

Solihull Early Years Inclusion Fund Report for the academic year 2022/23

Purpose of this report

In early years, local authorities are required to establish a Special Educational Needs Inclusion Fund (SENIF) to provide additional top-up funding to providers to improve outcomes for children with special educational needs and disabilities (SEND). Funding for the SENIF can come from both the early years and high needs funding blocks of the DSG. This report summarises the criteria for funding, the value and use of funding during 2022-2023.

Level 1 – Early Years Inclusion Funding (EYIF): Solihull settings 3-4 year olds only

Solihull local authority will target Level 1 Inclusion Funding at children with lower level or emerging SEND. These children will have identified SEND and providers will be adjusting provision to give setting support. Settings will probably have made referrals to other support such as speech and language therapy. The threshold for identification or potential funding eligibility will be assessed using the graduated approach document criteria. Applications can be made for children attending settings in Solihull, regardless of where they live. This is a reciprocal arrangement.

Level 1 Inclusion Funding rates in Solihull

Funding was provided at a rate of **£1.21 in Autumn 22 and Spring 23 and £1.27 per hour in Summer 2023** or a fixed sum for specialist equipment. The number of hours will include the extended entitlement for eligible pupils, up to 30 hours.

EYIF Level 2 - High Needs Funding: Solihull setting 2-4 year olds

Where settings have involved the relevant specialists and they have identified children in the early years setting as having more severe and complex needs, they can apply for Level 2 High Needs funding. Children with higher needs should be referred to other support services for advice. Specialist support and a referral to the Early Years Area SENCos or Solihull Inclusion Support Service (SISS) will probably be needed at this point if the child meets their criteria. Level 2 includes an expectation that a local authority SEND practitioner will confirm the level of need. Children who have been to EHCP panel 1, requesting a needs assessment in Solihull, will automatically be funded at Level 2 where this assessment has been agreed and they are not already receiving Level 2 funding.

Level 2 – EYIF High Needs Funding rates in Solihull

£5.61 for 2 year olds qualifying for a funded place Autumn 2022/Spring 2023

£5.85 for 2 year olds qualifying for a funded place Summer 2023

£4.21 for 3-4 year olds in Autumn 2022/Spring 2023

£4.45 for 3-4 year olds per hour in Summer 2023

Children in receipt of an Education, Health and Care Plan (EHCP) will receive high needs funding as described in each plan. This will not be through an EYIF panel application but agreed by EHCP team and the setting. The usual funding rate will continue to be equivalent to Inclusion Fund Level 2, but does not come from the Inclusion Fund budget.

Following consultation with providers and Schools Forum, the funding for SEND Inclusion and High Needs Funding was set at £340,000 for 2022/23. Forum agreed funding for Inclusion Fund at £250k plus £90k from the high needs block. This included £20,000 for equipment. The EYIF Panel meet six times a year to sample and agree requests for EYIF. The panel is made up of core members (representing the Early Years Team, Family Information Service, Solihull Inclusion Support Service, Schools Forum representatives) and a rota of practitioners from schools and settings.

(1) Early Years Inclusion Fund and High Needs Fund expenditure for the academic year 2022/23

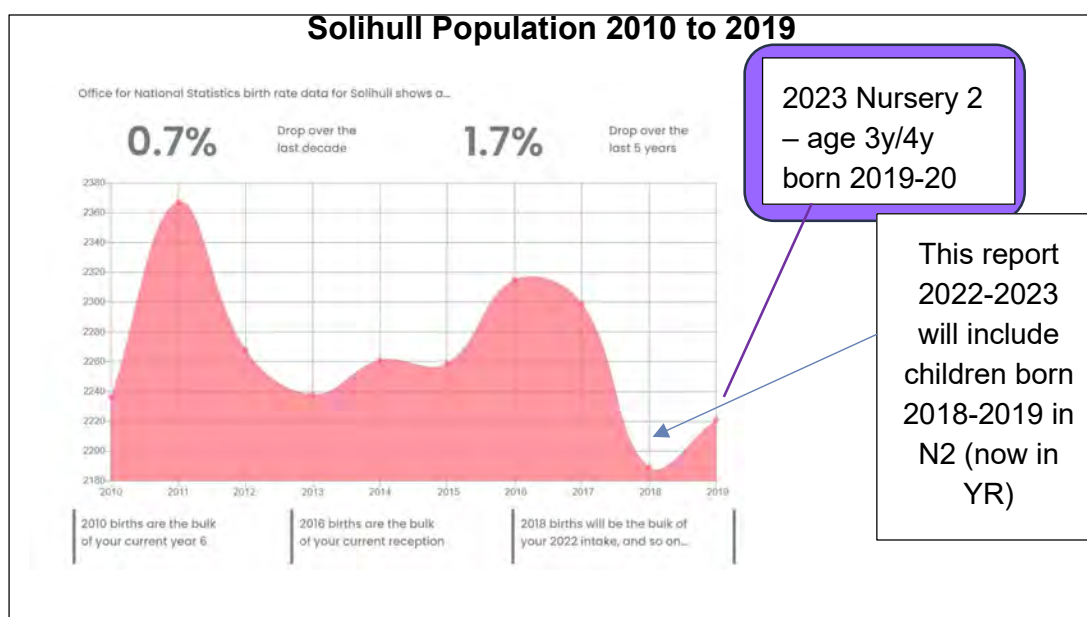
The spend for this academic year is as follows:

