

## Applications for Early Years Inclusion Funding

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### Services

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You will find the form on the alphabetical list under 'E' for Early Years Inclusion Funding. The first form is for new applications and the second form is for evaluating a current award which will expire soon.

# Early Years SEN Inclusion Fund - Application Form

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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.

Personal information collected on this form will only be used for the intended purpose. For further information on how we process personal data we hold and individual rights visit our webpage at [www.derbyshire.gov.uk/privacynotices](http://www.derbyshire.gov.uk/privacynotices)

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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](#)

## Early Years SEN Inclusion Fund - Application Form

Information Child Details Setting Details Parent Comment Form Special Educational Needs Current Outcomes

EYIF Outcomes

First Name \*

Name

Legal Surname \*

Surname

Former Surname

Preferred Surname

Surname

Date of Birth \*

06/09/2024

« September 2024 »

Su	Mo	Tu	We	Th	Fr	Sa
25	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

Male

Female

Search address by street or postcode \*

The form works like other online forms with drop-down options, date functions and address searches. If the postcode search doesn't work, there is an option to enter the address manually.

**Child Address Details**

Search address by street or postcode \*

DE4 3GY

Select address

Select... ▼

☒ Cannot find address - enter manually

Flat number or flat name, Apartment,  
Floor

123

House number or name

Street name

School Lane

Village / Locality

Town / City

Matlock

County

Derbyshire

Postcode

This screenshot shows an example of the address field which has been manually populated.

Parent/Guardian Contact Number \*

01629567123

Date Request is Sent \*

19/09/2024

Is the Child known to Social Services? \*

Yes

No

Is the Child in care of the authority? \*

Yes

No

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At the end of each section, will need to click next to continue with your application.

Information
Child Details
Setting Details
Parent Comment Form
Special Education
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### Current Setting Details

Please provide details of the child's current setting

**Please select your Setting Name**

Childminders are listed as Surname first If your setting does not appear please tick the box below and add the name of the setting manually

Select...

☒ Cannot find setting - enter manually

**Setting Name**

Happy Times Nursery and Preschool

**Date Child started at Setting \***

15/04/2024

**Number of Nursery Education hours accessed per week \***

Please be sure to identify how many hours of FEEE you are claiming for this child.

15

**Attendance Pattern \***

For example "Mon - Fri 09:00 - 1:00 Term Time Only"

Mon and Tues 9-3 and 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 \***

Rebecca

**Surname \***

Jones

**Please enter your email address below**

rebecca.jones2@derbyshire.gov.uk

Please re enter email address

rebecca.jones2@derbyshire.gov.uk

**Telephone Number \***

01629357135

**Position \***

Setting SENCO

Then fill in your details as the requester.

Is the child in receipt of disability access funding (DAF)? \*

Yes

No

Please state how the DAF has been spent to support the child's needs \*

We have used the money to pay for the whole setting to have bespoke training in sensory processing needs. We have bought sensory resources such as a peanut ball, a vibrating snake and a dark tent with lights. We have also funded the key person to have some additional time to carry out the sensory audit and other paperwork from the SPN toolkit so that she could write a sensory plan for Billy and support Billy with his sensory processing needs.

Is the child attending another setting? \*

Yes

No

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Tell us if you are in receipt of disability access funding (DAF) for the child and if yes, how you have used this money to support them.

Tell us if the child attends another setting – if they do you should be working with the other setting to complete this application.



## Early Years SEN Inclusion Fund - Application Form


Information Child Details Setting Details **Parent Comment Form** Special Educational Needs Current Outcomes

EYIF Outcomes

### Parent/Carer Comment Form


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

Drop files here to upload -

 Upload parent comment form

Uploaded: 0 of 1

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 **DERBYSHIRE**  
County Council

Controlled on completion

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

Your child's name:

Your child's date of birth:

