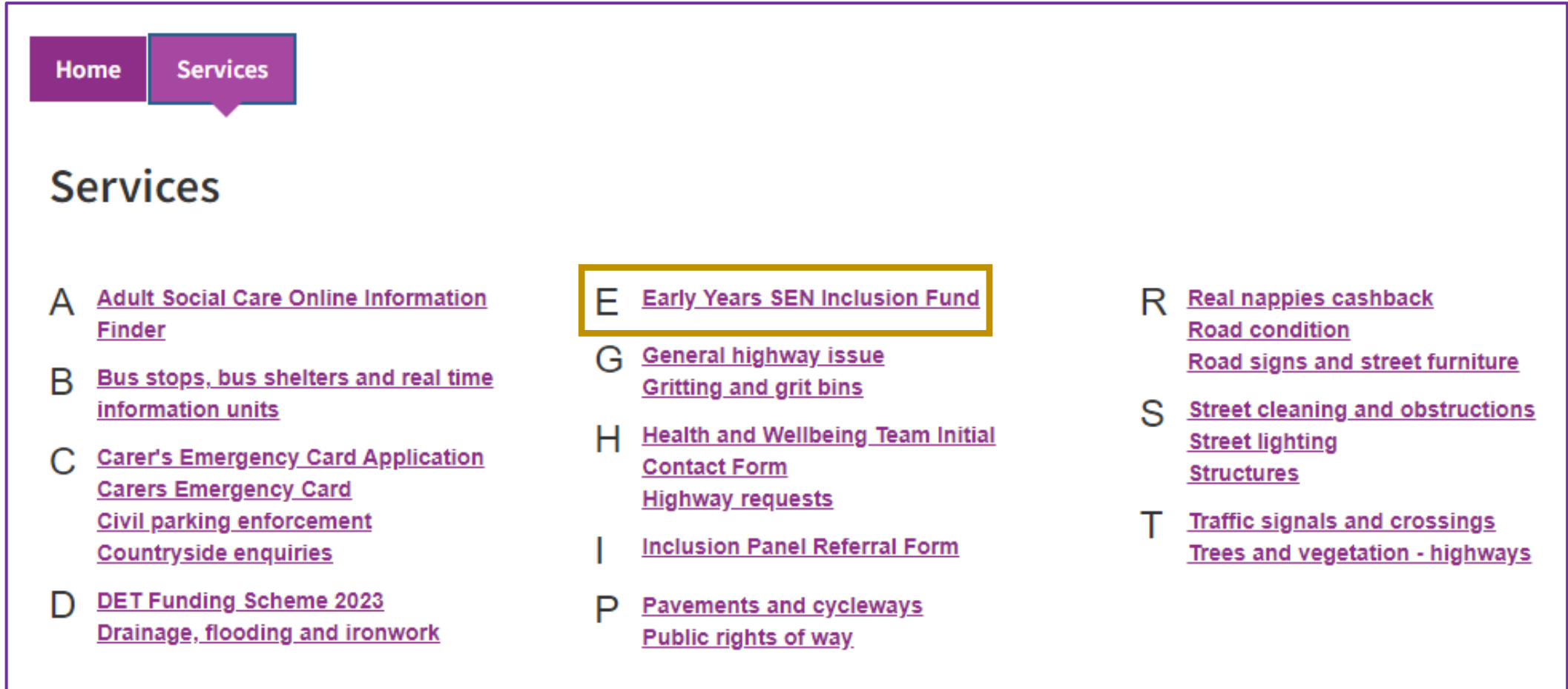


Applications for Early Years Inclusion Funding

- The new online application process



The screenshot shows the 'Services' page of the Derbyshire County Council website. At the top, there are two navigation buttons: 'Home' and 'Services'. Below the navigation, the heading 'Services' is displayed. A list of services is presented in an alphabetical grid. The service 'E Early Years SEN Inclusion Fund' is highlighted with a yellow border. Other services listed include Adult Social Care Online Information Finder, Bus stops, bus shelters and real time information units, Carer's Emergency Card Application, Carers Emergency Card, Civil parking enforcement, Countryside enquiries, DET Funding Scheme 2023, Drainage, flooding and ironwork, General highway issue, Gritting and grit bins, Health and Wellbeing Team Initial Contact Form, Highway requests, Inclusion Panel Referral Form, Pavements and cycleways, Public rights of way, Real nappies cashback, Road condition, Road signs and street furniture, Street cleaning and obstructions, Street lighting, Structures, Traffic signals and crossings, and Trees and vegetation - highways.

