**Early Years Inclusion Funding Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Band** | **Funding Stream** | **Communication and Interaction** | **Social, Emotional and Mental Health** | **Sensory, Physical and/or Medical Needs** | **Cognition and Learning** |
| **Band 0 - Reasonable adjustments, non-funded (£0)** | None | Use of LCC Small Steps  Staff using Makaton  Communication friendly spaces  Visual supports  Small group work/social communication group  Following the guidance and advice from other professionals, e.g. Speech and Language Therapists  Evidence of Graduated Approach (advice sought from Duty Desk / SEND Drop In’s / Area SENCO and implemented it without improvements prior to application to panel – exception cases where not in a setting, in an out of county setting, medical needs)  Targeted plan in place and evidence of reviews | Use of LCC small Steps  Visual supports for routines throughout the day  Individualised behaviour strategies discussed with parents  Calm spaces within the environment  Small group work with social communication and interaction as a focus  Evidence of Graduated Approach (advice sought from Duty Desk / SEND Drop In’s / Area SENCO and implemented it without improvements prior to application to panel – exception cases where not in a setting, in an out of county setting, medical needs)  Targeted plan in place and evidence of reviews | Use of LCC Small Steps  Following the guidance and advice from other health professionals, e.g. Physiotherapist, Occupational Therapist, and/or education professionals e.g. VSS HSS  Evidence of Graduated Approach (advice sought from Duty Desk / SEND Drop In’s / Area SENCO and implemented it without improvements prior to application to panel – exception cases where not in a setting, in an out of county setting, medical needs)  Targeted/healthcare plan in place and evidence of reviews | Use of LCC Small Steps  Differentiated curriculum  Small group work working with an adult, modelling strategies and language as appropriate  Evidence of Graduated Approach (advice sought from Duty Desk / SEND Drop In’s / Area SENCO and implemented it without improvements prior to application to panel – exception cases where not in a setting, in an out of county setting, medical needs)  Targeted plan in place and evidence of reviews |
| **Band 1 (£2)**  **1a. 0-9 hours**  **1b. 10-15 hours**  **1c. 16-25 hours**  **1d. 26-30 hours** | IF | A child with a confirmed diagnosis from a health professional of a communication difficulty/delay who may use alternative ways of communication, such as Makaton or PECS, and who also may be presenting with social interaction and/or behaviour difficulties  Some difficulty with understanding and spoken language, when compared with age equivalent peers.  Impacts on accessing some other areas of EYFS. | A child who may be withdrawn, isolated and unlikely to interact with others  A child who may appear unhappy and unmotivated, and may have selective communications  A child who may be unpredictable or attention seeking, which may lead to frustration and negative behaviours. This is likely to have an impact on accessing other areas of the EYFS.  Advice and/or support from an inclusion practitioner | A child with physical difficulties who requires some support to access some areas of the provision.  A child who may need access to specialist equipment.  Medical diagnosis of a mild to moderate hearing impairment.  Medical diagnosis of a lower to moderate visual impairment. The child has difficulty accessing some areas of the learning environment requires some support.  Low level medical conditions requiring some input throughout the day  Child needs low level support with manging self-help skills. | A child who is working at half their chronological age or less in two or more areas  A child who is making little progress despite interventions  A child who has some associated difficulties in speech and language and/or social emotional development  A child who requires some support to engage in any adult led experiences |
| **Band 2 (£3)**  **2a. 0-9 hours**  **2b. 10-15 hours**  **2c. 16-25 hours**  **2d. 26-30 hours** | IF | A child with a confirmed diagnosis from a health professional of a communication difficulty/delay who may use alternative ways of communication, such as Makaton or PECS, and who also may be presenting with social interaction and/or behaviour difficulties  Obvious delay and difficulties with understanding and spoken language, when compared with age equivalent peers.  Impacts on access to all areas of EYFS without support | A child who may be withdrawn and isolated, appearing unhappy and unmotivated, with selective communications  A child who may be unpredictable or attention seeking, which may lead to frustration and negative behaviours. This is likely to have an impact on accessing other areas of the EYFS. | A child with a long term and significant physical difficulties who requires support to access all areas of the provision.  A child who uses specialist equipment at significant points throughout the day.  Medical diagnosis of a moderate to severe hearing impairment, which is impacting progress.  Medical diagnosis of a moderate to severe visual impairment. The child has difficulty accessing all areas of the learning environment requires support.  Medical conditions that require more frequent input throughout the day  Staff require specialist training  Child needs a higher level of support for self-care skills | A child who is working at half their chronological age or less in two or more areas  A child who is not making progress despite interventions  A child who has significant associated difficulties in speech and language and/or social emotional development  A child who requires significant support to engage in any adult led experiences |
