



Children, Young People  
and Learning  
Department

# **RESPONDING TO DfE REFORM OF EARLY YEARS FUNDING**

## **A CONSULTATION WITH EARLY YEARS PROVIDERS IN BRACKNELL FOREST**

### **LIST OF ANNEXES**

**9 DECEMBER 2016  
TO 20 JANUARY 2017**

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## **Introduction**

1. The purpose of this document is to support the BF consultation with EY providers and other interested parties on the council's funding proposals for April 2017. It presents the detailed supporting information behind the proposals being made in respect of funding arrangements for EY providers and support services.
2. A range of other supporting information is also available with this consultation. The following additional materials have been produced:
  1. A list of Annexes. This expands on the information contained in this, the main consultation document.
  2. An illustration of the expected financial impact of the changes on each provider, should all of the recommendations from this consultation be supported and ultimately implemented.
  3. A spreadsheet to illustrate the potential funding rates for providers to help understand the anticipated financial impact on them from the options and proposals being presented.
3. The consultation documents and supporting information from both the DfE and BF council can be found at the following BF website address:  
<http://schools.bracknell-forest.gov.uk/finance/early-years-funding-reform>
4. Due to the size of the BF consultation documents, paper copies of the key materials have been provided to EY providers.

## **Information sessions**

5. This consultation will be supported by two evening briefings; on 10 January at 7.00 pm and 12 January at 6.00 pm. Both sessions will be held in the Forest Suite at Bracknell Sports and Leisure Centre, RG12 9SE and will explain the key issues raised and the potential implications. The sessions will address each question on the consultation and provide an opportunity for attendees to raise their own questions. The intended audience is those involved in the delivery of the free entitlement, including all providers in the private, voluntary and independent (PVI) sectors and head teachers, and school governors. School bursars will be provided with a briefing at the 12th January 2017 Bursar Support session.
6. If you plan to attend the 10 January or the 12 January 2017 briefings, please can you confirm to:  
[early.years@bracknell-forest.gov.uk](mailto:early.years@bracknell-forest.gov.uk)

## **Responses**

7. A separate response form accompanies this consultation, and you are asked to return your signed, scanned reply **by Friday 20 January 2017** to:

[education.finance@bracknell-forest.gov.uk](mailto:education.finance@bracknell-forest.gov.uk)

or by post to:

Education Finance, Bracknell Forest Council  
Time Square, Bracknell, RG12 1JD

## **Who should respond to this consultation?**

8. Providers of the free entitlement. For maintained schools, the response should be completed by the chair of governors, in consultation with the headteacher and other governors. Other interested parties are also welcome to make a response.

## **Queries**

9. If you have any queries on this consultation, please contact:

Private, voluntary and independent (PVI) <sup>1</sup> sector providers:

EY Finance Team

Tel: 01344 354027 or 01344 352187

Email: [eyfinance@bracknell-forest.gov.uk](mailto:eyfinance@bracknell-forest.gov.uk)

School <sup>2</sup> providers and other interested parties:

Education Finance.

Tel 01344 354053.

Email: [education.finance@bracknell-forest.gov.uk](mailto:education.finance@bracknell-forest.gov.uk)

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<sup>1</sup> "PVI" is the term used in this document to mean all providers of the free entitlement other than council maintained schools or academies, this includes pre-schools, day nurseries, private nurseries, independent schools and childminders.

<sup>2</sup> In this document "school" means a council maintained school or academy school providing the free entitlement.

## Annex 1

### Timetable for implementation

Ref	Task	Due date
1	DfE launches consultation <i>An Early Years National Funding Formula and change to the way 3 and 4 year olds entitlements to childcare are funded</i>	11/8/16
2	BFC circulates details of DfE consultation document to providers	11/8/16
3	BFC circulates an overview of the local position relating the EY funding and what the proposed changes may look like	13/9/16
4	Update report to BF Schools Forum on DfE proposals for EY funding	15/9/16
5	Deadline to submit response to DfE consultation	22/9/16
6	BF Schools Forum considers BFC EY funding proposals	8/12/16
7	Issue consultation to providers (initially via email, followed up with paper copies)	9/12/16
8	Provider briefing session 1 (7.00 pm)	10/1/17
9	Provider briefing session 2 (6.00 pm)	12/1/17
10	Briefing to School Bursars	12/1/17
11	Deadline for consultation responses from providers	20/1/17
12	Responses analysed and final proposals formulated by BFC	23/1/17 to 20/2/17
13	Proposals posted on public access website	1/3/17 (approx.)
14	Schools Forum agrees Early Years funding arrangements for 2017-18	9/3/17
15	Providers receive indicative 2017-18 funding statement with actual hourly funding rate and estimated funded hours, including expansion to 30 hours a week from September 2017	31/3/17

