some children under two an **Education, Health, Care (EHC) Needs Assessment** may be needed.

**2.4 The Integrated Review at Age 2**

This brings together the **EYFS Progress Check** at 2 years with the **Healthy Child Review** (HCR) at 27-30 months. The HCR is **a universal assessment** for all children and families, regardless of a SEND need or not, using the **Ages & Stages Questionnaire.**

Integrating the current health and early years development reviews has the potential to give a completer and more accurate picture of the child by drawing together:

* Parents’ views and concerns about their child’s progress
* The early years practitioner’s detailed knowledge of how the child is learning and developing, based on day-to-day observation in their early years setting
* The health professionals’ expertise in the health and development of young children.

**2.5 Children Aged 3-5**

At this age a child with SEND may be in a setting and accessing educational provision and will require additional help which is planned and delivered as part of the SEN Support stage of the SEND Code of Practice known as the ‘**graduated approach’.**

Concerns about the child’s development may be evident from assessment of the child’s progress in the **Prime Areas** of the EYFS framework. These reflect the key skills and capacities all children need to develop and learn effectively and be ready for school. These areas match closely to the four areas of SEND need: as shown.

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| --- | --- |
| **Prime Areas in EYFS** | **Area of SEND Need** |
| Characteristics as a Learner, observations of play, level of involvement | Cognition and Learning |
| Communication and Language | Communication and Interaction |
| Personal Social and Emotional | Social, Emotional and Mental Health |
| Physical Development | Sensory and/or Physical |

For some children aged 3 plus an Education, Health, Care (EHC) Needs Assessment may be needed.

**3.0 What provision should be made for my child? Expectations for all Early Years Providers**

All children, whether they have SEND needs or not, should have access to good quality universal provision which promotes and delivers inclusive practice. All members of staff should receive appropriate support and training to ensure that evidence-based strategies are used across the EYFS curriculum. The EYFS is a legal framework which requires all providers to have arrangements in place to support children with SEND. The following table shows what is expected for all settings to provide as standard inclusive practice. This is a **universal offer** for supporting all children aged 0-5 years with SEND to access childcare/education.

**3.1 Inclusive Practice**

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| --- | --- |
| **Universal Offer- Expected standard inclusive practice in all EY settings** | |
| All children including those with SEND: | All early years providers will: |
| * should have access to a broad and balanced EYFS curriculum that meets the individual needs of children to ensure they learn and develop well and are kept healthy and safe as part of the EYFS statutory requirements * will have an identified key person who is the first point of contact and has responsibility for working with the child on a daily basis with support from the SENCO (and parent/carer) where appropriate * should be offered different (differentiated) opportunities or alternative approaches to learning to meet a range of learning needs * will have resources available to meet the ages and stages of their individual development * will have intervention plans as part of any identified SEND Support, which their key person will oversee with support from the SENCO * will be monitored to regularly review the effectiveness of the support and the monitoring of the child’s progress | * have a comprehensive SEND policy which is understood and followed by all staff * have clear arrangements in place to support children with SEND * offer a graduated approach in accordance with the SEND Code of Practice 0-25 (April 2015) assess, plan, do & review * have good and effective working partnerships with parents, offering clear and transparent information * have a named setting SENCO in line with the SEND code of practice 0-25 (April 2015) * ensure all staff have access to training which will enable practitioners to be confident and skilled in managing a range of learning needs to include all children in an early years setting * be aware of their Equalities Act 2010 responsibilities and make reasonable adjustments for children covered under the protected characteristics * have a clear policy to enhance positive behaviour within the setting and ensure that it is applied consistently across the setting by all practitioners. An adaptive behavioural policy suitable for a child’s abilities. Some children may not respond to reward charts. have support plans in place for those children identified with SEND which are monitored and evaluated regularly * have and maintain a culture of high expectations for all children amongst practitioners * have arrangements in place to work collaboratively and effectively with other professionals i.e., education, health, social care, etc. to ensure children benefit from an integrated and aligned approach to meeting needs holistically |

**3.2 The Graduated Approach - actions to be taken when a Special Educational Need is identified** (SEND Code of Practice, 2015).

