

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*

Laughing Larry Pre- School

EYSFF reference number*

001/4321

Address

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

Please enter the postcode*

LL 14 7YB

Address:

67 Stanley St, Lexington

Telephone Number*

07654 123456

Email address

elmc@bt.com

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

Child's personal details

First name*

Ellie

Surname*

Mc Fee

Gender*

Female

Date of birth*

17.1.13

Current age

2years 3 months

Date of admission to your setting*

04 Jan 2015

Date of free entitlement started*

04 Jan 2015

Number of hours attended per week*

10

Are there any planned changes to the hours?*

No

Diagnosis/Identified need

Does the child have a formal diagnosis?* Yes

Cerebral Palsy
Profound and Multiple Learning difficulties (PMLD)

By whom*

Dr Frederick

Date of diagnosis*

November 2013

Brief description of diagnosis*

Ellie has cerebral palsy which significantly impacts on her mobility with greatest impact on her left side. See below and attached profile regarding other areas of development.

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.*

Ellie is reliant on an adult for all aspects of her personal care, physical support, play, learning and social interaction – please see developmental profile

Ellie is extremely vulnerable to other children as she is unable to react to changing situations or mobilise herself

Ellie requires continuous support to engage in the learning environment and to enable her communication to be understood by others.

She additionally requires continuous support to achieve well being, have her personal care needs met (intimate care and feeding) and avoid risks to her own health and safety

Ellie requires adapted equipment for sitting and standing and requires adult intervention to access these

Ellie is totally reliant on others to access all areas of EYFS

How it impacts on their learning.*

Ellie needs one to one support to ensure she:

- Is safe and cared for in aspects of personal care and movement and mobility
- Can engage with others in a social context and become more confident with mixing with a wide range of children and adults
- Can engage in and experience a range of activities including sensory exploration
- Is able to continue her communication development
- Can participate in fun activities

The barriers to inclusion it creates.*

Ellie is impacted through physical barriers and requires continuous support to enable engagement in her environment both indoors and outside

Ellie is unable to engage in learning activities, routines or experiences without adult intervention

Ellie is reliant on adults on adults to encourage her socialisation and communication

Without the support of an adult, Ellie will be isolated, lacking stimulation and opportunities for learning and progress would be limited

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:*

1:1 Support engagement in activities and access to full curriculum including mobilisation and use of specialsit equipment

1:1 Support to help with all areas of self help and to ensure she is safe and healthy

1:1 Support to put in place programmes of support as recommended by Portage, OT, Physio and SALT

1:1 Support to support her progress in early play skills and cognitive development.

1:1 support to enable Ellie to socially interact with a range of adults and children

1:1 Support to access hydro therapy

1:1 Sensory play by specialist equipment

Specific group sessions where Ellie mixes with other children to develop her social communication skills.

To effectively support Ellie, her educational targets required constant attention to ensure implementation and continuous review. Due to the range of professionals involved with Ellie, extensive multi agency liaison is essential to support Ellie and her family.

Staff within the setting will require specialist training in relation to manual handling

Detailed developmental educational and SALT target are in place and can be provided if required.

Physio and OT programmes are attached

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

1:1 for the majority of the time Ellie spends in setting (10 hours) although for some activities she will be supported for short periods in small groups (1:2)

D. What is the expected outcome?*

Long term:

Ellie will be able to access a range of learning experiences and indicate a range of preferences and needs through her own unique communication style

Short term:

Ellie will be able to feel confident and safe in nursery environment, expressed through her being willing to participate in a range of activities.

Ellie will have greater experience and confidence in missing with other children and a variety of adults and presents in a way that shows she is comfortable with this

Ellie will be able to express her preferences for activities and people using non verbal skills and behaviour

Ellie will be able to show her pleasure or displeasure in a range of situations

Ellie will be able to communicate some of her wants and needs though non verbal skills and behaviour

Ellie achieves an improved level of independence in relation to mobilisation.

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

Please see Developmental profiles which demonstrates progress in all aspects her development. Whilst the progress is in small steps, it is holistic in that it is across all areas of need

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).*

See developmental profile

Outside agencies

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

Portage and SEN Early Years Team – 4 weekly contact – specific educational targets in place

Physiotherapist – 4 weekly contact – see attached report/programme

Speech and Language Therapist – 8-12 weekly contact – specific SALT targets are in place

Occupational Therapist – 6 weekly contact – see attached programme

Paediatrician – 12 monthly contact

Health Visitor – 12 weekly contact ASQ available if required

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

Please see Ellie's One page profile which highlight aspects of her personality and likes and dislikes that are not included above.

Ellie's family are highly committed to ensure that all of her educational and therapy targets are worked on consistently and they work hard to extend Ellie's learning opportunities and experiences when she is not in the early years setting

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.