| | | |
|--|---|---|
| A Adult Social Care Online Information Finder | E Early Years SEN Inclusion Fund | R Real nappies cashback Road condition Road signs and street furniture |
| B Bus stops, bus shelters and real time information units | G General highway issue Gritting and grit bins | S Street cleaning and obstructions Street lighting Structures |
| C Carer's Emergency Card Application Carers Emergency Card Civil parking enforcement Countryside enquiries | H Health and Wellbeing Team Initial Contact Form Highway requests | T Traffic signals and crossings Trees and vegetation - highways |
| D DET Funding Scheme 2023 Drainage, flooding and ironwork | I Inclusion Panel Referral Form | |
| | P Pavements and cycleways Public rights of way | |

You will find the form on the alphabetical list under 'E' for Early Years Inclusion Funding.

Early Years SEN Inclusion Fund - Application Form

Information

Child Details

Setting Details

Parent/Carer Details

Special Educational Needs

Current Outcomes

Expected Outcomes

Please note this form is for Early Years SEN Inclusion Funding, there is a separate form for Inclusion Panel Funding.

If the Child Attends more than 1 setting for their nursery entitlement, this form MUST be completed by both settings jointly.

Applications will be declined if this standard is not met.

Please refer to [guidance notes](#) and [handy hints](#) available on the [Local Offer](#) and Schools.net sites when completing this form.

Next

Please refer to the guidance notes and handy hints on the Derbyshire Local Offer to help you complete the form.

- [Derbyshire Local Offer – EYSEN Inclusion Fund Guidance Notes](#)
- [Derbyshire Local Offer – EYSEN Inclusion Fund Handy Hints](#)

Information Child Details **Setting Details** Parent/Carer Details Special Educational Needs Current Outcomes

Expected Outcomes

First Name *

Legal Surname *

Former Surname

Preferred Surname

Date of Birth *

Gender *

Male

Female

Child Address Details

Search address by street or postcode *

DE57HG

Select address

Select...

Cannot find address - enter manually

Flat number or flat name, Apartment, Floor

House number or name

Street name

Village / Locality

Town / City

County

Postcode

Parent/Guardian Contact Number *

Date Request is Sent *

12/09/2023

The form works like other online forms with drop-down options, date functions and address searches.

Search address by street or postcode *

Select address

Selected address:
County Hall Smedley Street Matlock DE4 3AG

Parent/Guardian Contact Number *

Date Request is Sent *
12/09/2023

Is the Child known to Social Services? *

Yes

No

Is the Child in care of the authority? *

Yes

No

At the end of each section, you can save and click next to continue with your application, or just save and come back to complete the form later if you are interrupted.

Information Child Details **Setting Details** Parent/Carer Details Special Educational Needs

Expected Outcomes

Current Setting Details

Please provide details of the child's current setting

Please select your Setting Name
Childminders are listed as Surname first

Select...

- Draycott Community Primary School, DE72 3NH
- Draycott, Jayne, DE11 7NA
- Dronfield Nursery Limited, S18 1XJ
- Ducklings Private Nursery , NG10 5HY
- Duckmanton Primary School, S44 5HD
- Duffield Preschool, DE56 4GT
- Dunston Primary And Nursery Academy, S41 8EY

Information Child Details **Setting Details** Parent/Carer Details Special Educational Needs Current Outcomes

Expected Outcomes

Current Setting Details

Please provide details of the child's current setting

Please select your Setting Name
Childminders are listed as Surname first

Dronfield Nursery Limited, S18 1XJ

Cannot find setting - enter manually

Setting Name
Dronfield Nursery

Date Child started at Setting
09/01/2023

Number of Nursery Education hours attended per week
Please be sure to identify how many hours the child attends per week up to their 15/30 hours, but not additional childcare hours over and above the entitlement.
12

