

SEND Exceptional Funding (SENDEX) Request Form Exemplar

1. Name of applicant	
2. Applicants Email address	
3. Role of applicant	

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4. Child/Young persons (CYP First and last name	
5. CYP is also known as	
6. CYP'S Date of Birth	
7. CYP's Address	

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8. Name of EY Setting/School/College (if any)	
9. Date first started school/setting (if applicable)	
10. CYP's Year Group	
11. CYP's Unique Pupil Reference Number	
12. CYP's Sex	
13. CYP's Ethnicity	

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14. Broad area of need	
15. Primary area of need	
16. Secondary area of need	

17. How does the request meet Exceptional Funding Criteria?
<p>CYP arrived at _____ on _____. Since then several concerns have been raised by the school. If you look in CYP behaviour log you can see that CYP is finding the routine of school difficult to adjust to. He likes to follow his own agenda and is finding it hard to transition between lessons or not follow his own agenda. He has refused to transition from outside to inside on multiple occasions.</p> <p>CYP finds not being able to follow his own agenda challenging and this is demonstrated in his behaviour log with the multiple times he has hit out at staff when stopped from doing things that not considered safe or when a boundary is being implemented. For example, when being made to stop drawing on the table or not being allowed to lock himself in the toilets.</p> <p>CYP is not verbal and we feel that his behaviour could be linked to the frustration of not being able to express himself fully. CYP finds being told to stop either verbally or visually very challenging and this often results in a meltdown. These melt downs can involve lashing out or screaming or crying uncontrollably.</p> <p>CYP demonstrates strong sensory seeking behaviours. This tends to particularly focus around water and he enjoys being in the toilets playing with taps as a result.</p>

CYP also finds change very difficult to cope with for example if there is a supply teacher, CYP became very distressed and started crying and lashing out.

An EHCP application was submitted by his previous setting. Like school they had identified that he dislikes not being able to follow his own agenda and he can become distressed if he does not want to engage with an adult led activity. It also identifies CYP to be working significantly behind his chronological age in listening and attention, understanding, speaking and making relationships. As we are finding at school, the previous setting found that CYP needed 1:1 support to be able to access their provision.

CYP's difficulties are thought to be linked to his diagnosis of Autism.

CYP is still in nappies and does not appear to be upset or uncomfortable when he is wet or soiled. He does not yet show any understanding of the steps of toilet training or be aware of sensations like needing the toilet.

At break time CYP is a runner. He tries to escape through any open door and staff are having to stay with him on a 1:1 basis at all times.

As you can see from the schools SCERTs assessment CYP is struggling with joint attention, symbol use, mutual regulation and self-regulation. These are all having a significant impact on CYP at school.

18. Outline of provision already being made from school's own resources to meet identified needs

As outlined on CYP's Assess, Plan, Action Review cycle, CYP needs 1:1 support at all times by his class LSA and a playtime member of staff to keep him safe. He has access to visuals and we are starting to introduce now and next boards to him. He needs 2:1 support for toileting.

19. How will funding be used?

Please see attached provision map for funding request.

We would like funding until his EHCP has been processed and granted. This is so we can prevent CYP having to be put on a reduced timetable at school. Without 1:1 support we will not be able to keep him safe within school.

We hope the 1:1 support will keep CYP safe and help us manage some of his more challenging behaviours whilst beginning the work he needs to overcome some of these difficulties. Hopefully this will allow us to direct his sensory play more easily in to appropriate areas and prevent him from becoming so distressed at school. It will also help us manage some of his more challenging behaviours involving hitting and keep other children safe, while we are supporting CYP to develop his communication as well.

20. If the CYP in receipt of any of the following funding:

Early Support Funding

Early years SEND Inclusion Funding

EHCP

No funding in place ✓

21. Are you seeking a needs assessment? (EHC) YES

22. If yes when an application was made by his previous setting on _____

23. What evidence have you attached

- Projected provision map ✓
- Assess, plan, do, review ✓

- Behaviour log ✓
- SCERTS assessment ✓
- EHCP Application ✓
- Professional reports

Other

Consent and Data Protection Information

Has the parent/carer consented to the personal data recorded on this form being collected, processed and stored for the purpose of providing Funding for the child/young person **YES**

Has the parent/carer consented to sharing of information between professional services that will directly support the child/young person and that the information can be shared between agencies for the purpose of carrying out an assessment or ongoing progress monitoring. **YES**