**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) |  |
| Early Years Inclusion Funding, specialist Nursery Nurse/EY Inclusion Worker (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:** | | **DoB** |  | **Yr Gp** |  |
| **Address:** | | | | | |
| **Parent/carer Contact details:** | | | | | |
| **School/setting:** | | | | | |
| **Name and designation of person making request:** | | | | | |
| **Date of request:** | **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)

Specific Learning Difficulties (5 – 18y) Speech, Language and Communication (5y – 18y)

**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*)** Y/N

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

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

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

**Current attendance (this academic year) \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Attendance for previous academic year \_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Brief description of concerns and needs of child/young person:** |
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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):* |
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| **Summary of Progress and Attainment** |
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| **Details of intervention/support provided by school/setting**  **Include frequency, length of time and staffing** | **Outcomes achieved following support** |
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| **Please specify what you are hoping to achieve through the SEN ASAP process.** |
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**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: |
| \*Parent / Carer’s Name: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Have you discussed progress/any concerns with teachers and other professionals? | YES |  | NO |  |  |
| If YES, who have you discussed your child with? | | | | | |
|  | | | | | |
| Has someone explained what the SEN Advice and Support Allocation Panel can provide?  ? | YES |  | NO |  |  |
| If YES, who has explained to you? | | | | | |
|  | | | | | |
| How do you think it will help your child? | | | | | |
| \* 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……………………………………………………… Date…………..**

**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** |

**Other preferred formats can be provided where appropriate.**

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

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| Completed by: |
| Signature: |
| On behalf of: |
| Date: |

**Section 2: For IPS funding applications, complete the following costed provision map**

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| --- | --- | --- |
| School Name: | Completed by (name and role of staff member): | |
| Name of pupil: | DoB | Yr Gp: |
| Date (from and to): |  | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Intervention/Support/Resource (please indicate whether this is previous/current or planned provision) | Achieved or Planned outcome | Hours per week | Length of time for provision eg weeks/ term/year | Job title/ grade of staff required | Size of group or 1:1 | Hourly rate of staff | Total Cost |
|  |  |  |  |  |  |  |  |
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|  | | | | | | Total Cost |  |

**Section 3**

**Application for Early Years Inclusion Funding**

**(for children accessing 2, 3 and 4-year-old education in nursery classes and below)**

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

This Panel also considers applications from early years settings and schools to the Local Authority for Early Years Inclusion Funding / support for children with low level and emerging SEND and for children with more complex needs. Settings / schools will need evidence that they are following the SEND Code of Practice to support the application. Please see further information in the appendix.

**Please refer to Appendix 3 before completing the application.**

**a) Current use of Early Years Pupil Premium (if applicable)**

|  |  |
| --- | --- |
| **Provision** | **Cost** |
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**b) Please indicate what type of support you would prefer. Your preference will be taken into consideration, but the panel will decide based on the most effective use of available resources.**

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| --- | --- | --- | --- | --- | --- |
| SEND OUTREACH SERVICE Nursery Nurse  Support  (Maintained Settings) |  | Inclusion worker  Support  (PVI Settings) |  | Funding |  |

Is the child eligible for the 2 year offer? Yes / No

Is the child eligible for the 30 hour extended offer? Yes / No

Does the child access part of their 15 or 30 hour entitlement in another setting? If so which setting?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) What are you planning to use Early Years Inclusion Funding for? (Your estimated costs will be taken into account when the EY Inclusion Panel allocates a funding band)**

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| --- | --- | --- | --- |
| **Describe provision** | **Desired outcome** | **Timescale(from/to or number of weeks/terms)** | **Estimated Cost** |
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| **Total Cost** | |  |  |

**Supporting evidence attached – please tick**

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| --- | --- |
| **Early Years Assessment Screen** |  |
| **Minutes from the most recent review meeting** |  |
| **Individual support / provision plan** |  |
| **Other relevant documents / reports** |  |

**Appendix 1**

**Guidance for Making a Request for Involvement**

The Newcastle Graduated Response to meeting special educational needs includes the SEN Advice and Support Allocation Panel (ASAP). The intention of services available through SEN ASAP is to provide free specialist advice and guidance to support mainstream inclusion.

Schools will need to provide details about how the Newcastle Universally Available Guidance has been followed, but impact on individual progress / outcomes has been limited. There should be evidence of at least two cycles of Assess, Plan, Do and Review as outlined in the SEND Code of Practice. Support will usually be for children or young people who are at SEN Support level of need. Schools need to provide SEN Support Plans, both the current plan and previous plans which have been implemented over the past 12 months (except for pupils who are new admits to Reception class).

There is an expectation that the Newcastle SEND Descriptors of Need have been consulted. Reference should be made to the ranges in your request to SEND ASAP.

There is a ‘SEND ASAP approved’ SEND Support Plan which can be submitted instead of Section 1 of the Request form. This is available on the Local Offer page [Newcastle SEND Advice and Support Allocation Panel (SEN ASAP) (newcastlesupportdirectory.org.uk)](https://www.newcastlesupportdirectory.org.uk/newcastle-send-advice-and-support-allocation-panel-send-asap)

Early Years settings will also need to provide details about how the Newcastle Universally Available Guidance has been followed and are expected to provide an Early Years SEN Support Plan.

