

Apply for the Early Years SEN Inclusion Fund – sample 3

Attach parental consent: xxxxxxxxxxxxxxxxxxxxxxxxxxxx

Organisation/setting name: xxxxxxxxxxxxxxxxxxxxxxxxxxxx

This setting is in the borough of: xxxxxxxx

First name of manager: xxxxxxxx

Last name of manager: xxxxxxxx

Name of SENCO: xxxxxxxx

Address: xxxxxxxxx

Postcode: xxxxxxxx

Telephone: xxxxxxxxx

Email: xxxxxxxxx

Child's name: xxxxxxxxxxxx

Child's date of birth: xxxxxxxx

Parent/Carer's name: xxxxxxxx

Parent/Carer's address: xxxxxxxxxxxx

Date child began attending your setting: xxxxxxxx

Monday: AM,PM

Tuesday: AM,PM

Wednesday: AM,PM

Thursday: AM,PM

Friday: AM,PM

Is the child in receipt of Disability Living Allowance (DLA)? No

Is the child accessing Disability Access Fund (DAF)? No

As a result of your 'assess, plan, do, and review cycle' does the child have an Individual Targeted Plan (ITP) or targeted support plan in place? Yes

Upload all recent plans: ITP1.docx, ITP2.docx, SEN Support Record.docx

Have you sought advice from your Inclusion & Improvement Adviser (or school SENCo if you are school)? Yes

Please state their involvement: Inclusion & Improvement Advisor has informed Sue Vialardi, who will be arranging a visit and advising of next steps.

Is the child known to other professionals?: Audiology, Community Paediatrician, Occupational Therapy, Speech & Language Team

Please upload the latest report(s) relating to the child: SALT Contribution to MAM.docx, Contribution to MAM.docx, Report .docx, Letter from Community Paediatric Dept .docx, Social Communication Pathway Assessment Feedback .docx

Have you made a request for an Education Health and Care (EHCP) assessment? : No

Child's additional needs: Child T has a high level of need. He/she started Preschool this academic year, having been attending an out of borough setting. The Inclusion Fund has not previously been accessed. Child T was placed on the Social Communication Pathway. Child

T fits the criteria for a diagnosis of autistic spectrum disorder. Child T has severe delays in his/her Communication and Language skills and his/her Personal, Social and Emotional skills. His/her overall development is assessed as being significantly below his/her 'typical' age and stage of development, across all areas of the Early Years Foundation Stage Curriculum. Child T is engaging with Speech and Language Therapy. He/she uses some single words, two word phrases and gesture to communicate with adults.

This is not consistent, and Child T does not always demonstrate understanding or use words consistently in a functional manner. Child T often babbles during play. Child T only makes eye contact with adults he/she has formed a stronger relationship with. Child T has a significant delay in his/her attention skills and will only engage in self-directed activities. Child T tends to play in solitude and tends to not seek out others to play with. He/she prefers highly repetitive activities and games. Child T can become very distressed if other children attempt to join his/her play, or touch the resources he/she is playing with, and can lash out at others. He/she often walks through and over activities and resources, empty's boxes and throws the toys. Child T finds it very difficult to share resources or take turns, requiring a high level of adult interaction to support Child T and ensure the safety of other children. Child T becomes very fixated on particular toys. Child T finds it difficult to participate in the preschool routine, and cannot do so without a high level of adult support. He/she finds changes in routines and transitions throughout the day very difficult and distressing. During times of distress Child T can attempt to climb on doors, will cry and shout, and can lash out at the adults trying to support him/her. He/she finds larger numbers of children and/or adults very difficult, and can become very distressed at the start of a session as the children arrive, or at exiting times throughout the day. As the children arrive in the morning, Child T requires an adult with him/her at all times, to help him/her cope with the transition and to ensure his/her own safety, as when he/she becomes distressed he/she can make attempts to exit the building, or move into closed areas of the setting. Child T finds the transition into the lunch period difficult, and struggles to sit safely on a chair at the lunch table. He/she requires constant adult supervision and encouragement during this period. Child T demonstrates good gross motor skills and enjoys climbing, but doesn't appear to have an understanding of safety; he/she will attempt to climb on furniture, doors, benches, fences and safety gates, and jump from a significant height, or attempt to throw himself to the other side of a gate. Child T will put inappropriate resources to his/her mouth, for example play dough or paint. He/she requires constant adult supervision to maintain his/her safety. Child T is engaging with Occupational Therapy Services. Child T has sensory difficulties. His/her mother reports that Child T is very sensitive to light. Child T has demonstrated some sensitivity to noise, and does not like the sound of the hand dryers or the doorbell. Please note that some of the supporting evidence from this application is from Child T's previous Borough setting. It has been confirmed that all of this information remains accurate and relevant to this application, and the request for an EHCP assessment, which will be made in due course.

