

## Application Form – Enhanced SEN Inclusion Fund (SENIF)

Once completed please send to [EarlyYearsSEN@rbkc.gov.uk](mailto:EarlyYearsSEN@rbkc.gov.uk) and write **Enhanced SENIF Application** in the subject line of your email

### Provider details:

Name xxxxxxxxxxxxxxxxxxxx	Telephone number xxxxxxxxxxxxxxxxxxxx
Address of setting: xxxxxxxxxxxx	E-mail: xxxxxxxxxxxx
Name of contact: xxxxxxxxxxxx	Manager's/Head's name: xxxxxxxxxxxx

**Commented [RJCR1]:** Include all up to date information for the setting and manager's name

<b>Type of setting:</b>	
Day nursery	
Pre-school – number of hours open per day	6
Independent school	
Nursery Class in a maintained school	
Maintained nursery school	

**Commented [RJCR2]:** Select the type of setting

<b>Local Authority:</b>	
Westminster	
Royal Borough of Kensington and Chelsea	✔

**Commented [RJCR3]:** Select the borough your setting is based

### Child details:

Name:	xxxxxxxxxxxxxxxxxxxx
Date of birth:	19.xx.20xx
Child's address (including the Local Authority the family resides in):	xxxxxxxxxxxx
How many sessions a week does the child attend?	10
How many hours a week does the child attend?	30
What is their current attendance rate (% of expected attendance)	For the Last half term before the lock down, xxxxxxxxxxxx attendance was

**Commented [RJCR4]:** Include all personal details for the child and ensure you have parental consent before submitting the application along with parent signature/s.

**Commented [RJCR5]:** Include the child's total number of sessions and hour they are enrolled to attend

	very low 30% due to mum's operation, xxxxxxxxxxxx sickness .
<b>PLEASE COMPLETE THIS SECTION ONLY IF THE CHILD WAS IN RECEIPT OF FUNDING LAST TERM</b>	
<b>Progress made since last report in relation to previous targets/strategies (if applicable)</b>	
<b>Strategy</b>	<b>Progress</b>
<b>PLEASE COMPLETE THIS SECTION FOR ALL CHILDREN</b>	
<b>Personal, Social and Emotional Development</b>	<b>EYFS developmental stage (please circle):</b> M.R 22-36 E SC.SA 30-50 E MF.B 16-26 E
<b>Strengths:</b>	<b>Concerns:</b>
<ul style="list-style-type: none"> <li>XXXXXXXXXX has a good relationship with adults in the setting and will go to them for support or to share an experience.</li> <li>XXXXXXXXXX has clear interest in certain areas of pre-school such as the home corner, role play with dollies, art and craft.</li> <li>XXXXXXXXXX can follow routine and adapts to any change .</li> <li>XXXXXXXXXX enjoys responsibility of carrying out small tasks .</li> </ul>	<p>XXXXXXXXXX plays alongside her peers <i>This is NOT a concern – this is a strength</i></p> <ul style="list-style-type: none"> <li>XXXXXXXXXX finds it difficult to play in a group without adult's support.</li> <li>XXXXXXXXXX doesn't interact with her peers .</li> <li>XXXXXXXXXX finds it difficult to wait for her turn and to share with her peers .</li> <li>XXXXXXXXXX finds it difficult to express her feelings , specially when she's asked to wait for her turn or to share .she gets upset ,burst into tears and refused to listen to the adult. <i>Unpick what this means</i></li> <li>XXXXXXXXXX will become very upset when she is asked to share toys</li> <li>XXXXXXXXXX only focuses on objects / toys rather than peers.</li> </ul>

**Commented [RJCR6]:** Include information to explain low attendance such as hospital appointments, medical appointments etc

**Commented [RJCR7]:** Include strategies put in place by previous funding and the progress it has made or lack of progress

**Commented [RJCR8]:** Ensure you include the developmental band related to each area of the EYFS. It may be that some areas of learning are on track, this is OK. Ensure the concerns and abilities match the levels you have assessed the child at.

**Commented [RJCR9]:** When writing the strengths, concerns, targets and interventions, use bullet points to keep the point factual, specific and succinct. Keep to the facts. Use stems such as:  
  
Strengths - xxxx can, can do, completes,  
Concerns - xxxx is unable to, inconsistently, will become, will only, can not ... without, is challenged by  
Targets – To xxxx, will xxxxx, is going to xxxxx, will be able to xxxxx

**Commented [RJCR10]:** Ensure that concerns are behaviours that are not age appropriate, below age expected levels or give you cause for concern.

