



SPECIAL EDUCATIONAL NEEDS PROVISION for BRISTOL EARLY YEARS

BRISTOL UNIVERSAL DESCRIPTORS

For use by all Early Years Providers: Nursery Classes, Nursery Schools, Children's Centres, Private, Voluntary and Independent Settings and Childminders.

People

Early Years and Childcare Service

INDEX

Page No.	Special Educational Needs: Provision for Children in Early Years.
3	Core Budget – Element 1
4	Core Budget Additional Funding – Element 2
5	Description of Elements of Core Budget
6	Examples of Provision Descriptors – Children under 2 years, 2-3 years and 3-4 years of age,
7	Early Years Special Educational Needs Panel Funding - Element 3
8	Description of BANDs
9	Cognition and Learning
10	Communication and Interaction or a diagnosis of Autistic Spectrum Disorder (ASD):
11	Social, Emotional and Mental Health Difficulties
12	Physical Needs or Medical Needs
14	Sensory Needs
15	Guidance on funding from the Early Years Special Educational Needs Panel.

Special Educational Needs - Provision for Children in Early Years

Funding allocated to early years settings enables early intervention and appropriate provision for all pupils with Special Educational Needs and Disabilities. Early Years Settings should use the full spectrum of existing resources when considering arrangements for support for children with SEND.

Core Budget - Element 1: Base Rate Funding ***				
	Childminder	PVI Daycare	Nursery Schools and Children's Centres	Nursery Classes in Primary Schools and Academies
Local Authority Core Funding for 0- 2 year olds	£5.10 per hour	Applicable hourly rate	Applicable hourly rate	N/A
Local Authority Core Funding for 2 year olds	£5.40 per hour	£5.40 per hour	£5.40 per hour	£5.40 per hour
Local Authority Core Funding for 3 & 4 year olds	£4.88per hour	£4.88per hour	£4.88per hour	£4.88per hour

Early Years Providers that are registered with Bristol City Council to offer free early education places to eligible 2, 3 & 4 year olds are funded on a termly basis for the number of children attending – this is up to a maximum of 570 hours per child in a rolling year from when the child became eligible until the child meets statutory school age. Children whose parents are working may be entitled to an extended 570 hours a year.

Core Budget - Element 2: Additional Support Funding ***				
Deprivation Supplements for the Free Early Education Entitlement				
Local Authority Core Funding for 3 & 4 year olds	Childminder	PVI Daycare	Nursery Schools and Children's Centres	Nursery Classes in Primary Schools and Academies
Deprivation Factor	An individual deprivation supplement will be calculated for each setting			

***** Base Rate Funding and Additional Support Funding are subject to formula change**

Core Funding Element 1 is funding from the Dedicated Schools Grant (DSG) to fund a child's place in an early years setting.

Core Funding Element 2 is only eligible for 3 & 4 year olds (as the provision of early education for 2 year olds is funded using a single base rate with no supplements) The Deprivation Factor for 3 & 4 year olds is a legal requirement.

For further information please refer to EYR21 Free Early Education Entitlement Rates.

Core Budget - Element 1 and 2

The following would be expected for all early years settings (0-5 years) to be provided as part of standard inclusive practice.

<ul style="list-style-type: none"> • A broad and balanced EYFS curriculum which meets all statutory requirements. • An identified Key Person– to act as first point of contact, meet on a regular basis with parent/carers, discuss/review targets/social difficulties, coordinate support, build on successes. • Differentiated learning for children with a range of learning needs. <ul style="list-style-type: none"> ➤ Practitioners meet the individual needs of all children by delivering personalised learning, development and care. ➤ Daily opportunities to work in small, structured and adult initiated, group situations where if necessary distractions can be minimised. ➤ Regular monitoring and evaluation of children’s progress using tools identified by the Local Authority. ➤ Inclusion in the range of learning experiences that are suitable and appropriate to an individual children’s needs and compliant with the Equality Act. ➤ Resources suitable for a range of children with learning needs 	<ul style="list-style-type: none"> • A written SEND Offer and Policy • An adopted graduated approach so as to be able to provide specific help to individual children • A clear policy for promoting positive behaviour that is consistently applied by all practitioners across the setting. • Reasonable adjustments for children covered by the Equality Act (2010), such as flexible grouping, adaptations to policies and ensuring disability access. • When appropriate, Individual Educational Plans and programmes to support positive behaviour, which are frequently monitored, evaluated and reviewed. • A SENCO in line with the current SEND Code of Practice: 0-25 years (5.52 – 5.54). • Training in SEN to ensure that all practitioners are able to manage the range of learning needs of children included in all early years settings. • Close partnerships with parents; providing clear and accurate information. • Suitable arrangements for collaborative working with parents and professionals, social care, schools and health to ensure children benefit from integrated provision
---	--

The **Early Years Portage and Inclusion Specialists** are available to support settings to ensure that they are providing a standard inclusive practice. Their advice and guidance is also available to settings when determining the level of an individual child’s needs.

