



**ENHANCED TEMPORARY ADDITIONAL EARLY YEARS SUPPORT (ETAEYS)  
HELPFUL HINTS (February 2016)**

Controlled upon completion

 <b>DO apply for a ETAEYS if:</b>	 <b>DO NOT apply for a ETAEYS if:</b>
<ul style="list-style-type: none"> <li>• A child with special educational needs (SEN) does not have an Education Health Care Plan (EHCP) and is already receiving support through the setting's normally available resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The child has an EHCP or you are not using your normally available resources to meet the child's needs.</li> </ul>
<ul style="list-style-type: none"> <li>• The child is a Derbyshire resident.</li> </ul>	<ul style="list-style-type: none"> <li>• The child does not live in Derbyshire.</li> </ul>
<ul style="list-style-type: none"> <li>• The child is between the ages of two and four and attends an early years setting, maintained or non-maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• The child is already in Reception or older.</li> </ul>
<ul style="list-style-type: none"> <li>• You have met with parents/carers and all relevant documents have been completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Any of your documentation are incomplete or you have not included information from parents/carers.</li> </ul>
<ul style="list-style-type: none"> <li>• You have identified the child's barriers to learning and provided Early Years Foundation Stage (EYFS) levels in all curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>• You have not evidenced the child's barriers to learning. It is not sufficient to say that the child is achieving below age related expectations.</li> </ul>
<ul style="list-style-type: none"> <li>• You have consulted the early years SEND Descriptors and can provide evidence of this.</li> </ul>	<ul style="list-style-type: none"> <li>• You have not looked at the early years SEND Descriptors or cannot demonstrate that you have acted upon the information they provide.</li> </ul>
<ul style="list-style-type: none"> <li>• You have provided specific details of the advice offered by professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from professionals has been provided and you have not acted on this.</li> </ul>
<ul style="list-style-type: none"> <li>• You can show the interventions that you have already put in place to address the barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• You cannot provide details of your graduated approach to meeting the child's needs.</li> </ul>
<ul style="list-style-type: none"> <li>• You can provide evidence that your graduated approach and the implementation of any advice that you have been offered, has had a positive impact on outcomes for the child.</li> </ul>	<ul style="list-style-type: none"> <li>• Your graduated response so far, has not had a positive impact on outcomes for the child. The Local Authority will not provide additional funding if you cannot demonstrate that you are already implementing effective strategies.</li> </ul>
<ul style="list-style-type: none"> <li>• You have agreed specified and Specific, Measurable, Achievable, Relevant and Timely (SMART) outcomes for a six month period with parents/carers, costed these and totalled only the <b>additional</b> funding being requested over and above setting provision in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Your outcomes are not for the child but for members of staff.</li> <li>• Your outcomes do not correlate with the child's needs.</li> <li>• Your outcomes are not achievable or measurable.</li> </ul>
<ul style="list-style-type: none"> <li>• The outcomes shows funding over and above your normally available resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The child's needs could be met from within your normally available resources.</li> </ul>
<ul style="list-style-type: none"> <li>• The funding requested relates to a reasonable amount relative to the child's needs and reflects opportunities for independent work through differentiation, which does not require support hours. Good provision balances individual intervention with independence and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• You have started with full time support as the basis for your referral for a child and then tried to work the Plan backwards into outcomes that then add up to fifteen or a high number of hours. Some requests are agreed at a lower level than requested.</li> </ul>