

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.

What are you requesting?	
Involvement of SEN Specialist Staff for Advice and Support only (complete Section 1 of Form)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Individual Pupil Support Funding - schools (complete Sections 1 and 2)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Early Years Inclusion Funding (complete Sections 1 and 3)	<input type="checkbox"/> Yes <input type="checkbox"/> No

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

Name of pupil/student:	Date of birth		Year group	
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)

- | | |
|---|--|
| <input type="checkbox"/> Communication and Interaction (0 -18y) | <input type="checkbox"/> SEMH (0 – 18y) |
| <input type="checkbox"/> Cognition and Learning (0 – 18y) | <input type="checkbox"/> Physical/Sensory (0 – 4y) |

If there is a secondary area of need, please specify: _____

Is this request for a Looked After Child?

- Yes No (Please specify which LA if not Newcastle) _____

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 _____

Brief description of concerns and needs of child/young person:

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):

Summary of Progress and Attainment

Details of intervention/support provided by school/setting Include frequency, length of time and staffing	Outcomes achieved

Please specify what you are hoping to achieve through the SEN ASAP process.

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 indicate below)

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

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

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**.....

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

Description of provision	Cost (£)

b) Current use of Pupil Premium (if applicable)

Provision	Cost (£)

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

Describe provision	Desired outcome	Cost (£)
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

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.

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

Describe provision	Desired outcome	Estimated Cost
Total Cost		

Supporting evidence attached – please indicate below

Early Years Assessment Screen	
Minutes from the most recent review	
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 SEND Mainstream Guidance has been followed, but impact on individual progress / outcomes has been limited. There should be evidence of Assess, Plan, Do and Review as outlined in the SEND Code of Practice. From September 2021, schools will be expected to provide an SEN Support Plan. Support will usually be for children or young people who are at SEN Support level of need.

Early Years settings will 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.

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:
 - SEND Outreach Service specialist teachers for Communication and Interaction and Cognition and Learning needs,
 - 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

All of the above will involve members of the SEN ASAP team supporting and working alongside 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

Individual Pupil Support Funding

IPS funding allocations will be granted for a time limited period, for a maximum of 1 year. Funding of up to £5000 is provided to support inclusion and/or reintegration into the mainstream classroom.

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, general personal care, lower level interventions for learning, etc.

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.

Any funding allocation will be provided for a time limited period and will not be continued automatically. Schools/settings will be required to review IPS funding and to re-submit a further application if it continues to be required beyond the time agreed following the initial application.

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.

The SEN SPoC Panel 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.

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. 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

SEN ASAP telephone number (general enquiries) 0191 277 8829

Postal address:

SEN ASAP admin

Library Block

Westgate Community College

West Road

NE4 9LU

Office use only		Date discussed at panel		
Panel decision: <input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed				
If funding has been agreed:				
Total requested	£	Provide funding to the value of £ /Band:		
		Period agreed;	to	
If funding has not been agreed:				
Reasons				
1. Current funding available to school/setting can meet needs <input type="checkbox"/> Yes <input type="checkbox"/> No				
2. Lack of evidence to corroborate application <input type="checkbox"/> Yes <input type="checkbox"/> No				
3. High needs not apparent through evidence provided <input type="checkbox"/> Yes <input type="checkbox"/> No				
4. Other (<i>specify below</i>);				
Letter sent to school informing of decision:		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		Date:		
Authorisation				
LA Officer		Date		
LA Senior Officer		Date		