



Section 1

1 2 3 4 5 6 7

## High Needs Funding application - Early Years

Before you begin to complete the form please read the points below:

- 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.
- The form must be completed by appropriate professional: e.g. SENCO/Headteacher/class teacher/Early Years Manager/Early Years Senior Practitioner.
- The form will automatically generate a reference number with the prefix 'AF'. Please make a note of this number as it will be used (rather than the child/young person's name) in any correspondence regarding your application, in order to maintain confidentiality.
- The form can take some time to complete; therefore, to protect the data entered, we recommend that you **save the form on a regular basis**. The process to save the form requires that you create a password. Please make a note of the password to enable you to return to the form at any time.
- In order to complete the form you will be required to provide detailed information about the child/young person's needs and current/proposed provision. Example forms are available on the [High Needs Web Pages](#).
- In addition, you will be asked to attach the following:
  - a copy of the [Portage and SEN Developmental Profile](#)
  - A One Page Profile (summary of what matters to the child/young person and how to support them well) – for further information please see link below and click on 'One Page Profiles Explained'.
    - One Page Profiles

I confirm that I have read the above instructions. \*



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**Section 2**

- 1
- 2
- 3
- 4
- 5
- 6
- 7

## 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 to 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 that will be sent to you.

All fields marked with an asterisk \* are mandatory

### Looked after status

Is this a looked after child? \*

Yes

No

Are they looked after by Northamptonshire County Council? \*

Yes

No

### Setting details

Setting name \*

Anytime, Anywhere Nursery

EYSFF reference number (Early Years Single Funding Formula (the number is the same as your OFSTED number)) \*

3333333333333

Address

Address line 1 \*

14 Anywhere Street

Address line 2

Sametown

Address line 3

Postcode \*

BD34 9YU

Town \*

Sametown

County \*

Sametownshire



## Section 3

1 2 3 4 5 6 7

## High Needs Funding application - Early Years

All fields marked with an asterisk \* are mandatory.

### Child's personal details

First name *	<input type="text" value="Peter"/>
Surname *	<input type="text" value="Pan"/>
Gender *	<input checked="" type="radio"/> Male <input type="radio"/> Female
Date of birth *	<input type="text" value="24"/> <input type="text" value="Dec"/> <input type="text" value="2010"/>
Current age	4 Years and 3 months
Date of admission to your setting *	<input type="text" value="13"/> <input type="text" value="Jan"/> <input type="text" value="2014"/> You must enter a value for this field
Date free entitlement started *	<input type="text" value="6"/> <input type="text" value="Jan"/> <input type="text" value="2014"/> You must enter a value for this field
How many hours is the child attending per week? *	<input type="text" value="12"/> You must enter a value for this field
Are there any planned changes to the hours attended? *	<input type="radio"/> Yes <input checked="" type="radio"/> No You must enter a value for this field
Please give details *	<input type="text" value="Peter is increasing to 15 hours per week from 1st April 2015"/>



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.

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(Sections 4, 5 and 6)

**Diagnosis/identified need**

<b>Does the child have a formal diagnosis?</b>	YES
<b>Diagnosis</b>	ASD
<b>By whom</b>	Dr Hook
<b>Date of Diagnosis</b>	14.6.14
<b>Brief Description of Diagnosis</b>	Difficulties with social communication, social interaction, restrictive and repetitive play and manneristic behaviour

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

**Descriptors.**

Communication and Interaction	<input checked="" type="checkbox"/>
Sensory and/or physical	<input type="checkbox"/>
Play, cognition and learning	<input type="checkbox"/>
Social, emotional and mental health difficulties	<input type="checkbox"/>

**Please outline**

**How this need presents itself:**

Evidence from Portage and SEN Developmental profile, completed Jan 2015 at age 4y 0mth:

PESD, Emotional/Social Skills: 18-21 months

PESD, Self Help Skills: 18-21 months (excluding toileting)

Communication, Understanding: 9-12 months

Communication, Expressive: 18-21 months

Physical, Gross Motor: 30-36 months

Physical, Fine motor: 24-30 months

Play, Cognition and Learning: 30-36 months

Peter has severe difficulties in social interaction, communication and his overall judgement and safety boundaries are evident. There is evidence that Peter is delayed significantly in his communication and language (by approx 21-27 months).