## Annex 2

### Current elements of the BF EY Funding Formula with eligibility criteria and funding rates

Funding rates - breakdown of hourly rate	Schools	PVI providers
<b>Hourly base rate: minimum amount, no eligibility criteria</b>	£3.17	£3.71
<b>Deprivation Supplement:</b>		
Band 3      Deprivation ranking within the 10% most deprived settings. Top up at 3 times the basic rate.	£0.32	£0.32
Band 2      Deprivation ranking below the 10% most deprived settings but still within the 35% of most deprived settings. Top up at 2 times the basic rate.	£0.21	£0.21
Band 1      Deprivation ranking below the 35% most deprived settings but still within the 60% of most deprived settings. Top up at basic rate.	£0.11	£0.11
Band 0      Deprivation ranking outside the 60% most deprived settings. No top up.	£0.00	£0.00
<b>Quality Supplement - as measured by workforce qualifications:</b>		
Band D      Qualified Teachers on Upper Pay Scale 2 or higher cost with 75% of staff at level 3 or above.	£0.48	£0.48
Band C      Graduate (level 5 or 6) leading the EYFS Practice and 60% of staff at level 3 or above.	£0.27	£0.27
Band B      Level 4 or above leading the Early Years Foundation Stage (EYFS) and 35% of staff with a level 3 or above	£0.21	£0.21
Band A      Other, lower qualification levels. No top up.	£0.00	£0.00
<b>Flexibility Incentive - as measured by weekly hours at a setting (where eligibility criteria met, as detailed below)</b>		
Band 5      Setting open for 50 or more hours a week	£0.35	£0.35
Band 4      Setting open for 40 or more hours a week	£0.25	£0.25
Band 3      Setting open for 30 or more hours a week	£0.15	£0.15
Band 2      Setting open for 20 or more hours a week	£0.10	£0.10
Band 1      Setting open for 15 or more hours a week	£0.05	£0.05

A Pupil Premium supplement will be paid at £0.53 per hour to eligible children.

Note DfE has updated the core data in the deprivation measure (IDACI) resulting in changes in supplement payments to providers.

### **Flexibility Qualifying Criteria**

1. The setting offers 15 hours of Early Education Funding (EEF) per week over 38 weeks (pro rata if EEF is stretched across more than 38 weeks)
2. The Setting is open for more than 15 hours a week
3. Parents have a choice of the number of days per week across which their child accesses their EEF place (minimum of 2 days)
4. Subject to availability, the setting seeks to meet any requests to change EEF attendance patterns within six weeks of receiving the request
5. Subject to availability and within the maximum and minimum limits, the setting tries to provide EEF session lengths to meet parents requests
6. Parents are able to buy additional hours over and above the 15 hours of EEF per week, but are not required to do so
7. The setting allows parents some leeway with regard to drop off and pick up times, including EEF only attendance.

### Deprivation measures considered for use in the Formula

#### INCOME DEPRIVATION AFFECTING CHILDREN INDEX (IDACI)

##### Description

The index measures the proportion of children under the age of 16 in an area living in low income households (defined as families in receipt of income support, income based jobseekers allowance or pension credit, or child tax credit with an equivalised income (excluding housing benefits) below 60% of the national median before housing costs). It is an area-based measure. The data relates to 2015.

