

Early Years Inclusion Fund Report for the academic year 2020/21

Solihull criteria for Early Years Inclusion Funding Level 1 and Level 2 – (High Needs Funding)

Level 1 - Inclusion Funding: Solihull settings 3-4 year olds only

Solihull Local authority will target Level 1 – Inclusion Funding at children with *lower level or emerging SEN*. These children will have identified SEND. The threshold for identification or potential funding eligibility will be assessed using the Banding Document criteria.

Applications can be made for children attending settings in Solihull, regardless of where they live.

Level 1 Inclusion Funding rates in Solihull

Funding will be provided at a rate of £1.15 in Autumn 20 and Spring 21 and £1.17 per hour in Summer 2021 or a fixed sum for specialist equipment.

The number of hours will include the extended entitlement for eligible pupils, up to 30 hours.

Level 2 - High Needs Funding: Solihull setting 2-4 year olds

Where settings have involved the relevant specialists and they have identified children in the Early Years setting as having severe and complex needs, they can apply for Level 2 – High Needs funding. This will usually be for children where an Education Health Care (EHC) assessment request is being considered. **Children must be in a Solihull setting, as this is funded out of Solihull's High Needs block.**

Level 2 - High Needs Funding rates in Solihull

£5.40 for 2 year olds qualifying for a funded place

£4.04 for 3 – 4 year olds

Children in receipt of an Education, Health and Care Plan (EHCP) will receive additional high needs funding as described in each plan, funded from the Early Years Inclusion Fund (EYIF). This will not be through a panel application but agreed by EHCP team and the setting. The usual funding rate will continue to be at level 2.

Following consultation with providers and School Forum, the funding for SEN Inclusion and High Needs Funding was set at £340,000 for 2020/21. This included £20,000 for equipment.

1. Early Years Inclusion Fund and High Needs Fund expenditure for the academic year 2020/21

The spend for this academic year is as follows;

Early Years funding	Total
Inclusion Funding – Level 1	(£12,048.29)
High Needs Funding – Level 2	(£290,800.81)
Equipment	(£20,750.45)
Total	(£323,599.55)

Children's attendance during the COVID pandemic has been affected by families who have been more reluctant to attend an out-of-home setting. In Solihull the percentage of children accessing their 2-year-old early education funding fell to 77% in 2021 (from 85% in 2020) and for 3 and 4 year olds this figure fell from 108% (2020) to 102% (2021). Fewer children overall have accessed early education entitlement.

2. Numbers of children who have received Inclusion Fund 20/21

Panel date	Applications for IF1 Inclusion Funding	YES	NO	Applications for IF2 High Needs Funding	YES	NO	NO IF2 given IF1
OCT 20	4	1	3	13	8	5	2
DEC 20	0	0	0	28	25	1	2
FEB 21	1	1	0	7	4	3	1
APRIL 21	0	0	0	16	13	3	1
MAY 21	3	3	0	21	21	0	0
JULY 21	2	2	0	8	8	0	0
TOTAL	10	7	3	93	79	12	6

- Number of new children receiving IF1 Inclusion Funding 20/21 = 15
- **Total number of children receiving IF1 Inclusion Funding 20/21 = 25**
- Number of new children receiving IF2 High Needs Funding 20/21 = 94
- **Total number of children receiving IF2 High Needs Funding 20/21 = 142**

3. Early Education settings requesting funding and number of children allocated IF1 and HN2 – children who receive level 1 and then go on to receive level 2 will be counted in both allocations

73 settings have applied for and received Early Years Funding IF1 and/ or 2 in 2020/21

Early Education Setting	Inclusion Fund 1	Inclusion Fund 2	Equipment
Abigail Godfree		1	
Active Angels		5	
Balsall Common Primary School		3	
Beatle Woods		1	
Beechwood Haslucks Green		1	
Beechwood Windy Arbor		4	
Bentley Heath Primary		1	
Bentley Manor Nursery		2	
Billy Bears		1	
Bishop Wilson Primary		1	
Blossomfield Infants	1	2	
Brambles Nursery		1	
Bright Horizons Day-Nursery		1	
Bumble Bees		2	
Burman Infant School	1	2	
Busy Little Bees	1	1	
Capellas at Solihull Sixth Form		2	Yes
Capellas Balsall Common		1	
Castle Bromwich Infant and Nursery School (including All Stars)	1	9	
Cheswick Green Primary and Cheswick Chimps		3	
Coleshill Heath School & Chuckles	2	4	
Claire Miller		1	
Cranmore Infant School	1	3	

Damson Wood Infants (including Woodies)	1	2	
Daycare at Saint Martins		2	
Deanne Hall		1	
Discoveryland		1	
Dorridge Primary		1	
First Steps	3	3	
Fordbridge Primary		1	
Greswold Primary including Greswold Greyhounds		10	
Honey Pot House (Shirley)		2	Yes
In the Woods		2	
Kingshurst Primary		2	
Knowle Academy		1	
Lawnswood Shirley Heath		2	Yes
Lawnswood Streetbrook	1	1	
Little Angels Pre-school		3	Yes
Little Us Pre-school		1	
Lucy Price	1		
Mad Hatters		1	
Marston Green Infant Academy		1	
Meriden Primary		2	Yes
Merstone (Pebbles)		1	
Mill Lodge Primary		1	
Monkspath Primary		2	
Monkeys and Chimps		2	
Mucky Pups		1	
Nurture Nest		4	
Oak Cottage Primary	1		
Olton Primary	2	3	
Peepo Day Nursery		1	
Reynalds Cross		1	Yes
Ruckleigh	1		
St Alphege Infant and Nursery		2	
St Alphege Pre-school		1	
St Andrews Primary	1	2	
St Anne's Primary		1	
St Anthony's Primary		2	
St George and St Teresa Primary		1	
St Margaret's Pre-school	3	5	
Streetsbrook Infant Academy		1	
Tender Years Nursery	2	1	
The Mulberry Bush		3	Yes