The **Sensory Support Service** are available to provide monitoring and assessment and advice on environmental adaptations.

Some Examples of Provision Descriptors for Core Budget Elements 1 and 2 for all types of need

Children under 2 years of age in a 1:3 ratio

Children 2 – 3 years of age in a 1:4 ratio

Children over 3 years of age in a 1:8 or 1:10 ratio depending on the setting.

- Planned support/scaffolding to mediate social interactions and to develop children's learning.
- Specified support to facilitate the development of social interaction with peers and develop friendships.
- Frequent opportunities to experience success and to receive additional praise from identified members of staff.
- Enhanced planning for transfers at appropriate level.
- Daily activities to develop children's communication and learning.
- Mediation of the environment e.g. use of Makaton, appropriate visuals, simplifying/repetition of requests/ instructions, checking understanding of requests/instructions, understanding social situations/language, adaptations to ensure access and safety.
- Predictable and structured routine.
- Individually planned and agreed consistent expectations from all adults involved.
- Appropriate support for individual children for changes/transitions within the environment e.g. visual cues, warning in advance.
- Specific practitioner planned modification of the curriculum in order to take account of individual children's needs.
- Evidence based structured programmes delivered by a person trained in the programme delivery and which are regularly monitored and evaluated.

Early Years Special Educational Needs Panel Funding: Element 3

If review of a child's progress and evaluation of provision made (see examples above) shows that further, additional support is needed; this additional support should be available as part of the settings graduated approach to children with SEND.

A very small number of children with high levels of SEND may not make reasonable progress despite support through arrangements made as part of core funding (Element 1 and Element 2).

All Early Years Settings including Children's Centres, Nursery Schools, Nursery Classes, Childminders, Private, Voluntary and Independent Providers may apply for additional funding for consideration by the **Early Years Special Educational Needs Panel**. The panel meet on a monthly basis and includes representatives from the Early Years Service, SEN Team, Educational Psychologist, Health Colleagues, Early Years SENCO and Specialist Services.

Applications are made by the early years provider using a child's completed Support Plan, an Individual Provision Plan and an Application or Review Form. This paperwork should demonstrate the need for additional funding and evidence of the implementation of evidence based strategies and programmes. A written report from an outside professional should be provided if available, which describes the child's needs.

The aim of this funding is to enhance the staffing ratios within the environment in order to increase the capacity of the child's Key Person. The hours that will be funded in any week will be in line with the child's free early education entitlement plus any additional hours of paid childcare recorded on the application.

The following example is based on a child attending 15 hours per week Term Time Only or 12 hours a week All Year Round. If a child is attending more hours, the appropriate funding will be allocated.

Band	Percentage of Band 4	Number of hours	Rates in 2019/2020	
			Standard*	Standard Plus**
EYER	15%	2.25	£815.10	£1026.00
Band 1	30%	4.5	£1624.50	£2052.00
Band 2	50%	7.5	£2707.50	£3420.00
Band 3	75%	11.25	£4064.10	£5130.00
Band 4	100%	15	£5415.00	£6840.00

***Standard Rate 2019/2020**

All providers will automatically achieve this rate, unless they declare they meet the criteria for the Standard Plus Rate (see below).

****Standard Plus Rate 2019/2020**

All providers who meet the following criteria will achieve this rate:

1. Pay all directly employed staff (over 18) the [Real Living Wage](#) or higher, and
2. Incur 'on-costs' of at least 20% (i.e. employers national insurance contributions and the employers pension contributions) for staff

The Standard Plus Rate will allow providers who incur higher staff salaries and on-costs to continue to support children with SEND more sustainably.

Specialist Equipment

Some children with special educational needs may require specialist equipment to enable them to have full access to the Early Years Foundation Stage within their early years setting. Applications for specialist equipment can be made by the child's Physiotherapist or Occupational Therapist direct to the Early Years Service.

