

INCLUSION FUND APPLICATION

Child's details:

Child's Name: Tomasz	Date of Birth: 1/9/21	Born before 28 weeks? N	
Gender: Male			
Home Language: Polish & English			
Position in the family e.g. 1 st of 3 children: 1/1	CAF? N	CLA? N	
Parent/Carer Name: Ms Email address: Tomasz'smum@... Parental Responsibility? Yes			
Child's Home address: 123, ABC Street Lancashire Telephone number: 01234567890			
Parent/ Carer address if different from above: Email address if different from above: Parental responsibility? Yes / No			

Setting details:

Name and address of setting: The Nursery, 1, XYZ Street, Lancashire Telephone number: 09876543210 Email address: TheNursery@...	Name of Manager/Head of Setting: Mrs Smith Manager/HoS Email: manager.TheNursery@... Name of SENCO: Mr Jones SENCO Email: senco.TheNursery@...
Date the child started the setting: 1/9/2022	Sessions the child attends: Mon/Weds/Fri 8:00-12:30
Date eligible for school entry: Sept 2026	Preferred school (if known):

Child's strengths, needs and identified outcomes:

Areas of strength and child's interests: Tomasz is a happy little boy. He enjoys coming to nursery and separates well from his parents. Tomasz is able to make his wants and needs know in a variety of ways. Tomasz is able to produce a number of single signs. He does this most frequently in imitation of adults, although he has a small number of signs that he
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will use spontaneously; including 'more', 'finished' and 'drink'. Tomasz uses a range of sounds in his vocalisations and is developing some consistent word approximations like 'mah' for mum.

Tomasz enjoys outdoor play – he particularly loves the large sand pit, although he will often try to eat the sand so needs very close supervision.

Areas of developmental need:

Tomasz has a small range of signs he uses spontaneously. He does not yet have any clear single words.

Tomasz motor skills continue to be delayed for his age. Tomasz is able to take some steps independently, but tends to cover distance more confidently crawling. He is developing his confidence with walking, but needs encouragement to do this. Fine motor activities are still tricky for Tomasz.

With an adult Tomasz can sustain attention to self-chosen tasks for over 5 minutes. When playing independently Tomasz tends to revert to exploratory play, casting and banging. However, with modelling from an adult he will engage in simple play such as pushing a train on a track, share a book, play back and forth/turn taking games with an adult. Tomasz is easily distracted from this play, and it is not always easy to re-establish immediate, but can be done after a break.

Tomasz is delayed in all areas of the EYFS (see tracking)

Outcomes identified for the child: (outcomes should be SMART and set for a period of 6-12 months)

In the next six months:

1. So that he is increasingly able to make his wants and needs known, Tomasz will use a range of single signs to label and request items.
2. So that he is able to make choices and communicate these to others, Tomasz will use sign to indicate a choice between two items when offered by an adult.
3. To develop his mobility, Tomasz will consistently use walking as his primary means of getting from one area to another when accessing nursery.
4. So that he is increasingly able to attend to play and learning activities, Tomasz will be able to do 'one more' before an activity is finished.

Setting's interventions & impact:

Describe the additional provision you have put in place to support the child:

(include catch up interventions, reasonable adjustments, and SEN Support provision)

Tomasz's new key person has been able to work with his previous key person to support his transition in to the 3+ group. Tomasz's key person has additional time to work with the SLT.

In addition to the relevant strategies from the Top Tips, we are following the advice and guidance from the Specialist Teacher's RfI report. We have purchased some signing resources to support practitioners to develop and use signing throughout the day.

Although we are learning some signs and have accessed some resources, staff supporting Tomasz to develop their signing skills and confidence in signing so that it is used consistently across the day by all practitioners.

Describe the difference this additional provision is making for the child:

(what's working? what's not working?)

Tomasz's key person has made some resources to support other practitioners to develop their signing skills as suggested by the Specialist Teacher – these are displayed around the setting in appropriate areas of provision. Tomasz likes to look at the pictures with an adult and will imitate many of the signs when looking at the sign graphics with an adult.

Parent's/carers views:

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Tomasz is making progress in nursery, and I agree it would be helpful for staff to be able to do some signing training and for Tomasz to have some more time with his key person to really support him to develop his skills. and support his development.

Funding Application:

Please indicate which fund you are applying for:	Y / N
Are you applying for FUND A ?	Y
Are you applying for FUND B ?	Y

Use of funding:

How are funds within your setting used to support children with additional needs/SEND? E.g. setting budget / EYPP etc.

We have used our budget to provide some specific resources for Tomasz, to facilitate some time for Tomasz's key person to spend with the SLT and to provide some additional 1:1 time for Tomasz with his key person.

Is the child in receipt of Disability Living Allowance?

Yes / No

Has the setting claimed Disability Access Funding payment for this child?

(It is expected that DAF is claimed prior to Inclusion Fund requests for children who are eligible i.e. in receipt of DLA)

Yes / No

If **Yes**, or application is pending, please outline how is this being/intended to be used?

DAF funding has been used to purchase signing resources as well as resources to support Tomasz's other areas for development, including fine motor, gross motor skills.

