

## **Schools Forum**

**10<sup>th</sup> December 2013**

### **Early Years High Needs**

#### ***Introduction***

1. This paper considers arrangements for Early Years High Needs criteria and funding.

#### ***Detail***

2. At present, all three and four year olds are entitled to the flexible free education entitlement totalling 15 hours per week. From September 2013 this has been extended to disadvantaged 2 year olds and looked after children; and is to be extended further from September 2014. The Government is currently out to consultation on changes to the SEN system which are expected to be phased in from September 2014.
3. Unlike arrangements for children aged 5 and above there is currently no national standard approach for early years children in relation to high needs funding. It is therefore left to individual authorities to determine and manage their own arrangements.
4. In Stockton, most Early Years children with very complex needs are educated in the Early Support Nursery and this is funded from the High Needs Block.
5. In relation to pupils aged younger than 5 placed in specialist settings, for example, special schools or special units in mainstream schools, provision for these pupils is currently funded in the same way as for pupils aged 5-16 in specialist settings. The DfE has said that this would continue under the place-plus approach.
6. There are a small number of children with High Needs in mainstream early years settings (PVI's, maintained schools and academies) for which there is currently no formalised defined way of providing funding to meet their high needs. It should be noted that settings are funded on a different formula basis depending on if children are in Early Years or in reception classes or above.

#### ***Proposals***

7. As at present, the majority of children's special needs will be met through base funding provided to early years settings, however, for children with high needs, settings require additional resources to ensure the child needs are met and that they make progress.
8. The proposed criteria for Early Years High Needs bands is set out in Appendix 1. Band A sets out what is expected to be provided from the Early Years Foundation Stage and would not attract any top up funding. It is proposed that children meeting the criteria in Bands B and above would attract top up funding on the same basis as children aged 5 plus, however this would be proportionate to the 15 hours of provision. Therefore, annual top up rates for the Early Years bands would be as follows:-

Band	Value £
B	900
C	2,400
D	3,900
E	5,400
F	11,400

9. Early years settings are not funded in their base funding for the first £6,000 of any support for children with High Needs. It is proposed that this is provided proportionately for each child (ie £3,600 pa) meeting the high needs criteria in Band B and above in addition to the top up values shown in the table under para 7 above. Please note that this element of funding would not transfer when the child moves to full time education from the early years setting.
10. Applications for early years High Needs top up funding will need to be made by mainstream early years providers to the High Needs Panel as happens at present for children aged 5 and above. It is proposed that the panel is strengthened with specific Early Years representation.
11. Top up funding could 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 through the DSG.
12. For high needs pupils placed in mainstream early years settings, the fifteen hours of free early education will be funded from the local authority's Early Years Block and any additional top-up funding from the High Needs Block.
13. As these arrangements are new, it is proposed that a report is brought back to the Forum in a year's time to review this system following implementation. It can also be reviewed in light of progress on the SEN

reforms and any related implications, of which more will be known at that time.

### **Recommendations**

14. That the Schools Forum are asked to comment and consider support for the proposals.

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**HIGH NEEDS BANDS Early Years (EY)**

**Band A**

**The child's needs should be met within a mainstream EY setting/ school**

- Provision/Staff specialist skills/knowledge - direct delivery of specific interventions, supported by some specialist outside agencies, to address individual needs. Learning experiences are planned and assessed by EY staff.
- Curriculum/ Support – Access to EYFS and differentiation of the curriculum by presentation and outcome including individual/small group activities. Reasonable adjustments and observational assessments must be made as appropriate and inform future activities and ensure any support needs are identified
- Behaviour and wellbeing - Regular supervision required, including frequent reminders, distraction, promoting positive choices, developing independence and some support for intimate care
- Equipment/resource - provision is by EY setting/school, access to Early Years materials