**Commented [RJCR11]:** Be specific about what the child is unable to do or finds challenging.

**Commented [RJCR12]:** Break each behaviour down into individual bullet points.

<p>Target: Builds up relationships with peers. <i>Unpick what this means</i></p> <p>Plays in a small group showing friendly behaviour such as sharing and waiting for turns .</p> <ul style="list-style-type: none"> <li>XXXXXXXXXX will begin to show an interest in her peers and what they are doing</li> <li>XXXXXXXXXX will take turns in a small group activity</li> <li>XXXXXXXXXX will share toys within a small group with adult support</li> </ul> <p>XXXXXXXXXX to express own feelings when she's upset or angry</p> <ul style="list-style-type: none"> <li>XXXXXXXXXX to be able to use visual aids or strategies daily to regulate her emotions/feelings with adult support</li> </ul>	<p>Strategy/Intervention:</p> <ul style="list-style-type: none"> <li>Provide a high ratio of staff so XXXXXXXXXXXX can receive dedicated time with adult in a small group.</li> <li>Provide activities for XXXXXXXXXXXX to play co-operatively in a small group such as cooking, building up towers , pass the box, music sessions, board games, lotto.</li> <li>Use motivating toys to share such as what's in the bag facilitated by an adult.</li> <li>Adult to praise XXXXXXXXXXXX when sharing and waiting for turns.</li> <li>Adult to use the visual strategies such as sand timer, visual timetable, now/next chart.</li> <li>Individualised / small group activities to encourage talking about feelings and how to deal with them such as emotional paddles, emotional puzzles and reading books .</li> <li>Encourage XXXXXXXXXXXX using the emotional flash cards to express her feelings.</li> </ul>
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**Commented [RJCR15]:** Bullet point each target and intervention

**Commented [RJCR13]:** List each target and behaviour you are going to focus on

**Commented [RJCR16]:** Be specific in the type of intervention and resources you will use. This will be reflected in the funding request for resources below.

**Commented [RJCR14]:** list the type of support required in the target with frequency

<b>Additional Information – Have you included/attached the following?</b>	
IEPs	✓
Medical or/and therapy reports (if applicable)	✓
Additional information that may be useful (any known conditions, diagnoses etc.)	✓

**Commented [RJCR17]:** Include all interventions you have already put in place as well as all assessments and reports. Attach each piece of evidence within the submission.



**Funding options (these are linked to the strategies/interventions mentioned above)** - please note that if your application is successful the amount of the allocation may vary from that requested

**Commented [RJCR18]:** Settings are requested to source, list and price each strategy or intervention to request funding.

Funding Options	Cost	
<b>Specific Equipment</b>	<b>Description of items</b>	<b>Cost</b>
	Sand timer	£10
	Visual timetable, Now/Next chart	£25
	Emotional books	£25
	Emotional puzzles	£50
	Emotional paddles	£60
	How I feel mirror ?	£10
	Feelings flash cards	£10
	Object of reference	£20
	Photo book	£30
	Self-help dressing frames	£20
	<b>Total Amount:</b>	<b>£410</b>
<b>Adaptations</b>	<b>Description of adaptations</b>	<b>Cost</b>
	Ramp and installation	£1500
	<b>Total amount:</b>	£1500
<b>Support (for training please complete total amount only)</b>	<b>Hours per week:</b>	
	Targeted intervention work in small groups (employ additional adult to release capacity for keyworker to carry out intervention)	£10 per hour 5 hours per week , for 6 weeks.
	Speech & Language groups run by key worker twice a week .	£10 per hour, 2

**Commented [RJCR19]:** Source and list each piece of specific equipment to match the child's individual targets, interventions and strategies you have listed above.

**Commented [RJCR20]:** Remember to add the sub total for each category

**Commented [RJCR21]:** Physical amendments/adaptations can also be priced and requested via SENIF

**Commented [RJCR22]:** Funding for 121 support will not be granted, however you may request funding for additional adults to work in the setting to carry out targeted intervention group work. This needs to be priced x no of hours, per day, per week.

	Makaton training (online)	hours a week, for 6 weeks £150
	<b>Number of weeks:</b>	1
	<b>Total amount:</b>	<b>£570</b>
<b>Other (please specify)</b>		£
<b>Total Amount</b>		<b>£2480</b>

**Commented [RJCR23]:** Training for specific SEND is also accessible using SENIF, as well as Educational Psychologist Assessments. Ensure that the needs and concerns / targets and interventions reflect the need for these resources.

**Declaration:** I have read the guidance notes and the application is true and accurate at the time of completion. I confirm that parents are aware of and have agreed with this application.

<b>Signed:</b>	xxxxxxxxxxxxx
<b>Date:</b>	25.05.2020
<b>Print Name:</b>	xxxxxxxxxxxxxxxxxx
<b>Position:</b>	Deputy manger, SENDCO ,ELLP

**Commented [RJCR24]:** Finally, remember to sign and date the form before sending to the Early Years SEND department for review @ [EarlyYearsSEN@rbkc.gov.uk](mailto:EarlyYearsSEN@rbkc.gov.uk)

**For office use only:**

**Application successful:**

**Application unsuccessful:**

**Signed:**

**Amount awarded:**

**Budget: 3- and 4-year olds**  **or under 3s**

**Date of panel:**

**Date provider informed:**

**Date details entered on Eclipse:**

