

Apply for the Early Years SEN Inclusion Fund – sample 4

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: xxxxxxxx

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: xxxxxxx

Monday: AM

Tuesday: AM

Wednesday:

Thursday: AM

Friday: AM

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: SB- Current TLP.pdf

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

Please state their involvement: Sue Vialardi visit setting. We discussed our concerns with her and after observations on Child V, provided us with advice on how staff should be engaging with him/her.

Is the child known to other professionals? Occupational Therapy, Speech & Language Team, AfC SEND Support Officer

Please upload the latest report(s) relating to the child: S +L report (2).pdf, S+L report (1).pdf, OT report.pdf

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

Child's additional needs: Child V presents delayed play and interaction skills with his/her peers. He/she finds it difficult to engage with the daily routine of the nursery thus requires an increased amount of adult intervention, support and encouragement to participate in the routine. Lots of verbal prompts and cues are utilised to obtain Child V's attention. Child V

will often get profusely upset at any transition during his/her session such as snack time to nappy time. Child V refuses to sit down at snack/meal times and will scream when he/she is sat on the chair and he/she will get back up again. Child V is reluctant to engage in interaction with his/her peers and adults and has limited communication and attention. He/she has limited eye contact. Child V will make verbal sounds and babble. Child V will approach a member of staff when he/she wants help in obtaining an object so he/she will grab an adult's hand and direct them to the point of interest. Child V displays limited interest in the nursery environment and toys and likes to focus on spinning hula hoops and wheels turning on a car. Child V becomes engrossed with a particular object such as a shiny ball that lights up and he/she will spend a good duration concentrating on it. Child V finds it difficult to sit among his/her peers at group times or any other activities therefore tends to quickly move around from one area of the room to another. Child V will often get upset when other children are surrounding him/her and he/she will cry out flap his/her arms up and down. (Please also see attached nursery report that further explains Child V's additional needs in relation to this holistic development)

Please give full details of steps taken: We have undertaken lengthy observation on Child V to identify his/her areas of interest and utilised this within the nursery environment for example, Child V likes Hula hoops therefore we placed the hoops within the classroom to allow Child V to settle and engage with them. We have also used his/her other points of interests to attempt to encourage him/her to participate in the daily routine, such as using a shiny ball to encourage Child V to sit down at group times for a short duration.

Through the observation cycle and support from the setting's SENco we implemented a targeted learning plan with some simple and appropriate targets for Child V to meet such as separating from his/her mother when arriving at nursery by ensuring there was always a familiar adult to greet Child V upon his/her arrival and used his/her interests to promote a smooth transition from home to nursery.

As a setting we have introduced a visual routine board that has photos of the daily routine to encourage Child V to become familiar with it and engage with the routine. We assessed and reviewed this to adapt it by using objects as a reference for Child V so for example showing him/her a nappy that he/she could hold in order to get him/her familiar and comfortable with certain aspects of the routine that were causing him/her distress. Child V still struggles to engage in the nursery routine.

Child V struggles with his/her communication skills therefore adults around him/her have ensured a consistent approach has been maintained in the way they communicate with Child V by speaking to him/her in short sentences and words that he/she can understand.

As a setting we have also spoken to speech and language therapists and ensured we have worked towards these goals in line with his/her goals on his/her ITP in nursery

The adults have differentiated all activities in the attempt to get Child V to engage in activities, which he/she is doing so for certain activities such as sand play.

We have moreover sought further advice from Speech and Language therapist and the EY SEND support officer.

Child's chronological age in months (at point of submission): 36

Making relationships: 8:20

Self-confidence and awareness: 8:20

Managing feelings and behaviour: 8:20

Moving and handling: 22:36

Health and self-care: 8:20

Listening and attention: 8:20

Understanding: 8:20

Speaking: 8:20

Please add any further details: Please see nursery report attached that states age bands for other specific areas of learning in conjunction to the EYFS

If successful how will funding be used? Funding will be utilised to allow a member of staff to be released from the room ratios to provide Child V with support and intervention to help him/her achieve the goals within his/her ITP.

Child V needs a considerable amount of adult intervention and direction to understand, engage and develop familiarity with the nursery surroundings and routine as well as help him/her develop the necessary play skills among his/her peers. Child V needs a lot of prompts and cues to transition from one aspect of the routine to the other, which an adult can support him/her with.

Funding will help us train staff to support children with delayed developmental skills particularly the type that Child V is presenting.

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