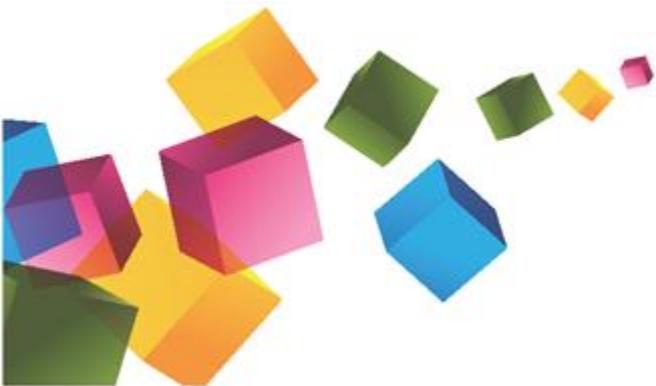


30 Hours and EYSEND Calderdale MBC

Julia Lumb & Jill Greenwood
September 2017



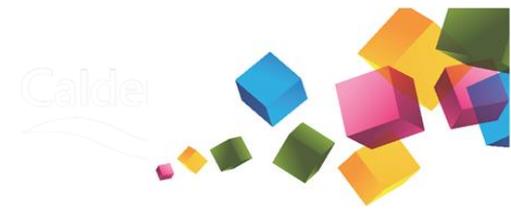
Calderdale Context

- Established DCatch (inclusion) funding offer that
 - Enhances staff: child ratio and builds on quality first Inclusive practices through graduated approach
 - Free training on EYSEND for parents and providers
 - EYSENCO network and annual conference
 - Links funding to support from specialist services
- Currently supporting 261 children April to Sept
 - 215 Early Years, 46 school Age across 105 settings



30hours and EYSEND

- Met with Providers throughout the development of 30hours
 - Outlined their duties, our duties and provided information about potential changes
 - Continue to embed the practicalities of a Graduated Approach
 - Through consultation devised an additional process for supporting the extended entitlement



30hours and EYSEND

- Prepared for launch in September
 - Budget forecasts presented to Strategic leads
 - Secured additional short term funding to maintain current position while we see the take up of EYSEND 30hours.
 - Reviewed our processes for monitoring impact of inclusion funding as Early Intervention
 - Highlighted Potential costs to other services if early intervention function not retained.
 - Providers give forecast to end of financial year
 - Implemented system for requesting additional funding to support extended entitlement take up



30hours and EYSEND

- Since September
 - Number of request for additional inclusion funding has not met expected demand as yet.
 - PVI providers appear to be the most confident at meeting needs within the extended entitlement
 - Handful of children accessing extended entitlement with additional funding support (only 1 so far taking the full extended 15hours)



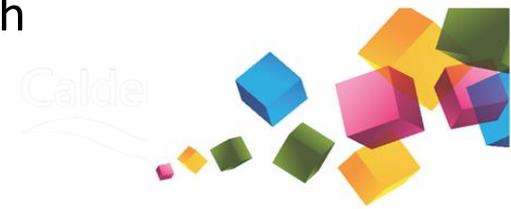
30hours and EYSEND

- Challenges – Funding
 - Parental access to eligibility codes hasn't been easy
 - Difficult to marry eligibility codes to names of children currently accessing DCatch (inclusion)
 - DAF take up is low and doesn't always correlate to extended entitlement
 - Parental / Provider confusion about all funding available to support EYSEND e.g. DAF, DLA, EHC, Inclusion fund etc – including criteria for extended entitlement



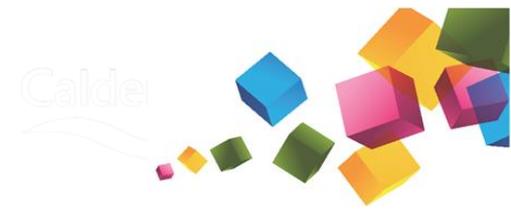
30hours and EYSEND

- Challenges – Other
 - We are reliant on providers to inform us of changes to eligibility / grace periods to be able to adjust inclusion funding
 - School providers appear to have an expectation of mirrored funding into extended entitlement and continued use of Velcro Vera
 - School's giving mixed messages about how extended entitlement can be taken
 - Difficult to know if Specialist advice and strategies are being implemented across the extended entitlement
 - Providers needing significant support use provision maps effectively.
 - Difficult to write clear EHC outcomes / support when eligibility is changeable
 - Separating EHC funding from inclusion funding needs careful consideration
 - Summer born EYSEND children accessing extended entitlement and deferring entry to YR – SEN Notional budget vs Dcatch