Early Years funding	Total
Inclusion Funding – Level 1	£17,848.76
High Needs Inclusion Fund Panel – Level 2	£312,139.65
Inclusion Fund Equipment	£2,786.00
High Needs Funding for 2-4yr olds with an EHCP Plan or under EHCP assessment (Not Inclusion Funding)	£102,913.03
TOTAL INCLUSION FUNDING	£332,774.41
TOTAL PAID FOR CHILDREN AGED 2-4 WITH ADDITIONAL NEEDS TO SUPPORT THEM TO ATTEND EARLY EDUCATION PLACES	£435,687.44

Number of applications for children for each Inclusion Fund panel 21/22

Panel date	Total number of applications submitted to panel 2022-2023	Total number of applications previous year 2021-22	Total number of applications 2020-2021
October 2022	23 applications	11	17
December 2022	23 applications	75	28
February 2023	21 applications	16	8
March 2023	19 applications	22	16
May 2023	20 applications	26	24
July 2023	18 applications	13	10
TOTAL	124 applications	163	103
EHCP automatically funded at level 2	64 children	56	n/a

Some settings may choose to wait for Level 2 funding through an EHCP application. This EHCP application outlines the child's needs and the setting's graduated response which evidences the high needs of an early years child. Health visitors and health services continue to see increased demand for support despite a lower birth rate. The birth rate in Solihull was the lowest that it has been since 2013 in 2023. There was a slight increase in live births in 2018 to 2019.



Figures below for 2021-2022:

TERM	TOTAL L1	TOTAL L2	EHCP AUTO FUND L2 rate (High Needs Funding)	EQUIPMENT	TOTAL INCLUSION FUNDING BY TERM
Autumn 2021	£3,257.28	£78,245.09	£28,792.20	£2,912.00	£84,414.37
Spring 2022	£6,184.62	£101,884.69	£28,092.60	£6,246.00	£114,315.30
Summer 2022	£8,980.62	£127,629.64	£34,772.40	£0.00	£136,610.26
OVERALL	£18,422.52	£307,759.42	£91,657.20	£9,158.00	£335,339.93
<ul style="list-style-type: none"> • 37 children funded at L1 • 136 children funded at L2 (4 children did not receive funding as they didn't take up a place) • 56 children auto-funded at L2 rate (High Needs funding not inclusion funding) due to EHC assessment or plan (13 children did not receive funding as they didn't take up a place) • 6 moved from L1 to L2 • 243 individual children receiving some Inclusion Funding 2021-2022 					

Figures below for 2022-2023:

TERM	TOTAL L1	TOTAL L2	EHCP AUTO FUND L2 rate (High Needs Funding)	EQUIPMENT	TOTAL BY TERM
Autumn 2022	£5,317.95	£86,987.64	£22,408.93	£0.00	£92,305.59
Spring 2023	£4,577.43	£91,012.59	£32,163.30	£2,786.00	£98,376.02
Summer 2023	£7,953.38	£134,139.41	£48,340.80	£0.00	£142,092.79
OVERALL	£17,848.76	£312,139.65	£102,913.03	£2,786.00	£332,774.40
<ul style="list-style-type: none"> • 32 children funded at L1 • 136 children funded at L2 (5 children did not receive funding as they didn't take up a place and 6 of these children had L1 funding and then moved up to L2 during the year so have been counted twice) • 64 children funded at L2 rate (High Needs funding not inclusion funding) due to EHC assessment or plan (13 children did not receive funding as they didn't take up a place) • 6 moved from L1 to L2 					

- 226 individual children were approved to receive some Inclusion Funding 2022-2023
- 18 of the approved children had no attendance all year so received no funding, therefore 208 children in total received some Inclusion Funding in 2022-2023.

Other changes for 2022-23

This year, we have been working to ensure that all settings use the most up-to-date version of the EYIF application which we have achieved. We have promoted EYIF availability and the application process through training and visits to settings. Settings who have not previously applied for funding are now more confident to do so.

Panel meetings have continued successfully on Microsoft Teams. We appreciate the reading that panel members do ahead of the panel to aid allocation of funds. We have updated the [Graduated Approach](#) toolkit to aid identification and support for SEND.

The monitoring form in Microsoft Teams was used again this year. The results of this are included within this report as a summary to support Solihull settings to use EYIF appropriately to contribute to the provision for children. Settings who did not complete the monitoring form by the deadline were contacted three times in total, requesting the information. These settings will be targeted for monitoring visits next year. 49 monitoring forms were received (Autumn and Spring funds received). Many of those who did not submit had children who received funding automatically and where a child was identified as in need of an EHC plan. Monitoring also takes place during Area SENCo and SISS visits as SEND practitioners discuss the needs of the child, the funding application and its use.

(2) Early education settings requesting funding and number of children allocated EYIF Level 1 and EYIF Level 2

87 settings have received Early Years Inclusion Funding Level 1 and/or 2 in 2021/22 with 208 children benefitting from enhanced funding. (226 children were approved but 18 didn't take up a place). See **Appendix 1**.

