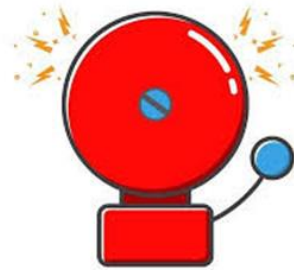


Early Years SENCO Network 14th October 2025

Early Years Advisory Teachers/Early Years &
Childcare Consultants/SENCOs

House Keeping



Agenda

- T & W SEND updates (*SEND team representative*)
- Health Notifications
- Training opportunities /course dates
- Workshop:

**Inclusive Early Years Practice Guidance for
Communication & Interaction (DRAFT/Working copy)**





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EYIP - Update

14 October 2025

Laura Goodfellow
SDM SEND and Personalisation

Early Years SENCo Network Meeting

Early Years Inclusion Funding - Principles

The goal is to ensure all children, including those with SEND, can fully participate in and benefit from their early years education.

- develop strong **partnerships** between schools that ensures effective **collaboration** to support children with SEND.
- support early identification of need by providing support that is **timely** and **appropriate** focusing on **the graduated approach** and high quality assess, plan, do review cycles.
- offer **peer led support and challenge** that aims to build the resilience and skills of settings to meet increasing complexity of need.
- monitor criteria, process and impact to ensure it is fit for purpose and achieves **positive outcomes** for the child.

Eligibility:

Where access to EYIF is being sought the following criteria is applied:

- ✓ The child's home address must be in Telford and Wrekin.
- ✓ Children must not have an EHC plan.
- ✓ The setting can demonstrate that they are already supporting a child's special educational need using quality first teaching and a high quality graduated approach (this must involve evidence that outside agencies have been used during cycles of assess, plan, do and review).
- ✓ There is evidence that the setting has considered costings through a costed provision map.
- ✓ The setting can provide evidence of progress over time and the impact of current provision.
- ✓ The setting has set out what they require EYIF for (based on recommendations from outside professionals), what needs they aim to address, what provision they would put in place, the cost of it and expected outcomes.

In addition

- Pupils must have significant barriers to learning
- The right for Parents/Carers and schools to request an EHC needs assessment remains in place, if appropriate, for children with EYIF allocated through the Inclusion Panel. However EYI funding will stop from the date an EHCP is finalised by the Local Authority.
- An allocation of EYIF must be used for the named pupil only which is in line with the Schools and Early Years Finance Regulations, 2015.

Transition:



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Where a pupil receiving EYIF moves to a new setting, the setting must notify the EYIP immediately as the funding allocation will need to be transferred to the child's next placement, if appropriate.

Funding is allocated to the individual child and therefore follows the child. Funding cannot be transferred to another child in the setting.

Funding will follow a child during phase transition for the first term in reception. Funding will cease at the end of the Autumn Term. The school can then apply to ISF for continued support. The setting must transfer and inform the receiving school of the graduated response that has taken place at the setting to fully inform the school. A transition meeting between the setting and receiving school would be deemed as good practice.

Data:

In **2024/25** there were **185** applications for EYIP.

71 were awarded Band A (**£1000**)

44 were awarded Band B (**£2000**)

12 were awarded Band C (**£3000**)

This equates to **£195,000**.

Over **50%** of these went on to secure an EHCP.

Data:



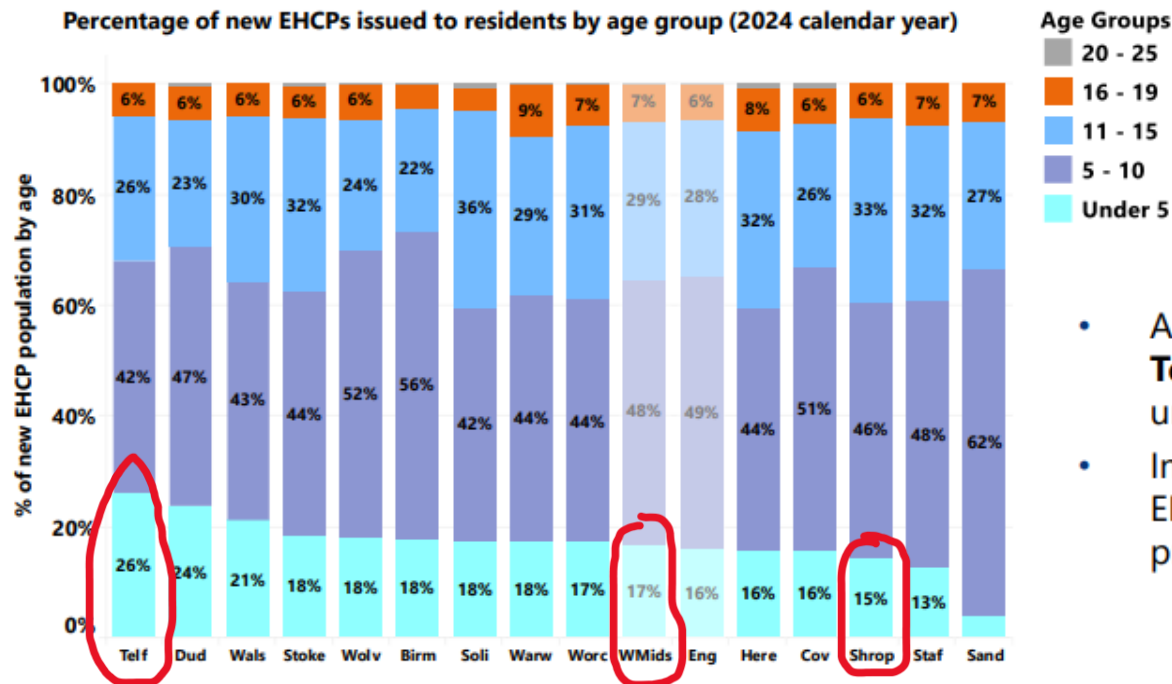
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mime

1g. Assessment: New EHCPs by age

The age breakdown of new EHCPs issued in the West Midlands was broadly similar to the age profile seen across England.



- Around a quarter of new EHCPs in **Telford** and **Dudley** were issued to under-5s
- In contrast, three in every five new EHCPs in **Sandwell** were issued to primary aged children

Changes



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The current funding bands provide a level of support for children with emerging and complex SEND needs. However, feedback from early years settings and analysis of provision maps indicate that these levels may not sufficiently cover the costs associated with delivering truly inclusive, high-quality interventions—particularly for children with multifaceted needs requiring multi-agency involvement.

Increasing SENIF funding levels would:

Enhance Early Intervention: Higher funding enables settings to implement more robust graduated approaches earlier, reducing the likelihood of escalation to specialist services.

Support Workforce Capacity: Additional resources allow for increased staffing ratios, specialist training, and time for collaborative planning, which are critical for inclusive practice.

Promote Equity: Children with the most complex needs often require intensive support. Enhanced funding ensures equitable access to resources, regardless of setting size or location. Parents are often told their children must be on a modified timetable, or that they cannot meet the need at all.

Improve Outcomes: Evidence shows that well-funded early intervention leads to better long-term educational and social outcomes for children with SEND.

Reduce Long-Term Costs: Investing more at the early years stage can reduce the need for costly specialist placements and EHCPs later in a child's educational journey.

Changes

This is in line with ISF for primary and secondary schools and is the same bandings used for EHCPs.

Band	Value Per Annum
1	£ 1,044.85
2	£ 2,089.70
3	£ 3,134.55
4	£ 4,179.40
5	£ 5,224.25



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Any questions?

Early Years SENCo Network Meeting

Update - Health Notifications of SEND

- Health Notification of Anticipated Special Educational Needs and Disability (SEND)
- Information received:
 - Full name, Gender, Date of Birth, Address
 - Date of notification
 - Local Authority
 - Parents names and contact details
 - Diagnosis/Provisional Diagnosis
 - Conditions/Description of possible difficulties
 - GP information
 - Setting information
 - Any other health services involved
 - Professional providing notification
 - Signature



Health Notifications of SEND continued



What happens next:

- Information is organised by school cohort
- Children who are already in a setting and known to Early Years Team
- Children in a setting and not known to Early Years Team
- Children not in a setting and supported by Portage
- Children not in a setting and not known to the Early Years Team



Health Notifications of SEND continued

What data is telling us at the end of September 2025:



DATA by Gender and Locality					
Total number of children	171	Boys known to LA	Boys not known	Girls known to LA	Girls not known
Hadley/Newport	63	17	26	8	12
Lakeside South	63	20	22	10	11
Wrekin	45	13	18	7	7
	171	50	66	25	30