If individual children or young people have an EHCP issued within the last year, it is anticipated that, in most instances, a school/setting will refer to the appropriate and relevant advice outlined as part of the Plan rather than making a Request for Involvement from the SEN ASAP. However specialist teams can be allocated for pupils with EHCPs, particularly if the Plan has been in place for some time and there is a need for updated advice/support.

If the child or young person currently has involvement from a Local Authority SEN service (eg EPS, SEND Outreach Service), the school/setting should seek the professional’s views before making a Request for Involvement from the SEN ASAP.

Staff allocated through the ASAP are listed below:

* For Early Years: SEND Outreach specialist teachers for all four areas of need

SEND Outreach Service Nursery Nurses for SEMH needs,

* For Children and young people aged 5 -18 years:
* All SEND Outreach Service specialist teachers
* Specialist staff from Hadrian School and Sir Charles Parsons Special School for Cognition and Learning needs,
* Specialist staff from Trinity for children of primary age with SEMH needs,
* Time from the EPS service for children and young people with SEMH needs.

SEN ASAP support may involve some or, occasionally, all of the following:

* solution focused consultation
* facilitation with key staff
* guidance and specialist advice to key staff and senior leaders in school
* observation
* 1:1 assessment
* modelling
* monitoring outcomes

In addition to the above services, there is also an offer of advice and support from Newcastle Bridges School for school age pupils at risk of Emotionally Based School Non-Attendance. This work will include the following:

* Attendance at meetings with school staff, parent/carers and the student, if appropriate, to discuss barriers and plan ways forward,
* A child/young person-centred approach involving actively listening and gathering the views of the student as recommended in the EBSNA framework,
* A Record of Action provided to school summarising the work provided, findings and recommendations,
* A bespoke plan for reintegration into the mainstream school.

Please note, NBS does not offer bespoke one to one tutoring of any description as part of this offer.

All of the above will involve members of the SEN ASAP team supporting and working in partnership with staff to promote the inclusion of children and young people with SEN within a mainstream setting. The type and level of involvement will be decided on a case by case basis through the SEN ASAP.

**Appendix 2**

**Guidance for IPS Application**

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| **Individual Pupil Support Funding** |
| IPS funding allocations will be granted for a time limited period, for a maximum of 2 years. Funding of up to £8000 is provided to support inclusion and/or reintegration into the mainstream classroom. If schools require IPS funding for longer than the period initially agreed, schools do not need to complete a new SEN ASAP Request. Instead, an updated SEN Support Plan is required showing evidence of Assess, Plan, Do, Review cycles alongside a costed provision map that includes clear information on costs of staffing (hourly rate) and resources, length of sessions, frequency of support over a week and the number of weeks the support is planned for. If the support is provided for an individual as part of a small group, the cost needs to be divided between the number of pupils in the group.  It is intended that funding will enable school to provide specific, short term and high-quality support and intervention which is individualised and bespoke to the pupil concerned, above and beyond what would normally be available. Applications should include evidence of inclusive practice.  It is expected that the child or young person will be known to professionals from SEN Services such as the Educational Psychology Service, SEND Outreach Service, CYPS, SALT etc  As IPS funding is targeted at children from Reception upwards with high needs, funding allocations ***do not*** include additional funding for aspects of provision that are deemed to be ‘core’ for all schools, e.g. staff training, pastoral work undertaken by existing staff within normal hours of work, general personal care, lower level interventions for learning, etc. Neither can IPS funding be used to fund traded work from the Educational Psychology Service or privately commissioned therapy services.  It is understood that settings often need to enhance their staffing to meet children’s individual needs, however, the emphasis should always be on the provision of high-quality inclusive practice and not ‘one to one’ support. The SEND Mainstream Guidance document sets out the expectations of schools/settings.  The following list provides examples of successful use of funding:   * A new approach to support and intervention as advised by an SEN specialist. * Extending support/intervention that is already working successfully where monitoring and review indicates that a longer period of time is required for it to have full impact. * A costly piece of specialised equipment or resource recommended by an SEN specialist. * Some therapeutic work designed to support reintegration back into class for pupils who are finding it difficult to access the mainstream classroom.   If assessment and review indicates that a pupil’s needs require a higher level of longer term provision, school should consider whether it is more appropriate to make a request to the Tier 3 ARP Panel or apply to Tier 4 Panel for a statutory Education, Health and Care Assessment.  Please note, IPS funding is provided to support inclusion in mainstream school and cannot be allocated by the SEN ASAP for alternative placements. If there are exceptional circumstances, requests for alternative placements for pupils who do not have an EHCP, may be considered by the Local Authority outside of Panel. For that to happen, there should be an explanation of how, longer term, the placement will improve inclusion or attendance at school, and evidence that all other alternatives to support inclusion have been exhausted. In addition, there should be information as to how notional funding (approx. £6000 per student per year) has been used to provide targeted support.  The SEN ASAP may request schools/settings to provide reviews of progress and outcomes for the CYP where funding has been provided. This may include feedback to colleagues in other schools/settings at the SENCo Network meetings. |

