Emergency Funding Criteria

The emergency top up funding application process has been kept short intentionally to allow the funding to be easily accessible at times of high need and exceptional circumstances. We anticipate that schools/settings may have limited evidence or be in the process of evidence gathering. Below are some questions to consider when reading an emergency application and coming to a decision, however, each application should be considered on its own merit as emergencies are often unique situations.

Has **significant** SEND needs and in collaboration with LA SENDSS professionals (conversations have taken place, reports are not expected)

New International Arrivals
- Needs a date of arrival, someone who has come into the country recently (within the last 6 school weeks) and has a SEND need, not EAL.
- How have the school/setting evidenced that it is a SEND not EAL need?
- What provision have the school/setting put in place already?
- What provision or resource do the school/setting want to put in place with the funding? What is the expected impact?

Crisis situation (removal from home, sudden hospital visits, life-changing incident)
- Needs a summary of what the crisis is (do not include cpoms and ensure it is only need to know information).
- How has the crisis impacted on the child or young person (CYP)? i.e. change in needs/presenting behaviours
- What does their current timetable look like and why? i.e. what has had to change to support their needs
- Do school/setting have a plan to increase time or review the timetable?
- What provision or resource do the school/setting want to put in place with the funding? What is the expected impact?

Significant escalation of behaviour (this could be a CYP with known needs or a previously unknown CYP presenting with behaviours that challenge)
- Expectation is that you have sought advice from professionals regarding the change in behaviour.
- If the CYP has been placed on a part time timetable or suspended, is there a clear plan for reintegration or transition?
- What is the frequency, severity and impact of behaviours? Is there a risk assessment, positive handling plan, running plan?
- What provision or resource do the school/setting want to put in place with the funding? What is the expected impact?

Unidentified complex and enduring needs prior to starting your school.
- CYP who have arrived in your school without any prior identified SEND need or support.
- CYP who have moved to your school suddenly, with identified high needs, but no current support or funding in place.
- What evidence does the school/setting have that the CYP has complex needs? How have they collected this? (Not a full professional assessment, , description of need and or school based assessment)
- Does the school/setting have a plan in place for next steps? i.e. assessments, professional referrals etc.
- What provision or resource do the school/setting want to put in place with the funding? What is the expected impact?