

Inclusion Funding types and thresholds

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Inclusion Funding

Inclusion funding is awarded to support settings to deliver strategies that are over and above what is expected to be ordinarily available within the setting for children with SEND. Inclusion funding is a contribution towards the additional cost of supporting a child with SEND.

It is not expected to cover the cost of the inclusion support delivered within the setting. All early years providers should consider inclusion support as part of their high quality, inclusive provision and should budget to provide for children with additional needs.

Based on the information we hold about numbers of children with SEND within the cohort and to ensure that the funding meets the level of need across the county, funding rates will be reviewed to ensure that the funding matches the level of need across the county.

Bands and rates

Funding band	Eligible Group	Funding rate
A	3 and 4 year olds in receipt of FE	£300 – a one off payment
B	3 and 4 year olds in receipt of FE	£1,200 per year - £400 per term*
C - Universal	3 and 4 year olds in receipt of FE	£3,600 per year - £1,200 per term*
C - Extended	3 and 4 year olds in receipt of Extended FE	£5,100 per year - £1,700 per term*
D - 2 year olds	2 year olds in receipt of FE	£1,800 per year - £600 per term*

*If a child attend for less than one year, they may not receive the full annual payment.

Threshold criteria

Funding band	Threshold criteria
A	<p>Child identified with additional needs:</p> <ul style="list-style-type: none"> Requiring targeted SEN support evidenced by the graduated approach being implemented (using strategies from the OAIP document) and with an Action Plan for Inclusion, One Page Profile and Individual Plan in place, AND Child presents with some learning delay, shows some difficulties with conceptual understanding, in one or more areas of the EYFS. Is taking up a 3 or 4 year old funded early education place and is recorded on the headcount AND Requires significant adult support to access learning experiences alongside their peers.
B	<p>Child identified with additional needs:</p> <ul style="list-style-type: none"> Requiring targeted SEN support evidenced by the graduated approach being implemented (using strategies from the OAIP document) and with an Action Plan for Inclusion, One Page Profile and Individual Plan in place, AND Referral to or involvement from at least one external child development professional from education or health that evidences developmental delay / additional needs AND Is taking up a 3 or 4 year old funded early education place and is recorded on the headcount AND Requires frequent adult support to access learning experiences alongside their peers.
C	<p>Child with complex and significant needs:</p> <ul style="list-style-type: none"> Requires targeted SEN support evidenced by the graduated approach being implemented (using strategies from the OAIP document) and with an Action Plan for Inclusion, One Page Profile and Individual Plan in place, AND Referral to or involvement from at least two external child development professionals from education or health that evidences developmental delay / additional needs AND Is taking up a funded early education place and is recorded on the headcount AND Requires intensive, ongoing, individualised adult support to access learning experiences alongside their peers.
D	<p>Child with complex and significant needs:</p> <ul style="list-style-type: none"> Referred to CDC as a result of health assessment AND Is taking up a 2 year funded early education place and is recorded on the headcount AND Requires intensive, ongoing, individualised adult support to access learning experiences alongside their peers.

Threshold detail

Cognition, Learning and Play

Universal	SEN Support	Band B	Band C/D
<p>Cognitive abilities within broad average levels and development within EYFS average or close to average.</p>	<p>Child presents with some learning delay, shows some difficulties with conceptual understanding.</p> <p>Moderate learning difficulties. Needs enhanced support with conceptual understanding, and reasoning across the EYFS.</p> <p>In the low range on standardised assessments of cognitive ability, or child presents with a very uneven profile of cognitive abilities that requires a balance of small group and additional adult support.</p> <p>Difficulties learning basic concepts and retaining them over time - despite targeted support.</p> <p>Limited and/or repetitive play skills.</p>	<p>Requires frequent adult support to access learning and overcome:</p> <ul style="list-style-type: none"> • Significant difficulties with imaginative play. • Severe learning difficulties, showing significant delay in reasoning skills and experiencing learning difficulties across all areas of the EYFS. • Severely limited and restricted play skills, persisting in spite of targeted support. • Severe difficulties learning basic concepts and retaining them over time - despite targeted support. 	<p>Requires intensive, ongoing, individualised adult support to access learning and overcome:</p> <ul style="list-style-type: none"> • Profound learning difficulties and global delay, affecting self-help and independence skills. • A level of functioning that requires specialised interventions and adaptations to the EYFS.

