Graphical user interface

Description automatically generated with medium confidence

# Appendix 1 **Early Years Inclusion Advice and Funding panel Application Form**

**Please note: this is now the only EYIA&F application form and is for requesting Funding, Outreach Support and Advice/Guidance.**

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| **This application is for:** | **Please select** | * Advice and guidance is available for all applications. * All settings are required to show how they have made reasonable adjustments and deployed their universal SEND offer effectively. |
| **Advice and Guidance only** |  |
| **Additional EYI Funding** |  |

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| **Section 1: Pupil and Settings details** | | | | |
| **Setting: Name and Address:**  **Email:**  **Telephone:** |  | | | |
| **Setting admission date:** | **Sessions attended and timings:** | | | |
|  | Monday |  | | |
| Tuesday |  | | |
| Wednesday |  | | |
| Thursday |  | | |
| Friday |  | | |
| **Name of child:** |  | | | |
| **Date of birth:** |  | | **Gender:** | **M / F** |
| **When was the child first identified as having SEND and by whom?** |  | | | |

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| **Section 2: SEND Details** | | | | | |
| **Brief summary of why the request is being made**  This should focus on a brief description of the needs of the child. Please consider the four areas of need:  **Communication & Interaction:** *Links closely with Listening and Attention, Understanding and Speaking as well as Personal Social and Emotional Development. This may include children who have or are on the pathway towards a diagnosis of neurodiversity. Mild delays which are normal for many children, should be met within the setting through Inclusive Provision at SEN Support.*  **Cognition & Learning:** *Settings should gather evidence from a range of learning experiences in which the child has to solve problems or use basis concepts such as sorting and matching. Play skills, mathematical knowledge and how they explore and understand the world around them are all relevant. Many cognitive skills develop language skills and facilitate them; others, such as completing jigsaw puzzles, do not.*  **Social, Emotional & Mental Health (SEMH):** *Closely linked with Personal, Social and Emotional Development with the added ‘mental health’ dimension. For Early Years practitioners you may wish to think of this as emotional wellbeing. Please consider the child’s lived experience as part of this area. Some children will already have support from Early Help or Social Care. If a child has significant behaviours of concern across home and setting, it would be expected that a positive behaviour plan would accompany the request and that further support such as that available from Early Help would have been considered.*  **Physical and Sensory Needs:** *This is closely linked to the EYFS Physical Development prime area with a focus on mobility and, to a lesser extent personal care. Children may have support from a Physiotherapist or Occupational Therapist. The panel would expect children with severe sensory loss, will already be supported by the Sensory Inclusion Team with the setting responding to their advice to inform practice and support the child.*  **Please attach the child’s Early Years Personal Centred Plan to show you Assess-Plan-Do-Review (A-P-D-R) response enabling panel to see what has already been put in place.** | | | | | |
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| **Description of need**  Please indicate the primary area of need using 1. Please then indicate any other area of need in rank order of prevalence from 2 to 4, where appropriate**.** | | | | | |
| **Cognition & Learning** | **Communication & Interaction** | | **Social, Emotional and Mental Health** | | **Physical/ Sensory/Medical** |
|  |  | |  | |  |
| Please provide more specificity by Primary areas of need that apply, again using a rank order 1 showing primary area of need. If additional need is recorded this should be ranked 2 and so on. | | | | | |
| Specific learning difficulties | | | |  | |
| Moderate learning difficulties | | | |  | |
| Severe learning difficulties | | | |  | |
| Profound and multiple learning difficulties | | | |  | |
| Social Emotional and Mental Health | | | |  | |
| Speech language and communication needs | | | |  | |
| Hearing impairment | | | |  | |
| Visual impairment | | | |  | |
| Multi-sensory impairment | | | |  | |
| Physical disability | | | |  | |
| Autistic Spectrum Disorder | | | |  | |
| Other difficulty | | | |  | |
| **External agencies used**  Please provide a copy of any external reports received. | | *Agency and date* | | | |

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| **Section 3: Request for Additional Inclusion Funding**  *(If not requesting funding, please proceed to section 4)* |
| **Please specify the funding being requested** |
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| **Details of what the setting will use the additional funding for should be provided as part of your new A-P-D-R cycle.** This should be additional support that is required over and above what has already been provided. Where outside professionals have been working with the child and setting as part of a graduated approach, their advice and recommendations should be included. |
| **You are required to submit the following EVIDENCE when request EYIF:**   * Description of the graduated approach that has been used to date, including reference to support and written feedback from outside agencies where this has been sought. * Progress over time and current level of attainment. * Proposed use of Early Years Inclusion Funding detailed within an Early Years Personal Centred Plan. * Parent and child’s view and how they have been involved in the process. |

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| **Submission Checklist – Please ensure all of these are ticked and enclosed when making a request for EYIA&F:**  Completed EYIA&F Request Form  Completed cycles of Assess, Plan, Do, Review (Description of graduated approach) using an Early Years Personal Centered-Plan  Next proposed cycle of Assess, Plan, Do, Review (Description of graduated approach) using an Early Years Personal Centered-Plan to show how EYIF will be used  Completed Parent Carer Views  Copies of current assessments and any relevant written feedback from outside professionals (i.e. ET SENCo, EPs, OT, Physio, SIS, CDC, SALT |

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| **Section 4: Parent /Carer Views** | |
| **Has the setting informed you about why they are requesting support from the EY Inclusive Advice and Funding Panel?** | **Yes**   **No** |
| **Please provide a description of your child now including their strengths and areas of difficulties.** |  |
| **What do you think is working well at the moment?** |  |
| **Is there anything else you would like to tell us about your family?** |  |

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| **Setting declaration**  · The contents of this referral have been shared with parents/carers.   · All parts of this form have been completed in full.   This form has been completed by:  **Name: Job Title**  **Signed**  **(Owner / Manager): Date:**  **Signed**  **(SENCo): Date:** |
| **Parental/carer consent**  *Please note – a physical signature must be obtained for parent carer consent – an electronic signature will not be accepted.*  Please tick:  I confirm that my child’s educational setting has discussed this request with me and I have been fully informed in the decision to refer my child to the Early Years Inclusion Advice and Funding Panel.  I consent for Shropshire Council EYIA&F panel members to discuss the special educational needs of the child named above in order to make a decision about EYI funding.   I understand that:  Privacy Notice under the Data Protection Act (General Data Protection Regulations from 26th May 2018)  Shropshire Council are collecting Personal Identifiable Information to enable the best possible advice and support to be provided and to meet the statutory requirements under the Children and Families Act 2014. We need to collect this information in order to consider your request for Early Years Inclusion Advice and Funding Panel support. This information is being processed under DPA – Schedule 2 (2a) (GDPR 2018 -Article 6 (1) b).  Shropshire Council will not share any Personal Identifiable Information collected with external organisations unless required to do so by law. However, this information will be shared within Shropshire Council and partners agencies (Department of Education, NHS, Schools/settings, and Early Years providers). For further details on the council’s privacy arrangements please view the privacy page on the council’s website page <https://next.shropshire.gov.uk/privacy/shropshire-council-s-privacy-notice/>  **Signed: Date: (Parent/Carer)**  **Signed: Date: (Parent/Carer)** |