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Report title:	Early Years SEN Review	
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Executive Summary

This report provides The Schools Forum with an update on the progress to date in reviewing Early Years SEN funding in maintained schools.

Schools Forum Actions

The Schools Forum is asked to note the progress to date and comment on the review.

1.0 Background

1.1 Maintained nursery schools asked the local authority (LA) to review SEN funding arrangements in response to the difficulty being faced in these settings with bridging the gap between identifying high needs, one to one support requirements and current funding arrangements.

2.0 Progress to date

2.1 The LA conducted an initial review by visiting each maintained nursery school and observing practice.

2.2 The review identified:

- The levels of SEN in the maintained nursery schools have been consistently high and that this, combined with the particular learning needs of very young children, necessitate high levels of adult support which would not be necessary in other settings or for older children;
- The process of retrospective funding from point of assessment creates an additional pressure on the nursery schools. They have to fund high levels of adult support for 1/3 of the year from their own resources without recoupment;
- The way forward would best be enabled by some financial modelling to develop options to remedy these problems

2.3 The recommendations from the review were that the LA considers:

- Reviewing the funding mechanism for Southwark Maintained Nursery schools so that:
 - funding reflects the high level of SEN in Southwark Nurseries in comparison to local and national data.
 - funding to support children with complex SEN should be front-loaded to enable early intensive intervention.
 - all hours of children's placements should be fully-funded at a level commensurate with their learning needs: so that pupils with SEN are not disadvantaged.
- Agreeing systematic peer-moderation of SEN identification and provision with schools to ensure that all identification and assessment of children with SEN is rigorous and robust. (Please note: On Friday 22nd May peer moderation between the Nursery schools was undertaken)

- Working with Nursery schools, other settings and strategic partners to reduce the high proportion of children with SEN in these schools, strengthen provision for SEN in other EYFS settings and improve quality and choice for Southwark children and families.

3.0 Next steps

- 3.1 A further update report will be presented to the October 2015 meeting.