##### Advantages and disadvantages in relation to use in early years funding

Advantages	Disadvantages
<p>Index has been calculated specifically to identify income deprivation whether claimants are in or out of work amongst households with children.</p> <p>Nationally available standard measure, available across LA boundaries, can be linked to pupil postcodes at ward or LSOA level.</p> <p>Has been used in national work on pupil progress and CVA as one of the predictors of pupil performance (see section 6 of main report).</p>	<p>Data currently relates to 2015 and will not be updated for 4 years.</p> <p>Only relates to income, and to those at lowest income levels (households on ISA/IBJSA/PC benefits and those in receipt of CTC whose equivalised income is below 60% of median.)</p> <p>Area-based, lowest level LSOA. May not pick up smaller pockets of deprivation.</p>

##### Data source and further information

The index is based on data from the DWP on benefits entitlement 011 census data.

Further information on the index and the scores and ranks for the IDACI for every SOA in England is available free for download from the DCLG website  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/467766/File\\_3\\_ID\\_2015\\_Supplementary\\_Indices\\_-\\_Income\\_Deprivation\\_Affecting\\_Children\\_Index\\_and\\_Income\\_Deprivation\\_Affecting\\_Older\\_People\\_Index.xls](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/467766/File_3_ID_2015_Supplementary_Indices_-_Income_Deprivation_Affecting_Children_Index_and_Income_Deprivation_Affecting_Older_People_Index.xls).



## THE INDEX OF MULTIPLE DEPRIVATION 2015

The Index of Multiple Deprivation 2015 is the official measure of relative deprivation for small areas<sup>1</sup> (or neighbourhoods) in England it ranks every small area in England from 1 (most deprived area) to 32,844 (least deprived area).

The IMD 2015 has seven domains - Income, Employment, Health and Disability, Education, Housing, Living Environment and Crime. Following the 2011 Census, the geography of Lower-layer Super Output Areas was revised and the number of areas has increased from 32,482 (as used for the Indices of Deprivation 2010, 2007 and 2004) to 32,844 (used for the Indices of Deprivation 2015). The boundaries of the vast majority (96 per cent) of these 32,844 areas are unchanged since the 2010, 2007 and 2004 Indices. For each domain, each of the 32,844 Super Output Areas in England has a score and a rank (with 1 as the most deprived). Results for each domain for each area are then combined together (with different weightings for each domain) to produce an overall IMD score and rank.

The IMD 2015 is a combined indicator calculated by researchers at the request of the DCLG and intended to measure the relative deprivation of small areas. It assumes that there are distinct dimensions of deprivation which can be recognised and measured separately. People may be counted in one or more domains, depending on the number of types of deprivation they experience.

Most of the data used in the Indices of Deprivation 2015 relates to the tax year 2012/13.

### Advantages and disadvantages in relation to use in early years funding

Advantages	Disadvantages
<p>Based on considerable amount of research and extensive consultation in development of the index as a measure of multiple deprivation at small area level,</p> <p>Wide range of deprivation measures included within the index - takes account of deprivation across a range of different factors, not just poverty.</p> <p>Widely known and recognised; available nationally for all SOAs in England, standard across LA boundaries.</p> <p>Used in other national and local government contexts including some resourcing, e.g. used to inform allocations of the Neighbourhood Renewal Fund.</p> <p>Available at LSOA level, so better than ward level information (previous Index of Deprivation).</p>	<p>Some deprivation measures across the seven domains are not very relevant to education. The focus is on adults/households so some deprivation may reflect e.g. pensioner poverty and may not be relevant to children.</p> <p>Overall index includes some education measures (average points scores at KS2, KS3, KS4; proportions entering HE; secondary school absence rate). Risk of double counting if used alongside direct prior attainment measures.</p> <p>Not updated annually.</p> <p>Index is either a value or a rank for each area from which pupils are drawn; needs to be converted or weighted in some way for use in funding formula.</p> <p>LSOA level may still not be fine enough to identify small pockets of discrimination e.g. in rural areas or authorities where there is significant variation at street/postcode level.</p>

### Data source and further information

Information on the IMD and the scores and ranks of every SOA in England are for download from the DCLG [www.gov.uk/government/statistics/english-indices-of-deprivation-2015](http://www.gov.uk/government/statistics/english-indices-of-deprivation-2015)

## COMMERCIAL GEODEMOGRAPHIC CLASSIFICATIONS (ACORN AND MOSAIC)

### Description

Classification of postcodes into types based on census and other information using cluster analysis and other statistical methods:

- **ACORN (CACI)** classifies at postcode level into 62 types, which in turn are grouped into 18 groups and six categories.
- **Mosaic (Experian)** classifies all households into one of 67 types and 15 groups - available for households and postcodes.

