

Funding for the Provision of Support for SEND and Additional Needs in the Early Years

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1. Introduction

The following guidance is supplementary to the information contained in the *Top Up High Needs Funding in Mainstream Schools Handbook*: [top-up-high-needs-funding-in-mainstream-schools-handbook-2023-24 \(thegrid.org.uk\)](https://thegrid.org.uk/top-up-high-needs-funding-in-mainstream-schools-handbook-2023-24)

Funding for SEND and additional needs in Hertfordshire supports Early Years settings to provide suitable support for children identified as needing adaptation or personalisation to the curriculum to make good progress.

Professional support services are closely matched to the needs of the child and their setting, to make the most effective and efficient use of the funding allocated.

Early Years SEND Funding is available for children receiving their free early education entitlement, in a Hertfordshire Early Years setting.

2. Early Years SEND Funding Model

The model has been designed to reflect the Graduated Response to SEND, supporting Early Years providers to appropriately adapt their curriculum to meet the needs of individual learners with identified additional needs or SEND.

Funding decisions are based on the Hertfordshire Descriptors of Need (DoN) to ensure the most appropriate level of funding is allocated to the child, based on their needs and the provision required to support their access to learning. Both the Descriptors of Need (by area of need) and the Descriptors of Need (by provision) are referenced to ensure robust decision making: [Top-up High Needs Funding \(HNF\) in mainstream schools - Hertfordshire Grid for Learning \(thegrid.org.uk\)](https://thegrid.org.uk/top-up-high-needs-funding-hnf-in-mainstream-schools-hertfordshire-grid-for-learning)

Funding Level	Value	Hertfordshire Descriptor of Need (based on child's main presenting need/s)
<p>Emerging Additional Needs - funding can be applied for once per term, for a maximum of 3 terms. Early Years Inclusion Funding cannot be applied for more than once per term; if a child moves setting mid-term, it cannot be paid again. Providers are required to apply each term for additional funding. A child cannot be in receipt of Early Years Inclusion Funding and Disability Access Funding (DAF)</p>		
<p>Early Years Inclusion Funding 1 Paid in 1st Term</p>	£250	<p>Universal Plus – meets at least 50% of the descriptor criteria, provision suggested would support the implementation of an adapted curriculum for the child.</p>
<p>Early Years Inclusion Funding 2 Paid in 2nd Term</p>	£250	<p>Universal Plus – meets at least 50% of the descriptor criteria, impact has been shown as a result of funding, but continuation of funding is required to sustain progress.</p>
<p>Early Years Inclusion Funding 3 Paid in 3rd Term</p>	£250	<p>Universal Plus – meets at least 50% of the descriptor criteria, impact has been shown as a result of funding, but continuation of funding is required to sustain progress.</p>
<p>Targeted Level Needs – funding value is for three terms; Targeted Funding can be allocated more than once (e.g., Nursery 1 and Nursery 2) A child may receive Targeted Level Funding as well as receiving DAF.</p>		

Targeted Level 1 <i>Payment is split into 3 equal termly payments of £500</i>	£1500	Targeted – meets at least 50% of the descriptor criteria, funding facilitates the provision suggested by the professional advice giver, to support the implementation of an adapted curriculum for the child.
Targeted Level 2 <i>Payment is split into 3 equal termly payments of £833.33</i>	£2500	Targeted – meets at least 75% of the descriptor criteria and up to 20% of the criteria for Targeted Plus. Funding facilitates the provision suggested by the professional advice giver, to support the implementation of an adapted curriculum for the child.
<p>High Needs – <i>Local High Needs Funding can be allocated for a maximum of three terms, over the course of a year. Local High Needs Funding cannot be allocated more than once per child.</i></p> <p><i>*Figures shown are based on a child attending a setting for 30 hours per week. Funding value is adjusted based on the number of hours a child attends per week.</i></p> <p><i>A child may receive High Needs/Local High Needs Funding as well as receiving DAF.</i></p>		
Local High Needs Funding - Targeted Plus	£13,134*	Follow guidance for Local High Needs Funding, as detailed in the <i>Top Up High Needs Funding in Mainstream Schools Handbook</i>
Local High Needs Funding - Specialist	£16,836*	Follow guidance for Local High Needs Funding, as detailed in the <i>Top Up High Needs Funding in Mainstream Schools Handbook</i>
Local High Needs Funding -Specialist Plus	£20, 538*	Follow guidance for Local High Needs Funding, as detailed in the <i>Top Up High Needs Funding in Mainstream Schools Handbook</i>

