

Early Years Inclusion Fund Application EXAMPLE - EYIF-559149015

Your reference number is EYIF-559149015

Thank you for Submitting Early Years SEN Inclusion Fund Application Form.
Please see a summary of your case below.

Child Details

First Name	Surname	Dob	Gender
Billy	Blue	09/07/2020	Male

Child Address

Selected Address
123 School Lane Matlock DE4 3GY

Parent/Guardian Contact Number: 07890123456

Date Request was Sent: 02/11/2023

Is the child Known to Social Services?: No

Is the Child in care of the authority?: No

Current Setting Details

Name of Setting	Date child started at setting	Number of Nursery Education hours attended per week	Type of Funding	Attendance Pattern Including any provisions for stretched funding arrangements	Type of Setting
Happy Times Nursery and Preschool	04/09/2023	15	Term Time Only	Mon-Friday 8.30-11.30am	PVI Sector

Requester Details

First Name	Surname	Email	Telephone Number	Position
Rebecca	Jones	rebecca.jones2@derbyshire.gov.uk	01629-123456	nursery SENCO

Requester Address

Selected Address
Happy Times Nursery and Preschool Long Lane Matlock DE4 3UP

Is the child Attending another Setting: No

Parent/Carer Details

Parent/Carer First Name	Parent/Carer Surname	Address	Telephone Number	Email Address
Belinda	Blue	123 School Lane Matlock DE4 3GY	07890123456	belinda.blue123@gmail.co.uk

Do you wish to add a Second Parent/Carer?:Yes

Additional Parent/Carer Details

Parent/Carer First Name	Parent/Carer Surname	Address	Telephone Number	Email Address
Usman	Blue	123 School Lane Matlock DE4 3GY	07779987654	usman.blue999@gmail.co.uk

Do the people stated above have parental responsibility?Yes

Has a Education Health Care Needs Assessment been requested? No

Details of the child's special educational needs:

Billy has been seen by a Paediatrician and is undergoing Autism assessment but has no confirmed diagnosis. He demonstrates significant difficulties in communication, language, social interaction and play skills.

Communication and Language: (musical notes icon) Around 12 months, does the baby take turns by babbling and using single words? Does the baby point to things and use gesture to show things to adults and share interests?

Billy makes babbling sounds using the consonants "m" and "d" when he is playing and he has sometimes repeated a "whee" sound made by an adult. Billy requests objects by taking an adult towards something he wants or sometimes will scream and finds it very difficult to let us know what he wants. Billy knows that it is snack time when he sees his cup and home time when he sees his bag. He does not appear to understand any verbal instructions. Billy responds and shows anticipation in tickle games and rhymes such as "round and round the garden" but does not seek to repeat the game.

Personal, social and emotional development: (footprints icon) Between the ages of two and three does the child start to enjoy the company of others and want to play with them? (star icon) Does the child take a toy to a familiar adult for them to make it work, enjoy sharing new experiences with a range of adults and begin to copy actions in play activities with adults, occasionally sharing resources?

Billy seems happy to be in Nursery and does not become distressed when separating from parents. He will engage with staff in peek a boo games and enjoys a game where he runs to an adult to be picked up and swung round. Billy plays alongside other children and does not appear to notice them unless they have a toy he wants. He will then snatch and become very distressed if he can't have the toy. Billy will sometimes cry, throw himself on the floor and bang his head against any available surface for no clearly apparent reason taking a long time to calm down. We have found that giving him a soft blanket and cushion helps him calm down sooner. Billy will occasionally turn when his name is called but does not do this consistently.

Physical development: (bucket and spade icon) Does the child hold cup and drink without much spilling, scoop food into a spoon independently and accept food from a fork?