(3) How funding has been used

All settings were asked to complete a monitoring form to evaluate how they had spent the EYIF money and the impact of this funding.

We had 49 forms returned which gives us a good picture of how the funding has been supported children. It is however, a disappointing number considering the number of settings receiving funding.

Settings who did not complete forms will be considered for monitoring visits throughout the 2022-2023 academic year.

Three settings were visited for a more in-depth discussion about their use of EYIF.

Fordbridge Primary School

Fordbridge Primary Early Years team have invested in a high level of reflection opportunities and training this year. They have achieved their Dingley's Promise Kitemark at Ally level. This means that the team have completed core elements of the [Dingley's Promise Early Years Inclusion Programme](#). They have also been part of the Solihull SchemaPlay training and have achieved their SchemaPlay accreditation. Over the year, they have reflected upon children's SchemaPlay and how to respond effectively by affirming children's interests and extending play and learning. This helps them build on the interests of children with SEND.

Funding has supported buy in of private Speech and Language Therapy advice. It has also helped with extra adult time, sensory support, resources and equipment. They have also been able to support parents at home with a child's needs by providing resources. Feedback from parents and at annual reviews has celebrated the children's progress. The funding has also helped ensure children move to their full-time time table and eligibility. Soft starts and ends of the day have really helped. Early Years Log used by the school makes sure the school feeds back to parents. The SchemaPlay shared language, and focus on celebrations about a child, has also helped this parent partnership.

The monitoring form submitted by the school says 'Children have shown more engagement in learning. Two of the children have also shown improvement with social skills and communication skills. They are showing more involvement with their peers.'

Kids Planet Nursery

The Kids Planet Nursery Group Solihull providers have been supported to access SEND funds. This is through their Area SENCo and also regional leads. Solihull Nursery team members are undertaking their Level 3 SENCo training.

They have seen the benefits of EYIF as it has enabled the purchase of equipment such as physical play equipment and timers, and also additional adult time. This has been especially helpful at lunchtimes to support children to remain seated until their lunch and pudding have been eaten. They are now looking to apply for Disability Access Funding ([DAF](#)) for those who are eligible.

The monitoring visit gave the setting a chance to reflect upon the impact of their support and the EYIF. It was good to talk about the things they had done and how it had made a difference to children's care, learning and play. This included ' focused time, developing strategies for regulating behaviour's, encouraging speech, large and fine motor skills.' One family had moved house a great distance away from Solihull, but their child had remained at the nursery for 3 days a week as the parents could see what a positive difference attending Kids Planet had made to them.

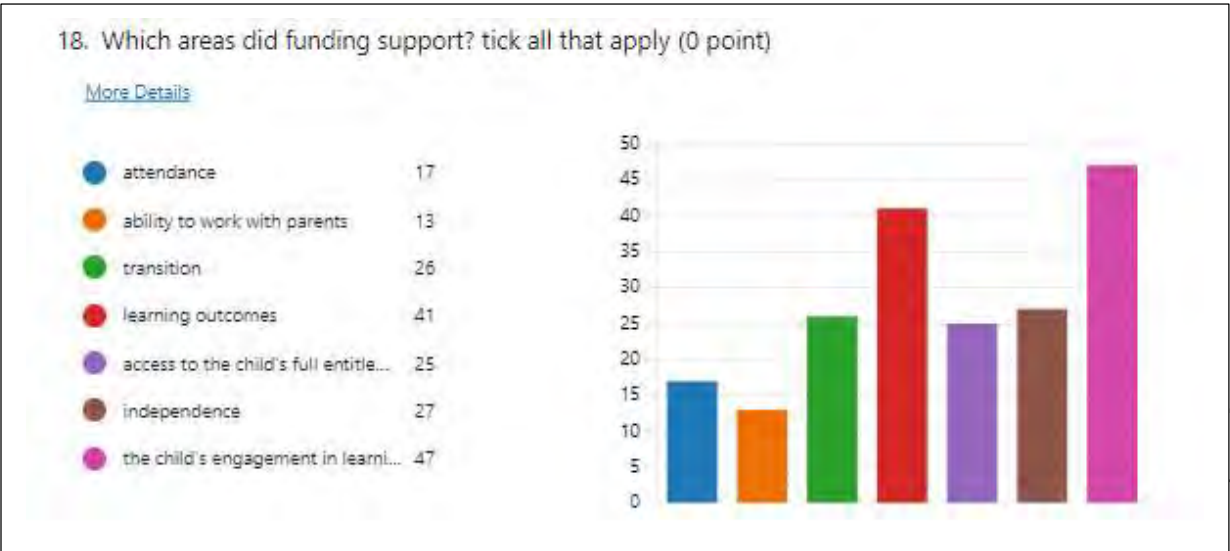
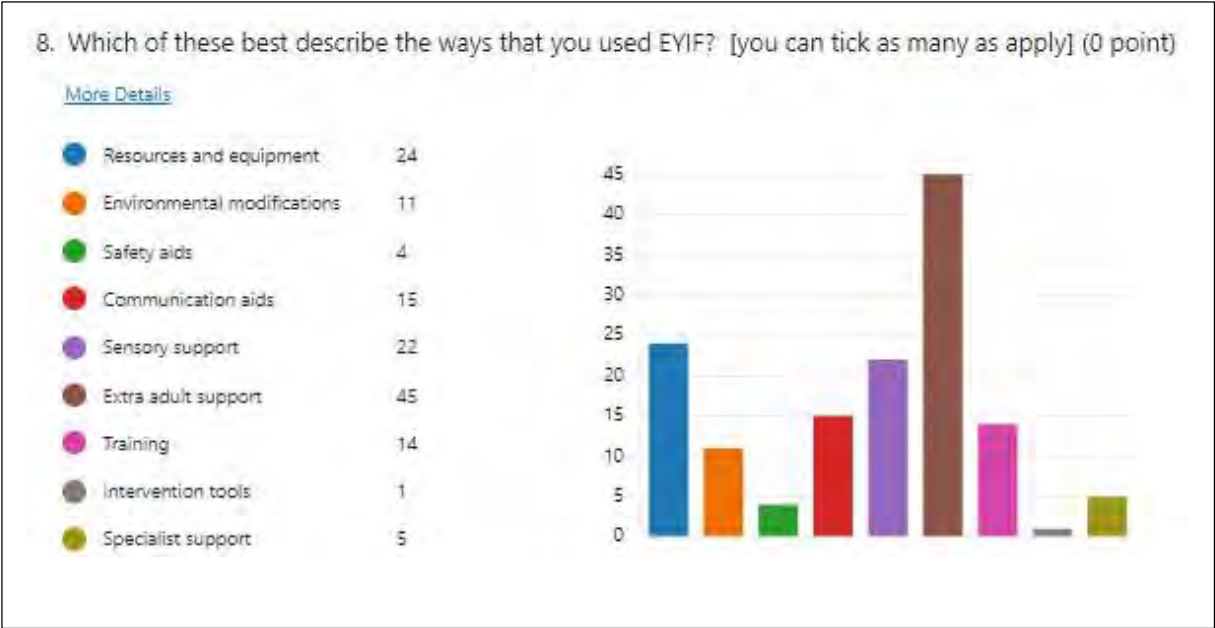
Marston Green Infant Academy