Peter requires regular intervention. Peter has been diagnosed with Autistic Spectrum Disorder which presents in very limited social interaction difficulties for him. Along with Peter's communication and language delay this makes him inflexible and unable to cope with change of the nursery routine (moving from one activity to another, sitting down and concentrating at an activity presented by an adult and taking part in extra curriculum activities such as a music sessions. This can lead to Peter becoming very distressed. Peter shows little evidence of social relationships, resulting in social isolation. Peter's self help skills are at a delayed age of 18-21 months and Peter has no safety boundaries. These difficulties act as a barrier for Peter to access the all areas of the EYFS

### **How it impacts on their learning**

Peter's issues severely affect his social interaction and him accessing the EYFS in all areas. Without support of 1:1 adult intervention Peter would wander around the nursery or only access one area of play for example (water play or wheeled toys). Evidence indicates that Peter requires a programme of highly structured intervention/activities designed to promote skills of interaction with adults and peers, Peter requires visual aids with using an adult led First and Then board. A work station is required to support Peter's cognitive development and enable him to focus on given tasks. His listening and attention levels are poor and he requires an adult to model and support his interaction with both adults and peers, even though they are familiar to him.

He needs pre and post learning opportunities to begin to make steps towards independence in his learning and make small steps of progress.

### **Barriers to Inclusion it creates**

Peter's diagnosis of Autistic Spectrum Disorder presents social difficulties that act as a barrier to accessing all areas of the curriculum. His social communication development is at his 'own agenda' and Peter is unable to access activities freely without 1:1 adult support. Without this support, Peter will become fixated on one area of experience in the nursery. He does not initiate any interaction with his peer's and appears content to be alone or explore alongside others, resulting in extreme social isolation, vulnerability and disengagement, Peter cannot always move on from an activity.

Peter depends on an adult for most of his personal care, such as toileting, hand washing, change of coat and shoes. He needs some support with feeding at lunch times. He has difficulties in understanding any of the nursery social situations and responding to the normal environmental cues and needs 1:1 adult support for every stage of the daily routine. Without an adult Peter can become very distressed at points of his session resulting in extreme response of crying and behaviour issues, such as scratching at an adults face or kicking and lashing out at other children.

He requires 1:1 to support when needing comfort, Peter can show high level of distress. Peter has a lack of awareness of danger requiring an adult to support him whilst outside. Peter frequently will just run if a staff member opens a door. He is not aware of moving cars and dangers in the outside environment. Peter needs 1:1 support when moving from the outdoors to indoors. Peter will not come in without adult support. Risk assessments, procedures and actions have been taken to ensure Peter's safety whilst in nursery

## **Programmes and Support Arrangements**

### **A: Describe the programme/support:**

1:1 Adult support for periods throughout his session over a 4 day period is required. At present, in place is a member of staff working with Peter using a visual adult led first and then board to ensure Peter completes his tray work at a designated work station; this is carried out in intervals of his daily routine.

Peter is required to complete puzzles, colours matching, threading, and mark making activities. He requires no distractions and this can only be achieved with 1:1 adult intervention/support. Due to his concentration this is carried out in small intervals several times in each session.

1:1 Adult support is required in intervals throughout the session to follow his speech and language targets set by Peter's speech therapist. He also has a programme set, working at his developmental levels in relation to social interaction. Peter is required to do an adult/child turn taking activity daily. Peter requires 1:1 support for this to be achieved. He also requires good role models, for speech and social skills to grow and develop.

1:1 Adult support is required whilst accessing the outside environment, Peter's safety is paramount, and dangers are minimised.

During snack and lunch Peter requires 1:1 support, at present objects to reference is in place to show him, for example a nappy before taking him to have it changed.

