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| **For applications to be considered, all sections must be fully completed and supporting documents attached. See Appendix 1 for suggestions.**  **First Request**    **If a repeat request please complete the SENIF Review form, this can be found here:**  [**https://www.egfl.org.uk/services-children/early-years/send-and-inclusion-early-years**](https://www.egfl.org.uk/services-children/early-years/send-and-inclusion-early-years)  **Eligibility Criteria for SENIF:** |
| Who is eligible to access SENIF |
| 1. All 2-year olds and 3- and 4- year olds identified with a level of special educational needs and/or disability (SEND) 2. Under 2-year olds identified with a high level of need. 3. A child that attends an early year’s provider in the London Borough of Ealing that is Ofsted registered and providing government funded places. (regardless of child’s residency) 4. A child presenting with a level of special educational need as defined under one or more of the broad areas of need outlined in the SEND Code of Practice 0 – 25 years communication and interaction / cognition and learning / social, emotional and mental health needs / sensory and/or physical needs) 5. Children in Ealing settings who **do not** have an Education, Health and Care (EHC) Plan   ***No eligibility criteria can fully cover all individual circumstances. A request for SEN Inclusion Funding may be considered on the grounds of exceptional circumstances*.** |
| Who is **not** eligible to access SENIF |
| 1. A child who is resident in Ealing and attending an out of borough provision (the SEN Inclusion Fund can be accessed by the Provider in that Borough) 2. A child that is attending an Early Year’s Specialist provision. 3. A child who is in receipt of Child In Need Funding (support visits may be awarded) 4. A child that has an Education, Health & Care Plan (EHCP). 5. 4 Year old’s in maintained, academy, free school or primary school in reception classes. 6. When it is deemed that high-quality universal teaching, strategies have not been part of the child’s everyday strategies and interventions. |

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| **Early Years Provider Details** | | | | | | | | | | | |
| Name of Early Years provider | |  | | | | | | | | | |
| Email and Telephone | |  | | | | | | | | | |
| Full Postal Address | |  | | | | | | | | | |
| **Child’s Details and attendance (**all sections must be completed**)** | | | | | | | | | | | |
| Name: | | Gender | | Start date at provision | | | | *Date of Birth*  Age in months | | | Child’s home address **including postcode** |
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| **Funding – please indicate** | | 2-year-old funding | | | | NEG (Nursery Education Grant) | | | | CIN -Child in Need Funding | |
| Monday | Tuesday | | Wednesday | | Thursday | | Friday | | Total hours per week | | Weeks  per year |
|  |  | |  | |  | |  | |  | |  |
| **Reduced Hours**  **Reason for Reduced Hours**  Parental Choice  Hours Not Available  Other  **Please explain:** | | | | | | | | | | | |
| EHAP | | Is there an EHAP open? Yes  No  Don’t Know  EHAP Number  Date of last TAF: | | | | | | | | | |
| To your knowledge does the child attend another provision? Yes  No  Don’t Know  Name of 2nd provision if known …………………………………. | | | | | | | | | | | |

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| **Additional Funding Accessed – please ensure that it is completed** |
| Is the child in receipt of Disability Living Allowance? Yes  No  Don’t Know |
| Is the setting in receipt of Disability Access Fund? Yes  No  Don’t Know |
| Is the child in receipt for Early Years Pupil Premium? Yes  No  Don’t Know |
| Is the child undergoing a statutory assessment? Yes  No  Don’t Know    When was the ERSA (Ealing request for statutory assessment) submitted? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Is the child In Receipt of an Education Health and Care Plan? Yes  No  Don’t Know |

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| **Parental Consent** | |
| This request **MUST** have been discussed with parents and consent form signed and submitted with this request form |  |
| *Where a setting identifies a child as having SEN, they must work in partnership with parents to establish the support the child needs (SEND Code of Practice, 2015).* | |

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| **Provide the most up to date assessment** | | | |
| **Personal Social and Emotional Development** | | | |
| Making Relationships | Birth-11  8-20 | 16-26  26-36 | 30-50 |
| Self Confidence &Self Awareness | Birth-11  8-20 | 16-26  26-36 | 30-50 |
| Managing Feelings and Behaviour | Birth-11  8-20 | 16-26  26-36 | 30-50 |
| **Communication and Language** | | | |
| Listening and Attention | Birth-11  8-20 | 16-26  26-36 | 30-50 |
| Understanding | Birth-11  8-20 | 16-26  26-36 | 30-50 |
| Speaking | Birth-11  8-20 | 16-26  26-36 | 30-50 |
| **Physical Development** | | | |
| Moving and Handling | Birth-11  8-20 | 16-26  26-36 | 30-50 |
| Health and Selfcare | Birth- 11  8-20 | 16-26  26-36 | 30-50 |

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| **Child’s Strengths and Interests- Compulsory** |
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| **Area of need**  **(please link to the 4 broad areas of SEN)** | | |
| **Communication & Interaction** | **Strengths** | **Area of Need** |
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| **Cognition and Learning** |  |  |

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| **Social emotional and mental health** |  |  |
| **Sensory and Physical** |  |  |