**SEND support**

Once the SEND is identified it is very important that special educational provision is made; this should be evidence-based, focused on the identified need and its impact should be monitored over time. Importantly, support for the child is not dependent on a ‘diagnosis’ but on addressing the need that has been identified. It is not acceptable to wait for a diagnosis before recognising a child has a SEND need. The assessment process and information gathering should always include early discussion with the family as they know their child best.

SEND support is known as the **graduated approach** and it adopts 4 stages: Assess- Plan- Do- Review. The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance (2022) <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

[www.gov.uk/government/publications/development-matters--2](http://www.gov.uk/government/publications/development-matters--2) and Early Support resources <https://councilfordisabledchildren.org.uk/sites/default/files/uploads/files/NO9%2520-%2520early_years_developmental_journal2013_0.pdf>

**Graduated Approach - The Assess-Plan-Do-Review Cycle**



**Fig 1: Assess-Plan-Do-Review Cycle**

**Assess:**

Early years practitioners should work with the setting’s SENCO to carry out a clear analysis of the child’s needs.

This process should draw on a range of assessments and experiences of the child. It should take into account previous and current rate of progress, assessments, observations, progress in comparison to peers, the views and experience of parents, the child’s own views (if possible) and, if relevant, advice from external support services.

In some cases, outside professionals from educational support services, health or social care may already be involved with the child. These professionals should liaise with the early years setting to help inform the assessments so that the SEND can be identified.

**Plan:**

Once a special educational need is identified the early years provider should provide appropriate SEND support. The early years practitioner and the SENCO should meet with the parent/carers to agree the type and level of adjustments, interventions, and support as well as the expected outcomes. The type of support should be based on reliable evidence of effectiveness and should be provided by staff with the appropriate skills and knowledge. All members of staff who work with the child should be made aware of the support plan.

**Do:**

The early years practitioner should remain responsible for working with the child on a daily basis. They should work closely with any key staff or specialist staff involved, to plan and assess the impact of support and interventions. Plans will be reviewed on a 6-8 weekly basis.

The SENCO should support the early years practitioner in any further assessments of the child’s particular strengths and weaknesses (identified areas of difficulty/support/need), in problem solving and advising on the effective support required. The SENCO will also arrange additional support or training for members of staff working with the child if needed.

**Review:**

The effectiveness of the support and the impact on the child progress should be reviewed by the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the parents. This should feed back into the analysis of the child’s needs. The early years practitioner, working with the SENCO and in consultation with the parents should revise the support in light of the child’s progress and development, deciding on any changes to the support and outcomes.

The review process aims to ensure that support and interventions are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions are put in place and their effects are monitored. The way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need.

It is essential that the views of parents are evidenced through the graduated response and observations of the child in relation to the support required are noted.

**3.3 Involving Specialists**

Settings should follow the graduated approach before involving outside specialists. Importantly the SEND Code of Practice (5.8 DfE 2014) advises that it is **when a child continues to make less than expected progress despite targeted and evidence-** **based interventions that are matched to the child’s area of need that the involvement of appropriate specialists should be considered.**

Outside specialists might include the following: Health Visitor, Speech and Language Therapist, Physiotherapist /Occupational Therapist, SEND Lead Early Years, SEND Training and Development Advisor- Early Years, Specialist Teacher for Vision, or Hearing impairment (STVI/STHI), Social Worker or Educational Psychologist.

Parents can receive individual, impartial advice and support from the Information, Advice and Support Service (SENDIASS) regarding their child. [Bury SENDIASS | Barnardo's (barnardossendiass.org.uk)](https://barnardossendiass.org.uk/bury-sendiass/)

A number of our children with SEND in Bury make good progress with the high-quality inclusive provision in early years settings, including differentiation of activities and environments, quality first teaching and interactions between practitioners and children. However, some children may require additional support and guidance for learning than is typically provided by settings and need support that is additional to and different from what is typically available, and which require targeted or specialist input.

**4.1 Core funding to Early Years providers**

Some children with SEND will have their needs met by the funding ordinarily available in settings. Early years providers will be expected to show and evidence inclusive practice as part of their universal offer **(ordinarily available provision)** for all children (including those with SEND) and use the full range of existing resources in their support arrangements.