The school has had a higher level of EYIF compared to most. This has enabled some pooling of funds to best support the group of children who need additional consideration. The school had detailed plans outlining the support individual children had received and how funds had supported this. They also completed the monitoring form in a level of detail which clearly outlines funding use and its hoped for impact. This is helpful to share with others who read the EYIF report to see how the funds can support settings to support inclusion.

Strategies include a 'soft start' to their time in nursery, spaces outside the classroom to help the children regulate if they become overwhelmed, and for equipment and resources. The school have also invested in Makaton training to support children's communication.

Here is a summary of the impact of the setting's support and also the EYIF on one child. 'M has made progress in every area and is now accessing a wider range of activities in the setting. She is becoming more independent and now only needs prompts.'

**EYIF Monitoring form summary:
Funding for the 2022/2023 academic year has been used for:**



(4) Impact of funding

The lists below are a summary of the many ways that early years settings and the inclusion fund have supported children and their families.

Feedback from parents

They are delighted with their child's progress.

Language use has increased. Full time hours achieved by child. Sensory needs met in setting more so child is coming home more regulated.

Mom is really pleased with progress made and also the effort made by nursery.

The child is more settled in the mornings making it easier for him to be left so they can go to work feeling more at ease.

During the Summer term SEND review meetings, all parents state that they are very pleased with the progress that the children have made since their starting point, especially with their social skills, and being able to access all of the environment and prime areas EYFS curriculum.

Language is coming on and child is using Makaton daily. Support in place to still go to mainstream school. Managing transition from outside to inside and daily routines, so has helped parents.

Feedback is that they are very grateful for the support given, they enjoy having the daily feedback and given strategies to further support their child at home, they like the fact that they do get extra adult support by a dedicated member of the team who is there to solely support our additional needs

Parents are happy with the additional support, however, they still feel that with even more additional funding their child could have further 1:1 support outside of the curriculum (eg: breakfast, teatime and holiday club!).

Parents have noted that children seem happier coming to nursery. Supporting behaviour with a consistent approach is working in most cases. Parents have also noticed that children are familiar with routines and are settling more quickly after being upset. In particular, one set of parents is happy that her children are repeating routines that they have learned at nursery, when at home, such as sitting at the table to eat. All parents have said that they have felt supported and listened to and that they can clearly see the progress their children are making.

Parents have been particularly happy with support and advice from nursery for transition to school. All parents said that their child enjoys coming to nursery.

Parents report that he is talking about the other children at home. They are happy he is now able to freely access snack when he chooses. They have noticed that he needs support over and above his peers and the progress he has made with this support.

Feedback from parents was it has supported the children at home such as us making now and next, communication boards and duplicates of other resources to go home so there is consistency at nursery and home children have been calmer, taking notice of now and next as familiar to them.

A few of the parents have also said that their child appears to be happier at nursery and a lot more settled.

Impact on the child

Adult support has been our key investment with the funding. One of the pupils was on track for an EHCP but with targeted communication support is now on a My Support Plan for monitoring only and may move to a standard needs based plan if he transitions well to Reception. He needed a much higher level of additional adult support for his targeted speech intervention, adult acting in role of play partner etc but this has now reduced and he is a little success story.

