

To all Headteachers of schools providing registered nursery provision, Ofsted registered childcare providers and registered childminders

SEN Section
PO Box 64529
4th Floor, Hub 3
London, SE1P 5LX

Tel: 020 7525 2738
Fax: 020 7525 2664

www.southwark.gov.uk

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Dear Colleague

Re: Early Years SEND Inclusion Fund and 2 year olds

As you will be aware, for children with SEND whose parents are taking up the free entitlement to a pre school place, Southwark established a SEND Inclusion Fund for 3 and 4 year olds from September this year,

The scheme came into operation from 1st September.

The Local Authority (LA) has continued to look at the scheme and consider ways in which to include 2 year olds. This is not a statutory requirement but the LA recognises that there will be some children with disabilities and complex needs that are readily apparent on taking up a free 2 year old place.

The LA will add a limited extension of the SEND Inclusion Fund for 2 year old children.

The same process, principles and criteria will apply as for 3 and 4 year old children, but applications to the fund will only be considered for 2 year old children if in addition to meeting these criteria, evidence is provided that the child (not the parent) is in receipt of Disability Living Allowance (DLA). In so doing the LA will target those 2 year olds and their families in most need.

All children in receipt of DLA are entitled to a free 2 year old place under the current two year old criteria so long as this is provided for the child.

The SEND Inclusion Fund Scheme will be amended when this is reviewed next year. Until such time this letter is notification that the scheme has been amended and the LA will modify the criteria to include 2 year olds in line with this.

See table showing those modifications in italics.

If you have any queries in the meantime please contact one of the Early Years Management Team

Yours sincerely

Yvonne Ely
Head of SEND

	Funding level 1 (lower)	Funding level 2 (higher)	Funding level 3 - (Children moving directly onto EHC needs assessment)
<i>Attainment 2 years</i>	<i>Development Matters 8-20 months</i> <i>Children at the age of 2 are showing skills and development at no more than 18 month old equivalent.</i>	<i>Development Matters 8-20 months</i> <i>Children at the age of 2 are showing skills and development at no more than 15 month old equivalent.</i>	<i>Development Matters 8-20 months</i> <i>Children at the age of 2 are showing skills and development at no more than 12 month old equivalent.</i>
Attainment 3 years	Development Matters 16-26 = Children at the age of 3 are showing skills and development at no more than 24 month old equivalent.	Development Matters 16-26 = Children at the age of 3 are showing skills and development at no more than 21 month old equivalent.	8-20 months Children at the age of 3 are showing skills and development at no more than 18 month old equivalent
Attainment 4 years	EYFS 22-36s Children at the age of 4 are showing skills and development at no more than 3 year old equivalent.	EYFS 22-36d Children at the age of 4 are showing skills and development at no more than 30 month old equivalent.	16-26 months Children at the age of 4 are showing skills and development at no more than 24 month old equivalent.
Learning (compared to same age peers)	Mild – moderate difficulties learning/acquiring skills - short term or focussed interventions needed beyond those available within settings own practice	Moderate difficulties learning/acquiring skills - ongoing educational intervention and support needed	Severe difficulties/ learning acquiring skills (significant global developmental delay/impairment affecting most aspects of development and adaptive function to a severe degree)
Language (compared to same age peers)	Mild-Moderate phonological and/ language impairment or delay Mild social communication impairment Fluency; mild-moderate stammering expected to improve after intervention	Moderate-severe delayed or disordered language development causing difficulty in communication outside the home or speech supplemented by an alternative method of communication or inability to use speech in a socially interactive manner Moderate social communication impairment Fluency; moderate-severe stammering	Severely delayed or disordered language development causing difficulty in communication outside the home or speech supplemented by an alternative method of communication or inability to use speech in a socially interactive manner difficulties impact heavily on access to learning opportunities requiring a high level of differentiation to access curriculum, communication frequently does not meet needs, degree of social isolation as a result of SLCN. Severe social communication impairment Fluency; severe stammering

Self care (compared to same age peers)	Needs support and supervision to initiate, sustain and complete task. May require assistance with complex elements e.g.: cutting food, buttons, bottom wiping	Able to contribute to process, although dependent on assistance to complete task	Not yet aware or not consistently aware of self care needs. Assistance required from carer throughout activity with a little assistance provided by the child.
Vision and hearing	Visual function is impaired (e.g. one eye defect) but does not require significant aids specialist advice and monitoring One sided severe hearing deficit; HL 20-40 dB, bilateral mild sensorineural hearing loss.	Visual function is impaired will require specialist input Hearing impairment, HL 41-70 dB Hearing aids issued	Unable to see/read large print/ pictures/symbols without aids. Severe field defect with poor acuity; registered blind Restricted learning and communication due to hearing deficit; HL 71-94dB
Mobility/ co-ordination	Independent but may have some coordination	Developing independence but uses aids for part of the	Unable to walk without aids e.g. walking frame, leg splints or be a wheelchair