



## Early Years SEN Inclusion Fund Application (Formerly ETAEYS)

**Please complete this form electronically**

**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.**

**Date of request: 5.10.17**

**Child's legal Surname: Blue**

**First name: Billy**

**Former Surname:**

**Preferred Surname:**

**Child's date of birth: 6.9.14**

**Child's gender: Male**

**Address: 123 School Lane  
Matlock DE4 333**

**Contact number: 01629 111222**

**Is the child known to social services: ☒/NO (or circle)**

**Is the child in the care of the authority: ☒/NO**

**Child's current setting: Busy Beavers, Matlock**

**Date child started: April 2017 ( on 2 year old funding)**

**Number of Nursery Education Funded hours attended per week, including any provisions for stretch funding arrangements : 15**

***(please be sure to identify how many hours the child attends per week up to their 30 hours entitlement, not child care hours)***

**Name and position of person making request: Mary Green SENCO**

**Is the setting:-**      a nursery class      a nursery school      PVI sector      *(pls circle)*

**Address: 123 Oak Lane, Matlock DE4 111**

**Telephone number: 01629 123456**

**Name of additional setting attended (if appropriate): N/A**

**Date child started:**

**Number of Nursery Education Funded hours attended per week:**  
*(please be sure to identify how many hours the child attends per week up to their 30 hours entitlement- not child care hours)*

**Name and position of person making request**

**Is the setting:-**      a nursery class      a nursery school      PVI sector      *(pls circle)*

**Address:**

**Telephone Number:**

**PARENT DETAILS *(please attach the parent comment form)***

**Name of parent/carer:**

**Belinda Blue**

**Name of parent/carer:**

**Bobby Blue**

**Address if different from child's:**

**Address if different from child's:**

**Telephone number:** 01629 111222

**Telephone number:**

**Email:**

**Email:**

**Do the people stated above have parental responsibility? Yes**

**If not provide name and address of person/people who have parental responsibility:**

**Has an Education Health Care Needs Assessment been requested:** ☐/No

**If yes, please record date it was posted to Matlock:**

**Provide details of the child's special educational needs and EYFS levels:**  
*(please clarify which level/band of the EYFS the child is at within the age ranges and provide a brief description of their strengths and challenges)*

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: At the chronological age of 37 months Billy is achieving skills at the middle range of B-11 months**

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: At the chronological age of 37 months Billy is achieving skills at the middle range of B-11 months**

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: At the chronological age of 37 months Billy is achieving skills in Moving and handling at the typical range for his age. In self-care he is achieving skills at the younger range of 8-20 months**

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.

**EYFS Specific areas: At the chronological age of 37 months Billy is achieving skills at the younger range of 8-20 months in Literacy, maths, Understanding the world and Expressive arts and design**

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 is able to 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.

[illegible]

<p><b>Billy will:-</b></p> <ol style="list-style-type: none"> <li>1.Tolerate an adult playing alongside him for brief periods during non –directive play</li> <li>2.Stay in a “people game” interaction such as “peek a boo” for three turns</li> <li>3.Anticipate “go” in a “ready, steady, go” game</li> <li>4. Imitate some symbolic sounds in play</li> <li>5. Associate objects of reference with key routine events</li> </ol>	<p>2 x 10 minutes daily in Intensive interaction session</p> <p>3 x 5 minutes daily</p> <p>3 x 5 minutes daily</p> <p>From normally available resources</p> <p>5 x 2 minutes</p> <p><b>1 hour per session = 5 hours weekly</b></p>
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**What impact have the advice and work towards the learning outcomes already had on the child’s progress?**

- 1.Tolerate an adult playing alongside him for brief periods during non –directive play  
Billy will now tolerate an adult playing alongside him for 10 minutes using the same toys in a non- directive session in the soft play room. In the general Nursery environment he frequently moves away if an adult joins his play.
2. Stay in a “people game” interaction such as “peek a boo” for three turns  
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.
- 3.Anticipate “go” in a “ready, steady, go” game  
Billy gets excited if an adult says “ready, steady go” and then lifts him up and similarly in a tickling game
- 4.Imitate some symbolic sounds in play  
Billy has occasionally repeated a “whee” sound made by an adult in play

5. Associate objects of reference with key routine events  
Billy now associates his cup with snack time and his bag with home time

**Provide details of the learning outcomes you would expect the child to achieve if Early Years SEN Inclusion Fund support is agreed:**

**Billy will:-**

1. Stay in an increasing range of social interactions (people games) with an adult for several turns
2. Notice and begin to imitate some adult actions during Intensive Interaction sessions
3. Gesture or look at an adult to request "go" in ready, steady, go games
4. Engage with a sensory activity programme designed to meet needs identified on sensory audit
5. Relate objects/pictures of reference to a range of activities

**Provision in addition to normally available resources needed to achieve outcomes (hours and minutes per total attendance)**

Normally available resources

2x10 mins daily

5 x 2 mins daily

3 x 5 mins daily

5 x 2 mins daily

<p>6.Use PECS to request some favourite foods and toys</p>          <p><b>In the case of split placements Early Years SEN Inclusion Fund award will be given proportionally to both settings.</b></p>	<p>5x 2 mins daily</p> <p><b>1 hr 15 mins daily = 6 hours 15 mins per week</b></p>
<p><b>For maintained settings only:</b></p> <p><b>Are you requesting SSEN for this child?      Yes/No                  (pls circle or delete)</b></p> <p><b>Please provide current EYFS assessments for all areas including age bands, showing which range of the age band the child is working at eg 22-36 months low Please refer to SSEN criteria.</b></p>	

**Please return the completed form and supporting documents to:**

## SEN Administration (Early Years Panel)

County Hall, MATLOCK, Derbyshire

DE4 3AG

**E-mail:** [adminsupport.sen@derbyshire.gov.uk](mailto:adminsupport.sen@derbyshire.gov.uk)