**Early Years Inclusion Grant Application form**

**Part A**

To support the inclusion of children aged 2, 3 & 4 years old with low level / emerging special educational needs or disabilities (SEND) who attend registered early years provision.

|  |  |
| --- | --- |
| **Setting name:** | |
| **Contact name: Position:** | |
| **Address:** | |
| **Telephone:** | **Post Code:** |
| **Email:** | |
| **Print Name:**  **Signature: Date:** | |

**Setting type**

|  |  |  |  |
| --- | --- | --- | --- |
| Day Nursery |  | Children’s Centre |  |
| Pre School |  | Childminder |  |
| Nursery School |  | Nursery Class in a Primary School |  |

|  |  |  |
| --- | --- | --- |
| **Grant Criteria** | **Evidence criteria** | **Please tick** |
| **To support the inclusion of a child who is in receipt funded early education and is aged 2, 3 & 4 years old** | The application will outline a named child for who the grant will support |  |
| **To support a child with low level / emerging special educational needs or disabilities (SEND) to access the early years curriculum and secure better outcomes** | The setting identifies a child/ren and their low level / emerging special educational needs or disability. A detailed outline will be submitted which clearly identifies how the grant will contribute to supporting the child to have access to the early years curriculum to secure better outcomes. The application demonstrates how the grant specifically supports a child to minimalise the chances of being disadvantaged. |  |
| **The grant will be used to:**  **-purchase resources or equipment which will be portable,**  **- training or continuous professional development relating to the specific needs of a child,**  **- Fund short term additional capacity for an individual child for a specific period of time, this could include transitional arrangements** | The application outlines what the grant will be used for and how this links with supporting outcomes.  Evidence of how any resources or equipment purchased will be portable in the short and long term. |  |
| **The grant is intended to be used as a contribution towards providing additional resources and support where a provider is unable to meet the costs from their own funds, and is not necessarily expected to cover full costs** | Evidence that the grant application goes above the core offer of providing an inclusive setting, along with specific reasons why it can not be funded by the setting or from external funding streams |  |
| **Where applicable the applicant is required to obtain external support for the child and explore other funding options with professionals / partners** | Where applicable endorsement from an external professional who already supports the child. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Please describe the nature of the child’s needs / difficulties / presenting special educational needs; how this creates a barrier to their inclusion and how do you intend to use the early year’s inclusion grant to improve outcomes for the child. Please give specific targets, anticipated outcomes and how these could be achieved (strategies). | | | |
| **Need identified (and the barrier created to the child’s learning)** | | **Suggested outcome (what should the child be able to do at the end of the funding period)** | **Strategies (how will the grant help the suggested outcome)** |
| **Example** | JP appears to be highly anxious at times and can hurt others to ‘escape’ situations. He is unable to access some group activities because of this. | JP to be able to access a ‘safe’ area when he is feeling overwhelmed with minimal adult prompting.  JP will have a clearly reduced need to ‘escape’ and be able to access some group activities which were previously difficult for him. | * Use of a ‘cosy cave’ and calming toys for JP * Visuals for JP to indicate he wants to go to the ‘cosy cave’ * Targeted exercises to support his emotional regulation. * Recording of incidents to understand triggers and reduce these for JP * Initial adult modelling |
| AD is not yet able to sit down at story time and runs around aiming to lick objects in her path | AD will be able to sit and engage with adult led group activity for up to three minutes  AD will watch and take part in circle time from a distance in the first instance | * Identifying positive reinforcers for AD * Using tools to engage AD for up to one minute, building up to three minutes over the term * Discussing engagement strategies with outside agencies * Offer AD chewing sticks / objects |
|  |  |  |  |
|  |  |  |  |