Support is also required during lunch, allowing him to eat and be safe and stay comfortable during this time. Peter will become distressed if the support is not available.

Peter cannot sit, so when he has finished his lunch he will remove himself from the table and wander. A staff member is required to support Peter and keep him safe whilst outside

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

1 to 1 adult support for two hours per session per day.

4 intense interaction cognitive/ learning targets and a speech and language specific language programme

### **C: What is the expected outcome?**

We are currently working towards ensuring Peter's needs are met. We require a high level of staffing to ensure all aspects of Peter's opportunities to learning are met. Staff ensure safety procedures are in place to enable to keep Peter safe. Visual aids and resources have been purchased, such as timers and coloured timers to support Peter's needs. Staff have and are receiving training, such as 'I can Talk'. Supply staff have been bought in to cover any training needs required. Staff are updating their Senco / Inclusion training and at present are leading feedback meetings with outside professional and parents.

Speech and language programmes need to continue to be implemented on a daily basis on the advice of his speech therapist to build on his communication and interaction delays. This will allow Peter to communicate more effectively with an adult and his peers. This will then help him to further develop social skills and be able to communicate his own needs and discomforts. The nursery staff have introduced tray work which will give Peter the opportunity to develop his concentration skills and then in the future freely access the activities within the free play environment allowing his independence to grow

**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?**

Progress made from April 2013 to Jan 2015

**Evidence from Peter's Development Profile:**

**April 2013**

Personal, Emotional and Social Skills

Emotional/social are at 6-9 months,

Self help skills are at 15-18 months (not toileting)

Communication

Understanding is 3-6 months,

Expressive are at 15-18 months

Physical skills

Gross motor are at 21-24 months.

Fine motor are at 21-24 months

Play, Cognition and learning skills are at 21-24 months

**March 2014**

Personal, Emotional and Social Skills

Emotional/social are at 15-18 months,

Self help skills are at 15-18 months (not toileting)

Communication

Understanding is at 6-9 months,

Expressive are at 18-21 months

Physical skills

Gross motor are at 24-30 months.

Fine motor are at 24-30 months

Play, Cognition and learning skills are at 24-30 months

**Progress Data**

**Please outline progress over the last year(or longer) based on Early Years Outcomes and Early Learning Goals(this will be more usefully provided as progress evidence, not attainment evidence)**

Please see above and attached Portage and SEN Early Years Developmental Profile

### **Outside agencies**

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

Dr Hook - consultant community paediatrician, his report highlights Jamie has significant receptive language difficulties and is easily distracted. Peter's difficulties are with social communication, social interaction, restricted and repetitive play and mannerist behaviour. (reported dated June 2014)

Shirley Temple Speech and Language Therapist  
Intervention and targets set last visit was Sept 2014

Henry Ford - Portage and SEN Early Years Team  
Every 6 weeks and sets targets with the Nursery Senco last visit was Jan 2015

Donald Darling Educational Psychologist  
Will be attending the next meeting in May 2015 once parental consent is sought . This is to discuss EHC plan and choice of schools

### **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**

We envisage that this specialist additional support will be needed until Peter goes to school. We have also requested an EHC plan to further support Peter and the family. Peter's support requires a holistic support and is reviewed every 6 weeks





Section 7

- 1
- 2
- 3
- 4
- 5
- 6
- 7

### High Needs Funding application - Early Years

All fields marked with an asterisk \* are mandatory.

#### Attachments

Please attach the summary sheet from the Portage and SEN Early Years Developmental Profile relating to this child. For further information, please click here [Portage and SEN Developmental Profile](#).

Attachment \*

You must enter a value for this field

Please attach a One Page Profile for this child. For further information, please click here

Attachment \*

You must enter a value for this field

#### Completed by

Name \*

You must enter a value for this field

Designation / job title \*

You must enter a value for this field

Date completed

Should this application meet the criteria for High Needs funding, the panel will consider and determine a level of funding appropriate to meet needs as outlined in your application.



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.






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