

EARLY YEARS INCLUSION FUND - Request Form

Please complete ALL sections of the form. If your form is incomplete it will not be considered.

Please complete ALL sections of the form – panel members do not have sight of any previous forms submitted. If your form is incomplete it will not be considered. In order to process your request for funding we need some basic information about the child and about your setting. We also need to understand the extent of the child’s difficulties, why you are requesting funding and what you are doing to provide appropriate support for the child.

1/ Setting Details

| | |
|------------------------------------|--------------------------------------|
| Name of School/ Setting/ Provider: | |
| Address: | Name and Position of Contact Person: |
| Post Code: | |
| Email Address: | Contact phone number: |

2/ Child Details

| | |
|-----------------|-----------|
| Name of Child: | DOB: |
| Child’s Address | Postcode: |
| Home language: | |

3/ Please tell us about any previous requests for funding you have made

| Year e.g. 2020 | Term e.g. Autumn Term | Banding e.g. No EYIF, Low, High |
|----------------|-----------------------|---------------------------------|
| 2022 | Spring Term | High Band |
| 2021 | Autumn Term | Medium Band |
| | | |
| | | |

If you have previously received EYIF please tell us how that money has been spent

What was the funding used for?

We were able to provide a member of staff who was able to support (child) on a 1:1 basis for 1hour 30minutes each morning. They were able to provide targeted support to work on areas identified in targets

Tell us about the progress the child has made since your last request

(child) is now able tolerate short periods at adult directed activities. They are starting to use PECS, currently independently at Stage 1. They are able to make choices from 2 photos/symbols in a structured activity. They are starting to become familiar with an extended range of Objects of Reference

What area of need do you want to use the funding to support the child with moving forward?

(child) continues to need targeted support to move forward using PECS, potentially move from Objects to photos/symbols and to be able to extend time at adult directed activities as well develop his skills in interacting with other children around him

4/ Contextual Questions (Please circle and provide details where requested)

| | | | |
|---|---------------------|--|---------|
| Does the child live in Derby City? | Yes/ No | When did the child start in your setting? | Date |
| Is the child receiving their Funded Early Education Entitlement (and/or extended) in your setting ? | Yes/ No 15 hours | Does the child have a Graduated Response File or similar? | Yes/ No |
| Is the child in receipt of DLA? If YES answer 3b | Yes/ No | Does the child have an Education Health and Care Plan? | Yes/ No |
| Have you requested Disability Access Funding for the child? | Yes/ No | Include at what stage if appropriate – request made/stage 1 or 2/draft plan/final plan | |

5/ Type of Special Educational Need

Please indicate the most significant or primary need for the child using a 1. and where appropriate their secondary need with a 2. If you are not sure please refer to the SEND Categorisation of Need document. If you are not sure please leave this section blank. If you tick one of the boxes with an asterix (*) please provide supporting evidence e.g. doctors letter/ report

| | | | | | |
|---|---|---|--|------------------------------|--|
| Autism Spectrum Condition * only indicate here if child has an official diagnosis of ASC | ✓ | Moderate Learning Difficulties | | Physical Difficulties * | |
| Behaviour, Emotional, Social Difficulties | | Speech, Language and Communication Needs | | Severe Learning Difficulties | |
| Hearing Impairment * | | Profound and multiple learning difficulties * | | Visual Impairment * | |
| Other: sensory processing disorder | | | | | |

6/ Description of Concerns

Include diagnosis, nature and extend of delay, specific difficulties

etc.

Charlie was 3 last month and moved up into our pre-school room.

Charlie has a diagnosis of Autism Spectrum Disorder (ASD) and is mainly non-verbal (diagnosis letter from the Paediatrician is included). He uses a few words, but not communicatively to let others know what he wants. Charlie will very occasionally try and imitate a word that he likes the sound of. If other children are near to him Charlie can get upset and communicates this in physical ways such as pushing and hitting the other children so that they will go away.