Billy runs and climbs with ease but does not show any awareness of danger needing a high level of supervision indoors and out to maintain his safety. Billy shows no awareness of his toileting needs. He is able to hold a lidded cup but will frequently pour it out rather than drink from it. He has a very rigid diet and will only eat foods brought in from home. Foundational learning I have a unique personality, interests, and strengths. Although I am beginning to develop self-regulation strategies, I still need a lot of support. I am secure in the relationship with my family but only key workers in nursery. I will persevere when playing with my favourite toys but struggle to keep patient in unfamiliar activities. Although I enjoy cause and effect toys, I have little understanding of how my reactions affect others. I need support to make choices, struggle to predict what may happen in play and continue to need a lot of reassurance both verbally and with visual supports. I engage in my favoured activities but very much on my terms and do not like sharing my toys.

In addition: Billy attends to activities of his choice such as the sand and water or fill/empty routines for up to five minutes at a time. He will sometimes move away when an adult joins him. He will tolerate an adult playing alongside him in the non-directive session but does not yet imitate any adult modelled play. Billy likes to knock down towers of bricks and swipe objects off tables appearing to enjoy the noise. He shows interest in cause and effect and can press switch toys and uses the touch screen on a tablet or phone. Billy seems fascinated by switches and will frequently try to reach the light switches and sockets. Billy seeks a lot of movement and will frequently run from one end of the room to the other. He climbs on unsafe surfaces and will frequently put unsafe objects in his mouth. Billy has a strong desire to follow his own agenda and can become absorbed in repetitive routines such as spinning wheels or filling and emptying containers. He becomes distressed if he has to move on from a favoured activity.

Which Professionals are involved with the child at your setting, and what advice have they offered?

Speech and language therapist:

- Play alongside using non-directive commentary and intensive interaction type approach
- Offer choices
- Model simple language using one key word
- Make symbolic sounds such as car and animal sounds

NB: PECS has been introduced at home and SLT to introduce it here at next visit

Outcomes

Learning Outcome	Please identify times per session for the outcome	Please identify the impact on the child's progress
Billy will tolerate an adult playing alongside him for brief periods during non-directive play	2 x 10 minutes daily = 1 hour 40 minutes a week	Billy will now tolerate an adult playing alongside him for 10 minutes using the same toys in a non-directive session in the soft playroom. In the general Nursery environment, he frequently moves away if an adult joins his play.
Stay in a "people game" interaction such as "peek a boo" for three turns	3 x 5 minutes daily = 15 mins a day = 1 hour 15 mins a week	Billy will repeat a game such as "peek a boo" for several turns and will run to an adult to be lifted up for two or three turns if prompted.
Billy will Anticipate "go" in a "ready, steady, go" game	3 x 5 minutes daily = 1 hour 15 mins per week	Billy gets excited if an adult says "ready, steady go" and then lifts him up and similarly in a tickling game
Billy will imitate some symbolic sounds in play	normally available resources	Billy has occasionally repeated a "whee" sound made by an adult in play
Billy will associate objects of reference with key routine events	5 x 2 mins daily - 50 minutes per week	Billy now associates his cup with snack time and his bag with home time

Are all outcomes added above? Yes

Please provide the total number of hours for all outcomes combined:5

Expected Outcomes

Learning Outcome	Please identify times per session for the outcome
Billy will stay in an increasing range of social interactions (people games) with an adult for several turns	normally available resources
Billy will notice and begin to imitate some adult actions during Intensive Interaction sessions	2 x 10 mins daily = 1 hour 40 mins per week
Billy will gesture or look at an adult to request "go" in ready, steady, go games	5 x 2 mins daily = 50 mins per week
Billy will engage in a wider range of activities when he has accessed planned supported sensory processing activities from his sensory needs plan	3 x 5 mins daily = 1 hour and 15 mins a week
Billy will relate a wider range of objects/ of reference to nursery activities	5 x 2 mins daily = 50 minutes a week
Billy will use PECS to request some favourite foods and toys following advice from his speech and language therapist	5 x 2 mins daily = 50 mins a week

Are all outcomes added above? Yes

Please provide the total number of hours for all outcomes combined:5

Are you applying for inclusion funding for Reception class in Autumn 1?:No

Document Classification: **PUBLIC**