

High Needs Funding application - Early Years

This form should be completed where a setting/education provider requires additional funding to support a child/young person with high needs who **does not** have a Statement of Special Educational Need or an Education, Health & Care Plan.



You can save this form at any time by clicking on the Save button. You will then be able to return to the form by clicking the link from within the email that will be sent to you.

All fields marked with an asterisk * are mandatory

I confirm that I have read the High Needs Application Instructions*



Looked after status

Applicant* EYS
Is this a looked after child? No

Setting details

Setting Name*

The Nursery Rhyme Land Pre- School

EYSFF reference number*

007/1234

Address

I do not know the postcode or I would like to enter the address manually

Please enter the postcode*

NRL 12Z

Please select the address*

The Nursery Rhyme Pre- School, Humpty Ave, Far Away Land

Address:

Telephone Number*

12345 109876

Email address

Nurseryrhymepreschool@aol.com

(This is will be used to inform us of the panel's decision)*

Child's personal details

First name*

Bo

Surname*

Peep

Gender*

Female

Date of birth*

14 Jan 2011

Current age

3 Years and 10 months

Date of admission to your setting*

04 Sept 2014

Date of free entitlement started*

04 Sept 2014

Number of hours attended per week*

15

Are there any planned changes to the hours?*

No

Diagnosis/Identified need

Does the child have a formal diagnosis?* Yes

Bilateral profound sensorineural hearing loss – received bilateral cochlear implants by the Toy Town Cochlear Implant team. Bilateral severe vestibular hypofunction with gross motor delay and balance abnormality – under Dr, Foster’s Team at Gloucester specialist children’s hospital . Bilateral hypermetropia and astigmatism – under Dr.Cole. Speech delay due to her hearing impairment.

By whom*

Far Away Land General Hospital, diagnosis made from birth

Date of diagnosis*

14 Jan 2011

Brief description of diagnosis*

Profound hearing loss, gross motor delay, speech and language delay

Please select the relevant primary need from the options below based on the Early Years SEN Descriptors*

Communication and Interaction

Sensory and/or Physical

Play, Cognition and Learning

Social, Emotional and Mental Health Difficulties

Please outline:

How this need presents itself.*

Bo was born profoundly deaf and now has bilateral cochlear implants to aid her in developing spoken language and communication skills. Bo has to wear her cochlear “hearing aids” every day in order to access some sound. Due to her hearing loss Bo has difficulty with gross motor skills and suffers with recurring falls. Bo has a speech delay due to the hearing loss and is functioning at an 18 month old level for vocabulary

(Assessment levels provided by Miss Mary Mac, Teacher for the Deaf)

How it impacts on their learning.*

Bo’s hearing loss severely impacts on her ability to interact and communicate with her peers. She is unable to express her views verbally and has an extremely limited vocabulary (18 month old level) Bo relies on adults to get her what she needs as she is unable to resolve any conflicts with other children. Bo requires specific support and specific teaching so that her learning accelerates and she can start to close the gap between her actual chronological age and her developmental age, she will need to close the gap between herself and her peers. Her language will not come automatically and everything needs to be overtly taught, reinforced and over learned.

The barriers to inclusion it creates.*

Bo will be unable to hear conversations that other children are having within the pre-school unless they are standing right next to her and there is no background noise (difficult in a busy pre-school with some 40 children on roll) Bo is unable to communicate effectively with her peers and requires constant adult intervention to support her with this. Bo will not automatically pick up language and this needs to be specifically taught.

There will be a lot of language she does not understand in the pre-school and she will need instructions simplifying and sometimes supported with a sign. Bo will not hear instructions given to the pre-school in certain areas of the pre-school, so when it comes to addressing the pre-school children, Bo needs specific support to help her know what she is expected to do. Bo needs a visual prompt for the fire alarm as it is likely that she will not hear the alarm if she is in a particularly busy/noisy area of the pre-school.

Programmes and Support arrangements

Please itemise clearly all individual programs and support in place to enable the child to be fully included in your setting, based on the need identified above (this includes individual/differentiated activity and anything provided through Local Offer).

For each activity please complete sections A to D as below, then use 'Add Lines' button to complete sections A to D for each further activity in place/required for this child.

A. Describe the programme/support:*

Bo has additional support from 121 support for the duration of her time in pre-school. This 121 support supports Bo from the time she comes into pre-school to the time she leaves at the end of the morning. Whilst this 121 support has been employed to support Bo we ensure that in pre-school all our staff support Bo with her learning.

