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|  | **TERMS OF REFERENCE****Activity Led Funding Early Years (ALFEY) Panel** |  |

Introduction

This Guidance clarifies the role of the Activity Led Funding Early Years (ALFEY) Panel.

September 2018

Background

SEND Code of Practice - Jan 2015

Improving outcomes: high aspirations and expectations for children with SEN

(Ref. 5.1)

All children are entitled to an education that enables them to:

* achieve the best possible educational and other outcomes, and
* become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

Funding for SEN support in the early years

(Ref. 5.59)

Local authorities must ensure that all providers delivering funded early education places meet the needs of children with SEN and disabled children. In order to do this local authorities should make sure funding arrangements for early education reflect the need to provide suitable support for these children.

(Ref. 5.60)

Early years providers should consider how best to use their resources to support the progress of children with SEN.

**Panel**

The ALFEY Panel has been set up primarily as a consultative moderation group to respond to requests for activity led funding from Early Years’ settings to support individual children with special educational needs and/or a disability (SEND) within that setting

**Group Membership**

The Panel will consist of:

* Advisory Teacher for Early Years Inclusion (Chair);
* Senior Early Years Advisory Teacher;
* Finance & Business Officer, Early Years;
* Business Support Officer SEN
* Early Years Practitioner (2 individual Setting SENCOS to attend 2 a year – to volunteer for themselves).

**Expectation of panel members**

Panel members will:

* Apply the Activity Led Funding for Inclusion Support criteria to each request;
* Read the Request for Funding for Supporting Individual Children in advance of the panel meetings;
* Input at the meeting which will inform the discussion and outcome;
* Agree to sign off or decline funding requests at the panel meetings;
* Treat all information presented at the SEND Panel as confidential.

**Delivery and management of the Group**

* The group is chaired by the Judith Thomas, Advisory Teacher for Early Years Inclusion.
* The meetings are organised and supported by the SEN Business Support Officer.
* The ALFEY panel meets 6 times a year.
* The agenda and minutes of the last meeting are shared at each panel meeting
* Local Authority employee panel members will be given the ALFEY applications to be considered for each panel, 10 working days in advance of each panel. The applications MUST not be removed from Local Authority premises and kept in a locked filing cabinet.
* Early Years practitioner panel members will be invited to meet with the EYAT for inclusion in order to score the ALFEY applications using a set of criteria (Appendix 1). All meetings will take place in Local Authority meeting rooms with the EYAT for Inclusion.

**Making an Application**

* Setting managers MUST submit an application 2 weeks before the panel date. Applications received after the submission date deadline will then be considered at the following panel.
* All submission dates, panel dates and payment dates will be shown on the SEND Early Years Inclusion webpage.
* All applications will be presented in a typed format on the PART 1 and 2 ALFEY request forms available on the Torbay SEN Early Years website. Any handwritten applications will not be accepted and returned to the Early Years setting.
* All applications MUST include the following:
* Individual Learning and Development Plans and Reviews with parents/carers
* SEND Assessment Summaries
* Reports and letters referred to in the application
* Small step assessments
* ALFEY is aimed at supporting all funded pre-school aged children (2-5 years) with an identified SEND need, which meet the criteria for ALFEY. Children under 2 years requiring supervised medical intervention are eligible for ALFEY. Medical intervention needed to be administered by the early years setting staff, should be clearly set out in the child’s medical health plan and jointly drawn up by the parent/carer, medical professional and EY practitioner. Relevant training from a medical practitioner to administer the intervention must be sought by the EY staff members.

**Decisions made about applications**

* Decisions about funding applications will be made at the panel meeting. Applications will be judged against a set of criteria (see Appendix 1) enabling panel members to award funding correlating to the stated criteria levels 2-5.
* Funding will commence from the beginning of the next half term after the panel has met.
* In some cases, the funding allocation may come with a *stated suggestion* (e.g. SEND support needed including referrals onto other services, access to training events; specialist Early Years and Childcare Advisory Service support; Equipment etc.).
* Panel members from Early Years settings will not contribute to the decision for ALFEY for children that attend their setting.
* Case discussions and decisions made will be recorded by the SEN Business Support Officer, who will communicate to the setting the decision made.
* Settings will be notified of the allocated funding by letter from the SEN Business Support Officer
* Funding will be allocated each half term.