Designed to identify groupings of households based on consumer behaviour. Postcodes are allocated to groups according to the characteristics/behaviour of residents, based on a wide range of source data. (Commercial products so precise data inputs and statistical methods are not made public; data available for use on payment of a licence fee).

### Advantages and disadvantages in relation to use in early years funding

Advantages	Disadvantages
<p>Available at postcode level.</p> <p>Commercial product so external to LAs and standard across authorities.</p> <p>Based on a wider range of data, including census and commercial information, which enables discrimination below LSOA level based on allocating postcodes to one of the 62/67 types.</p> <p>Types/groupings labelled to help understanding (e.g. most deprived ACORN category is “hard pressed” which includes groups “Struggling Families”, “High Rise Hardship” and “Inner City Adversity”).</p> <p>Classify across the full spectrum, from the most advantaged to the most deprived. Likely to provide better discrimination for less severely deprived groups which may be missed by the indices which are based on identifying the most severe deprivation.</p> <p>Increasingly being used by and products tailored to needs of public sector as well as private sector.</p>	<p>Classification of areas rather than a direct index.</p> <p>Although given for each postcode, most input data is based on larger areas.</p> <p>Developed primarily for business (sales and marketing) purposes - includes data from consumer surveys as well as census and other data from public bodies.</p> <p>Commercial product rather than statistics in the public domain - only limited information is published about how the index is made up because of commercial confidentiality; plus additional cost involved in using the data.</p> <p>Hierarchy of advantage/disadvantage developed for more general purposes and for adults may not match that for education/children; Fischer Family Trust found it needed to reorder the ACORN types to provide a better match to the impact of the types on pupils' performance.</p>

### Data source and further information

For information on the ACORN types and other details see - <http://www.caci.co.uk/acorn>  
 Further information on Mosaic on the Experian website (<http://www.business-strategies.co.uk>).

## Flexibility Incentive

The Outcome below has been copied from the draft statutory guidance.

**Outcome:** Children are able to take up their full entitlement to a funded place at times that best support their learning, and at times which fit with the needs of parents to enable them to work if they wish to do so

1. Encourage providers to offer flexible packages of funded hours, subject to the following standards which will enable children to access regular, quality provision in keeping with the evidence of the benefits of doing so whilst maximising flexibility for parents and ensuring a degree of stability for providers
  - No session to be longer than 10 hours
  - No session to be shorter than 3 hours between 9.00am and 3.30pm
  - Not before 6.00am or after 8.00pm
  - A maximum of 3 providers
2. Ensure that parents and providers are aware that there is no minimum session length for funded places taken before 9.00am and after 3.30pm
3. Ensure that parents and providers are aware that, subject to the standards set out in point 1, there is no requirement that funded places must be taken on or delivered on particular days of the week, or at particular times of the day
4. As a minimum, ensure that parents are able to access their child's funded place in the following patterns:
  - 5 hours per day over 3 days of the week
  - 3 hours per day over 5 days of the week
5. Ensure that parents and providers are aware that funded places can be delivered :
  - Over more than 38 weeks of the year
  - Outside of school terms
  - At weekends
6. Enable parents to take up their child's funded place in a pattern of hours that "stretch" their child's entitlement by taking fewer hours a week over more weeks of the year, where there is provider capacity and parental demand.

*(Various models for a stretched offer are provided)*

7. Provision of the models above should not restrict greater flexibility and local authorities should ensure parental demand drives local planning of flexibility.

## Considerations

8. Supplements should “incentivise good practice, or reflect an additional cost, or promote national or local policy objectives”
9. Supplements should not encourage undesirable behaviour
10. Measurement must not be an administrative burden for providers or the LA
11. The statutory guidance sets out the minimum and maximum limits and the expected standards for the provision of the free entitlement – a supplement should be paid for adhering to these.
12. BFC do not have hard data on parental demand in relation to the flexibility of the childcare offer in BF.
13. The governments guidance of flexibility can be summed up as ‘The removal of barriers and limits on the provision of the free entitlement’
14. Flexibility and the extension to 30 hours must not be confused, they are separate issues

## Flexibility Supplement Eligibility Criteria

The following eligibility criteria have been identified which meet the draft guidance and the considerations listed above.