3. Accessing Funding

3.1 Emerging Additional Needs

Early Years Inclusion Funding 1 – Early Years providers can make an application for Early Years Inclusion Funding on the Early Years Portal; select the ‘Inclusion Funding’ option from the ‘SEN/EHC’ field on the funding return entry for the relevant child. Refer to www.hertfordshire.gov.uk/providers for user guides.

The provider should refer to the DoN documents to ensure the child meets at least 50% of the Universal Plus descriptor criteria.

Early Years Inclusion Funding 2 – providers should make an online application for an additional term of Early Years Inclusion Funding.

The application form can be found here: [Early Years inclusion funding application | Hertfordshire County Council](#)

The application is reviewed by the local area Early Years SEND Team Lead Teacher. Funding will be approved if the impact of the previous term’s funding has been evidenced to positively support the child’s development and access to the curriculum and is required to sustain progress.

It is important all parts of the application are completed to support decision making.

Providers should ensure the child’s needs still meet at least 50% of the Universal Plus descriptor criteria.

Early Years Inclusion Funding 3 – the provider should complete an online application, in the same way as Early Years Inclusion Funding 2.

The provider will be offered a Tier 2 consultation with an Inclusion Development Officer (IDO). The IDO will assess the impact of the prior terms’ funding and appropriateness of an additional term of

funding, in consideration of the DoN criteria. They will also offer advice on how funding could be used to provide the most effective provision for the child.

The Inclusion Development Officer may decide, in agreement with the provider, the needs of the child meet the criteria for a higher level of funding and/or more intensive support from the Early Years SEND Team. In this case, the Inclusion Development Officer will support the provider to initiate SEND Support (APDR) for the child (if this has not already been implemented) and escalate the case with the local area Early Years Lead Teacher.

If a higher level of funding and/or support is agreed, the provider will be informed by the Early Years SEND Team/Early Years Service.

3.2 Targeted Level Needs

It is expected a SEND support plan (APDR) will already be in place for the child and this should be recorded on the Early Years Portal (as a child receiving SEND Support).

Recommendations for Targeted Level Funding are made by practitioners within Integrated Services for Learning (ISL) for example, a Specialist Advisory Teacher.

The practitioner will use their assessment of the strengths and needs of the child and the provision required to access the curriculum, in line with the DoN, to consider whether additional funding would support the child's progress towards their outcomes.

Before the recommendation for funding can be considered, the Early Years provider **must** complete the Early Years SEND Funding Supplementary Form (6.2) and share this with the Early Years SEND Team/SEND Specialist Advice and Support practitioner supporting the child.

The practitioner's recommendation, along with the provider's completed Early Years SEND Funding Supplementary Form, is shared with the local area Early Years SEND Team Lead Teacher. The Lead Teacher will present the recommendation to the monthly Early Years SEND Support Panel.

Requests for funding can also be made by Early Years providers, if the child is receiving current support from a practitioner from the Early Years SEND Team/SEND Specialist Advice and Support.

The provider should complete the Early Years SEND Funding Supplementary Form (6.2) and share this with the Early Years SEND Team/SEND Specialist Advice and Support practitioner supporting the child. The practitioner will share the request with the local area Early Years SEND Team Lead Teacher, who will present this at the monthly Early Years SEND Support Panel.

The panel is made up of ISL managers and chaired by a senior manager from the Early Years SEND team. The panel moderate and agree funding decisions and ensure appropriate professional support services are in place to guide providers to confidently implement the provision suggested.

Please reference the Early Years SEND Support Panel Terms of Reference (ToR) for further information.

Practitioners from ISL recommending a child for consideration at the Early Years SEND Support Panel will inform the provider a recommendation will be made.

If a child is not known to the Early Years SEND Team or ISL, a funding consultation can be requested via a Single Service Request. An external professional (Speech and Language Therapist, Occupational Therapist, Family Support etc.) may request a consultation, with parental consent, but the consultation will take place with the Early Years provider; the professional may choose to also attend. A provider may also request a funding consultation, but there should be evidence that a professional is supporting the child.