**Monitoring**

* A cease date will be given, this will be usually one calendar year from the initial application unless stated otherwise.
* Applications will need to be renewed each year from the date of the initial allocation or beforehand if you know of significant changes.
* If funding needs to continue after the cease date, a new application to the panel will need to be submitted prior to the cease date.
* If the child increases or decreases their hours at the setting but there is **no change to their level of ALFEY support,** the setting manager will complete the ‘Changes of Hours’ form found on the Early Years Inclusion website and submit it to the SEN Business Support Officer. The number of hours claimed for must match the Head Count hours. A full ALFEY application (Part 1 & 2) will not be necessary in this circumstance.
* Applications with an Education, Health and Care Plan attached will automatically be awarded a Level 5 funding rate.
* It is important that setting managers’ report IMMEDIATELY to the Early Years Business Support Officer if a child receiving ALFEY moves from the setting.
* Each term the early years business support officer will contact the setting manager, confirming the children in their setting, who are receiving ALFEY funding

**Confidentiality**

All members of panel will respect the need for confidentiality. Any cases discussed at the panel are not to be discussed outside the panel. Feedback regarding decisions will be the responsibility of the Early Years Business Support Office.

The following procedures will be followed by all panel members:

* On receipt of the ALFEY applications, all data will be kept securely, either in a locked filing cabinet or in a secure file on a computer.
* ALFEY applications will not leave Local Authority premises once received.
* ALFEY applications will not be emailed from one hard drive to another, once received by the panel members.
* All paper copies of the ALFEY applications will be shredded after the panel has met.
* All panel members will sign this confidentiality agreement below.

Panel member:

Signed Date:

Signed: Judith Thomas

Judith Thomas Emma Kerridge

Early Years Advisory Teacher for Inclusion Team Lead for the EYCCAS

APPENDIX 1

ALFEY Criteria (linked to revised Part 2 form)

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| ALFEY Score | % of hourly rate allocated | Description |
| 2 | 40% | **Low to moderate level of SEND**The adult activities undertaken reflect reasonable adjustments at a targeted ‘SEND Support’ level. Typical activities may include:* Additional observations and assessments to clarify areas of concern and levels of development.
* Provide differentiated learning opportunities targeted at the areas of need and all staff are aware of this child’s specific needs/agreed approaches and/or targets.
* Flexible routines and adaptation of the environment are needed
* Progress is monitored and reviewed (ILDP review) with parents/carers on a regular short term basis and ‘next steps’ are reset and recorded using an individual learning and development plan (ILDP).
* Parents/carers are included in planning and targeted intervention and given appropriate ideas to do at home. The child’s level of development is shared.
* Staff attend appropriate training to meet the child’s needs
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| 3 | 60% | **Moderate level of SEND**The adult activities to support the child with SEND, reflect additional and/or different strategies and approaches, devised in conjunction with advice from outside agencies. The support is targeted and typical activities may include:* Individualised planning and targeted intervention to support identified needs – ILDPs are in place
* Parents/carers are involved in ILDP reviews on a regular short term basis and this is recorded using an ILDP review form.
* Small step assessments are used to monitor learning and development and used to support target setting
* Flexible routines and adaptation of the environment are needed.
* Specific targeted support that includes the parents/carers, aimed at developing the child’s social and emotional learning and development
* Administering medical intervention and/or a medical protocol is in place, which may be directed by a specialist nurse.
* Individualised self-care intervention that is not typical for a child of the same age
* Advice is sought from other agencies with the parents/carers consent (health visitor, children’s centre groups, speech and language therapy, EYAT for Inclusion, Early Help)
* Portage Home Visiting involvement may be underway, or the child is on the waiting list for this service. Parents may be attending FIPCAN groups and/or training sessions with Portage HVs.
* Staff attend appropriate training to meet the child’s needs
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| 4 | 80% | **High level of SEND**The adult activities to support children with SEND reflect intensive additional and/or different strategies and approaches devised in conjunction with advice from outside specialists. The support is targeted and may include:* Individualised planning for play and learning including adapting the environment.
* Targeted intervention on a sessional basis carried out by a specific individual member of staff who know the family and individual child the best.
* Intimate care and self-help activities are dependent on adult assistance.
* Therapy programmes are included in the ILDPs for the child and visits from specialist therapists and/or portage home visitors, to the setting, to support staff members with strategies, are carried out
* Multiagency meetings are held with parents/carers to coordinate the planned support (multiagency includes Targeted Help and/or medical & educational team members).
* Specific medical care as directed by the specialist nursing teams
* Staff attend specific training to meet the child’s needs
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| 5 | 100% | **High level SEND**The child with SEND has an EHC Plan in place with identified outcomes that setting staff will need to work towards with the parents/carers.Setting staff may need to organise and contribute to, the six month review of the EHC Plan. |