The Natural Childcare Company		1	
The Organic Nursery		2	
Tudor Grange Yew Tree (including Yew Tree Childcare)	1	3	
Ulverley Primary (including Rising Stars)	2	3	
Valley Primary		1	
Whitesmore NN		4	
Wise Owls		1	
Woodlands Trails		3	Yes
Yorkswood Primary		1	Yes

1. How funding has been used

Due to the COVID restrictions we were limited in our ability to visit settings this year in order to monitor their spending of the EYIF. Every setting who had received funding in the 2020-2021 academic year were sent a letter outlining the funding they had received and they were asked to complete a monitoring form to evaluate how they had spent the money and the impact of this funding.

We had 24 questionnaires were returned which is lower than in previous years but it does give us an indication of where the funding has been spent.

Funding for the 2020/2021 academic year has been used for:

- Providing/ employing additional staff to support group and individual work with children.
- Focussed activities for language, social skills, motor skills and to support accessing the nursery setting/ activities with the other children/ feeding and toileting
- Resources for fine and gross motor skills, outdoor play and sensory play
- Specific resources to enable independence skills and engage interests
- Provide interventions: social skills, speech and for fine/gross motor skills e.g. Black Sheep
- Meetings with parents
- Training

2. **Impact of funding**

Examples of the impact of Inclusion and High Needs Funding are detailed below.

Child's need	Funding	Use of funding	Impact of funding
Speech, Language and Communication Needs, Hearing loss	IF1	<ul style="list-style-type: none"> - Additional adult time to provide 1:1 support - Additional resources to meet individual needs 	<ul style="list-style-type: none"> - Improved communication - Resources engaged the learner
Global Development Delay	IF2	<ul style="list-style-type: none"> - Support for tummy time and physical activities to apply training and advice - Small group interaction activities - Resources- sensory items and specialist equipment - Staff training 	<ul style="list-style-type: none"> - Can sit unaided - Reaches for objects of interest - Greater child interaction - Equipment to go to new provision
Sensory and Speech, Language and Communication	IF1	<ul style="list-style-type: none"> - Observation opportunities to adjust phrases to use those which work best - Redirection of attention when upset 	<ul style="list-style-type: none"> - Regular attendance - More consistency - Engaging with a greater variety of resources - Speech and language improvement
Delayed communication skills, sensory processing and anxiety	IF2	<ul style="list-style-type: none"> - Zoom meeting with parents to support partnership working - Resources to support the child to calm - 1:1 support to play alongside them and support them to feel less anxious when other children approach 	<ul style="list-style-type: none"> - Child found it difficult to use the outdoor area but this gradually improved - Noise and sensory difficulties overwhelmed them - Moving to specialist provision with an Education, Health & Care Plan.
Speech Delay and ASD	IF1	<ul style="list-style-type: none"> - Small group interventions -social communication and maths - Use of expand and recast 	<ul style="list-style-type: none"> - Can now speak in sentences and initiates interactions - Can follow multi-step instructions - Can understand and label some emotions
Self-regulation and social interaction	IF2	<ul style="list-style-type: none"> - Support for nurture group work - Applying now and next strategy - Relationship based play approach 	<ul style="list-style-type: none"> - Social and emotional development progress - Ability to access the nursery curriculum - Building relationships with staff and children

Speech, Language and Communication	IF2	<ul style="list-style-type: none"> - Support to ensure increased adult interaction and signing opportunities - Opportunities to encourage social interaction 	<ul style="list-style-type: none"> - Progress in speech and language targets - A big smile most days
Communication	IF2	<ul style="list-style-type: none"> - Resources with switches, lights, etc - Wicker den for outside 	<ul style="list-style-type: none"> - Explores cause and effect play - Stays by an adult for longer - Can be outside without being overwhelmed and with a den to 'escape' to
Speech, Language and Communication Needs, confidence	IF1	<ul style="list-style-type: none"> - Play partner engagement - Visual cues and choice board 	<ul style="list-style-type: none"> - Will now speak quietly to a trusted adult - Developing friendships - Increased confidence

3. Recommendations for EYIF for 2021/22

- The total amount of money paid out this academic year has been impacted by the COVID restrictions. We would like the funding to be fixed at the same amount for the upcoming academic year.
- Plans to review application form considering changes to EYFS
- Clarification considering EHC Plan and associated funding arrangements – funding is paid by Family Information Service and is usually agreed at Level 2 funding levels. The application process is not via the Early Years Inclusion Fund Panel but discussed during the EHCP process as part of reasonable adjustments. Most EHCP children are already accessing early years inclusion funding at level 2.
- Continue to promote the equipment fund for those children that need specialist equipment.

Dawn Wayne

Lisa Morris

Rosie Ratcliffe

EYSAT Team Manager | Early Years Team Manager | Family Information Service Manager

Chairs of Early Years Inclusion Fund Panel