Total numbers for Known:

Hadley/Newport – 25
Lakeside South – 30
Wrekin - 20

Total numbers for Unknown:

Hadley/Newport – 38
Lakeside South – 33
Wrekin – 25



Health Notifications of SEND continued



DATA by Setting					
Total number of children:	171	Boys known to LA	Boys not known	Girls known to LA	Girls not known
Maintained nursery	41	11	19	5	6
PVI	81	34	22	16	9
Private	1	1	0	0	0
Childminder	6	1	1	1	3
Portage	6	1	2	2	1
Not in a setting	35	0	23	0	12
Unknown	1	0	1	0	0
	171	48	68	24	31

Total number for Known:

Maintained – 15
PVI – 50
Childminder – 2
Private – 1
Portage – 3

Total number for Unknown:

Maintained – 25
PVI – 31
Childminder – 4
Portage – 3
Not in setting - 35



Health Notifications of SEND continued

Data by Area of need					
Total number of children:	171	Boys known to LA	Boys not known	Girls known to LA	Girls not known
Communication & Interaction	134	77	17	32	8
Cognition & Learning	3	2	0	1	0
Social Emotional Mental Health	1	1	0	0	0
Physical /Sensory	11	5	0	4	1
DS	0	0	0	0	0
Other	0	0	0	0	0
No information given	22	6	7	5	4
	171	91	24	42	13

Total numbers for Known:

Com & Inter – 109
 Cog & Learning – 3
 SEMH – 1
 Phy/Sen – 11
 No information – 11

Total numbers for Unknown:

Communication and Interaction – 25
 Cognition and Learning – 0
 SEMH – 0
 Phy/Sen – 1
 No information - 11



Health Notifications of SEND continued



Next steps:

Children in a setting and not known to EY Team - email to setting for an update.

Children Known to Portage – regular meetings to update children and plan transitions meeting

General updates after SEND Allocations.

Children not in a setting and not known to EY Team - contacting families

Pathways

- Children in a setting and known to EY Team
- Children known to Portage
- Children in a setting and not known to EY Team
- Children not in a setting



Training courses/ CPD



To enquire further or book a place on any training course offered by the team please contact

talkingchildcare@telford.gov.uk

(01952 383011)



AET EY Good Autism Practice Training

WHOLE SETTING TRAINING

Training for your whole staff team on a day/ time that is convenient to your setting

VENUE: We come to you!

If interested please enquire at: talkingchildcare@telford.gov.uk



AET Transitions in the Early Years



Module provides guidance on helping practitioners to understand the distinctive strengths and learning needs of autistic pupils

Content: Importance of a child-centred approach looking at strengths and interests-based approach when planning for transitions. Planning/preparing for everyday transitions and tools for key transitions, such as transition into primary school.



Target Audience: This session is suitable for practitioners working with children in both Early Years settings and EYFS in schools

Next Delivery – Spring Term



New SENCo Training: Part 1 & 2

AUTUMN TERM 2025

Part 1 Tuesday 11th November, 2025 6:30 – 8:30pm

Part 2 Tuesday 18th November, 2025 6:30 – 8:30pm

Online Delivery – Microsoft Teams



Using Work/Reward 'Task baskets' as part of the structured teaching approach in Early Years

AUTUMN TERM 2025

Thursday 27th November, 2025 6:30 – 8:00pm

Venue to be confirmed



Working with Early Years children who require a high level of support

AUTUMN TERM 2025

Tuesday 25th November, 2025 6:30 – 8:30pm

Venue to be confirmed



Capturing a Unique understanding of the child

AUTUMN TERM 2025

Monday 17th November, 2025 6:30 – 8:30pm

Venue to be confirmed



Embedding Early Years TalkBoost into Continuous Provision

AUTUMN TERM 2025

Wednesday 22nd October, 2025 6:30 – 8:30pm

Venue to be confirmed

More Time to Talk – It's Free!

For settings, childminders and schools

AUTUMN TERM 2025

20/11/2025 (18:30 – 21:00)

Online Delivery



Ben Kingston - Hughes: The Importance of Play in the EYFS

AUTUMN TERM 2025

Tuesday 4th November, 2025 1:30 -4:30pm

Venue to be confirmed



WORKSHOP:

Early Years Inclusive Practice Guidance for *Communication & Interaction*



Any Questions?....