Communication (Language)

Universal	SEN Support	Band B	Band C/D
<p>Immature speech sounds.</p> <p>Requires adult support to model language beyond child's known vocabulary.</p> <p>May demonstrate limited understanding of verbal cues relying on non-verbal cues.</p> <p>If child has English as additional language, they may have delay in spoken and receptive English.</p>	<p>Child has difficulty following or understanding instructions and everyday language without visual references.</p> <p>Moderate delay in expressive and/or receptive language requiring appropriate support strategies.</p> <p>Adults have difficulty understanding speech without it being in context.</p> <p>Child has poor oral muscle control. Child has poor enunciation/clarity of speech.</p> <p>Child has reduced vocabulary both receptively and expressively impacting on language development and learning.</p> <p>Child is known to be able to speak to family members outside of the setting but only communicates through gestures or in altered voice such as a whisper and is unable to speak freely to adults and/or peers within the setting.</p>	<p>Requires frequent adult support to access learning and overcome:</p> <ul style="list-style-type: none"> • Severe language and /or speech sound disorder/ limited language. • Uses mix of speech and augmented communication systems. • Child may avoid communication or use extremely limited non-verbal communication when in a speaking situation. • Despite appropriate strategies being put in place for a significant period of time, child avoids speaking or communicating in the setting, which has a significant impact on their ability to access the learning environment and interact with peers. 	<p>Requires intensive, ongoing, individualised adult support to access learning and overcome:</p> <ul style="list-style-type: none"> • Profound delay in receptive and/ or expressive language impacting on their access to the learning environment and their emotional wellbeing. • Very limited understanding of what is said or signed. • Child communicates solely by gesture, eye pointing or symbols.

Interaction (Social)

Universal	SEN Support	Band B	Band C/D
<p>Difficulty being understood by adults outside the family</p> <p>Some withdrawal from the company of others</p>	<p>Immaturity in socialisation.</p> <p>Looks towards adults rather than peers. Some difficulties with social communication and interaction.</p> <p>Lack of awareness of social space and related social difficulties.</p> <p>Difficulties recognising and communicating emotions.</p> <p>Difficulties forming and maintaining friendships with peers.</p> <p>Have difficulties managing change and transitions.</p>	<p>Requires frequent adult support to access learning and overcome:</p> <ul style="list-style-type: none"> • Social isolation within the group and withdrawal from social and group learning activities. • Patterns of repetitive play making it difficult to divert attention and follow adult direction. • Difficulties expressing emotions which lead to challenging behaviours, increased anxiety and episodes of heightened emotional state. • Experience significant difficulties and extreme reactions to sensory experiences. • Shows signs of distress over even small changes in the environment. • Rigid, repetitive or obsessional behaviours make it difficult to cope with unexpected changes leading to severe anxiety, aggression or withdrawal. • Significant difficulties forming relationships can take part in some imaginative play if taught/supported, but cannot develop this independently. 	<p>Requires intensive, ongoing, individualised adult support to access learning and overcome:</p> <ul style="list-style-type: none"> • Severe social isolation within the group and withdrawal from social and group activities severely impacting on learning. • Persistent and significant difficulties following adult direction or routines and expectations within the setting. • Persistent repetitive play and restricted interests requiring significant adult support to divert attention and engage in other experiences. • Displays extreme anxiety or frustration leading to frequent, and unpredictable, behaviours which risk the safety of self and others. • No understanding of social boundaries or tolerance of social interaction leading to an inability to form relationships or interact other than to get needs met.

Universal	SEN Support	Band B	Band C/D
<p>Short term difficulties settling into setting.</p> <p>Evidence of emotional distress (anxiety), which subsides with peer/adult support.</p> <p>Needs adult encouragement to remain engaged in play.</p> <p>Struggles to concentrate on adult directed activities.</p> <p>Short attention span. Sits for shorter lengths of time compared to peers.</p> <p>Shows some occasional and short-term behaviours that challenge, resulting in adult intervention.</p> <p>Flits between activities and needs some short-term individual adult direction to participate and engage in activities.</p>	<p>Has longer term difficulties settling into setting.</p> <p>Has difficulty seeking comfort from familiar adults and/or with self-soothing.</p> <p>Some difficulties relating to separating from carer.</p> <p>Has longer-term difficulties adapting to the routines, expectations and boundaries within the setting.</p> <p>Frequent attachment seeking or avoiding behaviours, likely to be over-reliant on relationships with key person.</p>	<p>Requires frequent adult support to access learning and overcome:</p> <ul style="list-style-type: none"> • Frequent displays of behaviour, or changes in behaviour requiring significant adult intervention, which are not in line with the child’s developmental stage in other areas of learning. • Social and emotional needs that significantly impact on their ability to build and maintain successful relationships with adults and peers. • Persistent difficulties in sharing, turn taking and social interaction. • Inability to sustain activities without significant, consistent adult attention and intervention. • Frequent withdrawal from interactions and an unwillingness to engage. • Using strategies suggested by specialist support, the child requires frequent adult intervention to meet their social and emotional needs. 	<p>Requires intensive, ongoing, individualised adult support to access learning and overcome:</p> <ul style="list-style-type: none"> • Frequent extremes of behaviour and intense emotional distress which risk the safety of self and others. • Using strategies suggested by specialist support, the child requires a high level of adult intervention to meet their social and emotional needs. • Requires a safe designated area and intensive adult support to undertake individualised activities and experiences in order to make progress with their learning. • Without direct intensive adult support or specific support mechanisms as identified in their Individual plan /risk management plan the child is unable to participate or engage in the setting.

