

Guidance on Early Years SEN Requests for Additional Funding (RAF)

Many children can be successfully provided for through SEN Support, using the setting's own resources and possibly some involvement of an external outreach service and/or Inclusion Funding.

In some cases the child's needs may be such that further additional resources are needed to provide an environment in which the child can achieve his/her learning goals.

In situations where a child with high level SEN needs or disability requires more than the school or setting can provide through their regular budget, with parental agreement, the LA may be requested to contribute funding through Additional Funding.

In Early Years it is recognised that a complete understanding of the child's long-term needs may still be emerging as the child continues to develop and the benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

All settings should adopt a graduated approach to ensuring good provision for children with SEN. As with all children in the EYFS this should involve the four stages of action: assess, plan, do and review.

Any additional funding request should be seen as part of that graduated response to provide for the child's uniqueness in the EYFS.

Where the child's needs continue to be high and are assessed to be long term then an Education Health and Care needs assessment may be needed

When considering requests, evidence of how any additional funding will provide support in the key areas of the EYFS will always be central to any decision:

- Is the child being kept safe?
- Are the child's unique needs being respected and supported?
- Is the setting creating an enabling environment for the child?
- Is there partnership between the setting and parents/carers in their understanding and support for the child?

The Local Authority has a responsibility to ensure that access to this funding is:

- Fair and equitable across the county.
- Fair and equally accessible for all children eligible regardless of the service which supports them or the setting they attend.
- Consistently assessed at the point of request.
- Financially, effectively and efficiently managed, giving good value for money.

Requests for Additional Funding are considered on a case by case basis.

Please note that claims are not able to be made retrospectively

Oxfordshire County Council does not apply a 'blanket' policy to particular groups of children or certain types of need, as this would prevent the consideration of a child's or young person's needs individually and on their merits.

Which children are eligible to apply for Early Years Additional Funding?

1. Children attending Early Years Private, Voluntary and Independent Settings, Childminders, Nursery Classes in Primary Schools and Nursery Schools where:-
 - Two year olds are in receipt of Two Year Old Entitlement funding
 - Three and Four years olds who are in receipt of Universal Early Education Fund/ Working Families Childcare Entitlement but not in reception classes.

2. Children aged 3 or 4 years (in receipt of universal early education funding) who do not have Education and Health Care plans and **are transitioning from an early years setting into a reception class.**
 - This needs to be a collaborative application containing evidence from the child's early years setting and the receiving school.
 - The evidence required is the same as the evidence required for children attending early years private, voluntary and independent settings, childminders, nursery classes and nursery schools (see below) with the addition of a transition plan, an annotated timetable of how the support will need to be used in the reception class and if relevant a risk assessment / positive behaviour plan/ care plan applicable to the new school environment.
 - Funding can usually only be considered for one term in order to provide the school with the opportunity to support the settling in of the child and to fully assess their needs in the new class environment. If schools continue to be concerned about how they can appropriately support the child with elements 1 and 2 they should contact their SEN Caseworker to discuss this further.
 - [SEND Transition Funding for SEN Children starting school in Reception Class es.pdf \(oxfordshire.gov.uk\)](#)

Applying for Additional Funding

Requests are made by completing the '**EY SEN Request for Additional Funding Application Form.**' All paperwork is available electronically from the link below and should be submitted electronically and securely using the Egress system.

[Guidance and procedures to support providers | Oxfordshire County Council](#)

Send the application form and all supporting documents by secure email to EYSEN.Funding@oxfordshire.gov.uk

The LA specifically looks at the following:

- Evidence of high level complex needs requiring co-ordinated provision; specific information about the nature, extent and context of the child's needs.
- Evidence of purposeful action already taken by the EYFS provider to meet the child's identified needs.

- Including how the EYFS provider has delivered SEN Support i.e. the adjustment and differentiation and the impact so far (which may have included Inclusion Funding)
- Clear evidence that the EYFS provider has accessed available specialist support services, such as SALT, EYSEN, SENSS, through referral if they are not already involved. If such services are already involved the EYFS provider needs to provide evidence that they are implementing the advice given.
- Evidence of the child's physical, emotional and social development and health needs – drawing on relevant evidence provided by clinicians and other health professionals and evidence of what has already been done to meet needs.

What needs to be included in the application?

Front page information.

Complete this page fully. Giving information about the child's needs, their free early education/ childcare entitlement and any other educational funding they may be in receipt of will help the decision maker to understand about the child's attendance pattern and available funding.

Where the application asks for the child's primary and secondary needs record these under the four broad areas of SEN:

- communication and interaction (C&I)
- cognition and learning (C&L)
- social, emotional and mental health (SEMH)
- sensory and/or physical needs (PD)

Part 1: Person centred planning.

Describe how the EYFS provider has gathered the views of the child and family and involves them in assess, plan, do and reviewing process.

