

**Guidance for
Inclusion Funding:
2018-19**

Inclusion Funding Overview

The SEND Inclusion Fund is a mandatory fund of 5% top sliced from the DSG (Dedicated Schools Grant) fund and is used to support all 3 and 4 year old children with additional needs and emerging SEN.

The funds awarded for the financial year 2018/19 is £725k, and this will now be augmented by the addition of £306k underspend from the last financial year, approved by Schools Forum in July 2018.

Released funds for financial year 2018/2019

The total allocation of funding to schools and settings in the summer term 2018 was £234,103.00.

Objectives rationale

The purpose of the Inclusion Fund is to support those 3 and 4 year olds with emerging SEND/additional needs so that they can access learning and take an active part in the broader curriculum of his/her setting/school.

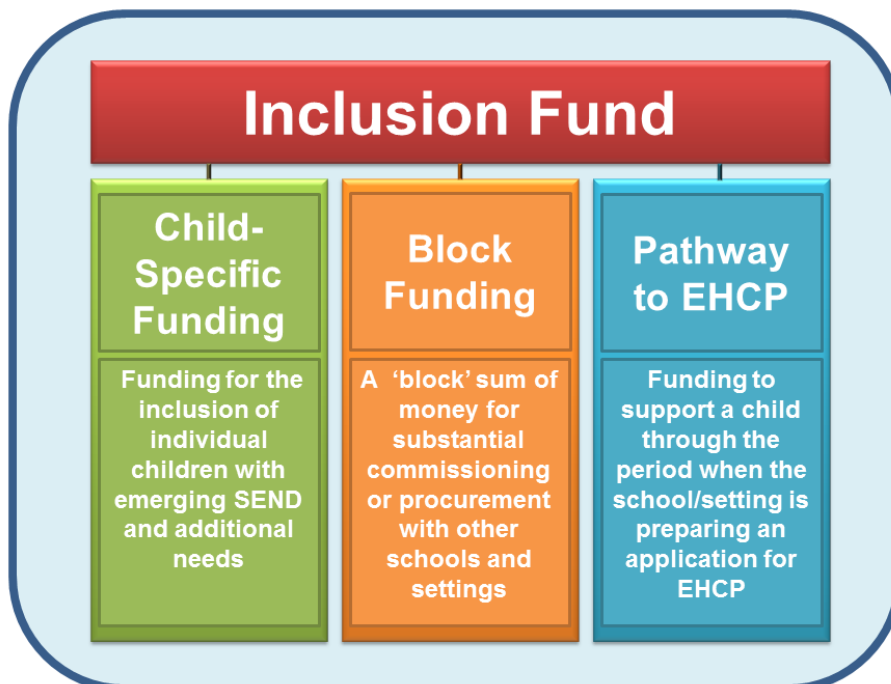
The Local Authority supports the overarching principles of the SEND Code of Practice (2015) through an integrated strategy: the Inclusion Fund is part of that strategy to deliver improved outcomes and to meliorate the attainment gap for children and young people with emerging SEND. Harrow strives to ensure integrated care pathways are in place for all children who need it.

An early years setting can only claim while the child is accessing the 3&4 year old Universal entitlement.

The inclusion fund is capped and each successful bid diminishes the money available. We would advise that you put in your bid **at the earliest opportunity** to ensure sufficient funds.

Revised Funding Paths

There will be 3 types of funding that can be claimed from the Inclusion Fund. Schools, childminders and private, voluntary and independent nurseries can apply for one or more of the funding types each term as needs arise. All decisions will be made by a panel of specialists and senior leaders from across the Local Authority.