Please give full details of steps taken: Child T has been assessed using information and assessments from his/her previous setting, information from the parent, and our observations and knowledge of Child T in the setting. We have used the 'Moving On' Documentation and completed an Individual Development Map (IDM) to assess Child T's learning and development. Child T has an Individual Targeted Plan in place, which includes targets for Child T and the strategies or plans put in place to achieve these targets. Child T is supported through transitions using a Now and Next board, a developing visual timetable and objects to signal specific times within the routine. We have created photo cards to support Child T in expressing his/her wants/needs, to help him/her make choices and develop his/her vocabulary. We have made Child T a special box for the toys he/she becomes fixated on, to help him/her feel they are secure and to know where they are. We have created a quiet space

for Child T to use, to support him/her during times of transition. We have changed our staff rota to allow Child T additional adult support during difficult times in the routine. Staff are deployed ensuring a member of staff is able to supervise Child T at all times, to ensure his/her safety and the safety of others. We regularly review the provision, environment and resources, to ensure they are meeting Child T's needs. We review and adapt strategies to support Child T, as often as is needed to meet his/her needs and work towards his targets. Child T's Individual Targeted Plan is reviewed half termly, unless it is necessary to do so sooner.

Child's chronological age in months (at point of submission): 48

Making relationships: 22:36

Self confidence and awareness: 22:36

Managing feelings and behaviour: 16:26

Moving and handling: 22:36

Health and self care: 22:36

Listening and attention: 16:26

Understanding: 16:26

Speaking: 16:26

Please add any further details:

Level of PSED:

Child T is currently working at 22-36 months (16-26 months in the area of 'Managing Feeling and Behaviour') Child T is on his/her own agenda and will only engage in self-directed activities. Child T has reduced eye contact and social interaction with unfamiliar adults and children. Child T has a significant delay in his/her play skills. Child T has limited interaction with his/her peers, generally engaging in solitary play. His/her play tends to be repetitive, and his/her use of resources is repetitive. Child T becomes fixated on particular toys, and it is difficult to shift his/her attention from these resources. Child T finds it very difficult to allow other children to play within his/her play space or alongside him/her, and finds it very difficult to share resources. He/she cannot inhibit his/her own actions or behaviour, often lashing out if another child wants to join his/her play. He/she shows a limited awareness of the feelings of other children and adults. Child T finds transitions extremely difficult, particularly if there are larger groups of children or adults involved. Times of transition can cause Child T distress, and at times he/she can lash out, cry and shout or throw toys. Child T's behaviour can be extremely challenging and unpredictable. He/she requires a high level of adult support in order to remain safe.

Level of C&L:

Child T is currently working at 16-26 months.

Child T has a significant delay in his/her language skills. Child T also has significant delays in his/her listening and attention skills. He/she has reduced attention and concentration, particularly during adult led activities. He/she has very rigid attention, often appearing not to hear, although recent investigations indicate that Child T has no Auditory problems. Child T uses some single words and two word phrases, but this is not consistent. He/she copies single words and two-three word phrases, but does not necessarily demonstrate any understanding or use these words functionally. Child T continues to use a lot of babble during play.

Level of PD:

Child T is currently working at 22-36 months.

Child T is very active and demonstrates good gross motor skills. He/she enjoys riding bikes and running around the setting. Child T likes to climb. He/she climbs on and over furniture, on benches, up the sides of doors and fences and over gates. He/she will jump from a height if not closely supervised. Child T requires constant supervision to ensure he/she remains safe. Child T is reluctant to participate in activities developing his fine motor skills. He/she is beginning to show an interest in using paint brushes. When holding tools he/she will use either his/her left or right hand, and use a whole hand grasp. He/she is reluctant to use mark making tools.

If successful how will funding be used?

Additional staff to ensure Child T's needs are being met, to ensure Child T is kept safe at all times (particularly in respect to Child T's lack of awareness of his own safety), to support Child T during times of transitions, and ensure Child T's safety and the safety of the other children during these times. We have become aware that Child T has very specific interests and needs in regards to resources.

These resources are currently limited, and need enhancing and new resources being purchased. We need to make changes to exits/entrances and gates, in order to maintain Child T's safety and the safety of the other children.

Are you currently applying for the Early Years SEN Inclusion Fund grant for any other children at your setting? No

Please confirm you have read and agreed to these terms and conditions: Yes