All settings are expected to make provision for children with SEND from core funding received for 2-3- and 4-year-olds.

**4.2 Early Years Inclusion Support Funding**

Some children may need additional funding to provide targeted short-term interventions to support their learning and development.

For other children it is likely that they will need additional funding for a longer period of time due to their SEND needs. They might need educational provision that is additional to and different from that typically provided by mainstream settings and schools. Additionally, an Education, Health, Care (EHC) Needs Assessment may be required. Early Years Inclusion Support Funding is additional funding that supports the access and inclusion of children with SEND living in Bury, whether a diagnosis has been made or not.

Bury have adopted a three-tiered approach to funding and thinking about children’s needs. The figure below illustrates the different stages of support available and the corresponding funding bands.



**Fig 2: Stages of Support & Funding**

* Funding should be used to provide additional support in order to promote continued progress and to enable children aged 2 years and over with SEND to achieve better educational outcomes
* It can allow an early years provider to make adaptations to the learning environment such as increasing their staffing ratios in order to increase the capacity of the child’s key person or, in some cases and where appropriate, to purchase other services or resources
* It is expected that providers will have used the resources that are routinely available to maximise the support for individual children before applying for Inclusion Support Funding
* The allocation of Inclusion Support Funding will be monitored and audited to ensure that it is being used appropriately

**Bury have three bands of Inclusion Support Funding:**

* **Funding Band A** is specifically intended to support children/ groups of three or more children with identified special educational needs who have not made progress despite targeted input of SEND support. It should be used to provide additional support in order to promote continued progress and early intervention
* **Funding Bands B and C** are expected to support children with high level and complex needs

**The financial details are shown below:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Universal & SEN Support** | **Band A** (Includes group Inclusion Funding) | **Band B** (Includes group Inclusion Funding) | **Band C** |
| Delegated funding through EYFF, DAF, EYPP | **Based on 15- or 30-hours EY Entitlement** | **Based on 15- or 30-hours EY Entitlement** | **Based on 15- or 30-hours EY Entitlement** |
| **Awarded at**  **£10 per session\*** | **Awarded at**  **£20 per session \*** | **Awarded at**  **£10 per hour** |

\*A session is defined as a 3-hour period; adjustments may be made for a child accessing stretched hours.

Where a setting makes a request for Group Inclusion Funding, they will be awarded one overarching payment.  The expectation would be that the setting manages this payment to support the range of needs for all identified children.

**Funding for Specialist Equipment**

Funding is available for children with SEND who may require specialist equipment to enable them to have full access to the EYFS within their early years setting.

* It is expected that early years providers will use the Disability Access Funding (DAF) as a first response where appropriate
* Funding for specific equipment requests will be considered only where the equipment specified is different or additional to what should be provided in a setting delivering Quality First i.e., what should normally be available
* Any equipment purchased will transfer with the child to their next placement
* For those children, whose needs require the equipment in place before they can access a setting, the relevant professional (usually the Physiotherapist or Occupational Therapist will complete the funding application with the agreement of parents before the child starts the setting

**5.0 How does the process and decision-making for Early Years Inclusion Support Funding work?**

**5.1 The application process**

With the **full agreement of parent(s)** requests for Inclusion Support Funding can be made by:

* any early years provider - including childminders
* an Early Years Specialist Service professional working with a child with complex needs, where the child’s access to a setting is dependent on the additional support/equipment being in place at the start

Applications are made through the Request for Early Years Targeted SEND Support, Early Years Inclusion Funding/Early Years Group Inclusion Funding & Early Years Specialist Equipment form which can be found on the Early Years SEND pages on the Bury Directory.

**\*Please note\***

Early years providers **must** attend an EY SEND consultation session to discuss the child they are making an EY inclusion funding application for, **prior** to submission.

**Guidance notes** on using the Funding Bands to make an application for Early Years Inclusion Support (EYIS) and Inclusion Support Funding (ISF) are also provided.