Support will include:

Welcoming Bo in the morning and liaising with parents re issues/concerns we need to be aware of for that morning eg damaged/lost aids. Hearing 'aid' check that the surround system is working effectively each day. Direct Support in the 'welcome session' at the start of the morning – ensuring Bo is sat opposite the teaching and repeating information and instructions. Refocussing Bo when she loses concentration. Supporting Bo at structured snack time, encouraging talk and developing her vocabulary. During outdoor learning ensuring that Bo is keeping safe and that her aids are protected from other children's feet for example, on the climbing equipment or ensuring that they do not get wet if there is drizzle. Bo also loses her balance easily and suffers recurring falls, if she bumps her head then the 121 support will need to notify parents straight away as she will need to get checked at the Drs.

During library time the 121 support will ensure that she has a duplicate book for Bo and will use this to enhance her learning as Bo will lose interest very quickly.

The 121 support will reinforce any vocabulary taught including phonics, this will be done each day in a quiet room.

The 121 support will also arrange small group sessions with Bo with a few peers in a quieter environment to work on her social and interaction skills.

Throughout each day the 121 support will be developing Bo's language for example if Bo goes to get a paint pot by language, for example if Bo goes to get a paint pot by herself, the 121 support will intervene with questioning and say – Bo, where are you going, are you getting a blue paint pot?? What colour are you going to have next? What are you going to paint? Etc

Without this additional support in place Bo would be greatly disadvantaged and would not make the

B. What is the ratio of support/number of hours accessed/delivered?*

15 hours additional support each week from an additional adult, equivalent support 1:1

30 mins each week direct teaching 1:1 from the Teacher for the Deaf with the 121 support also present 4 x week, 10 mins – speech and language support 1:3/4 from a speech and language trained 121 support in pre school

C. What is the expected outcome?*

The longer term expected outcome is that Bo will be able to interact and communicate with her peers without adult intervention and be able to thrive, make progress and reach her full potential. Short term expected outcome is that Bo is confident in pre-school, she is able to communicate to an adult her needs and wants. Her learning will accelerate, her vocabulary will increase and the gap between her and her peers will begin to close.

D. What progress has there been – i.e. where was this child/young person at the start of the program/support where are they now?*

When Bo first started in pre-school she was quiet reluctant to mix with other children other than with her brother Boy Blue. She is now a lot more confident, she is learning the names of the children in her group and she now follows all the routines in pre-school (there are quiet a few) She is more communicative and is usually able to express herself to an adult. She remains frustrated when her peers do not understand her and this is an area for us to work on.

To detail further programme/support items please use the 'Add Lines' button below.

Progress Data

Please outline progress over the last year (or longer) based on Early Years Outcomes and Early Learning goals (this will be more useful provided as progress evidence, non attainment evidence).*

Bo previously attended Humpty's Day Nursery, they complete an end of year report with assessment bandings for each area in the EYFS curriculum areas. However, the assessments are just the bandings and do not indicate if she was beginning, within or secure. We are not currently assessing all our pre-school children for accurate baselines and this is not yet completed.

Certainly for Bo the key areas for development are with Communication and Language, listening and attention, speaking and understanding.

Outside agencies

Please use this section to itemise the outside agencies involved if applicable, and summarise any advice/reports received.*

We are working very closely with Miss Mary Mac (TOD) and Simple Simon (Speech and Language support worker). They have provided training for all pre-school staff on Bo's specific needs. Miss Mary Mac has liaised each week with the designated 121 support for Bo. Each week (3 so far) Mary Mac will work with Bo (the designated 121 support also attends these sessions so that she can reinforce the areas covered back in pre-school. Each week Miss Mary Mac will liaise with the 121 support regarding any concerns/issues or anything to do with the support in place for Bo. The 121 support is also attending weekly training out of school where she is learning BSL which was highly recommended by Miss Mary Mac. Bo's parents use BSL at home to support vocabulary and instructions.

Further information

Please use this section to highlight any information that you feel is relevant and has not been covered by any of the above.*

Bo is 3 years old and has only just started at The Nursery Rhyme Land Pre- School. She has been with us since 4th September 2014. Prior to attending The Nursery Rhyme Land Pre- School she attended Humpty's Day Nursery. They reported that 'Bo struggles with larger group sizes and will complain that it is too noisy. Bo will use some words accompanied by some signing and/or gestures such as pointing.'

Attachments

Please attach the summary sheet from the Portage and SEN Early Years Developmental Profile relating to this child.

Please attach a One Page Profile for this child.