**Graduated Response - Is applying for SEN Inclusion Fund (SENIF) the next step?**

Before a setting can make a request for SEN Inclusion Funding there should be evidence that the appropriate strategies, training and programmes have already been tried for the child and have been unsuccessful. These strategies and support programmes are detailed below.

All requests for SENIF will need to evidence that the child’s needs are recognised as requiring SEN Support as defined in the SEND Code of Practice 0 – 25.

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| **Check 1 – Is the child known to Portage?** |
| Is the child yet to have started at your setting but is known to Portage?  Choose an item. |

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| **Check 2 – Does the child have a Sensory Impairment and is known to the Sensory Specialist Teaching and Learning Service?** |
| Choose an item. |

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| **Check 3 – Universal Support from The Education People Early Years Team** |
| Have you sought advice from the Early Years & Childcare Equality & Inclusion Team at the Universal Level?  Choose an item. |

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| **Check 4 – Best Practice Guidance Audit Tools** |
| Have you used the Best Practice Guidance strategies to support the child & recorded the impact of these within the audit tools including using the Specialised/Individualised Section?  Choose an item. |

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| **Check 5 – Progress Tracking** |
| Has the child made limited demonstratable progress and it is felt that more intensive support is needed?  Choose an item.  *Details of EY LIFT meetings can be found on your district Special School website.* |

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| **Check 6 – Implemented support and advice from Early Years Local Inclusion Forum Team (LIFT)** |
| Have the strategies given at LIFT been implemented and had a demonstrable impact on the outcomes for the child? This impact should be added to the Personalised Plan.  Choose an item.  *There is no requirement for settings to wait for a visit from STLS to implement a Personalised Plan if they feel confident to create a plan which includes specific and SMART targets which are relevant to the child’s presenting needs. A Personalised Plan Guidance note can be found on SENIF page of Kelsi. Settings are also able to review Personalised Plans without STLS being in attendance at the Review meeting, parent/carer should be included in the review.* |

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| **Has the child made expected progress?** |
| Was a Specialist Teacher allocated to this child at LIFT?  Choose an item.  *Details of EY LIFT meetings can be found on your district Special School website.*  Has the Specialist teacher visited this child in your setting?  Choose an item.  Has the advice, outcomes and strategies, provided by the Specialist Teacher, been implemented, embedded and reviewed and the review evidences that no impact or limited progress has been made via a Reviewed Personalised Plan?  Choose an item.  *Settings are able to review Personalised Plans without STLS being in attendance at the Review meeting, the parent/carer should be included in the review. You do not have to wait for your next STLS visit to discuss whether it’s appropriate to make a request for SENIF for an individual child, you can phone/email them.* |