

REQUEST FOR SEND INTERVENTION FUNDING

A GUIDE FOR COMPLETING – FOR EARLY YEARS PROVIDERS

This document is to assist you in completing the 'Request for SEND Intervention Funding' document. This process is also covered in the SEND Training for Early Years SENCO's and Managers and the SEND training for childminders.

It is important to note, that this form is set up to be completed electronically and to draw attention to the top of the document which states that the form is for up to 25 year olds and as such, some of the questions/information requests will not be relevant to Early Years children.

Request for Intervention Funding replaces the previously used Request for Top Up Funding. This request is to be used by Early Years providers in applying for Intervention Funding to support children with SEND starting school. **Please continue to use the Early Years Inclusion Funding request to support children within Early Years Provisions.**

There is a handy flowchart on the website to support you in deciding whether to apply for Intervention Funding.

It is always recommended to talk to professionals involved regarding requesting SEND intervention Funding.

Section 1 – Basic information

- Please ensure it is the child's full name and not what the child is known as at the setting.
- NHS numbers can be found on any correspondence regarding the child from any health professionals.
- Unique Pupil Number – leave blank.

Section 2 – Brief summary

- Clearly identifying child's needs and anything of significance – this is your summary. You may wish to consider including any siblings, any needs of any siblings or family members, any additional languages spoken.
- You may wish to include what inclusion funding the child receives in their early years provision and how many hours they attend.

Section 3 – Primary needs

- Please **highlight**, **circle** or make **bold** the primary need of the child. The primary need is the need that is most prevalent area of need.

Section 4 – Views of child

- This section is the child's voice. It may be helpful to have everyone involved with the child complete this section on their behalf if the child is unable to do so themselves, with focus on parents who know their child the best. It is key to remember that this section must be written from the child's perspective.
- In this section, it is important to think about:
 - What activities make the child happy?
 - What do they not like?
 - What support is needed (overcoming the difficulties)
- If child is non-vocal, make it clear in the final box in this section (they helped me by:) e.g. *My key worker and my mummy helped me complete this section by knowing when I am enjoying activities by the smile on my face or the shouting I make when I am not enjoying myself. As I can't yet clearly communicate, I cannot answer all the questions.*

Section 5 – Family conversation

- This is now the parent's comments. These can be completed by parents independently or can be completed through parental voice in a meeting. Knowing your parents is key for this section, by knowing the amount of support you will need to offer to your parents to complete this section.

Section 6 – Attainment

- This section is completed by the EY provider.
- Current Attainment – Current month assessment in here. This could be any assessments used by the provider, such as the development matters or the small step assessment. The outcome of the assessment would be the child's age in months to quantify the child's assessment.
- Previous Attainment Data – Data from a previous term, following the same format as above (current attainment). If the child has only been in the setting long enough to have an initial data set, please add comments in this section as to why no previous data can be added. If a child has been to a previous setting, their data can be added to this section, if appropriate.

Section 7 – Evidence of Graduated approach.

- This section is completed by the EY provider in conjunction with family and professionals.
- Current support being provided - this section is anything you do for a child as a provider that you do not do for other children in your provision. It is worth considering:
 - Adult time
 - Group/sessions attended (e.g. social communication group)
 - Any specific resources (e.g. visuals)
 - Any specific equipment
 - Any training staff have been on to support the child
 - Professional support/advice/strategies and the implementation of this.

- How frequently and what is the outcome – how often do you do what is listed in the first column and how do you know it is successful? You could use data, participation, attendance etc.
- When considering the financial cost, it is important to consider both inclusion funding you receive for the child and any Disability Access Fund payments (DAF).
- If no additional funding is received for this child, you still need to list how as a setting you are supporting the child.
- Even if you do not know the financial cost/implications, it is important to list here what the child is receiving above other children in the setting.

Section 8 – Additional Support Requested

- This section is best completed by professional involved (e.g. EYSEND Advisor, EYCIT advisor, EYIP practitioner or Portage Practitioner)
- If none of the above is involved, EY providers can complete this section. Focus needs to be on hours/time that will be involved as opposed to costings, as likely this would be costings for future school place so unknown to EY providers.
- Consent – needs to be signed by parent/carers and EY providers

Return to: SEN Assessment & Commissioning Service (SENA) via AnyComms at <https://filetransfer.leics.gov.uk>