Child-Specific Funding

Driven by the emerging additional needs of an individual child but intervention may benefit other children in the cohort. The child-specific funding will support a child who is unable to access learning or the broader curriculum. This child will not yet be clearly in need of an EHCP. He/she will need a period of extra support which is outside the school's current resources. You already provide a stimulus-rich and inclusive learning environment but this is insufficient to enable this child to learn and develop. You may need specialist training; specialist intervention; or to resource adaptations in curriculum, pedagogy or environment. Please apply for Child-Specific Funding

Block Funding

Settings/schools can bid for a larger sum of money in order to promote more inclusive practice across a wider area, in partnership with other settings or childminders or for a broader group of children with commonalities of additional needs within the school/setting. One childminder, setting or school must lead on the bid. This money will build capacity in a more significant way and will ensure a sustainable impact on the local offer through increased expertise and/or new resources. You may want to commission specialist training or resources across settings; pilot innovative evidence-based practice or modify /enhance your learning environment.

Pathway to EHCP Funding

Supporting learning and broader inclusion while the school/setting prepares an application for an Education and Health Care Plan. We will fund support for 6 weeks (see harrow.gov.uk/earlyyears for latest funding details) while you gather understanding and evidence to apply for an EHCP on behalf of the child.

To apply for any of the inclusion funding paths; the child/ren will need to be on the school/ setting's SEND register. Your SEND register for the term should have been sent to FIS or will need to be included with your Inclusion Funding application. FIS will only release funds once the application and school/ setting's SEND register has been checked against the name of the child.

Application Guidance

The Inclusion Fund (child-specific, block or pathway to EHCP) are to support early identification and early intervention and must be used appropriately.

Applications must be driven by identified needs in a child or children which prevent them from accessing learning or engaging in the broader curriculum of the school/setting.

Funded interventions must be:

1. **Evidence-based** - high quality interventions which add to high-quality inclusive classroom practice, and are appropriate for the child.
2. **Value for money** - The commissioning and procurement must be good value for money.
3. **Local offer contribution** - The intervention or resource should contribute to the schools local offer.
4. **Partnership working** - Applications should embed partnership working around children and their families and with professional colleagues wherever possible.

The fund is then an additional resource to provide services or resources outside of the school/settings expected remit, for children with additional needs/emerging SEND. This is **not** a fund to be used to support the behaviour management of individual children, however it may be used to support the need that expresses itself as challenging behaviour. Challenging behaviour is often an outcome of additional need.

For any advice please contact Geri Gowans, geri.gowans@harrow.gov.uk

Child-Specific Funding

Application Process

1. Download the application form and guidance from harrow.gov.uk/earlyyears.
2. Completed application(s).
3. Email your completed application(s) and your SEND register through Egress (secure and encrypted email) fis@harrow.gov.uk (Families Information Service). **Note: files sent as ordinary emails will not be accepted.**
4. The application will be reviewed by a member of the Harrow Early Years Team.
5. A member of the Harrow Early Years Team may be allocated to support your plans.
6. The funding from successful applications will be released by the FIS team in line with release of funds date provided.
7. You will be required to submit an impact statement within 3 months of receiving the funding to show impact/ initial impact of the intervention/resource.

Autumn 2018 Application Submission Date	Release of Funds Date
3 rd October 2018	2 nd November 2018

Block Funding

Application Process

1. Download the application form and guidance from harrow.gov.uk/earlyyears.
2. Completed application(s).
3. Email your completed application(s) through Egress (secure and encrypted email) fis@harrow.gov.uk (Families Information Service). **Note: files sent as ordinary emails will not be accepted.** Applications will be considered along with the SEND Register (please attach this if it has not already been submitted).
4. The application will be reviewed by panel, who will accept or reject applications based on fair and transparent criteria that is available in the guidance.
5. You will be advised of the panel decision in writing no more than 10 days after the panel meetings. Unsuccessful applicants will be given feedback.
6. The funding from successful applications will be released by the FIS team in line with release of funds date provided.
7. You will be required to submit an impact statement within 3 months of receiving the funding to show impact/ initial impact of the intervention/resource.