**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?**

<b>Your name:</b>	<b>Your address:</b>
<b>Signed:</b>	<b>Date:</b>

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 <span style="color: red;">●</span>	Current Outcomes
Expected Outcomes					
Has an Education Health Care Needs Assessment been requested? *					
<input checked="" type="radio"/> Yes					
<input type="radio"/> No					
<p><b>Please Provide details of the child's special educational needs below.</b></p> <p><i>This section may include any diagnosis the child has.</i></p> <p><i>Developmental evidence may include information from the <a href="#">EYSEN Celebratory Checkpoints</a> (contact the Early Years SEN Helpline(children's Services) <a href="mailto:EarlyYears.SENHelpline@derbyshire.gov.uk">EarlyYears.SENHelpline@derbyshire.gov.uk</a> for more details) or other developmental profiles.</i></p> <p><i>Please show the successes and challenges the child faces through your shared narrative.</i></p> <p><b>Details of the child's special educational needs *</b></p> <p><small>(Communication and Language, personal, social and emotional development, physical development, foundational learning skills and any other additional developmental information including any sensory processing needs)</small></p> <p>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 <a href="#">molds</a>, her educational journey is a kaleidoscope of creativity, patience, and adaptability.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>					

will sometimes cry, throw himself on the floor and bang his head against any available surface taking a long time to calm down. We haven't identified a consistent trigger for this happening but 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 copes with 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. We have carried out a sensory audit and the "what you might see" documents and have a sensory plan in place for Billy. Billy has a strong desire to pursue his fascinations and can become absorbed in repeating play actions 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? \*

(No attachments)

None yet - he is on the ND pathway for assessment which will include an assessment by a speech and language therapist

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

Drop files here to upload

upload

Uploaded: 0 of 1

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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. If you identify that the child may have sensory processing needs, you should show how you have used the sensory processing needs toolkit materials to support.

If you are going to request funding to support medical needs, you **MUST** upload a copy of the child's individual healthcare plan here.

Information
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Special Educational Needs
Current Outcomes

EYIF Outcomes

### Current Outcomes

**If this is a joint request for funding and different learning outcomes are needed please make this clear within the info added here**

Describe the support that is currently in place as part of your graduated response to reduce the barriers to learning described previously.

These should be in the child's main area/s of need/s.

If this is a joint request for funding and different learning outcomes are needed for the different settings please make this clear within the information added here.

**Add Outcome**

Are All Outcomes added above \*

Yes

No

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### What learning outcomes are currently in place for the child to work towards?

*(If necessary, please refer to Early Years graduated document and Early Years SEN descriptors as part of the graduated Response)*

**Learning Outcome for Child \***

Billy will accept an adult playing alongside him for brief periods during non-directive play.

**Role of the Adult**

**How has the adult supported this child to work towards this learning outcome \***

Joining Billy when he is playing, using similar resources to imitate what Billy is doing. The adult sometimes gives a simple commentary but there is no expectation for Billy to share his resources or take a turn with the adult in these times. The adult follows Billy's lead.

**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)

3 x 5 mins per 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? \***

Billy accepts an adult joining him to play alongside in this way for up to 10 minutes when the room is quieter (often this is when some of the children have chosen to play outside). When the room is busy and noisier, Billy moves away to find his own space if an adult tries to play alongside. Billy does sometimes pause what he is doing to see what the adult is doing.

**Add Outcome**

This is where you add the outcomes that you are currently working on, what the adult has been doing to support, their timings, and the impact they have had and the progress the child is making. Continue adding outcomes until you have told us about all of your current targeted support work.

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EYIF Outcomes

**Outcomes for which EYIF is being requested.**

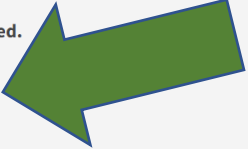
**Add Outcome**

Are All Outcomes added above \*

Yes

No

**Previous** **Submit**



**Outcomes for which EYIF is being requested.**

Learning Outcome for Child	How will the adult support this child to work towards this learning outcome	Please identify times per session for the outcome
Billy will start to share attention with an adult in a fun activity after he has engaged in planned sensory processing activities for his sensory plans.	Adult to support Billy with appropriate activities from his sensory plan (a movement or climbing break, use of the peanut ball or body outlining, use of the vibrating snake, time in the dark den) and then introduce something interesting or new to show him such as a wind up toy, a light toy, or a noisy toy.	3 x 30 minutes per session
Billy will move on from a preferred activity to something else in the nursery routine when supported by visual and audio cues.	Use objects of reference and simple keyword language so that Billy is aware of 10 x 3 mins per session what is happening next; give Billy processing time; use simple songs to accompany routines as well.	

**Add Outcome**

Are All Outcomes added above \*

Yes

No


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

(Add together all the timings from the above outcomes for the week. Hours and minutes can be added below)

5 hours a week

**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.**

**Previous** **Submit**



Next, add the learning outcomes for which you are requesting funding and suitable timings for them. When you have added all learning outcomes, total up the time you are requesting for the whole week and then click submit.