If called by his name Charlie will often turn to look at the adult before returning his attention to what he was doing. He is starting to follow routines in the nursery – when we play the tidy up music and the other children start to tidy away Charlie will sometimes join in briefly. He will follow the other children to wash his hands – he likes to play in the sinks! We use some Objects of Reference to let Charlie know what is happening next. He will go with an adult to have his nappy changed when he is shown a nappy and will go to the door to go outside when he is shown his coat. We haven't noticed him responding to other Objects yet.

Charlie can engage in activities of his choosing for prolonged periods if he is not disturbed but if he is adult directed to an activity not of his choosing he quickly loses interest and is easily distracted by what is going on around him. We find that Charlie is slightly better when we use a quieter area for these activities.

The Speech Therapist has been working with Charlie and Nursery and we have introduced him to PECS. Following a package of 6 visits from the Therapy assistant Charlie is starting to make independent exchanges for motivating items in a structured activity but not yet within existing activities in the nursery or to use them in a spontaneous way. (most recent Therapy Report included)

Charlie will pull at an adult to get their attention and lead them to what he wants. He can use his voice to show if he is happy or not. Charlie will go to his key worker if he is upset or hurt. Charlie requires an adult to interpret his attempts at communicating at all times

Charlie also has a diagnosis of sensory processing disorder. He finds it hard to sit still and engage in activities even for a few seconds. Charlie gets distressed by certain noises, and the noises he doesn't like can change. Charlie will often choose to only eat certain foods. We offer the food from the nursery menu but give Charlie foods that we know he will eat if he refuses our foods.

Charlie wears nappies and is not yet aware of needing the toilet. He can get constipated quite often. We have a visit arranged with the Senior Health Visitor, Disability and mum to discuss a toileting plan for Charlie. She will also support mum with Charlie's sleep as we are told that his sleep pattern is poor even though parents try and put a good routine in place at bedtime.

We have no concern about Charlie's gross motor skills. Some of his fine motor skills require more concentration for Charlie to succeed. He would not usually choose to engage in an activity that requires the use of these skills (such as posting, drawing, constructing or jigsaws) although if he can be prompted to do some he is able to complete a 6-9 piece inset puzzle. Charlie's key worker finds time during each session to support him to access and engage in these kinds of activities. It usually requires short times at these activities throughout the session.

Charlie will look at a book of his choosing - he chooses the same few books that he likes. If an adult tries to join in looking at the book Charlie will sometimes move away. Charlie doesn't sit for singing time but he does often stop moving about if he hears his favourite songs. He attempts to join in with some action rhymes. An adult will try and encourage making a choice at singing time by offering a choice of 2 'objects of reference' for songs that he likes. His responses are not consistent and sometimes he will turn and run off. Charlie enjoys it when the instruments are out and will try to join in on the outskirts of the group with support from his key worker. Charlie needs an adult with him during group times as he does not sit with us. This might be to support him at other activities if his key worker is free to spend this time with him, or to be able to see that he is safely engaged in an activity of his choosing whilst the other children are in group time. If it is just before dinner and we have an available adult they might take Charlie outside for some running and climbing.

Charlie enjoys sorting activities – especially if he can find all of the dinosaurs or the cars from a selection of toys. He will put them all into a pile in front of him before running off with 1 or 2 in his hand. Sometimes he will get upset if other children touch his pile of toys even if he has moved away from them.

7/ Age and stage of development

Please use an appropriate assessment tool for the child's needs e.g. *Teaching Talking EYs Profile, PIP, ICAN progression tool, milestones, Bsquared Early Steps,*

| Area of Development e.g. play and social development | Age & stage (of development) e.g. 6-9months | Name of Assessment Tool used |
|--|---|------------------------------|
| Physical Skills | Age Appropriate | GL Assessment EY Profiles |
| Self-Help and Independence | 18-21 months (some later skills emerging) | |
| Hand-Eye Coordination | 21-24 months (some skills developing 2-3) | |
| Play and Social Development | Patchy across 12-18 months | |
| Listening/Receptive Language | 12-15 months | |
| Expressive Language | 12-15 months | |
| | | |