EARLY YEARS - DESCRIPTION OF BANDS

Early Years Enhanced Ratio	These children have special educational needs which require an enhanced child/adult ratio so that they can receive specific support to access early education opportunities for approximately 15% of the nursery session.
BAND 1	These children have special educational needs which have an effect on their ability to actively engage with approximately 30% of the nursery session, without adult support to implement specific support strategies so that they can make expected progress.
BAND 2	These children have special educational needs which have an effect on their ability to actively engage with approximately 50% of the nursery session, without adult support and require frequent specific interventions on a daily basis from an additional adult in order to make expected progress
BAND 3	These children have special educational needs which have an effect on their ability to actively engage with approximately 75% of the nursery session, which require specific 1:1 adult interventions for the majority of the time in the setting.
BAND 4	These children have complex and special educational needs which have an effect on their ability to actively engage with approximately 100% of the nursery session, without adult support. They will require a totally individually designed curriculum in order to make expected progress. There will need to be on-going multi-professional support and advice for planning and reviews.

Early Years SEN Banding Descriptors: for each Band, the descriptors in the lower Bands will apply

Need Type:	Cognition and Learning
Early Years Enhanced Ratio	<ul style="list-style-type: none"> ➤ Differentiation to specific activities that require short periods of individual 1:1 adult support ➤ Additional adult support to generalise some skills learned across contexts ➤ Individualised targets that require some individual 1:1 adult support
Band 1	<ul style="list-style-type: none"> ➤ Modification of specific activities that requires some periods of individual 1:1 adult support ➤ Additional adult support to generalise skills learned across contexts ➤ Specific support in developing interpersonal skills in order to facilitate effective social interactions ➤ Support with understanding times of transition
Band 2	<ul style="list-style-type: none"> ➤ Regular modification of activities requiring periods of individual 1:1 adult support ➤ Limited communication skills requiring regular support with understanding with individual communication strategies for some of the nursery day. ➤ Individual support at times of transition
Band 3	<ul style="list-style-type: none"> ➤ Very limited understanding of language and very limited expressive communication requiring frequent support with alternative communication strategies. ➤ Severe or profound and multiple learning difficulties requiring significant modification of the early years environment ➤ Regular specific adult support to develop independence and interpersonal skills ➤ Some support for the child to access an appropriate individually planned curriculum and to ensure safety.
Band 4	<ul style="list-style-type: none"> ➤ Full time individual support for the child to access an appropriate individually planned curriculum and to ensure safety. ➤ Full time individual support for the child to ensure safety of themselves and others. ➤ Individualised programme for alternative forms of communication. ➤ Complex medical needs with an individualised Health Care Plan.

Need Type:	Communication and Interaction or a diagnosis of Autistic Spectrum Disorder (ASD)
Early Years Enhanced Ratio	<ul style="list-style-type: none"> ➤ Some workstation activities ➤ Individualised targets that require some individual 1:1 adult support ➤ Limited communication skills that require individual augmentative communication strategies ➤ Have difficulties with social communication and developing relationships
Band 1	<ul style="list-style-type: none"> ➤ Regular workstation activities ➤ Limited communication skills that require individual alternative and augmentative communication strategies as advised by an appropriately qualified and experienced professional. ➤ Individualised targets that require short periods of individual 1:1 adult support ➤ Have difficulties with social communication and developing relationships which require some individual strategies
Band 2	<ul style="list-style-type: none"> ➤ Sessional workstation activities ➤ Limited communication skills that require individual alternative and augmentative communication strategies to allow them to access learning opportunities ➤ Individualised targets that require individual 1:1 adult support as advised by an appropriately qualified and experienced professional. ➤ Have difficulties with social communication and developing relationships which require individual strategies supported by an adult on a 1:1 level
Band 3	<ul style="list-style-type: none"> ➤ Limited functional communication and/or limited understanding of language which requires support with individual communication strategies ➤ Have difficulties with social communication with others and require specific interventions to facilitate these skills ➤ Some support for the child to access an appropriate individually planned curriculum and to ensure safety. Risk assessment shows risk rating 'medium'.
Band 4	<ul style="list-style-type: none"> ➤ Full time individual support for the child to access an appropriate individually planned curriculum and to ensure safety. Risk Assessment shows risk rating 'High'. ➤ Full time individual support for the child to ensure safety of themselves and others. ➤ Individualised programme for alternative forms of communication. ➤ Complex medical needs with an individualised Health Care Plan.