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**Appendix 3**

**Guidance for Early Years Inclusion Fund Applications**

* The Early Years Inclusion Fund (EYIF) comprises of funding from the High Needs block and the Early Years block. The purpose of it is to enable children aged 2, 3 and 4 years, who have SEND, to attend and be fully included in, any early years setting that delivers funded early education.
* The EYIF also funds a charity, Newcastle Action for Parent and toddler Initiative (NAPI) who employ a team of Inclusion Workers who are allocated to private and voluntary settings to support individual and small groups of children with SEND.
* The LA employ specialist nursery nurses, who work within the SEND Outreach Service who are allocated to support individual or small groups of children in nursery schools and nursery classes.
* The above 3 aspects (funding, Inclusion Workers and Specialist Nursery Nurses) are allocated to settings, often as bespoke packages of support.
* Settings can apply to the EYIF for specific pieces of equipment, for example supportive seating, to enable children with physical disabilities to access their early education entitlement. The application must be accompanied by information / equipment quotation from physiotherapy / occupational therapy. Such equipment is added to a central store for future use once the child reaches statutory school age. In addition, NAPI provide an Additional Needs Toy Library at a reasonable annual cost for settings.
* For children with high/ complex needs, if appropriate, SEN Outreach Service teachers can work with the setting to make an application for funding / support before the child starts attending the setting to ensure appropriate provision is in place.
* For children with lower level / emerging needs, it is expected that settings will have followed the Universally Available guidance and be able to evidence that a range of interventions are already in place. Evidence of following the Assess, Plan, Do Review approach outlined in the SEND Code of Practice is also expected.
* It is understood that settings often need to enhance their staffing to meet children’s individual needs, however, the emphasis should always be on the provision of high-quality inclusive practice and not ‘one to one’ support. Settings can also apply for funding to access staff training and / or purchase resources to help meet a child’s individual needs.
* If there is evidence of a child having long term SEND, funding / support can be allocated for a whole academic year. For other children it may be allocated for shorter term periods, and the setting will need to submit a review application to request further funding. Settings can submit review applications at any point during the academic year to request a change to their allocation. Evidence to demonstrate the provision in place for the child, the impact of this on the child’s development and the reasons for requesting a change, must be provided.

**Allocation of resources:**

Following consultation, from September 2019, the Early Years Inclusion Fund (EYIF) panel introduced a 5-point banding system to assess applications and allocate funding / support.

The EYIF panel will expect the following to be in place for additional funding to be allocated:

* High quality inclusive early years practice and efficient use of resources
* Adherence to the SEND Code of Practice including the assess, plan, do, review cycle.
* Robust developmental tracking.
* Flexible use of staff support.
* Developmentally appropriate resources available to meet the needs of all children in the setting.

The following contributing factors will also be considered.

* Adult: child ratio
* Age of child
* Numbers of children with identified SEND within the setting
* The setting’s environment
* Involvement from outside agencies
* Transition points
* Early help / family support
* Social care involvement / LAC
* Staff training needs

**Contact details**

Please submit forms electronically where possible or complete the online version of the Request form available through Newcastle Local Offer [SEN Advice and Support Allocation Panel - What are you requesting? - Newcastle City Council (achieveservice.com)](https://newcastle-self.sandbox.achieveservice.com/en/AchieveForms/?form_uri=sandbox-publish%3A//AF-Process-d0b77e04-1ffd-46d2-85bc-16ee1804f0c6/AF-Stage-978c2667-9a35-4ee0-9b41-24a2f131383e/definition.json&redirectlink=/en&cancelRedirectLink=/en&consentMessage=yes). When emailing, please ensure the information is sent securely. When making your first application to SEN ASAP, please ring the ASAP telephone number to set up an agreed password. This password will remain the same for all future requests.

Email [SENASAP@newcastle.gov.uk](mailto:SENASAP@newcastle.gov.uk)

SEN ASAP telephone number (general enquiries) 0191 277 8829

Postal address:

SEN ASAP admin

Library Block

Westgate Community College

West Road

NE4 9LU

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| **Office use only** | | | | | **Date discussed at panel** | | | | 00/00/00 |
| **Panel decision:** Agreed/Disagreed | | | | | | | | | |
| **If funding has been agreed:** | | | | | | | | | |
| **Total requested** | £0000 | | | Provide funding to the value of £0000/Band : | | | | | |
| Period agreed; | | 00/00/00 – 00/00/00 | | | |
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|
| **If funding has not been agreed:** | | | | | | | | | |
| **Reasons**   1. Current funding available to school/setting can meet needs 2. Lack of evidence to corroborate application 3. High needs not apparent through evidence provided 4. Other *(specify);* | | | | | | | | | |
| **Letter sent to school informing of decision:** | | | **Y/N**  **Date:** | | | | | | |
| **Authorisation** | | | | | | | | | |
| LA Officer | |  | | | | | Date |  | |
| LA Senior Officer | |  | | | | | Date |  | |