



Early Support Funding (ESF) Framework



HILLINGDON



Hillingdon Parent
Carers Forum



North West London
Integrated Care System



Hillingdon SEND
and AP Partnership

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1. What is Early Support Funding (ESF)?

ESF is the process Hillingdon uses to allocate High Needs Block Funding to support **schools** with pupils who do not have an EHCP but have significant additional needs beyond those that might be expected to be funded from the SEND Notional Budget. This funding is intended for children with needs that exceed what SEND support can manage, providing short-term additional support to help close the gap for these pupils. For more details, you can refer to the guidance document on SEND funding in mainstream schools.

Examples might include

- Children/young people (CYP) at the risk of permanent exclusion or suspension
- Children/young people on reduced hours
- Children/young people experiencing difficulty in attending school due to emotional reasons (Emotionally Based School Non-Attendance)
- Children/young people whose needs require support beyond quality first teaching and school-based support and intervention, as set out in the Hillingdon OAP Guidance.
- Children/young people that have had experienced an unexpected or sudden change that significantly impacts their learning but with appropriate intervention can close the gap.
- Children/young people requiring support with the transition from primary to secondary school, where additional intervention can help ensure a successful start to Key Stage 3.

2. Accessing Early Support Funding (ESF)

The following criteria **must** be adhered to.

The Child/Young Person **must**:

- Have significant barriers to learning which require support over and above what is considered 'Ordinarily Available' and thus incurs costs which are over and above any SEND notional budget
- Live in the London Borough of Hillingdon
- Be accessing a mainstream School or Post 16 setting within the London Borough of Hillingdon

- Be **on roll** and actively **attending** the educational setting which is making the application.

The school **must not**:

- Be in the process of applying for statutory assessment, undergoing statutory assessment or have an existing EHCP

3. Applying Early Support Funding (ESF)

Schools must clearly evidence the support they have provided and the impact of this. The Hillingdon OAP Guidance provides examples of the range of support that might be in place for children and young people at SEND Support, and you may find it helpful to draw from this in evidencing what you have provided and its impact. Where an external agency has been involved, including outreach from a specialist school you should evidence how you have implemented their recommendations. Professionals could include Educational Psychology service, LA commissioned outreach from special schools or specialist provisions, or an advisory team or therapist.

This funding is short term, and the application must clearly evidence an exit strategy for when the funding ceases.

Please note that there is a maximum of two applications per child, first application for two terms and second will be one term only, unless there are exceptional circumstances. Please be advised that subsequent applications (second) will not be considered until an evaluation of the impact of the initial term of funding has been conducted.

Applications will be evaluated monthly by a multi-disciplinary panel. Panel dates will be announced with the opening dates on the 1st of each month and closes two weeks before panel. This schedule ensures that the panel has sufficient time to convene, make decisions, and process payments efficiently.

The panel will review the applications, considering the following information and documents, as applicable:

All applications must include:

- A person-centred Hillingdon 'My Support Plan' (or similar documentation including sections listed in Hillingdon's My Support Plan) in place which has been created through the TAC/YP process

The evidence should demonstrate:

- Implementation of Graduated Response over time.

- Through the use of a 'My Support Plan', clear evidence of the plan, do, review and assess cycle being implemented, interventions being evaluated and adjusted if not having impact.
 - Ensure there is a **minimum of 2 cycle** of APDR - properly reviewed for impact
- Clear evidence of interventions specific to area of need identified within application.
- Involvement of external professionals and evidence of their advice being implemented and evaluated.
- Clear detail of how additional funding will be spent with clear measurable outcomes.
- Clear evidence of the exit strategy to be implemented when funding ceases.
- Documentation must evidence the strategies being implemented by adults (rather than what the pupil is expected to do).
- Evidence that behaviour logs are being evaluated and strategies implemented as a result of information gained from analysis.
- Provision maps should be included but do not require costings.
- Evidence of how school has used CPD / external support to up-skill all staff in meeting identified need.
- In the case of pupils accepted through the FAP, documented evidence of need and intervention required to meet identified need including evidence from previous setting (where available) and FAP process.
- If a CYP is on a **reduced/part-time timetable**, this must be made clear as to why this is in place and how the hours are going to be increased and what provision is anticipated to support return to full time education. When a CYP does not attend full time education the funding will be pro-rata.
- In cases where a child has been **suspended or is at risk of permanent exclusion**, it is imperative to provide comprehensive evidence of the support and training implemented. This documentation should aim to prevent recurrence and facilitate positive reintegration