This could include an All About Me or other person centred approaches. See links for further information:

[Guidance and procedures to support providers | Oxfordshire County Council](#)
[Prepare your request for an EHC needs assessment | Oxfordshire County Council](#)

Part 2: Educational needs and support:

Section 1: The Child's needs.

List the child's special educational needs, Oxfordshire SEN Support for settings and schools might help with this. ([Guidance and procedures to support providers | Oxfordshire County Council](#)) Alongside these needs summarise the evidence there is for these e.g. descriptors from the above document, paediatric reports, reports from specialist educational services or therapists.

Section 2: Actions to meet needs made by the setting or school and impact of this.

Record here the interventions, support, services, activities etc that have been specifically put in place for this child. In the middle column record how this action has been provided. If it has incurred a cost to the provider then enter this, if it has been provided through funding e.g. Inclusion or Disability Access Funding then identify the cost and which funding was used. Some involvement from services, such as therapists or EYSEN Team are provided from central or universal services and have no cost to the provider. These should also be recorded.

Providers should record all interventions and actions taken specifically for a child with SEN and this should be submitted with the application. An intervention record or something similar is a helpful way of recording a history of interventions and involvements. See example: [Guidance and procedures to support providers | Oxfordshire County Council](#)

Part 3: Reports and assessments

Record here all the evidence of

Essential information, reports and assessments:

- ['All About Me'](#) which demonstrates that the child and the family's views are known and considered
- Evidence of the child's development levels ie EYFS tracking data and/or developmental journal assessment.
- Relevant pages from the SEN Support for Schools and Settings on link below document called SEN Support in Foundation Years Settings [Guidance and procedures to support providers | Oxfordshire County Council](#)

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- At least ONE SEN Support Plan showing agreed outcomes for the child, strategies and interventions and reviews if available. Given the level of the child's needs where the child is just about to start at the setting or has been attending a setting for less than a term and concerns have started to arise it would be expected that there would be information regarding the initial identification and the adjustments made along with an initial SEN outcomes plan. Where the child's needs have been identified for longer it is expected that evidence of the SEN action of assess, plan, do, review has been implemented in timely manner.
- An individual intervention record (or equivalent) that shows a history of interventions, involvements and actions taken along with any specific costs or funding that may have been linked to these.
- Individualised timetable/ support plan showing clear information about the additional support and strategies in place to meet the child's needs and the support proposed if funding is agreed.
- Information about the child's attendance.
- Risk Assessment if relevant. See example in EY SEN Toolkit <https://www.oxfordshire.gov.uk/cms/content/early-years-sen-toolkit-social-emotional-and-mental-health-needs>
- Positive Behaviour Plan if relevant. See example in EY SEN Toolkit <https://www.oxfordshire.gov.uk/cms/content/early-years-sen-toolkit-social-emotional-and-mental-health-needs>
- Health Care Plan if relevant
- Reports/information from any specialist services who are involved with the child e.g. Speech and Language therapist, paediatrician, EY SEN support services.

Additional if available/appropriate:

- Copies of reports from relevant agencies which give further information about the child's needs and progress.
- Information about any involvement by the Locality and Community Support Services (LCSS), Looked After Children (LAC) – include the child's Personal Education Plan (PEP).
- Early Help assessment / Team Around the Family (TAF) information if relevant and with family's permission

What will happen to the request?

The Request will be considered by an Early Years SEN Panel made up of professionals who have knowledge of both the EYFS and SEN. This panel meets fortnightly.

The decision of the panel may be:

- Agree to provide Additional Funding – child meets level of need and evidence provided is clear.
- Disagree to provide Additional Funding – child does not meet level of need.
- Hold application because evidence of need is not clear and further information is needed – In these cases such information will be requested but this could delay any possible payment if approved as funding will not be back dated.

The Local Authority will notify the provider of the outcome.

How will the funding be paid:

1. Private, Voluntary and Independent Settings and childminders

Complete claim form termly and send to
EYSEN.Funding@oxfordshire.gov.uk securely using the Egress system

2. Schools – for children in Nursery and Reception Classes

Block payment made from SEN Business Support team

Additional funding for children not in reception classes will be awarded at the EYSEN funding rate. Additional funding for children in reception classes will be awarded at the schools funding rate.

Moving Settings:

If the child moves from one setting to another during the time the additional funding has been approved for, a new request will need to be submitted from the receiving setting and funding is not automatically transferred. The setting will need to submit all relevant paperwork from parents and the previous setting plus a new proposed timetable showing how they will support the child in their environment. If relevant/appropriate, proposed risk assessments, care plans, positive behaviour support plans should also be included.

If there are any questions or concerns about access to this funding please email the EYSEN team - EYSEN.Funding@oxfordshire.gov.uk