Need Type:	Social, Emotional and Mental Health Difficulties
Early Years Enhanced Ratio	<ul style="list-style-type: none"> ➤ Specific scaffolding support from an adult to develop interpersonal skills ➤ Individualised work focussing on emotional wellbeing
Band 1	<ul style="list-style-type: none"> ➤ Requires specific support during some parts of the day because of their limited awareness of consequences of their behaviour ➤ Requires structured support to provide prompting to start and maintain appropriate behaviour at points of transition
Band 2	<ul style="list-style-type: none"> ➤ Requires specific support during some parts of the day because of their limited awareness of consequences of their behaviour and/or safety ➤ Requires specialist support to address their social and emotional needs ➤ Requires structured support to provide prompting to start and maintain appropriate behaviour at regular intervals
Band 3	<ul style="list-style-type: none"> ➤ Children may be involved in incidents where intense emotional distress and/or impulsive behaviour can put themselves or others at risk and requires specific interventions to diffuse the situation. Risk assessment shows risk rating 'medium'. ➤ Requires regular specialist support to address their social and emotional needs ➤ Requires structured support to provide prompting to start and maintain appropriate behaviour for most of the session
Band 4	<ul style="list-style-type: none"> ➤ Full time individual support for the child to access an appropriate individually planned curriculum and to ensure safety. Risk Assessment shows risk rating 'High' ➤ Full time individual support for the child to ensure safety of themselves and others. ➤ Individualised programme for alternative forms of communication. ➤ Complex medical needs with an individualised Health Care Plan.

Need Type:	Physical or Medical Appropriate moving and handling training for staff as required
Early Years Enhanced Ratio	<ul style="list-style-type: none"> ➤ Individual adult support to facilitate a specific programme , within a group or class setting for an individual child, as advised by the appropriate professional; i.e. physiotherapist, occupational therapist speech and language therapist, sensory support teacher etc., ➤ Daily administration of medication that requires specific training ➤ Child's attendance at the setting requires some staff to be trained appropriately to react to medical emergencies
Band 1	<ul style="list-style-type: none"> ➤ Some adult support to enable access to and adaptation of the curriculum ➤ Some support with communication related to physical or sensory disability ➤ Individual support, within the setting to carry out a specific programme for a defined period of time, either individually or in a group, as advised by the appropriate professional ➤ Regular administration of medication that requires specific training ➤ All staff in direct contact with the child require appropriate training to react to medical emergencies
Band 2	<ul style="list-style-type: none"> ➤ Regular adult support to enable access to and adaptation of the curriculum ➤ Regular support with communication related to physical or sensory disability ➤ Individual adult support, within the setting to carry out a specific programme for a defined period of time individually, as advised by an appropriate professional ➤ Adult support required to use mobility or communication aid ➤ Frequently reliant on adult support for moving and positioning

Band 3	<ul style="list-style-type: none"> ➤ Adult support to enable access to and adaptation of the curriculum for most of the session ➤ Ongoing support with communication related to physical or sensory disability ➤ Frequent adult support required to use mobility or communication aid ➤ Appropriately trained individual adult support, to provide within the setting a regular, ongoing individual programme as advised by an appropriate professional ➤ Staff to be appropriately trained to use specialist postural equipment for standing frame, specialist seating a child may require ➤ Consistently reliant on adult support for moving and positioning ➤ Has medical needs requiring ongoing intervention and monitoring ➤ All staff in direct contact with the child including the senior leadership team requires appropriate training to react to medical emergencies. Risk assessment shows risk rating 'medium'. ➤ Require regularly monitored and reviewed Health Care Plan
Band 4	<ul style="list-style-type: none"> ➤ Adult support to enable access to and adaptation of the curriculum for the majority of the session ➤ Support with communication related to physical or sensory disability for the majority of the time in the setting ➤ Appropriately trained individual adult support to provide within the setting a regular ongoing individual programme as advised by an appropriate professional ➤ Staff to be appropriately trained to use specialist postural equipment for standing frame, specialist seating a child may require ➤ Consistent adult support required to use mobility or communication aid ➤ Completely reliant on adult support for moving and positioning ➤ Has long term significant medical condition requiring on-going medical intervention and monitoring ➤ All staff in direct contact with the child including the senior leadership team require appropriate training to react to medical emergencies Risk Assessment shows risk rating 'High' ➤ Require regularly monitored and reviewed Health Care Plan