4. Levels of Need

Early Support 1:

Children and young people whose needs require support beyond quality first teaching and school-based targeted support and intervention as set out in the OAP Guidance for Hillingdon. The level of resourcing exceeds what the school can be expected to

provide from its SEND Notional Budget. However, if these needs can be addressed through short term funding to provide greater levels of support early and quickly it could result in the child / young person making good progress, prevent needs from escalating and enable them to access the curriculum within the ordinary offer at the school.

Children and young people are likely to require a level of additional or different support at different times throughout the day / week (up to 1/3 of day).

Early Support 2:

Children and young people who need more support and targeted interventions across larger parts of the day / week (up to 2/3 of day), including some specialist interventions specifically designed to meet their needs.

5. Funding:

The funding level allocated out of the two available values will be determined based on need.

- £2000 for the year
- £4000 for the year

Funding will be allocated for up to 6 months:

- £1320 - 2 terms (£2000)
- £2660 – 2 terms (£4000)

If a setting would like to renew for the final term, then an evaluation form needs to be completed (Microsoft form) to assess impact will need to be completed and submitted with an updated 'My Support Plan'.

Payments will be made monthly.

A **SAS practitioner** will be allocated for all successful ESF applications to offer support / guidance on SEND provision and review progress.

If a child or young person moves out of the borough, it is the setting's responsibility to inform Hillingdon LA through the [ESF transfer / cease form](#). It is the responsibility of the new borough to provide any top-up funding, even if the move is temporary. Additionally, if they leave education, attend alternative provision (AP), or go to elective home education (EHE), funding will end on the date they leave, and schools must notify Hillingdon LA of this.

6. ESF Checklist

Cognition and Learning

Early Support 1 - Targeted 2		Early Support 2 - Enhanced 1	
Attainment and Progress			
Learning significantly below age related expectations in most areas of learning / subjects alongside significant needs in other areas for example:		Learning significantly below age related expectations in most areas of learning / subjects alongside significant needs in other areas and the gap continues to widen despite targeted and specialist interventions for example:	
End of Reception – At least 2 years delay		End of Reception – well over 2 years delay	
End of KS1 – over 2 years delay		End of KS1 – over 3 years delay	
End KS2 – learning at Y3 level.		End KS2 – learning below Y2 level	
End KS 3 – learning at Y4 level		End KS 3 – learning below Y4 level	
End KS 3 – learning at Y4 level		End KS4 – learning below Y5 level	
Core Skills			
Significant difficulties in acquiring literacy and numeracy skills, retaining information, generalising skills, and problem-solving skills.		Sustained and marked difficulties in acquisition of literacy/ numeracy skills, retaining information, generalisation and problem-solving skills, affecting access to the curriculum.	
		Children / young people have difficulty working alone and cannot access the curriculum without considerable modification to programmes and materials which allows for repetition and overlearning.	
		Processing difficulties may limit independence and need additional adult support in some areas, requiring a moderated curriculum.	
		At KS 2 and above children / young people do not have the necessary pre-requisite language skills for verbal reasoning, including following longer spoken directions, comparing items, justifying predictions, problem solving and inference	

Focus and Attention – all key stages			
Significant difficulties in attention and concentration and staying on task.		Severe difficulties in attention and concentration and staying on task.	
Difficulties with shifting focus of attention between all activities and / or sustaining attention on the majority of adult directed tasks.		Child / young person finds it difficult to 'listen and do' at the same time.	
May have significantly slower processing skills and need more time to respond to instructions.		Child / young person responds inconsistently to additional support, child / young person requires frequent adult support to access supports.	
After an extended introduction phase, child / young person responds positively to additional support, child / young person can use supports with moderate levels of independence but will still require adult support to use consistently.			
Response to Intervention and Support – all key stages			
Needs persist despite a range of highly adaptive teaching / evidence-based interventions, including those recommended by an external professional. Need adaptive teaching plus some support in some lessons / subjects (up to 1/3) as well as some evidence-based interventions.		Small steps of progress and needing higher amounts of highly adaptive teaching plus some support in most subjects / lessons across the day (up to 2/3rds) as well as some specialist evidence-based interventions.	
Accessing the Curriculum – all key stages			
Will need significant modification / greater personalisation of learning and materials which allow for building on success, repetition and over-learning to access the curriculum.		Difficulties necessitate alteration of the curriculum which may include a personalised curriculum (see definition of personalised in framework) to enable a slower pace of learning with a more functional curriculum for an extended period.	
Will need more time to consolidate learning before more advanced skills and knowledge are taught. A small amount of new material will need to be introduced and practiced with areas of learning already consolidated.		Learning in shorter and more concentrated bursts to maintain focus.	
Will need additional adult support at times to check understanding, complete tasks and support developing independence in learning.		May need instructions chunked and communication support built into all planning.	
Will need opportunities to work in small and / or large groups to learn specific skills with peers with similar learning levels to themselves.		Will need daily opportunities to practice skills across different contexts.	

