

Early Years

Procedure for the Allocation of Additional Resources to Support the Development of children in the Foundation Stage.

Rationale

Statements are most appropriate for children who are deemed to be experiencing long term severe, complex and persistent additional needs. In order to judge the persistence of the need, the child's response to intervention, over time, will be taken into account. This also allows for judgements to be made about the kind of interventions that are likely to be most helpful.. The severity of need is a measure of lack of response to appropriate intervention and persisting at such a level that the child would be unable to make adequate progress without additional resourcing.

Principles

The system acknowledges that a child's additional needs, at any time, relate to the quality of the context and interventions or approaches tried. Therefore, consideration of additional resourcing is based on evidence of intervention and the child's response. It is acknowledged that children who have similar needs will require varying amounts of support depending on the relevance and appropriateness of the curriculum they are offered.

The procedure for accessing resources requires evidence of the quality of the provision and intervention for individual need. The information collected relies heavily on documentary evidence of a staged approach to intervention, and is underpinned by the following principles:

- Children should have access to additional resources wherever they are educated in their pre-school years. Any system should be equitable and transparent.
- Children's needs will usually be met ahead of Statutory Assessment.
- Lack of response to intervention, documented in process evidence, will be used as evidence of the need for additional resources.
- Additional resources will be allocated in a timely and flexible way and be responsive to changing needs.
- Transition to statutory schooling should be as seamless as possible. The system used in the Nursery year dovetails into school-based systems. Children in receipt of early years additional resources will be discussed at a transition meeting, in the summer of their Nursery year, which will be arranged by their current setting.

Targeted Individual Support 1 (TIS1)

Where a child has been identified as having additional needs, and their early years setting has involved an outside agency in removing barriers to learning, but progress remains a concern, consideration may be given to applying Targeted Individual Support (TIS1).

This may begin at any time from the September of the formal Nursery year.

In the Maintained Sector, this may take the form of support through one or more of the following:

- SIS funding
- The Sensory Service
- An observation and assessment place in a resourced school
- An assessment place in a special school
- Specific support as a result of complex physical/medical needs

In the Private and Voluntary Sector, the support will be provided by one or more of the following:

- An Inclusion Assistant, through EYQIT, following appropriate intervention and in liaison with the Educational Psychologist
- The Sensory Service
- Specific support as a result of complex physical/medical needs

In all cases, the setting will have notified EYQIT of the child's details and that they are receiving TIS 1 support in whatever format.

The support should arrange regular reviews involving other professionals as appropriate with the child, eg Support Teacher, external agencies, Area SENCO etc. Reviews should consider the progress made towards set targets and decide upon the next course of action, ie:

- To cease TIS 1 support
- To continue TIS 1 support
- To refer for TIS 2 support

Targeted Individual Support 2 (TIS 2)

There must be a minimum of 2 terms TIS 1 support committed to the child prior to consideration of a TIS 2 application. TIS 2 support will be considered in readiness for the child moving into formal statutory education, ie, Reception class. There should be no assumption that TIS 2 funding will be agreed in all cases where TIS 1 has been provided. The severity of the child's needs, their responses to previous appropriate intervention, and the progress made, will also be taken into consideration.

Where agreed, TIS 2 support may be provided until the Summer Term of the Reception year. Referrals for TIS 2 support will only be accepted until the 31st December, with any funding agreed in place for the remainder of child's Reception year.

Process

The Request for Targeted Individual Support 2 (Form TIS 2) should be completed and this, with supporting evidence, will be considered by the Early Years Moderation Panel. When considering TIS 2 referrals, the Panel will use the same principles and methodology used when considering requests for Statutory Assessment for older

pupils, ie, that the severity of the needs of the child and their responses to intervention overtime would be at a similar level to an older pupil with a statement of SEN.

For those children known to the EYQIT, who present with the most complex and long term needs, the system will allow for the Area SENCO to lead the completion and submission of applications as early as the Spring Term of the Nursery year. These children will be identified at the Local Authority Early Years Planning Meeting, and in the most complex cases the LA may initiate a Statutory Assessment. Area SENCOs will co-ordinate transition meetings for these and all other children who have been known to them prior to 31st May.

In cases where Area SENCOs are not leading the application, settings will need to discuss the child's needs with appropriate professionals and, should TIS 2 be considered necessary, they will be responsible for completing and submitting an application. Area SENCOs will support setting in this process.

In order to access TIS 2 support, settings will provide the evidence listed on forms SS7 and SS8. The following criteria will apply:

- There is evidence of parental agreement, except in exceptional circumstances, when the child is deemed to be at risk.
- All process evidence is available (using form SS7 – Individual Child Record of Evidence) and the child has been in receipt of TIS 1 support for at least two terms.
- There is evidence that advice from an outside agency (an educational psychologist and other relevant professionals depending on the child's needs) has been given, an action plan drawn up, implemented and its impact reviewed. Evidence of EP advice, intervention and implementation of recommendations must be submitted with ALL applications and where appropriate relevant medical/therapy reports.
- There is evidence to demonstrate that, despite appropriate intervention, inadequate progress has been made, or that the present difficulty is likely to remain long term and persistent. This will be measured using the Stepping Stones and Early Learning Goals described within the Foundation Stage Curriculum Guidance or Foundation Stage Profile scale points.
- There is evidence to suggest that more support than is usually provided by the school's SEN resources is needed to help the child make adequate progress, or that their safety might be at risk without such support.
- There is clearly defined purpose for additional support, ie, specific, measurable, achievable, relevant targets and success criteria.
- For some children there may be evidence that the child needs specialist equipment.

If agreed, TIS 2 support may be put in place for up to the three terms of the child's Reception year. A 'Provision Agreement' will be drawn up detailing the level of support and how this should be deployed.

Prior to the child moving into Key Stage 1, a formal review should take place with key professionals involved, eg, SENCO, class teacher, support staff, external agencies, etc.