Describe how you will use the Inclusion Fund to support the child in making progress towards the identified outcomes:

Fund B:

The Inclusion Fund monies will be used to increase the staffing ratio to facilitate more frequent small group and 1:1 opportunities for Tomasz to work with his key person focusing specifically on developing his attention and concentration, plays skills, communication (including signing) and motor skills.

Tomasz's key person will be able to provide additional focused support for adult led activities – encouraging Tomasz to access them, personalising activities appropriately for Tomasz as they go along and supporting him to engage and participate for longer periods of time.

The enhanced staffing ratio will enable all staff to provide more focused intermittent support throughout the session (e.g. 2-5 minutes every 15-20 minutes, responding to opportunities as they arise to engage with Tomasz, facilitate play/interactions etc.), implementing all the strategies and approaches advised.

Fund A:

Outcomes identified for the child	Resources/Training being requested	How it is expected the resources/training will support progress towards the outcomes identified
<p>So that he is increasingly able to make his wants and needs known, Tomasz will use a range of single signs to label and request items.</p> <p>So that he is able to make choices and communicate these to others, Tomasz will use sign to indicate a choice between two items when offered by an adult.</p>	<p>There are currently four practitioners in Tomasz's room. Tomasz's key person and the SENCO need to be trained to support them in their work with Tomasz and to support the rest of the practitioners in Tomasz's room and across the setting to implementing signing.</p> <p>There is a local accredited Makaton trainer, who is able to provide level 1-4 training. https://www.makaton.org/TMC/Learn_Makaton/WorkshopSearch The level 1-4 training course is a six-week course and is £60 per person. Inclusion Fund A request for £120 – Key Person and SENCO</p> <p>There are no courses provided by the speech and language therapy service.</p>	<p>By having staff with a wider vocabulary range, they will be able to model a greater range of signs to support Tomasz to learn new signs and to give him access to language incidentally as they sign new things for him (including language that is not targeted as part of his TLP of SLT programme)</p> <p>Practitioners will be able to recognise the signs that Tomasz is using and respond appropriately, meaning Tomasz is increasingly successful in his communication with others.</p> <p>As part of the professional development within the setting staff who receive training will share their skills with the wider staff team and we will look towards providing some signing training opportunities for staff in other rooms from our CPD/EYPP funding</p>

Additional information required:

Essential:	√		√
Up-to-date Developmental Tracker/detailed EYFS tracking information identifying clearly/precisely the child's level of development	√	Other Professionals sheet	√
Targeted Learning Plan with previous TLP which has been reviewed	√	Individual Provision Map (costed)	√
If available:			
Other specialist report/s e.g. Paediatrician, Speech and Language therapist		Early Help Assessment / TAF minutes (if applicable)	

Parent/carer consent:

So that this request can be discussed by the Early Years Panel we need signatures from the parent / carer / person with parental responsibility and the person requesting this additional support.

Parent(s) / Carer(s): *Mrs G* Date: 1/12/2024

(If parent(s) / carer(s) wish, they are also welcome to send comments or additional information directly to the Early Years Panel).

The Early Years Panel is made up representatives of a number of local authority services and partner agencies involved with young children. The Early Years Panel includes the Specialist Teaching Service and SEND Team, and may also include Health Clinicians, Therapists, Social Workers, Early Years Providers. Other professionals may also be represented.

Setting declaration

- I confirm that I have read and understood the Guidance Notes and that I accept the conditions attached to any funding made.
- I confirm that this application is accurate, and any funding granted will be used for the purposes indicated.
- I am aware that I must keep receipts and evidence of actual expenditure, which may be requested in future. I accept that should these not be available, or evidence indicates that the Inclusion Fund money was not used for the agreed purpose, or alternative appropriate purpose in line with the original request, then they may be required to be repaid.

Owner/Manager/SENCo:

Name: Mrs Smith

Signed: *Mrs Smith*

Position: Manager

Date: 1/12/2024

You can send a completed application form along with additional documentation securely to the appropriate team mailbox for your setting:

Inclusion.North@lancashire.gov.uk

(Lancaster, Wyre & Fylde)

Inclusion.South@lancashire.gov.uk

(Preston, Chorley, South Ribble, West Lancs)

Inclusion.East@lancashire.gov.uk

(Burnley, Pendle, Hyndburn, Rossendale, Ribble Valley)

Or post FAO Early Years Panel to:

**Inclusion Service
Lancashire County Council
County Hall
Preston
PR1 0LD**

CATEGORIES OF ETHNICITY

Please tick the box below that best describes your child's ethnic background.

I do not want an ethnic background category to be recorded		
White		
British		
Irish		
Traveller of Irish heritage		
Gypsy/Roma		
Any other white background	X	
Black or Black British		
African		
Caribbean		
Any other Black background		
Chinese		
Mixed		
White and Black Caribbean		
White and Black African		
White and Asian		
Any other Mixed background		
Asian or Asian British		
Indian		
Pakistani		
Bangladeshi		
Any other Asian background		
Any other ethnic background		
Please specify:		