1. No restrictions are placed on the hours or days when the free entitlement can be accessed and subject to availability, the setting seeks to meet any parental requests to change attendance patterns within six weeks of the request. **Top up at £0.15 per hour**
2. Parents are able to access the free entitlement across the year including at least 10 weeks of school holidays. **Top up at £0.10 per hour**
3. Parents are able to access the free entitlement across the year including at least 30 week ends. **Top up at £0.05 per hour**
4. Any other innovative methodology approved by the Director of Children, Young People and Learning. **Top up at £0.05 per hour**

The supplement will be paid as an addition to the base rate for all funded hours. Eligibility will be checked through reference to a settings terms and conditions and a declaration signed by the setting. Depending on the outcome of the consultation with providers, eligibility will be checked annually as part of the January Census or termly when applying for funding

**Early Years  
Special Educational Needs  
and Disability Living  
Allowance Inclusion Fund  
Policy**

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## 1 Introduction

This policy establishes the framework for the Local Authority (LA), private, voluntary, independent (PVI) and maintained early education settings to work together to meet the needs of children aged 0-5 years with special educational needs and disabilities (SEND).

The policy sits within the LA SEND policy and has been developed specifically to set out expectations of the LA and all early education settings.

The policy provides the framework within which all children aged 0-5 years regardless of ability, gender, language, ethnic or cultural origin can be valued in whatever setting they are educated.

## 2 Definitions of Special Educational Needs and Disability

### Special Educational Needs

1. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. 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
3. For children aged two or more, special educational provision is 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, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
4. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 2 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).

### Disabled Children

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more

children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must not** discriminate for a reason arising in consequence of a child or young person's disability
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, **must** 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. Public bodies also have specific duties under the public sector equality duty and **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable. The general duty also applies to bodies that are not public bodies but that carry out public functions. Such bodies include providers of relevant early years education, non-maintained special schools, independent specialist providers and others making provision that is funded from the public purse.
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they **must** publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.



### 3 Local Authority: Early Education Provision

#### **Private, voluntary and Independent (PVI) Early Education Providers**

PVI providers within Bracknell Forest consist of pre-schools, day nurseries, private nurseries, independent schools and childminders. Most group providers and 10% of childminders are registered to deliver early education funding.

#### **Maintained Nursery Classes**

All schools with nursery classes (currently 17) are registered to deliver early education.

#### **Specialist Early Education**

There are 3 specialist Early Education provisions within Bracknell Forest.

**Kennel Lane School:** offers specialist placements for children aged 2- 19 years.

**Rainbow Resource:** based at Great Hollands Primary School the resource offers placements for children aged 3-5 years with social and communication difficulties and autism spectrum disorder.

**Meadowvale Language Unit:** based within Meadowvale Primary School, the unit offers placements for children aged 3-11 years with specific speech and language difficulties.

**Child Development Centre:** Local authority run centre to support children under 5 who have developmental delay, disability or complex medical needs.

### 4 Support for Children aged 0-5 years.

#### **Child Development Centre (CDC)**

The CDC offers a variety of interventions to support children with additional needs. Each child is an individual so interventions will be specific to the child and family. Children born with complex needs are often referred at a young age by a health professional and will usually be allocated a keyworker who will support the child and family. Interventions at a very young age will often place in the home and at the centre.

Transition into early education is supported by the keyworker who will continue to support the child. Home visits may still take place but the keyworker will also work in partnership with the early education setting to ensure the child is included successfully and needs are being met.

If there is evidence that with the provision of identified interventions and collaborative working with other relevant professionals e.g. Children and Young People's Integrated Therapies (CYPIT) the child has made little or no progress over at least 2 terms and is delayed in at least 2 areas of learning they may meet the threshold to apply for a statutory assessment for and Education, Health and Care Plan (EHCP).

It is recognised that some children may need an EHCP however it is also recognised that with specific interventions during the early years some children will be able to access a mainstream education setting without the need for a plan.

