

## **Transition Support Funding (TSF) – Information and guidelines for children transferring to school 2019-20 Early Years SEND Inclusion Panel (SENDIP)**

**This document sets out the eligibility guidelines which SENDIP will use to make Transition Support Funding decisions when requests are received at panel. In most cases requests should be made in a timely manner using the SENDIP Transition Support Funding request form and attaching the required evidence.**

**If in doubt about whether a proposed TSF application is appropriate, please contact your Area SENCo in the first instance, or Nick Fortt, Early Years Inclusion & Partnership Manager.**

### **Background**

Transition Support Funding (TSF) was introduced in 2011 and was developed as part of a preventative SEND strategy, providing support at a crucial transition time for children with complex and high level special educational needs in order to reduce the likelihood of a statutory plan being required at a later date. Evidence collected over the last 5 years has shown that around 45% of TSF funded children did not require a statutory plan (Statement or EHC plan) once in school.

### **Support allocated as part of Transition Support Funding**

Transition Support Funding (TSF) is split into two parts. The early years setting will receive a small amount of funding in term six to support the child's transition to school. The setting will be expected to use this funding to take the lead in the child's transition to school by arranging transition meetings and ensuring all relevant paperwork is shared with the school. The Local Authority has a duty to monitor the use of additional funds such as Transition Support Funding and the setting will be expected to evidence how they are using the funding to support a child's transition to school.

The school will receive funding for the child's reception year to ensure a positive and smooth transition takes place. This will normally involve the school recruiting a Teaching Assistant (TA) to work with the child and provide increased support for that child during their reception year. The Local Authority has a duty to monitor the use of additional funds such as Transition Support Funding and the school will be expected to evidence how they are using the funding in addition to their delegated funding.

**Transition Support Funding Timescales** - The table below sets out the relevant timescales

<b>Time Period</b>	<b>Transition Support Activity</b>
<b>January 2019 – 31<sup>st</sup> March 2019</b> Child in Early Years Setting	<b>Requests</b> made to SENDIP with accompanying evidence.
<b>May 2019 – July 2019</b> Child in Early Years Setting	An initial transition planning meeting takes place, organised by the identified transition lead, and attended by parents/carers, setting, professionals involved and school staff. Specialist agencies attend where possible.  The My Plan at SEN Support should be shared with school staff. Person centred discussions lead to the development of a <b>transition plan</b> .  A <b>second</b> transition planning meeting is held to further develop the transition plan in term 6.
<b>September 2019</b> Child in School	School staff finalise and implement the agreed support and monitor progress using the My Plan at SEN Support.
<b>December 2019</b> Child in School	A further <b>transition review meeting</b> takes place involving parents/carers, school staff and specialist agencies as appropriate to review the child's transition to school. The school will be expected to provide review paperwork to evidence how they are using the funding.
<b>March 2020</b> Child in School	The school will be expected to provide review paperwork to evidence how they are using the funding.
<b>June 2020</b> Child in School	The school will be expected to provide review paperwork to evidence how they are using the funding.
<b>July 2020</b> Child in School	<b>Transition Support ceases at the end of the reception year</b> and will not continue into year 1 even if a needs assessment is underway. Please note if an Education, Health and Care Plan (EHCP) is agreed then TSF will cease and the funding will come from a different source.

## **Guidelines when applying for Transition Support Funding**

Children eligible for Transition Support Funding (TSF) will have clearly identified transition to school needs which cannot be met solely by the normal transition planning and induction arrangements in place for all children. Many may have significant, long term special educational needs and/or disabilities. Some will be very vulnerable children, with emotional or mental health needs, requiring specialised nurtured transitions into school.

At the time of application most, if not all, will be supported at the SEN Support Stage of the Code of Practice 2014 by the early years setting(s) and have 'My Plans at SEN Support' in place developed in a person-centred way. The panel will expect to see evidence of at least two cycles of the graduated response (assess, plan, do and review) as part of the My Plan at SEN Support.

All children considered for funding will have one or more specific, identified, transition needs. These needs will require specialist provision and support, where close liaison between parents/carers, early years setting and school is required, and where the school needs to make provision which is different and additional to that which is normally in place, or can be put in place through use of the schools delegated funding.

## **Nurture Outreach Service**

As part of the request for Transition Support Funding, the panel will consider if a child would benefit from the Nurture Outreach Service. The majority of children identified for the Nurture Outreach Service will be vulnerable children, with emotional or mental health needs, requiring specialised nurtured transitions into school. Children who are looked after / in care will be considered as a high priority for the Nurture Outreach Service and children must meet the same criteria as required for Transition Support Funding in school (see below).

The Nurture Outreach Service provides advice and guidance to the early years setting in term 6 to help support a positive and consistent transition to school for the identified child. This support then continues into the child's reception year where the allocated Nurture Outreach Worker will work with the school to support them with strategies, advice and guidance specific to the child's needs.

## **Thresholds / Criteria**

The criteria and descriptors for Transition Support Funding (TSF) are exactly the same as set out in the guidance/thresholds for Inclusion Support Funding (ISF) which can be found on the B&NES public website (search SENDIP).

A child **must meet the criteria and either band B or C descriptors** in order to receive TSF at school. Children meeting **the criteria and band A** descriptors may be allocated funding in term 6 to support their transition to school but schools will be expected to meet the child's needs within their delegated funding.

## **Allocations**

### **For Early Years Settings**

If approved, settings will receive a one-off payment up to a maximum of £250 to engage in the transition planning process. Funding will be additional to any Inclusion Support Funding (ISF), but the level of ISF will be taken into account when the funding is agreed so the final amount may be lower. In general Local Authority nurseries will receive less early years funding because of their on-site location and integration with the whole school.

### **For Schools**

If approved, schools will receive approximately £4,830 to support the child during their reception year which is in addition to their delegated funding. This will be paid on a monthly basis over 11 months (approximately £439.00 per month).