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| **Intervention already in place, other than what is ordinarily available (universal good quality teaching)** | |
| **Example:**  *Structured activities to encourage turn taking & sharing – facilitated by adult, social skills group*  *Visual timetables/ sequences/choice boards* |
| **What you will use the SENIF for? Please provide costs if available**  **Note***: What does the setting need to provide that is additional to and different from every day universal quality provision for all children in the setting?* |
| ***Examples****:*  *Purchase of resources to support specific interventions/strategies e.g. Attention Autism*  *Reduce child to adult ratio in order to support child with SEND (not 1:1)* |
| **What is the Outcome desired?** |
| **Examples:**  *Can follow adult led activity with a now/next timetable*  *Seeks out others to share experiences*  *Can express their own feelings such as sad, happy, cross, scared, worried (verbally or with tools) in more positive way.*  *Will be able to regulate and manage appropriate partner and group interactions eg wait turns, listen, attend for longer.* |

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| **Give an overview and expand more of the child’s progress in response to existing strategies/interventions used already mentioned above please attach attainment levels for last two terms with development bands)** |
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| **Parent /carer views /comments** |
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| The information provided in this form will be discussed by professionals to identify the support your child needs in the setting. It will be held securely by Ealing and may be used by the Council and other partner organisations. Please sign the consent form to confirm that you agree with this request and sharing of information on your child. |

*Where a child appears to be behind expected levels, or where a child’s progress gives cause for concern, practitioners should consider all the information about the child’s learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child’s needs. From within the setting practitioners should particularly consider information on a child’s progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN***.**

**Suggested Interventions** please visit <https://www.egfl.org.uk/topics/early-years/send-and-inclusion-early-years> information on interventions and the SEND toolkit.

I confirm that the details included in this form are accurate to the best of my knowledge. I have included all the relevant information. I agree to work in partnership with the LA and relevant health professionals to support the outcomes for the named child. This may include sharing examples of good practice. I am aware that I may be subject to a review visit to show use of funds.

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| **Signature** |  |
| **Name** |  |
| **Date** |  |
| **Position** |  |

**Checklist:**

Have you discussed with parents and enclosed the parental consent form? Yes

Have you enclosed supporting evidence? Yes

Have you enclosed developmental banding? Yes

Have you implemented and assessed impact of ordinarily available resources/strategies prior to making request for SENIF? Yes

Please note that information on this form is sensitive personal data which should be handled appropriately. Providers are asked to pay note to advice from the ICO on holding personal data including sensitive personal data available at: <https://ico.org.uk/for-organisations/guide-to-data-protection/principle-3-adequacy>

**Parents’ Consent Form**

Dear Parent/Carer

As you are aware child’s name has been placed on the setting’s Special Educational Needs(SEN) Support Register and in line with our regard to the SEND Code of Practice we work in partnership with parents to establish the support the child needs (SEND Code of Practice, 2015). To fully support your child, we can apply to the local authority for support through an Inclusion Package of support. Your consent is needed for this request.

**Please read through the following and provide a signature at the bottom if you are in agreement.**

The support provided by the Inclusion package could involve:

* Additional funding to enhance the provision through the Inclusion Fund.
* Discussions about your child with the setting Special educational needs coordinator (SENCO) and/or Key Person to provide ideas around additional strategies and interventions that may help to support your child’s progress
* The Early Start SEND worker having access to written information with regards to your child e.g. summary reports observations, outside agency reports e.g. (speech therapy)
* Supporting with the development, implementation and review of Individualised planning to promote better outcomes. This could involve support with identifying and writing outcomes and targets
* Supporting the setting to make links with outside agencies and professionals from health, education and/or social care to promote co-ordinated working
* Supporting the setting with advice with regards to the Statutory Assessment process and applications to the SEN panel, including discussions when planning for school placements
* Supporting the setting at the point of moving to school
* Supporting the setting in planning how to use Inclusion funding that may be available to them that will enhance the provision for your child
* Making recommendations to the setting on appropriate courses to attend relating to your child’s area of need
* Modelling / demonstrating appropriate specific / interventions, strategies and/or use of resources to help practitioners develop their knowledge and skills in supporting children with a range of needs
* As part of the team’s involvement your child’s details may be shared with the Special Educational Needs Assessment Service (SENAS) to support school placement planning.

**Please note that any discussions that take place with the Early Start SEND Worker regarding your child will be communicated to you by the practitioners at your child’s setting.**

**Parent signature:**

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| I agree to the setting seeking further advice and support from the Early Start Ealing SEND worker  **Name of the setting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initials of Child: \_\_\_\_**  **Signature \_\_\_\_\_\_\_\_\_\_\_\_ Print name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_** |

**Appendix 1**

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| Specialist Assessments | Reports | Pathways |
| Health  ESCAN  Specialist (e.g. VI teacher/HI teacher)  Diagnosis  ISP’s  Developmental reviews (1year / 2 years)  Assessments by Early Start | Professionals  Nursery  Hospital,  Paediatrician  Therapy  ASQ’S ages and stages questionnaires | Progression of child through health / SEN pathways  e.g. social and communication / complex needs pathway / EHCP pathway |
| Setting/ Context/ Interventions | Health Care | Diagnosis |
| Size  Ratio  Capacity  Interventions offered  Linked site (e.g. specialist CC provision/ARP)  Level of setting support by EYC’s (low/ middle/ high)  Provision map | Health Care Plan  Risk assessment  Training (of staff e.g. epilepsy/epipen) | Consideration of impact on learning and development / and or therapies required |
| Setting based assessments | Parents views |  |
| Developmental reviews by key persons in partnership with parents.  2-year progress summary | What have parents told you about their child’s strengths / areas for development |  |