**Early Years**

**Disability Access Fund**



**Information for Early Years Childcare Providers**

**Additional funding for children with Special Educational Needs and Disability (SEND)**

**What is Disability Access Funding (DAF)?**

Additional funding paid directly to Early Year’s Providers (including schools), to support children with Special Educational Needs and Disabilities (SEND), aged 3 or 4, who are in receipt of Disability Living Allowance (DLA) and accessing some or all, of their Early Education Entitlement.

Childcare Providers will receive an annual payment for each eligible child. It is essential that Childcare Providers claim as soon as possible, as some children will be eligible for a second payment, one year later.

The payment facilitates providers to make reasonable adjustments to support children with SEND, including accessing training, purchasing resources, fund additional sessions etc.

**Who is eligible?**

Children aged 3 or 4, who are in receipt of DLA and accessing some or all, of their Early Education Entitlement. Please note: 4 year olds attending a reception class are **not** eligible.

If a child accesses their Early Education Entitlement across two providers, the parent / carer will need to nominate which provider receives the funding. This is recorded on the Parent Funding Agreement.

If a child leaves the nominated Childcare Provider half way through the year, the funding will remain with the provider. The DAF funding is not transferable and does not follow the child.

**How to submit a DAF claim?**

* Ensure parents / carers complete the DAF section on the Parent Funding Agreement.
* Obtain a copy of the child’s DLA award letter.

Then submit a DAF claim through Coventry’s Early Years Online Portal and attach a copy of the child’s DLA award letter.   
 **Please note:** DLA award letters **must** be returned to the parent / carer; providers are not required to keep a copy.

For further support with making a DAF claim; please refer to the Disability Access Funding Portal Guidance: <http://www.coventry.gov.uk/downloads/file/25885/disability_access_fund_daf>

and our ‘How to’ videos for the Early Years Provider Portal – How to create a DAF application

<https://www.coventry.gov.uk/info/359/childcare_providers/2458/early_years_providers_2_3_and_4_year_old_early_education_funding/5>

If you have any questions or experience any difficulty submitting a claim, please contact our team at [EYProviderfundingl@coventry.gov.uk](mailto:EYProviderfundingl@coventry.gov.uk)

**How can providers use the funding?**

It is the responsibility of the Childcare Provider to identify what reasonable adaptations or resources, may be required to enable the child to have equal access to the provision in the same way as another child. This should include providing basic access into the provision.

Providers should liaise with the child’s parents/carers and engage with relevant professionals to ensure the DAF is spent appropriately. This may include the child’s Portage Worker; Educational Psychologist, SEND advisor; Physiotherapist; Occupational Therapist; Health Visitor etc.

Providers who have more than one child that will be eligible for DAF may combine the funding to support an adjustment or purchase resources that will benefit more than one child.

Resources can be shared with parents to be used at home during weekends and holidays if it is felt it will benefit the child.

Providers are expected to spend the full amount on the child, and if the equipment/adjustment is more than that amount, providers are expected to fund this gap.

Here are some ideas / suggestions of how the funding can be used:

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| Physical Access | Communication needs / ASD | Hearing needs |
| Gates / child gates | Feelings faces | Sign language books, cards and games |
| Ramps | Sensory toys | Light and sound toys  Velcro story sacks |
| Hand rails | Sensory tent | Interactive whiteboards |
| Steps | Portable dividers – create different spaces | Soundfield system |
| Chairs / seating | Autism friendly materials – social stories book, weighted lap blankets | Talking tins |
| Walker / rollator | Board maker/Communicate in Print CD or I-pad app | Acoustic modification, acoustic clouds |
| Outside equipment – different swing seat, adapted trikes, soft play, sitting wedges, corner seats | Sound area – head phones and DVD player etc. – calming or for Speech and Language. | Audio equipment – listening checkers, listening leads, stettoclip, splitter cables etc |
| Soft play equipment | Communication support – Makaton symbols, choice boards | Sign and write – part of communicate in print software |
| Sitting wedges / corner seats | DVDs for songs, simple picture books, big / little books, story sacks, chunky books, PECS books | Listening games |
| Big physio balls | Chewigems | I pad/Tablet – communication/pictures |
| OT equipment e.g., spinning mat, ‘bilabos’ | Mirrors for SLT | Visual needs |
| Gross motor skills equipment | Mini trampolines | Books with sound buttons, tactile patches Touch Braille letters |
| Hoists | Persona dolls | Coloured glue sticks Giggly Wiggly balls/sensory balls Tactile books Story sacks |
| Bibs/dribble bibs | Feely bags | Musical instruments Light and sound buzzers |
| Complete waterproof suits | Early language objects (doll, brush, cup etc.) | Scented playdough Scented pens and pencils |
| Tough spots etc – allowing physical/sensory play | Key fobs – play doctor website | Vibrating cushions Plate guard/plate surround Scooping bowl |
| Rulers with handles | General development needs | Simple Switches |
| Rompa helmets | Sensory toys Large handled brushes | Dark tent/cosy cave Dark room kit Be Active box |
| Suction grab rails | Cause and effect toys | WOWee Tactile Vibrations Sensory StarterTub |
| Pushchair for trips | Stage-not-age toys e.g. cause and effect, inset puzzles | UV Dark Den Multi-Sensory Glow Kit |
| Self-care | Large handled brushes | Fibre Optics |
| Toilet access, changing table etc.,  changing mats, kneeling pads for staff,  storage, toilet frames, toilet steps, toilet inserts, potties with arms/backs. | Musical instruments/hand bells Light weight rattles Peg men/spring pegs Stacking toys with magnets Bubbles Switches and cause and effect toys Sensory materials | Lightbox  I pad/Tablet  Tactile letters with braille  Torches Subscription for 3D books Survival blanket/space blanket |
| Feeding materials: non-slip mats, angled plates, cutlery, appropriate height tables. chairs, specialist cutlery, grasp bar, cups, mini food processor | Construction toys Treasure baskets – exploration toys Playdough  Posting boxes | Talking Tins  Wikki Sticks Braille Maths Blocks  Braille ABC blocks Numicom Desk slopes I pad/Tablet stands |

***Please note****: Providers must ensure that any equipment purchased will meet the relevant safety requirements including the required PAT testing.*

**Recording impact and evidence:**

Providers must keep receipts and proof of what the DAF has been spent on should this be required for audit purposes.

Providers will be sent a DAF impact record when making a claim, to help record the benefit and how the funding has been spent for each child.

**Why is this important?**

As a childcare provider, you have a legal duty to make reasonable adjustments to ensure that children with Special Educational Needs and Disabilities (SEND) have equal access to early education under the Equality Act 2010.

Equal access and reasonable adjustments refer to:

* The means or opportunity to enter the provision of space where early education is to take place.
* The means or opportunity to engage with the Early Years Foundation Stage (EYFS).
* To ensure you are not discriminating, you must make reasonable adjustments for SEND children. This involves taking positive actions to ensure that SEND children can participate in early education and enjoy all the benefits and services offered by the provision.
* Reasonable adjustments will include provision, criteria, practices, aids, services and physical features.

If you have any further questions regarding DAF please contact Coventry Early Years’ Team at EYProviderFunding@coventry.gov.uk