One of the pupils is still being monitored for an EHCP but needs less adult support than previously. We are monitoring her very carefully as she transitions into Reception. Forming a good relationship with her key adult has been essential as she will go to them to try to express her needs.

Pupil is now on an EHCP and has had a very significant need for additional adult support. He has needed full time support and at times, 2-3 adults supporting to keep him and his peers safe. He is more settled now but continues to need this high level of support. The funding has been essential for him.

Both children were on part time timetables... In the summer term we engaged an extra adult for a few hours a day so that we could increase their hours in readiness for transition and to provide more support for parents.

We have recently completed a Makaton course and the benefits of this were evident immediately. Some children that did not communicate previously are now implementing simple signs such as more and bye.

Comments from settings

One setting used funding so that the child could continue to attend the setting through the summer before starting his new school. This is so there was not a long break. Extra sessions and holiday club access was another way funding was used to meet the needs of the child.

The child has limited language but it is impossible not to see the joy in his face and his language and mobility are significantly improved.

How might we develop the application and monitoring process?

Whilst the majority of submissions expressing that they found the application process straightforward with the right level of evidence, and a request to keep everything the same, there were some suggestions. A summary of these are listed below with action to take.

Feedback:

Monitoring form suggestions	Actions already taken or to be taken
<p>A. Some children have complex needs and we sometimes cannot offer 2/3 cycles of completed support , particularly if they only attend 12 hours a week.</p>	<p>25. We (DfE) are very aware that the early years sector is facing economic challenges – similar to challenges being faced across the economy – making it more important than ever that the early years funding system is effectively supporting children with SEND. We will work with local authorities, early years providers and stakeholders to consider whether changes to the SENIF and other associated elements of the wider current early years funding system are needed, to ensure early years SEND funding arrangements are appropriate and well-targeted to both improve outcomes for all pre-school children with SEND, and to support the introduction of a national framework for bands and tariffs. <i>SEND and AP Improvement Plan DfE May 2023</i>. Future action, as outlined above will consider this.</p>
<p>B. It would be useful for the referrer/applicant of the funding to know when the funding has been allocated into the school budget. This hasn't been apparent in the last financial year, the referrer wasn't informed either.</p>	<p>Letters are sent as soon as possible after the EYIF panel date. They outline the outcome of the application and the start date of the funding. The Family Information Service make the Inclusion Fund payments following the headcount payments on a termly basis. The Family Information Service will notify you by email once the Inclusion Fund payments have been processed.</p>
<p>C. Streamline the funding application form to align with EY practitioner observation forms which have been completed.</p>	<p>I believe this links to our Autumn term project where we are trialling EYIF L1T funding for 1 term to aid transition training.</p>

<p>D. Allow some requests for funding earlier in the year, when extreme behaviours are apparent, without the need for 2 support plans.</p>	<p>Our current process includes the need for evidence of a Graduated Approach. One plan is needed for level 1 funding. The funding application can be added to and re submitted once there is a further reviewed plan.</p> <p>We would need to consult more widely to change the need for evidence of APDR input from the setting. We will aim to do this once we know more about the DfE response to 25. above.</p>
<p>E. If an Early Years Advisory Teacher suggests making an application for Level 2 Funding, then this needs to be considered by the panel.</p>	<p>The application for EYIF level 2 includes the need for a SEND practitioner to support the level of need. However, evidence of the APDR process is also required. See response to D.</p> <p>EY Team action- to ensure the process is understood, update the recorded EYIF 'how to apply' video as we update the website</p>
<p>F. I do find it difficult to know when a child should be getting a certain level of support and how we should be going about applying for it, further information and support for this would be very much appreciated</p>	<p>We have now published the Graduated Approach which should support this.</p>
<p>G. The application process is much easier and we do appreciate this. I would really love for there to be a fast track for those who come to us with EYSAT involvement already in place.</p>	<p>As suggested in the last EYIF Report, we are now ready to begin to implement this short-term funding as a trial for the Autumn term.</p>

<p>H. The application form is too lengthy and time consuming when completing.</p> <p>Application needs to be a lot easier. Still don't feel the funding is enough that nurseries receive to offer full support needed.</p>	<p>Last year we reduced the EYIF application form 3 times to make it less detailed and easier to complete. This was well received. It is now asking for minimal information about the child and what you have done to support them so far.</p> <p>Funding has been increased in line with EEF. Other LAs require termly evidence and submission of plans and some only give one or two terms of funding. We will continue to review the application process.</p> <p>(See response to D and DfE SENIF review).</p>
<p>I. Application and monitoring process is appropriate. Funding at level 1 is very low and does put off SENCO's from making applications at this level.</p>	<p>See response to D - we will consider our EYIF process and payment in line with the DfE review of SENIF.</p> <p>Comparison of SENIF across local authorities (LAs) and lower level funding shows that there is great variation across the West Midlands LAs for both levels. Solihull falls somewhere in the middle of levels. However, not all LAs fund full hours. Some give a one-off payment however many hours the child attends. Some only give one or two terms worth of funding.</p>
<p>J. Upfront guidelines for how other schools have successfully used the funds in previous years. Share good examples/suggestions of how other provisions use the inclusion fund to support pupils</p>	<p>Each year the LA publishes a report of the EYIF spend and it's impact on children and settings. This includes examples.</p> <p>This report will replace the 2021-2022 EYIF Report and will be shared here - https://www.solihull.gov.uk/Children-and-family-support/localoffer/inclusion-fund</p>
<p>K. When an EHCP is achieved, the funding is quite confusing. Further explanation between teams for schools would be helpful.</p>	<p>There is a banding document shared at every EHCP panel meeting. Individual child EHCP funding should be discussed with their EHCP officer. See EYIF- eligibility criteria document – we have tried to make the difference clearer.</p>