Support agreed by the panel will be shared with providers via the Early Years SEND Team/Early Years Service.

3.3 High Needs (Local High Needs Funding)

It is expected a SEND support plan (APDR) will already be in place for the child and this should be recorded on the Early Years Portal. If the child is later issued an Education, Health and Care Plan (EHCP) this should be recorded instead. If the child has an EHCP, Local High Needs Funding will cease.

Recommendations and requests for High Needs funding are made in the same way as Targeted Level Funding.

Recommendations are moderated by the Early Years SEND Support Panel. If it is agreed the needs and required provision meet the criteria for the Targeted Plus descriptor or above, the case will be taken to the Local High Needs Funding panel by the local area Early Years Lead Teacher, for final decision making. The decision to award funding will be at the discretion of the LHNF Panel.

Children not known to the Early Years SEND Team or ISL/children new to a setting – providers (or other professionals) should submit a Single Service Request for an ‘Early Years SEND funding consultation’ [Hertfordshire service request form for children and young people](#)

Before requesting a consultation, providers should ensure the child meets at least 50% of the descriptor criteria for Targeted Plus or above, using both the needs and provision DoN documents.

If a child is new to a setting and presenting with a high level of need, the provider should contact the area Early Years Lead Teacher to inform them of the submission of the single service request.

During the funding consultation, a practitioner from the Early Years SEND Team will assess the child’s strengths and needs and suggest initial outcomes and provision for the child.

Following the funding consultation, and prior to the Early Years SEND Support Panel, the provider **must** complete the Early Years SEND Funding Supplementary Form (6.2) and share this with the Early Years SEND Team/SEND Specialist Advice and Support practitioner who completed the funding consultation.

The case will be taken to the Early Years SEND Support Panel for moderation and then the Local High Needs Funding Panel for final decision making.

Support agreed for High Needs will be shared with providers by the local DSPL Manager.

4. Allocation of Funding

4.1 Emerging Additional Needs

Payments are made on submission of the funding return, and if the Early Years Inclusion Funding option has been chosen. Any subsequent terms funding which are approved will depend on whether this was agreed prior to the initial funding submission, or as part of adjustment submission at the end of each term.

Early Years Inclusion Funding 1 – the provider will receive an automatic confirmation of payment through the Early Years Portal.

Early Years Inclusion Funding 2 and 3 - the Early Years Service will send a notification email to providers, detailing the level of funding they will receive and the support that will be provided. The payment will be added to the provider's funding return.

4.2 Targeted Level Needs

The Early Years Service will record the agreed Targeted Level funding. This will generate a payment at the next submission of the provider's Early Years Funding Return. If the decision is notified prior to the first termly submission, the payment will be made at this time, if later in the term it will be handled as part of the adjustment payments.

The Early Years Service will send a notification email to settings, detailing the level of funding they will receive and the support that will be provided.

4.3. High Needs

If a final decision to award funding is made by the Local High Needs Funding panel, the DSPL Manager will notify the setting and the finance team at HCC. Payments will be made automatically; the setting is not required to send an invoice.

Should the child receive an EHCP after being awarded Local High Needs Funding, the funding will be cancelled from the date of the EHCP, and the child transferred to the main High Needs Funding scheme.

If a child divides their funded hours between two settings, Local High Needs Funding can be shared between providers. This will be calculated and paid by the HCC finance team as soon as they are notified.

DSPL Managers will share funding decisions with providers following the Local High Needs Funding Panel. This will include the professional support offered to the child and their setting.

5. Monitoring and Measuring Impact

Emerging Additional Needs - to monitor the impact of funding on children's outcomes, cases will be chosen at random, and providers invited to networking cluster meetings (held once per term), hosted by the Early Years SEND Team and HfL. Providers will be asked to share examples of good practice and how this has positively impacted learners' outcomes.

Targeted Level Needs and High Needs (Local High Needs Funding) – providers will be required to complete a mid-point and end of year review, reporting on the impact funding has had on the child's progress towards their individual outcomes and overall development.