30hours and EYSEND

- Opportunities / Successes
 - 1000 eligibility codes given to parents only 4 requests by providers for additional inclusion funding
 - PVI providers appear to be picking up additional support within their own resources
 - Known DCatch numbers vs. eligible children
 - EYSENCO network is seen as place to get updates for funding and processes – increased numbers attending and increase in schools attending
 - Greater access for specialist teams to children in Provision
 - Reviewing current funding arrangements in consultation with providers / parents to ensure it impacts on learning and development



George's extended entitlement

Accessed PVI provision for 20hours a week, supported by DCatch inclusion funding to support him for 75% of his time and the provider topped this up with their own support and his access to universal provision. The provider claimed his DAF funding. George attended for a year and during this time accessed specialist services who applied for an EHC plan.

He now attends a special school nursery for 15hours universal entitlement and he is taking 12 hours of extended entitlement at his PVI provider who access Inclusion funding at 75% as before.

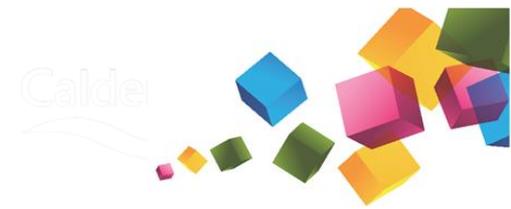
What worked well

Key-working for the family, Inclusion funding enabled strong transition into school, clear and on-going links between special school and provider to ensure consistency of approaches and strategies – documented in Individual learning plans and shared

No delays in funding and ability to maintain previous childcare provision for familiarity which will also provide OOSC as George gets older.

Providers share training days, assemblies etc to share experiences with George

Parents confidence / resilience is much improved



Kai's extended entitlement

Accessed PVI provision for 15hrs/wk, parent indicated eligibility but provider indicated that they wouldn't be able to meet his needs without additional funding because of his behaviours, however EHC needs assessment was not appropriate at this point. Subsequently he was excluded from this setting and DCatch supported his transition to a new provider for 15hours.

DAF was not available because DLA was not appropriate.

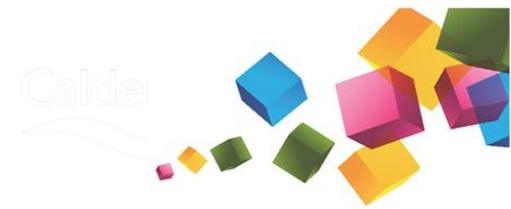
New provider now offers 30hours with the additional inclusion funding at 75% while they prepare his SEND Support plan to request EHC needs assessment

What worked well

Parent is happy that the new provider understand Kai's needs and is working in partnership with mum to enable her to work and preparing for Kai's entry to school next year.

SENCO of new setting attending network, training and conference to upskill all staff to support Kai without the need for 1:1 at all times.

Flexibility in funding allows parents choice in how to take up their entitlements



Max's extended entitlement

Accessed PVI provision for 15hours a week, supported by DCatch inclusion funding to support him for 75% of his time and the provider topped this up with their own support and his access to universal provision. The provider claimed his DAF funding.

Max attended for a year and during this time accessed specialist services with the view to attending mainstream provision for school. School initially insisted that Max had to take all of his entitlements in one provision. Mum was concerned because she felt it was too soon for Max to be in school for 30hours.

He now school nursery for 15hours universal entitlement and he is taking 6hours of extended entitlement at his PVI provider who access Inclusion funding at 75% as before.

What worked well

Parent is happy with blended provision that meets her working commitments

Max is accessing holiday a provision with a holiday club that will provide consistency and familiarity as he gets older.

Both providers contributing to My SEND Support Plan in preparation for EHC Needs Assessment in readiness for Reception year

Flexibility in funding allows parents choice in how to take up their entitlements