8/ Professionals involved and other agencies (name and job title) - please send copies of professional reports, visit records, letters etc

(Name) - Speech and Language Therapist
(Name) – Speech Therapist Assistant (block of visits to support PECS introduction)
(Name) – Senior Health Visitor, Disability (for support around sleep)
(Name) – Early Intervention Team
(Name) – Paediatrician
Home Start

8/ A Graduated Response - What steps have you already taken to support the child's inclusion in your setting?

e.g. child voice, family views/ involvement, outcomes and targets, interventions and additional support, meetings and file log, inclusion and wellbeing (the following are just suggestions that relate to the needs of the child in this example)

We met with Charlie's parents and discussed our concerns prior to his diagnosis, which led to us making a SPOA referral for Speech Therapy and the Paediatrician. We then started to put together a Graduated Response File. Charlie has targets in place that are set with parents (usually mum) each term and then reviewed together to discuss progress. We have completed 1 cycle of targets and have just set his 2nd round of targets. Charlie makes very tiny steps in his progress. His targets reflect this so that we can work with the family to show his progress.

Charlie requires significant adult support to be able to access the nursery and he has an allocated key worker who gives Charlie lots of support for around 7-8 hours per week. During the rest of the time in nursery other staff are required to be aware of what Charlie is doing and to respond accordingly to his needs.

Within his 7-8 hours of support Charlie has some time each day in our small sensory area and he also responds best if he is able to have time outside without other children around so that he can meet his sensory needs regarding movement (he enjoys running, climbing on our equipment and bouncing against the bushes when they spring him back) – this helps him to be able to sit for a short time at activities when he gets this.

Charlie also gets time during his sessions to practice his PECS and to carry out some activities that he wouldn't choose to do in the main area.

We previously used an Intensive Interaction type approach with Charlie. He has recently become quite resistant to this approach and we have reduced this type of interaction with him

9/ Environmental factors - Please describe the environment in which the child is/ or will be in and let us know about any issues with the environment – particularly any **health and safety issues**

e.g. number of children, age of children, size of the room, staffing ratios

Charlie is within a 1:8 ratio in the room and has 1-1 for approximately 7-8 hours each week. We will find it hard to maintain this level of support when numbers increase next term. Children in the room are from aged 3 and over until they move to school

The room is an upstairs room/area and is spread across 2 main areas where children can move freely. The areas are not visible from all parts of the room so staff have to cover the 2 areas. To go outside we have to go downstairs

10/ Staff training needs – If you feel your staff need some training in order to meet this child's needs please describe it here

Staff at the nursery have been shown how to implement PECS at stage 1 but don't know how or when to move Charlie on to the next stage. We feel that we might need more support and training around this. We also currently use Objects of Reference but don't understand about how and when to move on from this

We would like to have more of an understanding about Sensory Processing so that we can better meet Charlie's needs. We tend to do what we find works best, or what parents have let us know works for Charlie at home.

We will require continued advice and support at the moment around how to best support Charlie to make progress with his learning/development and in the future in how best to support his transition to school.

11/ Benefit/ Impact - What do you anticipate will be the benefit/ impact for the child if we agree additional funding?

We hope that Charlie will slowly increase his use of PECS so that he can move towards spontaneous communication to get his wants and needs met.

We work hard to give Charlie what he needs to meet his sensory processing needs. This can only be done sometimes by taking him away from the room to a quieter area. We have been able to achieve this within our staff ratios but as numbers of children increase in the room we are not able to provide a member of staff to take Charlie out of the room to his quiet and safe space – this could be the sensory room or outside space.

We continue to work towards trying to encourage Charlie to eat a range of foods and to remain at the table during his meal time. When lunch time is busy we can't always guarantee someone is available to sit specifically with Charlie to support this. He sometimes benefits from an adult providing deep pressure to his shoulders whilst on his chair – this enables him to remain sitting at the table instead of wanting to run around.