* In making a request early years providers must have regard to the SEND Code of Practice (2015) and the Equality Act (2010)
* To evidence the need for inclusion support funding the provider must demonstrate how the graduated approach (cycles of Assess- Plan- Do- Review-) has been implemented and monitored during their time at the setting prior to making an application
* They must demonstrate how they have provided additional or different provision to meet a child’s needs within reasonable adjustments; **This can be demonstrated by the provider using their Action for Inclusion Plan at SEND Support over a minimum of two months**
* In those cases where a child’s access to a setting is reliant on additional equipment/ support being in place prior to their attendance the request will be made by the relevant Early Years Specialist Service professional working with the child.

In exceptional circumstances it may be necessary to request Inclusion Support Funding without the evidence of actions taken by the setting. These circumstances include:

* The child (and family) has recently moved into the area with a documented history of significant or highly complex SEND needs
* An unexpected/sudden and significant SEND which occurred as a result of a medical condition, an accident or other sudden trauma
* A child presents at a setting unknown to professionals or services but presenting with SEND

**\*Please note\***

Early years providers **must** attend an EY SEND consultation session to discuss the child they are making an EY inclusion funding application for, **prior** to submission.

Requests received **will be considered at the next available panel.** Applicants will be informed of the outcome both verbally following the panel and in writing within 14 days of the panel meeting.

**5.2 Panel decision-making**

All funding applications are considered by the **Early Years** **Special Educational Needs and Disability Inclusion Panel (EYSENDIP)** The primary purpose of the panel is to support the access and inclusion of young children with SEND. The Panel includes representatives from Education, Health and Early Help and Prevention services. The panel considers applications for Inclusion Support Funding on a **fortnightly** basis.

The decision to allocate Inclusion Support Funding is informed by **three criteria**:

* The severity, complexity, and long-term nature of the child’s SEND
* Despite relevant, purposeful, evidence-based support and making reasonable adjustments, it is not possible to meet the SEND needs within existing resources
* Current Assessment information, this must show developmental difference as referenced in the SEND descriptors referenced in Appendix 3. The current assessment information must be collaboratively gained from the parent
* Evidence of developmental progress to illustrate the progress that a child has made since being with the setting

The **SEND Inclusion Support Funding Descriptors** are used to decide on the level of funding required to match need. Information on the Inclusion Funding descriptors for the 6 areas of SEND are set out in **Appendix 3** and should be seen as providing guidance to all parties.

**Panel decisions are made based on the evidence provided in the request form against the published funding descriptors and in line with the agreed criteria**. The panel may consult with other professionals who are supporting the child to discuss their advice.

Each request for Inclusion Support Funding is considered individually at EYSENDIP to enable panel members to come to a decision based against the SEND inclusion criteria information and the evidence provided. This ensures consistency and transparency of decision-making across the borough.

In most cases, the EYSENDIP will expect the above criteria and at least 50% of the descriptors to apply to the child to be evidenced in the request, before agreeing a funding band specific to any one area of need.

Where a child has needs across several areas, an overall funding band will be agreed based on the evidence provided. The quality of the evidence is crucial in enabling the panel to make comprehensive decisions.

Some children will have needs that span across two or more areas of SEND. It may be possible for a number of less severe SEND needs to have a significant cumulative effect on a child’s progress and Inclusion Support Funding may be appropriate. If agreed, funding will be allocated to settings **7 working days** after the panel decision.

**5.3 Review Process for Inclusion Support Funding**

Review is an important part of assessment: looking carefully at the effectiveness of the support and the impact on the child’s progress. Review is necessary to ensure targets are ‘on track’, to decide on any changes to the support and outcomes or to agree that outcomes have been achieved. Early years providers will be expected to continue the Assess- Plan- Do- Review cycle, tracking and reviewing the child’s progress in light of the additional support that has been put in place. Plans and the actions followed should be reviewed in consultation with parents, and those practitioners who know the child best. This should help identify ‘what works’ and the ‘next steps’ to inform effective provision within the setting.