## 5 Early Education and 30 hours Free Entitlement

**Universal entitlement:** all children from the term after their 3<sup>rd</sup> birthday are eligible to receive 570 hours of free early education per annum (this is mostly accessed as 15 hours per week, 38 weeks per year)

**2 year old entitlement:** children from the 40% most disadvantaged families are eligible to 570 hours per annum of free early education, this is also available to Looked after Children, adopted children and children in receipt of Disability Living Allowance (DLA)

**+ 15 hours free entitlement:** from September 2017 the entitlement is extending for 3 and 4 year olds where 1 parent (single families) or both parents are working.

**SEN and DLA elements of funding:** the LA will receive 2 funding elements from the education funding agency to meet the needs of children with SEND.

**DLA:** these payments will be ring-fenced for eligible children in receipt of DLA. This fund will then be passported to the early education setting the child attends. The fund should be used to enable the child to be successfully included within the setting.

**SEN:** there will be an inclusion fund centrally retained to meet the needs of children with SEN.

## 6 Early Years Disability Access Fund

Providers will receive a payment for each eligible child attending their setting. Once allocated the provider will be responsible for making decisions about how the funding should be deployed, for example:

- To target one child's specific needs
- To improve the setting for a cohort of children
- To increase the settings capacity to take more disabled children.

The payment is not intended to cover the total costs of providing childcare for a disabled child in receipt of DLA. Providers are still expected to support all children within their setting and meet their statutory duties as per the Early Years Foundation Stage (EYFS) and the Equality Act 2010. Providers can apply to the Local Authority for additional funding from the Inclusion fund as appropriate.

## 7 SEN Inclusion Fund

All Early Education providers are required to have regard to:

- **The Statutory Framework for the Early Years Foundation Stage (2014)**  
*3.67. Providers must have arrangements in place to support children with SEN or disabilities. Maintained nursery schools and other providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs (SEN) Code of Practice<sup>32</sup>. Maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator<sup>33</sup> and other providers (in group provision) are expected to identify a SENCO.*
- **The Special educational needs and disability code of practice: 0-25 years (2015)** including the principles set out in chapter 1. Chapter 5 of the code sets out the specific actions that early years providers should take to meet their duties in relation to identifying and supporting all children with SEN whether or not they have an EHCP.
- **The Equality Act (2014)**

Where early education provisions are meeting all the requirements of the EFYS statutory guidance and the SEN code of practice and the child is not making adequate progress the provision can apply to the LA Inclusion fund for additional support.

### Process for Inclusion Support

A panel comprising of the following representatives:

- LA Special Educational Needs Officer
- LA Early Years Officer/CDC Officer
- Maintained nursery class rep
- PVI provision rep
- Rainbow Resource
- Meadowvale Language Unit
- Kennel Lane
- Paediatrician
- CYPIT

Will meet at least monthly (and virtually in between) to consider inclusion fund requests, the panel will also consider whether the child would benefit from a specialist early years placement.

Any early education provider registered to deliver the free entitlement for 2, 3 and 4 year olds may apply to the Inclusion fund.

The early education provider will need to provide evidence including:

- Child is known to CDC
- Child's current developmental levels

- 3 prime areas for under 3's
- 7 areas of EYFS for 3-5 years
- Provision map detailing interventions to date (over and above those offered to all children)
- Diagnosis/including medical needs
- Evidence of implementing recommendations from other professionals, e.g. CDC Officers, speech and language therapists
- If a DLA payment has been received for the child how this has been used to include the child successfully and/or improve outcomes
- Details of how the inclusion fund will be used to improve outcomes for the child
- Parental consent to apply for the fund

Requests for additional support will be reassessed by the panel on a termly basis to ensure that funds are being used effectively to improve outcomes or whether different interventions/provisions are required. This information will also be useful in deciding whether a child may need an EHCP as they move through the education system.

When a child is transferring from an early years provision to a reception class consideration will be given whether to award the receiving school a transitional fund for a maximum of 2 terms (this will be funded from the High needs block.) The provider will be responsible for organising a Team around the Child (TAC) meeting with the receiving school to discuss support needs and pass on all relevant transfer information. This allocation would give the school an opportunity to support the child during the transition period and assess budget needs for the following financial year.