Autumn 2018 Application Submission Dates	Block Funding Panel Dates	Date of Outcome	Release of Funds Date
17 th September 2018	24 th September 2018	5 th October 2018	12 th October 2018
1 st October 2018	15 th October 2018	26 th October 2018	2 nd November 2018
5 th November 2018	19 th November 2018	30 th November 2018	7 th December 2018
26 th November 2018	10 th December 2018	21 st December 2018	11 th January 2019

Pathway to EHCP Funding

Application Process

1. Download the application form and guidance from harrow.gov.uk/earlyyears.
2. Completed application(s).
3. Email your completed application(s) through Egress (secure and encrypted email) fis@harrow.gov.uk (Families Information Service). **Note: files sent as ordinary emails will not be accepted.** Applications will be considered along with the SEND Register (please attach this if it has not already been submitted).
4. A member of the Harrow Early Years Team will visit your setting/school.
5. Funding will be transferred directly from the LA to the early years provider on the completion of a successful bid.
6. The funding from successful applications will be released by the FIS team in line with release of funds date provided.

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Child Specific and Block funding Case Studies.

You will be asked to evidence the impact the funding has had and how the fund has supported improved outcomes for individual and groups of children. If you have received Funding we may contact you with regards to sharing your ideas at one of the Early Year's Forums. If you would like to volunteer please email brian.netto@harrow.gov.uk

These brief case studies indicate how the fund has been used successfully within the PVI's, schools and by childminders

1. Setting A had 10, 3 and 4 year old children on their SEND register. The children had communication and language and social and emotional needs. The setting's inclusive pedagogy and differentiated curriculum had not enabled these children to access learning and the school wanted to develop sensory stimuli to develop language. Inspired by Gina Davis's 'Attention Autism' training to develop the 'attention bucket' as a key teaching strategy they applied for funding to commission training for all staff and also to create a sensory garden. They included a group of local childminders as partner participants in the application. The childminders can access the sensory garden on specific days during the week, and took part in the strategic training.
2. Another group of settings, with several children with traits of ASD and ADHD, also recognised the benefit of 'Attention Autism' training. They applied for a group of 20 practitioners across settings to attend 2 days of training. They included follow up visits by the specialist teacher to help them embed the practice. Those 20 trainees each cascaded the training to at least 3 colleagues within the following 12 months.

3. EYFS children across a group of schools showed traits of attachment disorder, and possible emerging mental health concerns, which were preventing them from attending, learning and taking part in school life. The schools decided to commission an educational psychologist¹ to observe the children in class, offer strategies and then train staff and parents in attachment theory and therapeutic talking techniques. The psychologist then visited each school 8-10 weeks later to help embed good practice.
4. A school and setting commissioned a Speech and Language Therapist to train support staff in Colourful Semantics. Those staff then ran the program for pupils identified as unable to speak coherently in sentences about their experiences and thoughts. Teacher observations/assessment data tracked impact, once they have evidence of impact those staff then trained support staff in their cluster and shared the practice with visiting teachers.
5. In trying to identify the needs of a child who was not making progress learning English, a school was uncertain whether the issue was EAL or SEN because they did not speak the home language and communication was limited. Funding enabled them to commission a SEN specialist who spoke the child's home language to help identify core needs. The school was then able to review the strategy and impact and share the practice and contact with other schools in their cluster.
6. A nursery with a high proportion of children with additional physical needs in their cohort, understood the need to provide more effective challenge in their environment to encourage the development of the children's gross motor skills. They worked with parents, a special school and an occupational therapist to devise a plan for an inclusive, social and challenging space. The fund enabled them to commission a floor trampoline and a wheel-chair swing to ensure access to outdoor learning and play for all their children. They are now monitoring the development of gross motor skills and also the increased sociability, confidence and language development of the children using the equipment.

¹ The block funding application process will allow for a maximum of 20 (individual or group) visits from the Harrow Educational Psychology Service (EPS). A visit could involve activities, such as an individual assessment, parent meeting / staff and parent consultations or staff training. For further details please contact the EPS on 020 8966 6480