**SEN Advice and Support Allocation Panel (SEN ASAP)**

**Request for Involvement/Applications for Individual Pupil Support Funding or Early Years Inclusion Fund**

* **Please read the information provided in the Appendices before completing this form.**
* **All contact details can be found at the end of the document.**

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| **What are you requesting?** | **Yes/No** |
| Involvement of SEN Specialist Staff for Advice and Support only (complete Section 1 of Form) |  |
| Individual Pupil Support Funding - schools (complete Sections 1 and 2) | **x** |
| Early Years Inclusion Funding (complete Sections 1 and 3) |  |

**Section 1 – All Requests for Involvement, IPS Funding and EY Inclusion Fund Applications**

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| **Name of pupil/student:** X | | **DoB** |  | **Yr Gp** |  |
| **Address:** | | | | | |
| **Parent/carer Contact details:** | | | | | |
| **School/setting:** | | | | | |
| **Name and designation of person making request:** | | | | | |
| **Date of request:**  **29.09.21** | **Contact number/email:** | | | | |

**Area of CoP considered to be primary area of need: *(highlight/indicate below)***

Communication and Interaction (0 -18y) SEMH (0 – 18y)

Cognition and Learning (0 – 18y) Physical/Sensory (0 – 4y)

**If there is a secondary area of need, please specify**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Is this request for a Looked After Child? (*Please specify which LA if not Newcastle*)** No

**If there is an Early Help Plan, please provide name of Lead Professional:**

**Does the pupil have English as an Additional Language?** No

**Does the pupil receive Pupil Premium?** No

**Current attendance (this academic year) 88%**

**Attendance for previous academic year 100%**

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| **Brief description of concerns and needs of child/young person:** |
| * Transitions between activities throughout the day – can become very upset and angry when having to stop play and change. * X does not like being told ‘no’ in any form and can often react angrily or become upset. This also applies when being asked to do something he obviously does not want to do. X seems to want to control what he does and when all the time. * X often answers back with “you cheeky”, “no”, “two minutes” “I not” or complains his arm or head hurts. When challenged about his answering back of negative comments he makes he becomes angry and distressed/emotional. * Group times – needs support to sit at times, focus and engage. This can be very dependent upon the task and his mood. * Can fixate on things – holding the door for friends to walk though at lunchtime, he always wants to do this and becomes very angry/upset when he can’t. He can fixate if told no and makes himself very upset needing support to self-regulate. * At times he needs support or reminders to share. * Waiting for his turn i.e. lining up to go down the slide or wash his hands etc. * Most recently sitting at the dinner table, he slides onto the floor and needs support to sit back on his chair and stay there whilst in the hall. * In school X needs support to go to the toilet as he does not go independently. He soils most days and becomes upset when he has to be changed. * At times X needs broken down instructions and support to focus on adult led tasks, also support keeping his attention throughout the task. |

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| **Other involvement from Education/ Health/Social Care** (e.g. EPS, SEND Outreach Service, HI, VI, NHS Speech Therapy, NHS OT, CYPS).  *Please provide date of involvement ,brief summary of outcomes and attach any relevant report):* |
| Speech and Language Therapist |

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| **Summary of Progress and Attainment** |
| X has made good progress since starting in September and continues to make progress. He is currently working within the 30-50 month age band within the Development Matters EYFS. He accesses all area of the nursery independently and engages appropriately with tasks. He enjoys playing in the water tray, small world play and has a strong interest in number activities. He can recognise numbers to 20, place them in order, count out from a larger group and match to the correct numeral. He is beginning to learn letter sounds. |

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| **Details of intervention/support provided by school/setting**  **Include frequency, length of time and staffing** | **Outcomes achieved** |
| Visual timetable, now and next including timer to count down in between – daily as and when. | Responds in different ways dependent upon his mood. Sometimes accepts the now and next and other times, accepts it then when it is time to change becomes upset and angry. |
| Turn taking game with 2 other children and adult – weekly. | Inconsistent, some days will happily wait other he will not. |
| Zones of regulation plush toys used daily as and when required. | X responds well to these toys and can say if he is sad, angry or “ok now”. Needs time in a quiet space to sit and calm down with an adult. |
| Adult sits alongside during carpet times daily as and when required. | X is much calmer and more engaged when an adult is sitting with him. He tends to favour one particular adult RS for this. |
| Reminder and support to use the toilet. Changing when necessary – daily as and when required. | X often objects to going to the toilet and can become quite angry and argumentative. |
| Positive encouragement and rewards - daily | Response to this can vary, sometimes he is happy other times he is not bothered. |