Please select the Type of Funding

Term Time Only
 Stretched Funding

Attendance Pattern Including any provisions for stretched funding arrangements
For example "Mon - Fri 09:00 - 1:00 Term Time Only"
Monday - Thursday 9-12

Please select the type of setting

A Maintained Nursery Class
 A Maintained Nursery School
 PVI Sector

The next section is setting details. All settings should be on the list in alphabetical order (childminders are listed surname first). If, however, you can't find your setting on the list, there is an option to enter it manually.

Requester Details

Please provide the name and position of person making the request.

First Name *

Surname *

Please enter your email address below

Please re enter email address

Telephone Number *

Position *

Requester Address

Search address by street or postcode *

Select address

Selected address:
County Hall Smedley Street Matlock DE4 3AG

Is the child attending another setting? *

Yes

No

Previous

Next

Then fill in your details as the requester.

Parent/Carer Details

Parent/Carer First Name *

Parent/Carer Surname *

Telephone Number

Email Address

Is the parent address the same as the child's address? *

If No please enter your address below

Yes

No

If the parent comment form has been completed, please attach it below using the upload button

Drop files here to upload -

Uploaded: 0 of 1

Do you wish to add a Second Parent/Carer? *

Yes

No

Parental Responsibility

Do the people stated above have parental responsibility? *

Yes

No

DERBYSHIRE
County Council

Controlled on completion

Your child's name:

Your child's date of birth:

**Parent/Carer Report for Consideration
Early Years SEN Inclusion Fund**

Tell us what your child likes doing:

What are your child's main difficulties?

Is there anything else that you want to tell us about your child?

Your name:

Signed:

Your address:

Date:

Add parent details and upload the parent/carers voice form if that has been completed.

- [Derbyshire Local Offer – EYSEN Inclusion Fund Parent/Carer Report Form](#)

Early Years SEN Inclusion Fund - Application Form

Information Child Details Setting Details Parent/Carer Details **Special Educational Needs** Current Outcomes

Expected Outcomes

Has an Education Health Care Needs Assessment been requested? *

Yes

No

Please Provide details of the child's special educational needs below.

This section may include any diagnosis the child has.

Developmental evidence may include information from the [EYSEN Celebratory Checkpoints](#) (contact the Early Years SEN Helpline(children's Services) EarlyYears.SENHelpline@derbyshire.gov.uk for more details) or [other developmental profiles](#).

Please show the successes and challenges the child faces through your shared narrative.

Details of the child's special educational needs *
(Communication and Language, personal, social and emotional development, physical development, foundational learning skills and any other additional developmental information including any sensory processing needs)

Lily is a 7-year-old with a heart full of wonder and a spirit that soars as high as the clouds, embodies the essence of what it means to have diverse educational needs. While she may not fit into conventional molds, her educational journey is a kaleidoscope of creativity, patience, and adaptability.

Lily's special educational needs require a finely tuned symphony of strategies and resources that cater to her individuality. At the heart of it all, Lily thrives on exploration, and her curious mind is like a boundless treasure chest waiting to be unlocked. Her teachers understand that her learning style is a beautiful blend of hands-on experiences, visual aids, and multisensory approaches. They ensure that the classroom environment is rich in tactile materials, interactive technology, and vibrant visuals, creating an atmosphere where her inquisitiveness can flourish.

One of Lily's most remarkable qualities is her ability to connect deeply with the natural world. Her special educational needs include regular outdoor excursions and nature-based learning experiences. These adventures in the great outdoors provide her with opportunities to engage with the environment, build sensory awareness, and fuel her insatiable appetite for knowledge about the world around her. Her school has a beautiful outdoor classroom, complete with a garden where Lily can watch plants grow, explore the textures of leaves, and learn about the intricate ecosystem that surrounds her.