Need Type:	Sensory
Early Years Enhanced Ratio	<ul style="list-style-type: none"> ➤ Individual adult support to facilitate daily activities as advised by a Sensory Support Teacher ➤ Differentiation to specific activities that require short periods of individual 1:1 adult support ➤ Have difficulties with social communication and developing relationships due to their sensory impairment
Band 1	<ul style="list-style-type: none"> ➤ Some adult support to enable access to and adaptation of the curriculum ➤ Some adaption to the early years environment ➤ Some support with communication requiring individual strategies ➤ Some adaption to the early years environment eg: steps, blinds and lighting and support with reducing reverberation.
Band 2	<ul style="list-style-type: none"> ➤ Regular adult support to enable access to and adaptation of the curriculum ➤ Regular support with communication, whether aural / oral or signed (or a mixture of both) ➤ Adult support required to use communication aids ➤ Some adaptations required for the early years environment
Band 3	<ul style="list-style-type: none"> ➤ Adult support to enable access to and adaptation of the curriculum for most of the session ➤ On-going support with communication related to sensory disability and/or mediation of the visual environment ➤ Frequent adult support required to use communication aids ➤ Regular specific adult support to develop independence and interpersonal skills. ➤ Some additional time to adapt materials eg: enlarging ➤ Some individual adult support to ensure child's safety. Risk assessment shows risk rating 'medium'.
Band 4	<ul style="list-style-type: none"> ➤ Adult support to enable access to and adaptation of the curriculum for all of the session ➤ Some additional time for adaption and preparation of materials in tactile form ➤ Support with communication related to sensory disability for the majority of the time in the setting ➤ Regular support with communication requiring individual communication strategies such as BSL if applicable ➤ Significant adaptations to the early years environment ➤ Consistent adult support required to use communication aids ➤ Up to weekly direct support from QTVI and TOD to also provide direct teaching of specialist skills eg: developing tactile skills, developing listening skills ➤ Full time individual adult support to differentiate the high level of need and to ensure the child's safety. Risk Assessment shows risk rating 'High'

Guidance around provision for children receiving funding from the Early Years Special Educational Needs Panel.

Early Years Special Educational Needs Panel Process

Any practitioner wishing to access additional funding to provide support for a child must complete the **Support Plan and an Individual Provision Plan**. Guidance has been written to support this process.

The panel will agree to provide funding to support a child for a specified length of time based on individual need and a Review date will be set.

Application or Review paperwork must be submitted by an Early Years setting to an Early Years Administrator. The applications must be submitted at least one week before the date of the Panel meeting when the case will be considered.

It is the individual settings responsibility to identify cases for review each month and submit review paper work within the required time limit.

All applications will be discussed at the Early Years SEN Panel and if additional support is agreed the setting will be notified and sent an 'Outcome Letter' outlining the decision, process for payment and date for review.

The setting will be responsible for ensuring that the documentation from an individual child's review is completed and sent in to be discussed at the appropriate panel. The review should provide evidence of how the support has been implemented using the additional funding allocated and the progress and impact on the child's outcomes.

Funding will only be paid to settings when the request has been agreed by the panel and funding cannot be backdated.

Early Years Transfer

When a child receiving additional funding is due to transfer to a primary school a robust transfer process must take place prior to the child starting school in the September. This will be the opportunity to update and review the child's Support Plan or Education, Health and Care Plan and ensure the school has the relevant information relating to the child, and support that will be needed to ensure they are fully able to participate in the curriculum and school day.

The early years setting will be responsible for:

- Arranging the multi-agency Support Plan / Education, Health and Care Plan Review Meeting and ensuring all relevant professionals are invited.
- Ensuring the SENCO from the Primary School the child is transferring to be invited along with the child's class teacher.
- Ensuring the receiving school are aware of the funding level the child currently receives in order for them to plan effective support.

Key Working

Any child receiving additional funding from the Early Years SEN Panel must have a named practitioner who undertakes the key working role who is responsible for co-ordinating the delivery of a multi-agency programme of support. The early years setting must ensure that the Early Years SEN Panel are aware of who this practitioner is and their contact details.

Early Intervention Package

In some early years settings there be a high number of children who do not meet the criteria for Early Years Enhanced Ratio Band. In these instances the Early Years Special Educational Needs Panel would be willing to consider a request for funding to provide an early intervention package for groups of children.

The setting will be responsible for ensuring that the **Group Application Form** is completed and sent in to be discussed at the appropriate panel.