12/ Days and hours the child attends the setting

| Day | Monday e.g. 9.00-12.00 | Tuesday | Wednesday | Thursday | Friday | Total Hours child attends |
|----------------------------|---------------------------|--------------|--------------|----------|--------|---------------------------|
| Hours I attend the setting | 9.00 – 15.00 | 9.00 – 15.00 | 9.00 – 12.00 | | | |

13/ Additional support is needed for the following Activities

| Activity | Every day? Or times of the day | I need adult support to | Why |
|---------------------|--------------------------------|---|---|
| Arriving at nursery | 9.00-9.15am | Help me build my confidence and reduce anxiety when I arrive as there are a lot of other people and children around me at the same time | I find it hard to come in with a crowd of people and I feel lost when I don't have someone to greet me individually |

| | | | |
|---------------------|-------------------------------------|--|---|
| Arriving at nursery | Yes | Help me build my confidence and reduce anxiety when I arrive as there are a lot of other people and children around me at the same time | I find it hard to come in with a crowd of people and I feel lost when I don't have someone to greet me individually |
| PECS | Yes, as often as possible | Learn how to make exchanges for motivating items to understand that I can use symbols to communicate what I want | I don't use language to communicate and currently do this through different behaviours. PECS will help everyone understand more clearly what I want or need. |
| Meal times | Yes – dinner and snack times | <p>Sit at the table – I might need to be taken for a run and climb first to help me to sit down during meal and snack times. Some days I need help to stay sitting such as an adult applying deep pressure to my shoulders or using a lap pad. The things that work for me change depending on how I am feeling. I sometimes do things to the plates of the other children near me, such as push them off the table or throw their food off if it's something I don't like.</p> <p>I need an adult to encourage me to try different foods and then get my own food if I won't eat what is offered, and before I get too upset and won't eat anything</p> | <p>My sensory processing difficulties mean that I find sitting hard, but I have to sit when I am eating. I am allowed to get up as soon as I have finished and I'm not made to sit down until my food is ready for me.</p> <p>I also find it difficult to eat foods that are not my favourites. On some days I try really hard with different foods when my key worker is with me to make me feel safe.</p> |
| Quiet time | Yes – sometimes several times daily | Make sure I have a quiet and safe space to go to when I need to calm down, and have some of my favourite things around me | Sometimes I either get distressed by the noise and how busy the nursery is, and sometimes I get 'overexcited' and do things to the other children that aren't ok. Being in a quiet area with my favourite things and my key worker near helps me to be calmer and happier again. |
| 'work' time | Yes | I need adults to encourage me to engage in some of the activities at nursery that I don't enjoy. Sometimes I need to do this in a quiet area away from the nursery main room and other children | I find the noise of the nursery and the other children really distracting, and sometimes I don't like noise. If the room is quiet I can do some of the activities that adults ask me to do when they are trying to help me learn new things and develop what I can already do. |
| | | | |

Completed by (name/ job title):

Date:

Manager/ Head Teacher

Date:

signature: forms must be signed additionally
by the Manager/Head

Please return the completed form to the Specialist Teaching and Psychology Service by email to: stepsadmin@derby.gov.uk or by post to STePS Admin, Business Support, 2nd Floor, The Council House, Corporation Street, Derby, DE1 2FS

Please keep a copy for your records

Privacy Notice Personal data provided will be stored and processed by the Specialist Teaching and Psychology Service for the purpose of providing support to the child/young person identified. This support will help to ensure the child/young person's needs are fully understood (Children and Families Act 2014); any barriers to learning are removed or minimised; the child/young person has access to their educational entitlement (Equality Act 2010, Human Rights 1998) and the child/young person has the opportunity to achieve and maintain a reasonable standard of development (Children Act 1989). We may share this information with other Council departments, schools in Derby (if appropriate), Medequip, Guide Dogs for the Blind and health colleagues working for the NHS. For further information about how your personal information will be used, please visit www.derby.gov.uk where you can see a full copy of our privacy notice. Alternatively you can request a hard copy from – stepsadmin@derby.gov.uk