Lily's unique blend of talents extends to her love for music and movement. Her special educational needs are met through a tailored music therapy program that helps her express her emotions and build essential communication skills. Lily's eyes light up when she hears the rhythm of a drum or feels the vibrations of a xylophone, and her therapists use these tools to unlock the world of emotions and social interaction for her.

While Lily's academic progress is essential, her social development is equally significant. Her educational team recognizes that her special needs include fostering friendships and building social skills. They have introduced a buddy system, where Lily is paired with a classmate who helps her navigate social interactions and encourages her to share her unique perspective with others. This inclusive approach not only benefits Lily but also enriches the lives of her peers, as they learn the beauty of diversity and the value of acceptance.

includes teachers, therapists, and her loving family, collaborate tirelessly to ensure that she receives the personalized attention she deserves. Through this harmonious blend of strategies and resources, Lily's world becomes a place where her dreams can take flight, and her unique abilities shine brightly, illuminating the path to a future filled with boundless possibilities.

Which Professionals are involved with the child at your setting, and what advice have they offered? *
(No attachments)

We have referred to speech and language and Lily is on the ND Pathway, waiting for an appointment with a paediatrician.

Previous

Next

Give a description of the child's strengths, needs and developmental levels. Use the Celebratory checkpoint or other developmental profile. If a specialist teacher is working with a young child, you will have small steps developmental information to include. You must include this information so that panel can see whether the learning outcomes you request funding for are well matched to the child's level of development.

Information Child Details Setting Details Parent/Carer Details

Expected Outcomes

Current Outcomes

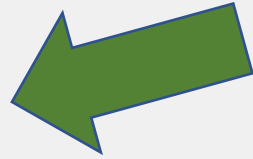
Add Outcome

Are All Outcomes added above *

Yes

No

Previous



List of Outcomes

What learning outcomes are currently in place for the child to work towards?
(if necessary, please refer to Early Years SEN descriptors as part of the graduated Response)

Learning Outcome *

Bonnie will gain confidence in following familiar daily routines where supported by objects of reference for outside, nappy change and story time.

Please identify times per session and identify any outcomes worked towards from normally available resources.

Please identify times per session for the outcome *
(e.g 2x5 mins per 3hr session/1x10mins per 4hr session)

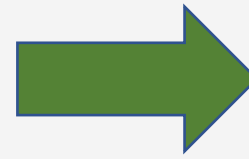
10 x 2 minute sessions

Please identify the impact on the child's progress

What Impact has the advice and work towards the learning outcome already had on the child's progress? *

Bonnie likes to be outside and now when we bring her the ball, she starts to move towards the door. When we bring a nappy she goes to try and hide so we think she is understanding that it means nappy change and is trying to avoid it as she isn't keen to have her nappy changes. Sometimes she will go with the adult for story time when the book is used as an object of reference but not always. This depends on her mood and whether she is settled or unsettled. We are continuing to work on this until our next planned review]

Add Outcome



This is where you add the outcomes that you are currently working on and their timings. Tell us about the impact they have had and the progress the child is making.

Information Child Details Setting Details Parent/Carer Details Special Educational Needs **Current Outcomes**

Expected Outcomes

Current Outcomes

| Learning Outcome | Please identify times per session for the outcome | What Impact has the advice and work towards the learning outcome already had on the child's progress? |
|---|---|---|
| Bonnie will gain confidence in following familiar routines when supported by objects of reference for outside, nappy change and story time. | 10 x 2 mins per session. | Bonnie likes to be outside and now when we bring her the ball, she starts to move towards the door. When we bring her a nappy, she goes to try and hide so we think she is understanding that it means nappy change and is trying to avoid it as she isn't keen to have her nappy changed. Sometimes she will go with the adult for story time when the book is used as an object of reference but not always. This depends on her mood and whether she is settled or unsettled. We are continuing to work on this until our next planned review. |
| Bonnie will show she is an active learner by starting to request more of an activity she enjoys using eye contact, gesture and sound. | 5 x 2 mins per session. | Bonnie is starting to give very fleeting eye contact to request 'more'. We have found that it helps if we hold up either the bubble pot, ball or click clack track car next to our face when we ask her if she wants 'more'. We are still working on this. |