May need support with alternative recording methods which enable the child /young person to demonstrate knowledge without extended written work. May need support for emotional wellbeing and be taught strategies for managing anxiety.		Will need use of alternative recording methods for all curriculum areas.	
School staff may need to draw on specialist advice (internally and externally) to support access to learning and some curriculum areas.			

Communication and Interaction

Early Support 1 - Targeted 2		Early Support 2 - Enhanced 1	
Speech and Language – Receptive Language / Understanding and Expressive Language			
Key Stage 1 - In addition to learning needs set out in attainment and progress section, the child has a severe receptive / expressive language disorder (either developmental or associated) that has been assessed by a speech and language therapist.		Key Stage 1 - In addition to a higher level of learning need (up to 3 year years below age related expectations) the child has a severe receptive / expressive language disorder (either developmental or associated) that has been assessed by a speech and language therapist.	
Key Stage 2 upwards - In addition to learning needs (more than 3 years below age related expectations) the child / young person has a severe receptive language disorder (either developmental or associated) that has been assessed by a speech and language therapist.		Key Stage 2 upwards - In addition to a higher level of learning need (more than 4 years below age related expectations), the child / young person has a severe receptive / expressive language disorder (either developmental or associated) t that has been assessed by a speech and language therapist.	
All Key Stages:			
Severe difficulties in understanding classroom language including longer instructions and those with more complex vocabulary.		Difficulty understanding simple instructions with a range of adults and peers	
Mainly communicates in very simple sentences and sometimes single words.		CYP requires frequent adult support to access verbal information	
CYP finds it difficult to organise and use expressive language to communicate about things which are out of context in a way that can be understood by others (despite production of sounds being accurate		Mainly communicates in two-to-three-word sentences and single words.	

and clear). This may be because of difficulties with creating sentences, narratives or choosing accurate words.			
Expressive language may be echolalic with repeated words and phrases being used to initiate communication or respond to questions.		Connected speech remains poor	
CYP beginning to respond positively to additional support and can use supports with moderate levels of independence. Will still require some adult support to use consistently and once confident may be able to move to SEND Support and no longer need an EHCP.		CYP is inconsistent in their responses to additional visual support to aid understanding of information and concepts.	
		CYP may exhibit frustration or withdrawal behaviours due to lack of understanding or a gap between their level of understanding and their ability to express themselves clearly.	
		Will need significant support and calming strategies to learn to manage their emotions.	
		Expressive difficulties may cause frequent frustration, but child / young person will respond positively to calming strategies and learn to manage their frustration in a positive way (self-regulate).	
		Expressive difficulties may lead to withdrawal behaviours that require adult support to manage.	
		CYP can use supports with moderate levels of independence but will still require adult support to use consistently.	
Speech Sound Difficulties / Disorder			
Persistent difficulties with speech which impact significantly on intelligibility and literacy skills as identified by a speech and language therapist.		Severe difficulties with speech which impact on intelligibility and communication.	
		Listeners have to use high levels of exploratory questioning and visual scaffolds to ensure accurate interpretation of the child / young person's communication.	
Social Communication Skills			
CYP has difficulties with social communication that have a moderate to severe impact on daily functioning. However, after an initial introduction phase, responds positively to additional support strategies, and can use support strategies with moderate levels of independence but will still require adult input or intervention to use consistently.		CYP has difficulties with social communication that have a severe impact on daily functioning and the CYP responds inconsistently to additional support strategies and requires frequent adult input or intervention to access support strategies.	