From the point at which Inclusion Support Funding is allocated the setting should ensure an **Action for Inclusion Plan** is in place. This will enable the educational setting to forward plan and prepare to ensure the effective inclusion of a child with additional needs. Action Planning for Inclusion gives everyone concerned the opportunity to discuss with parents and staff how the developmental needs of the child can be met appropriately. The setting takes responsibility for overall monitoring of the plan and actions agreed at the Action for Inclusion Meeting. The plan should be used as an ongoing tool for monitoring progress / addressing need and reviewing outcomes. It should be seen as a working document. This document will transfer with the child to their next setting in order to ensure continuity support a seamless transition. The setting must ensure they hold **termly Multi-agency Review meetings with parents and those relevant outside specialists who are informing and supporting the plan**. Providers must share the review information (assessments, professional reports etc.) with parents prior to the review meeting and provide an appropriate amount of time (at least 2 weeks) for parents to read those reports before the meeting.

If following review, the child’s needs continue to be complex in nature and the expected progress has not been achieved, with parents’ agreement, consideration should be given to requesting an EHC needs assessment.

Settings must schedule review meetings in advance to ensure that these review timescales are adhered to, as not doing so may cause interruption of funding at transition.

**6.0 Glossary of Terms and Abbreviations**

**Action for Inclusion Plan**

Enables the educational setting to forward plan and prepare to ensure the effective inclusion of a child with SEND. Action Planning for Inclusion gives everyone concerned the opportunity to discuss with parents/carers and staff how the developmental needs of the child can be met appropriately. The setting takes responsibility for overall monitoring of the plan and actions agreed at the Action for Inclusion Meeting. The plan should be used as an ongoing tool for monitoring progress / addressing need and reviewing outcomes. It should be seen as a working document.

**Cognitive Ability**

Thinking and reasoning abilities **Developmental Delay**

A slower rate of development where a child learns more slowly than children of the same age typically do.

**Early Years Foundation Stage**

The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

**Early Years Provider**

A provider of early education places for children under five years of age. This can include state-funded and private nurseries as well as childminders.

**Education, Health, and Care plans (EHCP)**

An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEND. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies. EHC plans are based on a coordinated assessment and planning process which puts the child and their parents at the centre of decision making.

**Information, Advice and Support Service (SENDIASS)**

SENDIASS have a duty to provide information, advice, and support to disabled children and young people and those with SEND and their parents. They are a statutory service which means there must be one in every local authority.

**Learning Difficulties/Disabilities**

A difficulty in learning new skills or learning at a different rate from their peers.

**Local Offer**

Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND. This includes those who do not have Education, Health, and Care plans (EHCPs) or a diagnosis. Local authorities must consult locally on what provision the Local Offer should contain.

**Moderate Learning Difficulties (MLD)**

A term to describe a general level of academic attainment that is significantly below that of other children of the same age. There may be difficulty acquiring basic literacy and numeracy skills, speech and language difficulties and poorly developed personal and social skills.

**Multi-agency/Multi-Disciplinary Working**

Practitioners from different sectors, agencies and professions working together to provide joined-up support for children, young people, and families.

**Profound and Multiple Learning Difficulties (PMLD)**

Pupils with PMLD have very complex learning needs. Among pupils with PMLD are those learning at the earliest levels of development and who have physical disabilities, sensory impairment, or a severe medical condition. Pupils with PMLD need a high level of adult support for both their learning needs and for their personal care.

**Quality First Teaching**

The range of effective teaching strategies and techniques used by a teacher for all pupils in the mainstream setting that ensure pupils’ progression in learning.

**SEND Code of Practice: 0 to 25 years**

The revised Special Educational Needs Code of Practice was published by the Department for Education and Skills in 2014. The code provides statutory guidance on policies and procedures intended to enable pupils with SEND to reach their full potential, to be included in school communities and to make the transition to adult life successfully. It explains the duties of local authorities, health bodies, schools, and colleges to provide for those with special educational needs.

**Severe Learning Difficulty (SLD)**

Pupils with SLD have significant intellectual or cognitive impairments. This will have an impact on their ability to participate in the school curriculum without support.

**Special Educational Needs Coordinator (SENCO)**

The SENCO has responsibility for coordinating SEND provision. Early years settings are expected to identify an individual to perform the role of SENCO. Childminders are also encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Please refer to **Appendix 1** for further Information about the core funding received by Early Years providers and other income sources.

Please refer to **Appendix 2** for further Guidance notes on using the Funding Bands to make an application request.

Please refer to **Appendix 3** for further information on Inclusion Support Funding Descriptors