Sensory (vision)

Universal	SEN Support	Band B	Band C/D
<p>Vision within normal range, including when corrected by glasses 6/6 – 6/12</p> <p>Monocular vision.</p>	<p>Mild bilateral field loss, reduced near or distance vision.</p> <p>Navigates safely in familiar environment.</p> <p>Wears patch 1-2 hours daily.</p> <p>Mild/Moderate visual difficulties / visual loss with on-going input from the Sensory Support Team – MONITOR category.</p> <p>Needs some support/adjustments to access the setting.</p>	<p>Requires frequent adult support to access learning and overcome moderate/severe visual loss which requires a high level of support for mobility and self-help skills.</p> <p>Setting receives regular ongoing support from the Sensory Support Team – category MONITOR PLUS/SUPPORT.</p>	<p>Requires intensive, ongoing, individualised adult support to access learning and overcome severe/profound visual loss which requires continuous support for mobility and self-help skills.</p> <p>Setting receives a continued high level of support from the Sensory Support Team – category SUPPORT/SUPPORT PLUS.</p>

Sensory (hearing)

Universal	SEN Support	Band B	Band C/D
<p>Child has a temporary conductive hearing loss and is unaided.</p> <p>Child has a unilateral hearing loss and is unaided.</p> <p>Child has a mild hearing loss and is not seen regularly by the Sensory Support Team – category ADVICE.</p>	<p>Mild/Moderate hearing loss and wears aid(s) with on-going input from the Sensory Support Team – MONITOR category.</p> <p>Needs equipment checking and some support/adjustments to access the setting.</p>	<p>Requires frequent adult support to access learning and overcome:</p> <ul style="list-style-type: none"> • Moderate/Severe bilateral hearing loss that is aided. • Delayed receptive and expressive language. • Not a consistent user of hearing aids. • Uses a radio aid system. • Setting receives regular ongoing support from the Sensory Support Team – category MONITOR PLUS/SUPPORT. 	<p>Requires intensive, ongoing, individualised adult support to access learning and overcome:</p> <ul style="list-style-type: none"> • Severe/Profound hearing loss that has a severe impact on receptive and expressive language development. • British Sign Language (BSL) first language. • Uses a radio aid system. • Setting receives a continued high level of support from the Sensory Support Team – category SUPPORT/SUPPORT PLUS.

Physical/medical needs

Universal	SEN Support	Band B	Band C/D
<p>No needs in this area, physical development and general health within normal levels.</p> <p>Child attempts all physical activities within normal day.</p>	<p>Poor fine and/or gross motor skills</p> <p>Able to use mobility aid with some competence to overcome physical difficulties, e.g. walking frame or power chair.</p> <p>Likely to have difficulties adapting to new/specific environments.</p> <p>May have needs relating to undertaking practical tasks, reducing the level of independence.</p> <p>May have a physical/medical condition which impacts on access to the EYFS and requires a care plan/medication to stabilise condition. Child may tire more quickly than other children. Condition may require monitoring e.g. diabetes, epilepsy.</p>	<p>Physical and / or medical difficulties that require varied and extensive equipment and adapted resources.</p> <p>Moderate physical and or medical difficulties that require close monitoring to ensure safety.</p> <p>Physical independence is impaired and requires input and programmes from relevant professionals.</p> <p>Child needs daily adult support with health care regimes and self-care needs.</p> <p>Child needs daily specialist intervention programme for physical needs.</p>	<p>Physical and/ or medical difficulties that require specialist equipment, adapted resources and position changes requiring a high level of adult support.</p> <p>Has limited ability to contribute to self-care, therefore, is highly reliant on adult support for moving, positioning, personal care including drinking, eating etc.</p> <p>Profound long-term progressive/regressive condition(s).</p> <p>Profound physical, long term condition/needs.</p> <p>Require continues monitoring and support throughout the day and includes complex medical interventions.</p>

Disability Access Fund (DAF)

Where a child is in receipt of Disability Living Allowance (DLA), and is in receipt of Free Entitlement for three and four year olds, the setting can apply for DAF which will support the setting to make improvements to the accessibility of their environment.

It will also fund settings to attend specialist training from a health professional or advisory team. It is an expectation that settings will discuss and support parents/carers with DLA applications prior to submitting a funding application.

Funding for Specialist Equipment

Where a child, in receipt of Free Entitlement funding, is in need of specialist equipment, identified by a physiotherapist or occupational therapist, the health professional can request this equipment by contacting the [FIS Inclusion Team](#).

You will need to ensure that the following documents are included with your submission:

- a written recommendation from the relevant NHS health professional;
- a formal quote for the equipment;
- a seating assessment from the relevant NHS health professional (if relevant).