Inappropriate responses to adults or peers that may be perceived as rude or disruptive and that need adult support to challenge or re-frame.		Misunderstanding of social cues and situations which severely impacts on the ability to engage in classroom activities.	
Difficulties in understanding and expressing their feelings in an appropriate way, leading to anxiety, frustration or withdrawal behaviours, low self-esteem, isolation, or reluctance to attend some lessons or clarification in the classroom.		Inappropriate responses to adults or peers that may cause offensive, be highly disruptive and that need immediate and frequent adult support to challenge or reframe.	
Difficulties in understanding change or social expectations which leads to higher impact errors in actions or choices but do not pose risk of harm to CYP/ others.		Likely to withdraw from communication in class or interact in unexpected ways in the classroom.	
Will need specific named strategies integrated into the school day.		Will need highly adaptive teaching and an adapted curriculum to support language and communication needs.	
Will need planned access to named adults to support learning and development of social communication skills		May need to access a calm safe space to support regulation when at high levels of anxiety	

Social, Emotional and Mental Health

Early Support 1 - Targeted 2

Early Support 2 - Enhanced 1

Attention to Tasks

Significant difficulties with maintaining concentration and attention which limits learning and participation.		Severe difficulties within maintaining concentration and attention which impacts significantly on learning and participation requiring support for most activities (up to 2/3 of day).	
May display a strong need to assert independence, autonomy or control of a situation or environment		May display a strong need to assert independence, autonomy or control of a situation or environment.	

Identifying and Expressing Feelings / Emotions

CYP has significant difficulties interpreting and identifying emotions in themselves and others accurately.		CYP has severe difficulties interpreting and identifying emotions in themselves and others accurately.	
Has difficulty expressing feelings and emotions in most social and learning contexts.		Difficulties expressing feelings and emotions which leads to increased anxiety on a daily basis.	
		May show signs of distress, confusion or shutting down.	

		Likely to be misunderstood and respond inappropriately	
Forming and Maintaining Friendships and Relationships			
Significant difficulties in building and maintaining successful relationships with adults and peers.		Severe difficulties in forming and maintaining appropriate and successful relationships with peers and adults that result in social isolation or social vulnerability.	
Difficulties in playing and / or interacting with peers appropriately (either socially or in a learning context), leading to verbal or physical disruptions in peer relationships that can be resolved by an adult 'debrief'		Finds it hard to see beyond their own point of view- unable to play games or interact on other people's terms.	
Limited initiation of social interaction but can take part in some imaginative play if taught/supported but does not yet show signs of developing this independently.		Limited social interaction with language difficulties having severe impact on learning.	
Regularly participates in solitary activity which is often focused on a special interest.		Difficulties understanding social and physical risks and their own vulnerability, severely limited ability to understand consequences of actions on relationships.	
Difficulties understanding social and physical risks			
Isolated from peers, has few friendships and finds friendships difficult to sustain. May be vulnerable to exploitation.			
Managing Change			
Can show signs of anxiety or distress when faced with new people, places, events or uncertainty.		Frequently experiencing anxiety or distress when faced with new people, places, events or uncertainty or when changing focus or moving between activities.	
		Appearing distracted/ self-occupying or frequent use of self-soothing actions due to anxiety or distress caused by changes in the environment.	
		Changes in the environment prevent the child / young person from filtering anything else in the environment, interacting with others, or learning.	
Attachment and Relationships			

Repeatedly seeks affection, approval and reassurance but insecurity remains to an extent which prohibits successful functioning.		In primary demonstrates the need for daily and on-going support and encouragement from a familiar adult when separating from main carer which causes distress for a prolonged period	
Places importance on objects rather than relationships showing traits of obsessiveness.		Over dependent on key adults, with a sense of desperately needing to hold attention and expressing hostility or violence to that adult if thwarted in this	
		Demonstrates hypervigilance and an absence of trust in adults and/or a lack of trust or compliance with any adult authority.	
Mental Health			
May have mental health needs that significantly impact on learning and activities throughout the week.		May have an assessed mental health need that significantly impacts on learning and activities on a daily basis	
		May have intermittent or poor attendance and be at risk of emotionally based school avoidance.	