6. Appendices

6.1 Early Years SEND Funding Diagram

	Value	Process
Emerging Needs - the child's needs and corresponding provision meets at least 50% of the <i>Universal Plus</i> Descriptors of Need criteria		
Early Years Inclusion Funding 1 <i>Term 1</i>	£250	Early Years providers can make an application for Early Years Inclusion Funding on the Early Years Portal.
Early Years Inclusion Funding 2 <i>Term 2</i>	£250	Providers can make an application for an additional term's funding, to help sustain the progress the child has made in the first term. The application needs to be completed in full and can be found here: Early Years inclusion funding application Hertfordshire County Council
Early Years Inclusion Funding 3 <i>Term 3</i>	£250	Providers can apply for a final term of Early Years Inclusion Funding. Once the application has been returned (as above), in full, an Inclusion Development Officer will offer a Tier 2 consultation to discuss the impact of the funding so far and agree a further term's funding if this would continue to support the child's progress. The Inclusion Development Officer may suggest a higher level of professional support, or funding, is necessary to provide appropriate provision for the child.
Targeted Level Needs – the child should have established SEN Support (APDR) in place before funding is considered		
Targeted Level 1 The child's needs and corresponding provision meets at least 50% of the <i>Targeted</i> Descriptors of Need criteria	£1500 <i>Spilt into 3 equal, termly payments of £500</i>	Recommendations for Targeted Level Funding will be made by a professional from the Early Years SEND Team/ISL. Recommendations are moderated and agreed by the Early Years SEND Support Panel. Decisions about funding and professional support agreed for the child will be communicated to the provider by the Early Years Service.
Targeted Level 2 The child's needs and corresponding provision meets at least 75% of the <i>Targeted</i> Descriptors of Need criteria and up to 25% of the <i>Targeted Plus</i> descriptor	£2500 <i>Split into 3 equal, termly payments of £833.33</i>	
High Needs (Local High Needs Funding) - the child should have established SEN Support (APDR) in place before funding is considered, unless the child is new to the setting and presenting with high level needs (in line with the Descriptors of Need criteria)		

**Figures shown are based on a child attending a setting for 30 hours per week. Funding value is adjusted based on the number of hours a child attends per week.*

Targeted Plus	£13,134*	Recommendations for High Needs Funding will be made by a professional from the Early Years SEND Team/ISL. Recommendations are moderated and agreed by the Early Years SEND Support Panel, before being taken to the Local High Needs Funding Panel for final decision making.
Specialist	£16,836*	Decisions are made following guidance for Local High Needs Funding, as detailed in the <i>Top Up High Needs Funding in Mainstream Schools Handbook</i> .
Specialist Plus	£20, 538*	Decisions about funding and professional support agreed for the child will be communicated to the provider by the local area DSPL Manager.

6.2 Early Years Supplementary SEND Funding (LHNF) Form

Early Years SEND Funding Supplementary Information

This document must be completed by the setting and attached to the Early Years SEND Team/SEND SAS Report

Child's name		Child's postcode		
DOB		Current Year Group		
Setting name and number		Out of Year Group?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Main presenting need		Hours currently attending		
Other SEND needs				
Reason for High Needs (LHNF) Application	New to the education system	<input type="checkbox"/>		
	Life changing event	<input type="checkbox"/>		
	New to Hertfordshire	<input type="checkbox"/>		
	Needs which are at targeted+ or above	<input type="checkbox"/>		
	Needs short term funding to access setting	<input type="checkbox"/>		
Outside agencies involved other than SEND SAS/ Early Years SEND Team				

Part 1

In this section you need to explain what the needs of the child are and describe the provision that has been/is being made for this child

What are the barriers to learning for the YP	What has been in place to support this child to date

Part 2

In this section you need to describe how you will meet the child's needs in future

Complete the Assess, Plan, Do, Review document below to set out the child’s needs and the provision you intend to make with the support/funding requested

ASSESS, PLAN, DO, REVIEW

Name: Start date of plan: Review date:	Plan number: SEN status: EYPP: Yes/No	Year Group:	
Assessment Data	Plan	Do	Review
	Outcome 1:		(leave blank)
	Outcome 2:		(leave blank)
	Outcome 3:		(leave blank)
Date: Person completing the document: Role of person completing the document:			