**Band B**

**The child's needs should be met within a mainstream EY setting/ school**

- Provision – Some daily, individual support will be required to address child's needs. Learning experiences are planned and assessed by EY staff using personalised approaches/ materials/ equipment from a range of specialist support services
- Curriculum/ Support - Access to the EYFS with specific planning to address delay in prime and specific areas of EYFS. Reasonable adjustments should be made and the SEN Coordinator should be involved, parents should be consulted about observational assessments to gain a wider view
- Behaviour and wellbeing - Adult support and intervention is required regularly to manage a range of behaviours, to develop appropriate responses, to promote positive choices. There should be opportunities to promote self-esteem, social skills and good relationships with peers and adults. Child needs some support for intimate care needs
- Equipment/resource - EY setting/school access to individual technical aids through request and evidence of need to support learning and development, Early Support materials may be used both to identify and plan for delay in prime areas and to monitor progress
- Specialist skills/knowledge - Staff able to develop functional communication skills, verbal and non-verbal, with range of approaches available (e.g. through pictures, simple signs).

**Band C**

**The child's needs could be met within a mainstream school/ EY setting or additionally resourced provision**

- Provision - Direct teaching of specific skills and personalised planning/ approaches to address the 3 prime areas Advice, training and support from LA services and/or appropriately experienced and qualified professionals e.g. SLT, physio Supervised transport may be required.
- Curriculum/ Support - An enhanced level of differentiation and support required across most of the session to facilitate small steps learning within the EYFS. Children will need support to develop skills in prime and specific areas below the phase for their chronological age
- Behaviour and wellbeing - Needs support for self-help skills, intimate care and to ensure social inclusion
- Equipment/resource - Access to adapted ICT equipment may be appropriate through request and evidence of need to support learning and development. Early Support materials or other EY materials should be used
- Staff specialist skills/knowledge - Support needed with communication e.g. visual cues, signing.

**Band D**

**The child's needs could be met within additionally resourced provision or a special nursery/ school**

- Provision - Child needs a high level of support to participate in activities within the EYFS across the session. Supervised transport may be required. A range of professionals will be involved with the child.
- Curriculum/Support - Small steps approach to learning through frequent repetition carefully planned learning experiences, use of ES materials, regular planning should include parents and range of involved professionals
- Behaviour and wellbeing – Social skills may be unpredictable and/or delayed, and may put themselves and/or others at risk. Self-help skills are addressed by high level support for dressing, feeding, and intimate care
- Staff specialist skills/knowledge - Communication skills are a high priority with signing or visual systems to supplement any verbal skills. (e.g. alternative communication system/ PECs)
- Equipment/resource- individual access to technical aids through request and evidence of need to support learning and development. Early Support materials or other specialist EY materials should be used

**Band E****The child's needs are usually met within a special nursery / school**

- Provision - Emphasis on supporting child to access experiences. Access to support and advice from multi-agency support services about learning activities, specialist resources and equipment. Supervised transport will be required.
- Curriculum - A highly personalised curriculum to accommodate the child's needs in all prime and specific areas of the EYFS. Planning should be through a multi agency approach alongside parents
- Behaviour and wellbeing - Individual prompting needed to engage with others, the environment and group activities. Direct care may need to be provided e.g. ensuring safety of child and others, reducing distress
- Specialist skills/knowledge - Staff have specific training to meet the raised physical care needs e.g. moving/handling/ feeding and to offer an appropriately differentiated curriculum. Child requires access to communication aids and appropriate software. Support is required to use non-verbal communication such as eye pointing/switches, objects of reference, alternative communication system e.g. PECs
- Equipment/resource- Specialist resources and equipment through request and evidence of need to support learning and development.

**Band F****The child placed in a special nursery / school**

- Provision - Behaviour and wellbeing/curriculum/support/specialist skills/knowledge - According to highly individual and personalised requirements which significantly exceed any of the above, e.g. Individual support needed to engage with others, the environment and to offer an appropriately differentiated curriculum. Direct care will need to be provided e.g. change of position, specialist feeding.
- Staff are highly skilled and trained with child needs of this level and parents and all relevant professionals should be involved in planning
- Equipment/resource - highly personalised to support the individual through request and evidence of need to support learning and development.

**Out of Area****Highly specialist external provision**

Not relevant for children in the EYFS