| **Band 3 (£5.50)**  **3a. 0-9 hours**  **3b. 10-15 hours**  **3c. 16-25 hours**  **3d. 26-30 hours** | HN | This child has communication, social, behavioural and/or sensory needs, making their learning challenging. For example, a child who:   * has difficulties following instructions, and classroom routines * needs adult support to start and maintain attention on a task * has made little or no progress within the curriculum, except in specific areas of strength or interest * has difficulties recognising their own and other’s emotions, and regulating their emotions * may have high expectations of themselves leading to an inability to attempt some tasks * may find it difficult to make and maintain friendships * has significant speech and language needs, pre-verbal or limited use of words * may have good expressive skills which may mask underlying difficulties with comprehension * has significant difficulties with social use of language * may be single focused and find it difficult to accept change in routines, * finds transitions difficult to manage, throughout the day and at major transition times * may have a high level of sensory needs * has difficulties with social understanding which may present as risky behaviours * has difficulties with self-regulating emotions/ behaviour which has significant impact on learning and everyday life * may show inappropriate or sexualised behaviours * may have emerging mental health difficulties: self-harm, irrational fears, risk taking | The child has had rigorous review showing little or no progress towards the targets set in the targeted plan.  The child’s needs have been supported by a range of professionals  The child’s behaviour is disruptive to the learning and wellbeing of others and is challenging to staff.  The child’s placement is at risk.  Goodman’s Strengths and Difficulties Questionnaire or Boxall Profile at least six months apart, provide evidence in the abnormal range of behaviours such as:   * daily incidences of non- compliant and uncooperative behaviour which are long-lasting and frequent, e.g. refusals to join in and follow requests * self-regulating, e.g. intense emotional or aggressive outbursts / uninhibited / unpredictable outbursts, * socially inappropriate or sexualised behaviour, * low levels of resilience when faced with challenge or criticism * high levels of anxiety, hyper-vigilance, mood swings, difficulties with social relationships. * behaviour causing significant barrier to learning, e.g. child has limited attention span and willingness to engage in activities * socialising with peers and adults, e.g. lack of empathy * at risk of exclusion, isolation or becoming socially vulnerable * increasing concerns around mental health and well being | The child has significant physical/medical needs which impact on progress and access to learning which requiring long-term involvement of educational and health professionals  The child requires a high level of adult support to access the curriculum and fully participate in all aspects of the early years setting.  Examples of need:   * The child has a medical condition that impacts on personal hygiene (catheter, colostomy bags). * A child whose medical condition impacts on their life, e.g. a child missing a significant amount of education * A child whose needs impact on their access to practical activities and safety. * child has significant needs that require a considerable amount of therapy or medical interventions. | A child who is working at a third of their chronological age or less in two or more areas of the EYFS  The child will experience profound, complex needs which may require enhanced or specialised provision, with personalised programmes of support delivered by staff with a high level of expertise.  Child requires a high level of support to access learning and make progress |
| **Band 4**  **2 YO’s**  **(£1.50)**  **4a. 0-9 hours**  **4b. 10-15 hours** | 2YO | A child with a confirmed diagnosis from a health professional of a communication difficulty/delay who may use alternative ways of communication, such as Makaton or PECS, and who also may be presenting with social interaction and/or behaviour difficulties  Some difficulty with understanding and spoken language, when compared with age equivalent peers.  Impacts on accessing some other areas of EYFS. | A child who may be withdrawn, isolated and unlikely to interact with others  A child who may appear unhappy and unmotivated, and may have selective communications  A child who may be unpredictable or excessively attention seeking, which may lead to frustration and negative behaviours. This is likely to have an impact on accessing other areas of the EYFS. | A child with physical difficulties who requires some support to access some areas of the provision.  A child who may need access to specialist equipment.  Medical diagnosis of a mild to moderate hearing impairment.  Medical diagnosis of a lower to moderate visual impairment. The child has difficulty accessing some areas of the learning environment requires some support.  Low level medical conditions requiring some input throughout the day | A child who is working significantly below their chronological age in two or more areas  A child who is making little progress despite interventions  A child who has some associated difficulties in speech and language and/or social emotional development  A child who requires some support to engage in any adult led experiences |
| **Transition Funding** | During the summer term, if a setting requires additional funding to enhance transition, this can be applied for. This would equate to £30 per child and for children not in receipt of any other SEND funding. | | | | |
| **Group Funding** | Group funding is aimed at groups of three or more children from the same provider with identified SEND or additional needs who have similar outcomes and need targeted group work which is ‘additional to and different from’ universal EYFS provision | | | | |