## 8 Appeals/Complaints procedure

The Local Authority is required to publicise a complaints procedure so that providers know how to complain if necessary. Wherever we can the Prevention and Early Help team aims to resolve issues as soon as possible and before a formal complaint is made.

Providers wishing to complain about matters related to the SEN and Inclusion Fund should firstly:

**Telephone:** Cherry Hall. Strategy and Development Manager (0-5) 01344 352811

**Email:** [Early.Education@bracknell-forest.gov.uk](mailto:Early.Education@bracknell-forest.gov.uk)

**Write to:**

Bracknell Forest Council  
Prevention and Early Help  
Time Square  
Market Street  
Bracknell  
RG12 1JD

If we are unable to satisfactorily resolve the concern then please follow the link below, procedures for complaints about council services:

<http://www.bracknell-forest.gov.uk/assets/comments-compliments-and-complaints-booklet.pdf>

## Criteria required when applying to the Inclusion Fund

- **Child is known to the Child Development Centre (CDC)**

### **High Need-**

- *Child has an allocated named keyworker from CDC.*
- *Child receives a mixture of home learning, setting support and groups at CDC according to need.*
- *Most have a life-long diagnosis.*
- *Most have a paediatrician and at least 1 CYPIT therapy involved.*

### **Moderate Need-**

- *Allocated a named keyworker from CDC who visits child at setting only (usually half-termly.)*
- *No individual teaching but teaching strategies may be modelled for staff to watch.*
- *Likely to have one CYPIT therapy involved (probably SALT).*
- *May have been stepped-down from high need as child has made good progress and is established in an effective setting.*

### **Low Need-**

- *CDC aware but no current involvement.*
- *No allocated keyworker.*
- *CDC relies on setting approaching CDC team if they need advice or support. This can be done via phone/email or through "surgery" appointments at the end of each SENCo forum.*
- *Likely to be 4 year-olds in F/S2; children with a medical/physical need that does not affect ability to learn; children with a need that can be mainly met through therapist input (eg SALT or Physio) in conjunction with setting staff.*

### **Developmental assessment**

- *Childs tracker evidencing progress/lack of progress*

### **Provision Map**

- *Settings must provide a provision map detailing interventions to date and any progress*

### **Other evidence**

- *Childs primary area of SEN*
- *Recent relevant professional advice/reports (dated within last year)*
- *Statement on how funding will be utilised to improve outcomes for the child*

DRAFT

## Appendix 2

### Application form for Inclusion Fund

Setting making request		New request	Y/N
		Extension request	Y/N

Pupil Name		D.O.B	
Year Group			

Does the child meet the criteria for a Disability Access fund payment?	YES	NO
If yes please evidence how this fund has been used to support the child		

Area of SEN (Evidence of need must be included)	Categories of SEN Please refer to SEN Code of Practice (2015)	Primary Need- tick only one	Additional needs
Cognition and Learning			
Communication and Interaction	Speech, Language and Communication		
	Autism Spectrum Disorder		
Social, Emotional and Mental Health	Social, Emotional and Mental Health		
Sensory and Physical	Hearing Impairment		
	Visual Impairment		
	Multi-sensory Impairment (i.e. vision and hearing)		
	Physical Disability		
Please list supporting evidence attached			
Report/plan	By Whom (role and name)	Dated	
Is a CAF in place Y/N if Yes who is the lead professional			

### Individual Provision Map

<b>Name of child</b>	
<b>Setting</b>	
<b>Date of Birth</b>	

<b>Date</b>	<b>Need Identified (agency involved)</b>	<b>Provision made</b>	<b>Impact/outcomes for child</b>	<b>Next Steps</b>

<b>What provision/intervention are you planning to make with monies from the Inclusion Fund?</b>		
<b>Provision/Intervention</b>	<b>Cost</b>	<b>Impact/outcomes for child</b>
<i>Example: Staffing ratio increased</i>	<i>£7.50 ph</i>	<i>Child accesses small group work and 1 to 1 support each session to work on specific targets</i>

<b>Completed by (name and role)</b>	
<b>Signed</b>	
<b>Date</b>	
<b>Approved by Parent (signature)</b>	
<b>Date</b>	