<p>L. We do not have any Level 2 children but could not submit the (monitoring) form without answering question 4.</p> <p>Answered Q6 but we do not have Level 1 funding, only Level 2.</p>	<p>We will look at the monitoring form for future years.</p>
<p>M. New staff need to be informed about how to use the provider portal. The three of us (Principal, SENDCo and Childcare Lead) are new to role post Covid.</p>	<p>Please ask Solihull Family Information service for support if you are in this situation. https://www.solgrid.org.uk/eyc/eef/contact-us/</p> <p>Provider Portal – Adjustments explained https://www.solgrid.org.uk/eyc/eef/provider-portal/</p>
<p>N. Further work with parents/parent booklet to explain the process that we can share with them.</p>	<p>Plan to provide further guidance. This will be on the Solihull Local offer webpages.</p>

(5) Recommendations for EYIF for 2022/23

We will consider the development of an on-line application form. We are aware that there may be SENIF changes instigated by DfE. As the majority of respondents felt the application process is sound, we do not want to adjust it too many times (35 responded positively or included comments which were not about the application process and 9 suggested improvement was necessary).

The enhanced offer for early education funding for all 2 years olds and then 9 month old children will include EYIF and the LA will be working with providers to scope the process and funding for 2 year olds and under to build on our current offer for 2 year olds plus.

The Early Years Team will be promoting the updated Graduated Approach document to support what a setting should do as part of their universal offer and how to enhance provision to support where children have SEND. We hope that this will aid our recognition of quality first teaching and adjustments for enhanced provision.

We will consider the monitoring of EYIF, targeting settings for monitoring who have less input from the early years SEND teams or who have not submitted monitoring forms. We will look at a higher level of funding monitoring at the summer face-to-face monitoring visit including attendance.

The children who are identified for referral to the Early Years Team Around the Child panel (EYTAC) and then go on to receive Early Years Inclusion Support Practitioner/SISS support in the home have their potential SEND needs identified early. Where these children continue to need a higher level of support as they transition into a nursery (as identified by SISS/EY inclusion support practitioner (ISP)), we would like to consider automatic funding for the term. This is to support staff release and resources to work with early years inclusion support practitioners who will model skills and coach key persons to best support the child. The amount funded will be equivalent to Level 1 EYIF and will be for 2, 3 and 4 year-olds. During the term, the setting can consider completing an application for EYIF at Level 2. This EYIF T level (TAC - Transition) is not funding to encourage settings to take a child with high needs. This inclusive practice should already be part of the setting's ethos and practice. The funding is in recognition of the expectation for enhanced communication during and after transition and the opportunity for training. We are trialling this in Autumn 2023.

EHCP funding has been taken out of the core EYIF budget and is known as high needs funding. This should enable the fund to be able to support more children and more settings. We will need to review the process in line with any changes DfE make to SENIF.

Lisa Morris

Early Years Team Manager

Rosie Ratcliffe

Family Information Service Manager

Chairs of Early Years Inclusion Fund Panel

Appendix 1

Early Education Setting	Inclusion Fund 1	Inclusion Fund 2	Equipment funding	Monitoring form received End September 2022
Active Angels		2		yes
Angels Daycare		1 EHCP		
Balsall Common Academy		2 [1 x EHCP]		
Beatle Woods		2		yes
Beechwood Burman		1		
Beechwood Haslucks Green		3 [1 x EHCP]		yes
Beechwood Windy Arbor		4		yes
Bentley Manor Nursery		1		
Berkswell Primary School		1 EHCP		
Billy Bears Nursery		1 EHCP		
Bishop Wilson Primary School		4		
Blossomfield Infant School		1		yes
Blossoms Pre-school		1		yes
Bosworth Wood Community NN		2 EHCP		
Brambles Day Nursery		1 EHCP		
Bright Horizons Nursery	1			
Bright Swans Day Nursery		2 EHCP		
Burman Infant School		1 EHCP		
Busy Bees Solihull Blythe		2		yes
Busy Little Bees		1		yes
Castle Bromwich Infant & Nursery School (including All Stars)	2	6		yes
Cheswick Green Primary School and Cheswick Chimps		1		yes
Child First Day Nursery	1	3		yes
Coleshill Heath School and Chuckles		3 EHCP		yes
Cranmore Little Acorns		2		
Damson Wood Infant School (including Woodies)		3		yes
Daycare at St Martin's	1	2 [1 x EHCP]		
Dickens Heath Primary School		2		