Add Outcome

Information Child Details Setting Details Parent/Carer Details Special Educational Needs **Current Outcomes**

Expected Outcomes

Current Outcomes

| Learning Outcome | Please identify times per session for the outcome | What Impact has the advice and work towards the learning outcome already had on the child's progress? |
|---|---|---|
| Bonnie will gain confidence in following familiar routines when supported by objects of reference for outside, nappy change and story time. | 10 x 2 mins per session. | Bonnie likes to be outside and now when we bring her the ball, she starts to move towards the door. When we bring her a nappy, she goes to try and hide so we think she is understanding that it means nappy change and is trying to avoid it as she isn't keen to have her nappy changed. Sometimes she will go with the adult for story time when the book is used as an object of reference but not always. This depends on her mood and whether she is settled or unsettled. We are continuing to work on this until our next planned review. |
| Bonnie will show she is an active learner by starting to request more of an activity she enjoys using eye contact, gesture and sound. | 5 x 2 mins per session. | Bonnie is starting to give very fleeting eye contact to request 'more'. We have found that it helps if we hold up either the bubble pot, ball or click clack track car next to our face when we ask her if she wants 'more'. We are still working on this. |

Add Outcome

Are All Outcomes added above *

Yes

No

Please provide the total number of hours for all outcomes combined *

(Add together all the hours from the above outcomes)

Previous **Next**

Click 'add outcome' until all your current outcomes have been included on the form.




The screenshot shows the 'Expected Outcomes' section of a form. At the top, there are navigation tabs: Information, Child Details, Setting Details, Parent/Carer Details, Special Educational Needs, and Current Outcomes. Below these is a header for 'Expected Outcomes' with a red warning icon. The main content area has a dropdown menu for 'Learning Outcome' and a text input field containing 'For Bonnie to help with some aspects of care routines using a backwards chaining strategy'. A green arrow points to the 'Add Outcome' button. Below this are two radio buttons for 'Are All Outcomes added above *', with 'Yes' selected. At the bottom is a 'Previous' button. An inset window titled 'List of Expected Outcomes' is overlaid on the right, showing a form for editing an outcome. It includes a title 'Provide details of the learning outcomes you would expect the child to achieve if Early Years SEN Inclusion Fund support is agreed', a 'Learning Outcome *' field with the same text as the main form, a section for 'Please Identify times per session and identify any outcomes worked towards from normally available resources.', and a 'Please identify times per session for the outcome *' field with '3 x 5 mins per session' entered. At the bottom of the inset are 'Cancel Edit' and 'Update Record' buttons.

Next, add the learning outcomes for which you are requesting funding and suitable timings for them.

Information Child Details Setting Details Parent/Carer Details Special Educational Needs Current Outcomes

Expected Outcomes !

Expected Outcomes

| Learning Outcome | Please identify times per session for the outcome |
|---|---|
|  For Bonnie to help with some aspects of care routines using a backwards chaining strategy. | 3 x 5 mins per session |
|  Bonnie will develop her attention and learning through single people games including ready steady go. | 2 x 5 mins per sessions |
|  Bonnie will tolerate another child playing alongside her when supported by an adult. | 2 x 5 mins per session |

Add Outcome

Are All Outcomes added above *

Yes

No

Please provide the total number of hours for all outcomes combined *

(Add together all the hours from the above outcomes)

In the case of split placements Early Years SEN where outcomes are worked on by both settings EYIF will be given proportionally to both settings on condition of a shared application.

If applying for funding to support with medical needs, please upload an Individual Health Care Plan. This should be completed with a health professional.

Drop files here to upload -

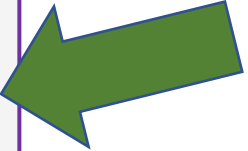
Uploaded: 0 of 1

Are you applying for inclusion funding for Reception class in Autumn 1? *

Reception class applications for Autumn 1 will have element 2 time deducted.

Yes

No



When you have added the learning outcomes, total the time you are requesting (whole hours). If you are requesting time to support medical needs, you must upload the child's individual healthcare plan. Then click save and finish to submit the form.