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| **Please specify what you are hoping to achieve through the SEN ASAP process.** |
| **Specific support sessions to work on pragmatic language skills and communication/play skills.** |

**Any other information (relevant documents such as SEN support plans individualised target setting should also be attached).**

**For children and young people attending pre-school settings or post 16 settings please provide the following information:**

**Key worker/SENCO \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact number \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Attendance (please tick below)**

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Morning** |  |  |  |  |  |
| **Afternoon** |  |  |  |  |  |

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| **SEN Advice and Support Allocation Panel (ASAP) Request**  **Parent’s/Carer’s Views** |

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| Child / Young Person’s Name: X |
| \*Parent / Carer’s Name: Mam  Dad |

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| Have you discussed progress/any concerns with teachers and other professionals? | YES | X | NO |  |  |
| If YES, who have you discussed your child with? Mrs Stoker | | | | | |
|  | | | | | |
| Has someone explained what the SEN Advice and Support Allocation Panel can provide?  ? | YES | X | NO |  |  |
| If YES, who has explained to you? Mrs Stoker | | | | | |
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| How do you think it will help your child?  Support to develop social skills and friendships. Help to bring on his language and understanding. | | | | | |
| \* If this child/young person looked after (LAC), this must be signed by the person with designated parental responsibility | | | | | |

I consent to information being discussed as part of the SEN Advice and Support Allocation Panel in the Local Authority decision-making process.

**Parent/Carer’s signature- consent obtained verbally from both parents Date 27.09.21**

**or**

**Young person’s signature……………………………………………………..Date…………..**

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For information on how to find out about the data we hold and other rights you have under General Data Protection Regulation, visit our website: Newcastle City Council - <https://www.newcastle.gov.uk/local-government/access-information-and-data/open-data/privacy-notice>

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| **SEN Advice and Support Allocation Panel Request**  **CHILD/YOUNG PERSON’S VIEWS** |

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| X is happy at school most of the time. He can get emotional and needs adult reassurance at these times. X wants to have friends but he can struggle with this e.g. getting their attention by being physical with them/hitting them. It is important for X that he socialises with peers and learns how to play and communicate well. |

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| Name: |
| Signature: |
| Date: |

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| Completed by: |
| Signature: electronically |
| On behalf of: X |
| Date: 27.09.21 |

**Section 2**

**IPS Funding Application (For CYP in Reception class upwards)**

**(To be completed in addition to Part 1)**

This Panel also considers applications from school to the Local Authority for Individual Pupil Support (IPS) funding from the High Needs Block for those pupils with more complex needs. Schools will need evidence to support the application and, as recommended in the SEN Code of Practice, the involvement of an outside agency. They will also need to show how they have spent £6000 from within their notional SEN budget. Please see further information in the appendix.

Eligible pupils are those who have a SEN need that requires additional support for a time limited period and statutory assessment is not required at this time.

**Please refer to Appendix 2 before completing the application.**

**a) Provision being made from current Element 2 resources – refer to Newcastle SEN Mainstream Guidance**

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| **Description of provision** | **Cost (£)** |
| **1:1 with EYP up to 3 hours per day – X sits next to an adult on the carpet to offer encouragement and follow up with 1:1 support. 1:1 work on NELI project- language intervention. 1:1 speech and language intervention.** | **£16 x 3x 5= £240 X 31 = £7,440** |
| **1:5 with EYP 3 hours per day –this enables X to work within a smaller group within the main classroom- it means that the adult can keep him on track, break learning down further and give further visual supports.** | **£744** |
|  | **TOTAL**  **£8,184** |

**b) Current use of Pupil Premium (if applicable)**

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| **Provision** | **Cost** |
| **N/A** |  |

**c) What are you planning to use IPS Funding for?**

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| **Describe provision** | **Desired outcome** | **Cost** |
| **Social curriculum – Time to Talk focussing on pragmatic language skills, social skills.** | **X will develop his listening and attention skills. He will develop social skills and friendships and cope better with emotions and unplanned changes.** | **£2500** |
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| **Total Cost** | | **£2500** |

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