Dorrige Primary School		1 EHCP		
First Steps Nursery		6		yes
First Choice Langley		1 EHCP		
Fordbridge Primary including Childcare Plus	1	3 [1 x EHCP]		yes
Greswold Primary School including Greswold Greyhounds		3 [1 x EHCP]		yes
Hampton Nursery		1		yes
In the Woods		1 EHCP		yes
Kids Planet Solihull		4		yes
Kineton Green Primary School	1	2		yes
Kingshurst Caterpillars		1 EHCP		
Kingshurst Primary School		2 EHCP		
Kirsty Synnott (Childminder)	1	1		yes
Lady Katherine Leveson including Care and Play		1 EHCP		yes
Langley Primary School		1		
Lawnswood Shirley Heath		4 [1 x EHCP]		NA
Lawnswood Streetsbrook	3			NA
Little Angels Pre-school		2		yes
Little Learners Montessori		1		yes
Little Scallywags Day Nursery		2 EHCP		
Mad Hatters Day Nursery		1		
Marston Green Infant Academy	2	4 [2 x EHCP]		yes
Meriden Primary School		1		yes
Merstone School and Pebbles		11 [7 x EHCP]		NA
Mill Lodge Primary School	2	2		yes
Monkspath Primary School and Monkeys	1	3		yes
Olton Primary School	1	3 [1 x EHCP]		yes
Once upon a Time (Little Stories)		1		
Our Lady of the Wayside Primary Catholic School		1		yes
Our Lady of the Wayside Pre-school		1 EHCP		
Pauline Brayson (Childminder)		1		
Playpals Childcare Centre		5		yes
Rebecca Leah (Childminder)		1		

Reynalds Cross School		10 [4 x EHCP]		NA
Solihull Stratford Court		1		
St Alphege Infant and Nursery School	2	1		
St Anne's Primary Catholic School		1 EHCP		
St Anthony's Primary School and The Ants	1	2		
St John the Baptist Catholic Primary School		2 EHCP		yes
St Margaret's Pre-school		1		yes
St Margaret's Primary School	1	1		yes
St Mary's and St Margaret's School		1		
Streetsbrook Infant & Early Years Academy		1		
Streetsbrook Childcare		3		yes
Suzanne Cutler (Childminder)		1 EHCP		
Tender Years Day Nursery	2	7		yes
The Mulberry Bush		4 [3 x EHCP]		yes
The Organic Nursery	2	3 [1 x EHCP]		yes
The Organic Explorers		3 [1 x EHCP]		yes
Tidbury Green Primary School	1			
Tudor Grange Academy St Jame's	1	1		yes
Tudor Grange Academy Yew Tree and Childcare	1	3 [1 x EHCP]		yes
Ulverley Primary (including Rising Stars)	3	1		yes
Valley Primary School	2	3 [1 x EHCP]		yes
Whitesmore Neighbourhood Nursery		3		yes
Wiggles and Giggles Nursery		2		
Windy Arbor Primary School		2 [1 x EHCP]		yes
Wise Owls Day Nursery		6 [2 x EHCP]		yes
Woodlands Infant School	1			
Yorkswood Primary School	1			yes

Some settings listed above were awarded funds in the Summer term and so would not have completed monitoring forms.

A recording of 6 [3xEHC] means 6 children in total with 3 of those agreed through EHC process.

If a child attends two settings, they have been counted at each setting unless both settings come under the same school umbrella then they have been counted once.

6 children at Level 2 and two children at Level 2 EHCP attend two settings at the same school so have only been counted once in the above figures.

Appendix 2:

How funding was used? What areas did the funding support?

Adult support	<ul style="list-style-type: none"> • Small group interventions activity time activities as recommended by SISS/EY/targets • Lunch time support • Time to make and collect resources • Time for extra interactions with parents • Making resources for home • Mirroring time • Play partner time • SaLT targeted work such as single words • Quiet time out • Regulation support • Sensory room time/sensory diet activities • Swimming time 1-1 • Movement breaks and PE • Beam activities – fine and gross motors skill time • Supporting physical needs and safety • Meeting physical and emotional needs • Safety requirements • Keeping back but being able to watch and intervene to prevent escalation • Garden access - extra time • Before school club extra time to support breakfast and a positive start to the day • Supporting transition times • Support as medical needs • Modelling desirable behaviours • Support social and emotional development • Working with parents to support consistent approaches • Meeting schools/telephone conversations for transition support • Safe access for all areas of the curriculum and environment Ensuring the safety and wellbeing of the other children in the environment • To support independent self-care • To aid encouragement and participation and to build confidence • Introducing new toys/equipment/experiences • Most children don't require 1-1 all the time but extra staff time allowed this occasionally • Keeping ratios lower • SENCo time for plans and referrals
Resources	<ul style="list-style-type: none"> • Sensory provision • Visual timetable, now and next board • Ear defenders • Weighted animal for child's lap

	<ul style="list-style-type: none"> • Colour monster resources • Emotion cushions • Games for turn taking • Mark making • Chew toys • Song and story visual aids and CDs • Suction divider plate • Special box of things to match child's interests • Replacement of broken equipment • Toy Hoover • Cause and effect toys • I pad • Magnet toys • Sorting equipment • Non-messy sensory play resources • Supporting independence
<p>Equipment/ Sensory support</p>	<ul style="list-style-type: none"> • Rocking toys • Rocking chair • Den with sensory toys - space away from main room • Weighted blanket/pillow • Bean bags • Wobble cushion • Light rope • Gel mats • Chewellery • Arm chair • Tent • Light box • Trampoline • Mud kitchen • Bubble tube • Light kit • Water tunnel • Blackout tunnel • Mirrors • Co-ordination and equipment for physical development • Box/ basket for sessions to help attention • Greater resource bank for all 8 senses • Deep pressure resources • Distraction to refocus away from mouthing • Sensory diet for child • Noise blocks • Sensory table • Busy board • Fidget wands • Bouncy balls • Waterfall tunnel • Water toys - jugs, chalk

