

Early Years Inclusion, High Needs & Equipment Funding Application Flowchart

Level 1 Inclusion Fund	Level 2 High Needs Funding	Equipment Request	'No' Decision
Step 1 Child's details included	Step 1 Child's details included	Step 1 Child's details included	
Step 2 Child is in a Solihull setting	Step 2 Child is in a Solihull setting	Step 2 Child is in a Solihull setting and is a Solihull resident	
Step 3: Child is aged 3-4 years (EEF funding or exceptional case indicated on application form)	Step 3: Child is aged 2-4 years (EEF funding or exceptional case supported by a 0-25 SEND/ EY Team practitioner)	Step 3: Child is aged 2-4 years	Too young/old for specific funding School YR- not eligible
Children who are undergoing a EHCP assessment or have an EHC plan will automatically be funded at L2 and settings / schools do not need to submit an application to the Panel to receive this funding.			
Step 4: The banding document identifies need at level 1 https://www.solihull.gov.uk/children-and-family-support/localoffer/schools-local-offer	Step 4: The banding document - need identified at a higher level (L2). If application is for L2 and L1 is evidenced application will be considered for L1	Step 4 Application includes full quote from relevant professional	Lack of supporting evidence
Step 5: Clear cost/description of use of funding linked to need			Additional evidence may be requested
Step 6: Clear history of the support so far and successes			
Step 7: The form is signed by the parent	Step 7: The form is signed/ supported by the Area SENCO/0-25 SEND and parent	Step 7: The form is signed by 0-25 SEND Team / Area SENCO and parent	L2 to be agreed by Area SENCO/ 0-25 SEND Team if not it will only be considered for L1
Step 8: At least 1 <i>reviewed</i> plan is provided	Step 8 At least 2 <i>reviewed</i> plans are provided or a reviewed plan, a plan and evidence of <i>significant</i> specialist involvement		If this evidence is not shared with the panel, settings will be asked to re-submit.
The plan has intended outcomes and clear markers for progress and shows evidence of the assess, plan, do, review cycle . Targets are linked to need, chunked into appropriate achievable success markers and time specific to enable progress towards them to be <i>measured at each review</i> .			