

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

Newly arrived pupils requiring additional support (in collaboration with CPS) **MUST include DATE OF ENTRY TO UK**

- 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?

Urgent safeguarding or wellbeing concerns e.g., removal from home, emergency medical intervention, or significant incident requiring immediate response. (in collaboration with EYST/CPS/LCI/SEMH)

- 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?

Increase in dysregulation episodes and intensity requiring targeted intervention (in collaboration with SEMH)

- Expectation is that you have sought advice from professionals regarding the change in behaviours.
- 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?

Complex needs requiring further assessment (in collaboration with EYST/CPS/LCI)

- CYP who have arrived in your school/setting without any prior identified SEND need or support.
- CYP who have moved to your school/setting 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? (Doesn't need to be a full professional assessment, description of need and/or school/setting-based assessments are sufficient)
- Does the school/setting have a plan in place for next steps? i.e. assessments, professional referrals, meetings with family etc.
- What provision or resource do the school/setting want to put in place with the funding? What is the expected impact?

Barriers to attending and/or engage with learning, education or school **MUST include ATTENDANCE LEVEL**

- CYP who have significantly low attendance or are not attending school
- CYP who may be on school site but have significant difficulty in attending lessons e.g. may be wandering around school
- Expectation is that you have sought advice from professionals regarding supporting the CYP (a visit may not have happened)
- Funding is for additional staffing and support to build relationships with the CYP to prevent an increase in non-attendance or to support the reengagement of the CYP in education, school or in preparation for adulthood (this may not be within school)
- Funding is NOT for Alternative Provision (there is a separate pathway for this) or online tutoring, although your application may indicate where school is doing this.
- What provision or resource do the school/setting want to put in place with the funding? What will happen if the CYP is in school & What will happen if they don't come in? What is the hoped for outcome?