

Early Years Inclusion, High Needs & Equipment Funding Application Flowchart

Level 1 Inclusion Fund	Level 2 High Needs Funding	Equipment Request via EYIF form	'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 Solihull EHCP assessment or have an EHC plan will automatically be funded at L2 and settings do not need to submit an application to the panel to receive this funding.			EHCP L2N funding is agreed through EHC panel [not EYIF]
Step 4: The Graduated Approach document identifies need at level 1	Step 4: The Graduated Approach document - need identified at a higher level (L2). If application is for L2 and L1 is evidenced application will be considered for L1 if age eligible	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	
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 [multiple agencies]		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 <i>the assess, plan, do, review cycle</i> . 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> .			