

High Needs Funding Application for Schools

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](#). *



Applicant*

School

Looked after status

Is this a looked after child?*

No

Setting details

School name*

learners primary

DfE number (LA number/Establishment number)*

928/0

Address

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



Please enter the address details below

Address line 1*

brains road

Address line 2

knowhere town

Address line 3

Postcode

NN 0 0 nt

Address:

brains road
knowhere town
NN 0 0 nt

Telephone number*

00330 090900

Email address*

head@learners.gov.uk

Child/young person's personal details

First name*

ANN

Surname*

CHILD

Gender*

Female

Date of birth*

01 May 2006

Current age

8 Years and 6 months

National Curriculum year (year must be between R and 14)*

4

Date of admission to your setting*

01 Jan 2011

Diagnosis / identified need

Does the child/young person have a formal diagnosis?*

No

Please select the relevant primary need from the options below based on the [SEN Descriptors](#). *

- | | |
|--|---|
| <input checked="" type="checkbox"/> Cognition and learning (i.e. dyslexia, dyscalculia, MLD, MLD, GLD) | <input type="checkbox"/> Communication and interaction (i.e. ASD, SLCN) |
| <input type="checkbox"/> Medical | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Sensory (i.e. HI, MSI, VI) | <input checked="" type="checkbox"/> Social, emotional and mental health |

Please outline:

How this need presents itself.*

Ann has difficulty in retaining information that she has learnt from day to day. She has difficulties with organisation of her personal belongings and of her day. She is unaware of days of the week and months of the year and is unable to tell the time. Ann finds change to routines challenging . Ann has made very slow progress in literacy and numeracy despite a high level of specific support and intervention since Year 1. She is working at a significantly lower level than that of her peers. She finds it difficult to follow instructions and requires support in most lessons. This support includes differentiated resources and access to an adult in order to complete tasks. Ann finds it challenging to find the appropriate words to explain herself and takes a long time to articulate her ideas. She requires adult support to encourage her to use language and transfer spoken language to written tasks. She is only able to answer questions with adult prompts. She requires the use of visual prompts and a visual time-table to support her understanding. Structured programmes to develop her literacy and numeracy skills are in place but she finds it difficult to generalise what she learns because of her retention difficulties. Ann's social skills are underdeveloped and she finds social interaction difficult. She finds working with other children quite challenging . She finds it difficult to express her emotions and often withdraws into herself .

How it impacts on their learning.*

The challenges Ann faces have had an impact on her levels which for reading , writing and maths are all currently within Level 1 and significantly behind that of her peers. She is working at least 2 years behind her peers in all areas. Ann is unable to be fully involved in whole class and group work as she loses concentration quickly. She requires support from an adult to simplify discussions and to help her offer her own ideas. In numeracy, she is unable to make links between concepts and requires repetition and practical tasks on a daily basis. Her learning needs have an impact on her self-esteem and she often shows high levels of anxiety within the classroom. She is aware that her skills and levels are lower than those of her peers.

The barriers to inclusion it creates.*

In summary, Ann's difficulties are significantly affecting her progress and the gap is widening between her levels of attainment and those of her peers. She finds it increasingly difficult to take part in whole class and group learning without the support of a teacher or teaching assistant and she is reluctant to join in with discussion .

Programmes and support arrangements

Please itemise clearly all programmes and support in place to enable the child to be fully included in the curriculum, based on the needs identified above.

There are two sections for programmes and support arrangements.

Section 1 - programmes and support met from Local Offer and your £6,000 delegated schools block budget

Section 2 - individual programmes and support for which you require Element 3, High Needs Top Up funding.

Section 1 - Programmes and support arrangements met from Local Offer and £6,000 delegated schools block budget:

For each activity/support 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:* | Literacy a. Talk for writing b. letters and sounds c. Breakthrough d. Reading together e. In class pre and post teaching |
| B. What is the ratio of support/number of hours accessed/delivered?* | a. 1:4 3 x week for 30mins b. 1:2 4 x week for 30 mins c. 1:1 3 x weekly for 15 mins d. 1 :1 5 x weekly for 15 mins. e. 1 :1 5 x weekly during literacy sessions. |
| C. What is the expected outcome?* | To verbally generate and write simple sentences. To read 25 /100 high frequency words To spell 10/100 high frequency words Support to follow language within whole class literacy lessons and small group activities and for instructions to be converted into visual prompts will continue to develop Ann's confidence and help her to recognise her achievement. Support will help Ann to actively participate in group discussions and to stay on task. |
| D. What progress has there been - i.e. where was this child/young person at the start of the programme/support and where are they now?* | Ann is becoming more willing to attempt the tasks set for her and to stay on task with fewer adult prompts. |

To detail further programme/support items please use the 'Add Lines' button below.

| | |
|---|--|
| A. Describe the programme/support:* | Numeracy a. Addition and subtraction to 20 - practical tasks to develop understanding numbers to 20. b. Applying concepts to simple money calculations c. Introducing concept of time relating to familiar times of daily routine and significant times of year. d. Maths games e. Support in class to assist understanding of mathematical vocabulary. |
| B. What is the ratio of support/number of hours accessed/delivered?* | a. 3 x weekly 1 :2 for 30 minutes b. 1 x weekly 1 :2 for 30 minutes c. 1 x weekly 1 :2 for 30 minutes d. 2 x weekly 1:2 for 15 minutes e 5 x weekly 1:1 during numeracy lessons. |
| C. What is the expected outcome?* | To follow language within while class and group numeracy sessions. To take part in simple problem solving tasks with another child. To understand relationship between addition and subtraction and to apply that in more than one context. To know the days of the week and to recognise significant times of the day. |
| D. What progress has there been - i.e. where was this child/young person at the start of the programme/support and where are they now?* | Ann is starting to understand more words that relate to addition and subtraction and is more willing to work with another child set tasks and when playing maths games . |