Communication aids	<ul style="list-style-type: none"> • Downloaded resources • Visual support • Communication in print- online resource • Picture lanyards • Makaton cards • Objects of reference • Now/next and first/then boards • PECS • Topic related treasure baskets • Learning plate- as recommended by dysphasia team • Feeding spoon • Song baskets • Communication boards • Language Link screening
Training	<ul style="list-style-type: none"> • Team Teach • Makaton • Attachment disorder • Sensory difficulties • Training to reflect on Inclusive practice [Dingley's Promise] • Autism • Level 3 SENCo qualification
Environmental modifications	<ul style="list-style-type: none"> • Furniture • Toilets • Sanitation • Stop signs • Equipment and moved around room to aid movement • Cosy space • Sensory space • Calm area • Outdoor- accessible sand and water • Outdoor play house- safe space
Safety aids	<ul style="list-style-type: none"> • Latches • Safer chew toys • Extra adult supervision
Specialist equipment recommended by specialist	<ul style="list-style-type: none"> • Walker • Padded vest • Chair (OT)
Specialist support bought in	<ul style="list-style-type: none"> • Ed Psyc support • SEMH support • Private SaLT • SaLT coaching

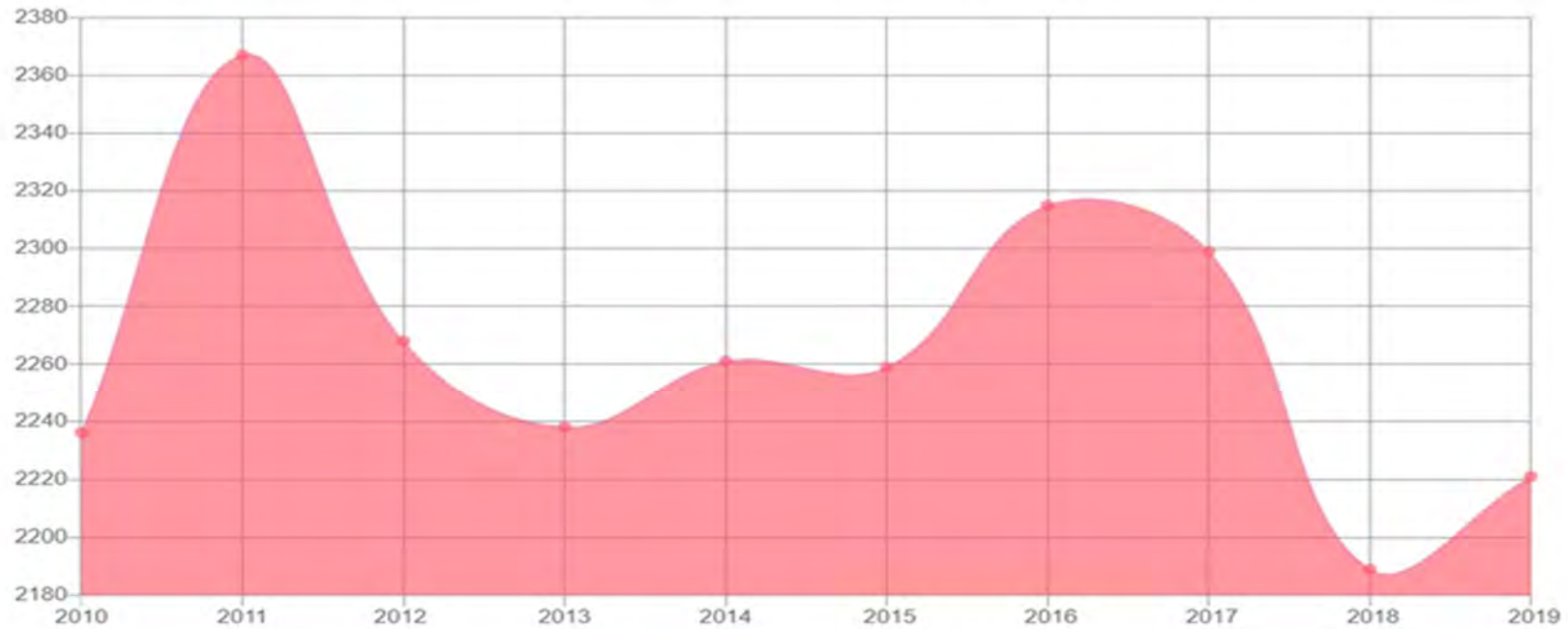
Office for National Statistics birth rate data for Solihull shows a...

0.7%

Drop over the
last decade

1.7%

Drop over the
last 5 years



2010 births are the bulk
of your current year 6

2016 births are the bulk
of your current reception

2018 births will be the bulk of
your 2022 intake, and so on...