To detail further programme/support items please use the 'Add Lines' button below.

| | |
|---|--|
| A. Describe the programme/support:* | Social and Emotional Morning and end of school day mentor time to discuss visual time-table, any changes to usual routine and to make sure that she knows what she needs for each lesson. |
| B. What is the ratio of support/number of hours accessed/delivered?* | 5 x weekly 1:1 for 30 minutes |
| C. What is the expected outcome?* | Ann's confidence will increase and she will become more independent as her organisational skills develop. |
| D. What progress has there been - i.e. where was this child/young person at the start of the programme/support and where are they now?* | |

To detail further programme/support items please use the 'Add Lines' button below.

Section 2 - Programmes and support arrangements - individual programmes and support for which you require Element 3, High Needs Top Up funding:

For each activity/support 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:*

We would like to extend the structured support that Ann receives for literacy and numeracy to other specific subject areas so that Ann learns to apply her developing skills in a range of contexts. At the moment she receives the intensive support in the morning but has only the same access to adult support as the rest of the class in the afternoon.

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

1:1 support within small group activities.

C. What is the expected outcome?*

Ann will be able to access more of the curriculum.

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?*

Ann has only been working with one other child at a time and needs to increase her interaction with other children with support.

To detail further programme/support items please use the 'Add Lines' button below.

A. Describe the programme/support:*

Numeracy: Ann needs to continue the daily reinforcement activities to develop her numeracy skills and to develop her understanding and use of mathematical vocabulary. It is important for her to have 1:1, 2:1 and small group work so that she is not isolated and feels more comfortable when working with other children

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

Ann still needs 1:1 support but this should now be within a larger group setting.

C. What is the expected outcome?*

Eventually Ann will be able to take part in small group learning tasks with reduced adult prompts and will feel confident about spending more time in whole class sessions with support.

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?*

Ann's confidence is starting to increase and she is now ready to work in a larger group with adult support.

To detail further programme/support items please use the 'Add Lines' button below.

A. Describe the programme/support:*

Social and Emotional
Ann needs to continue the mentoring session at the beginning and end of each day.

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

5 x weekly 1:1 for 15 minutes at the beginning and 15 minutes at the end of each day.

C. What is the expected outcome?*

Ann's independence will increase as her organisational skills develop.

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?*

Ann would not participate in group activities at the beginning of this academic year but she is now comfortable working with one other child and ready to extend this to two or three children.

To detail further programme/support items please use the 'Add Lines' button below.

A. Describe the programme/support:*

Literacy
Ann needs to continue the structured programmes that are in place to develop her reading and writing skills and to increase her understanding of language. She also needs support in other lessons to enable her to apply her developing language and literacy skills more generally.

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

1:1 support within small group
5 x weekly for 1 hour

C. What is the expected outcome?*

Ann will be able to access more of the curriculum. She will become more confident about participating in activities with other children.

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?*

Not applicable

To detail further programme/support items please use the 'Add Lines' button below.

Progress data

Please outline progress over last academic year (or

Writing : 2013 1b current: 1a

longer) on the core areas of curriculum and, possibly in personal and social development (this will be more usefully provided as progress evidence, not attainment evidence).*

Reading: 2013 1c current 1b
spelling: 2013 below 5 current below 5
reading age: 2013 below 5 current 5.4
maths: 2013 1c current 1b

Outside agencies

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

Ed Sykes , Educational Psychologist , states that his assessment shows that Ann has difficulties within the area of non-verbal reasoning that are likely to impact on her ability to solve numerical problems. Her low verbal score (7th percentile) suggests that Ann experiences difficulties making connections and seeing relationships between items of verbal information. She will experience challenges with her verbal reasoning that may include word problems, following written instructions, letter sequences and number based problems. These difficulties will also have an impact on her ability to use and fully understand language effectively in the classroom.
Ann's word reading sub test score was in the low range showing that Ann experiences difficulty with her phonic skills and is reliant on her visual memory when reading. Ann's lack of confidence and understanding may contribute to her low attention span and she may be using this as a distraction strategy.

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.*

The EP advised that Ann requires daily short bursts of specific phonic skills teaching and in class support should be aimed at facilitating small achievable steps of learning, promote concentration and use significantly differentiated tasks and visual learning aids. Support is also needed to continue to increase Ann's vocabulary and her understanding of spoken language within the classroom. Ann will continue to need much practical reinforcement of basic mathematical skills and vocabulary .

Attachments

Please attach the provision map for this child / young person. Please see [NCC Provision Map](#) for further information.
Attachment*

Dummy provision map.docx

Please attach a One Page Profile for this child. For further information, please [click here](#)
Attachment*

Dummy pupil profile.docx

Completed by

Name*

Mrs. N . Coe

Designation*

SENCO

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.



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