

**Application for High Needs Funding – (New Cases and Requests for Change of Banding)**

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| **DFE Number: 0000** | **Name of Setting: Endeavour Primary - Ipswich** | | |
| **UPN: Y93500000000** | **Name of Learner: Endeavour House** | **Date of Birth:**  **0/0/0000** | **Year Group:**  **3** |
| **Does the learner live in Suffolk? Yes  No  Home County:** | | | |
| **SEND Status: SEND Support  EHCP referral made  EHCP assessment in progress  EHCP** | | | |
| **Child in Care: No  Yes  Suffolk  Other  Home Authority: Hackney - London** | | | |
| **Dual Placement: No  Yes  Placement: Endeavour PRU - Ipswich**  **Number of Days in Placement: 2 Start Date: 0/0/0000 Anticipated End Date: 0/0/0000**  **Back full time in school.** | | | |
| **HNF Band requested with this submission: E**  **First Submission (new case): Yes  No  Date previously submitted: Autumn 2021 Band Allocated: D** | | | |
| **Attendance (percentage): Current academic year – 90% Last academic year – 98%** | | | |

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| **Identified Category of Need** | **Yes/No** | **If Yes – please indicate the specific area(s) of need and give brief details** |
| Communication & Interaction | Yes/No | Significant Speech and Language Disorder – moderate delay in receptive language and severe speech disorder. Phonological difficulties impact on acquisition of literacy skills; needs language modification in all curriculum areas; uses Makaton with support; accesses monthly SaLT and daily intervention by school-based staff. Latest SaLT report refers to the impact of the disorder on learning in general and on the ability to establish social interaction.  Autistic Spectrum Disorder – diagnosed aged 5; significant social and communication difficulties that impact on learning and SEMH factors; rigid thinking that impacts on all aspects of the school day and requires constant support. Current SES (C&I) involvement is focusing on learning engagement and social relationships. |
| Cognition & Learning | Yes/No | Progress in literacy and numeracy is well below expected levels; struggles to engage with learning without one to one support; has significant working memory/processing difficulties. Latest assessments (see below) evidence that there is a delay of at least three years between chronological age and assessment scores (standardised scores for all literacy and numeracy assessments are below 80); EP assessment records overall ability as Borderline. |
| Social Emotional Mental Health | Yes/No | Social and Emotional needs and behavioural difficulties – immature social skills that impact on relationships with adults and peers; emotional needs that often lead to episodes of total withdrawal and anxiety-based behaviours; presents daily with aspects of refusal and disengagement. Behaviour requires planned mediation that regularly requires the input of senior staff. Requires significant levels of planned SEMH interventions of a therapeutic nature. |
| Sensory/Physical | Yes/No | Fine and Gross Motor Skills difficulties – overall poor balance and coordination, hypermobility and poor dexterity. Reluctant to write or independently carry out practical tasks.  Sensory Needs – significant difficulties associated with ASD that impact on engagement and some learning tasks – requires planned daily interventions for sensory regulation and modification of the environment. |
| Medical | Yes/No |  |

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| **Please indicate the level of the learner’s performance OVER KEY STAGES** | | | | | | |
| **PRIMARY** | | | | | | |
| **YEAR GROUP** | **EYFS** | **KS 1** | **KS 2** | **KS 3** | **KS 4** | **KS 5** |
| **LEARNER**  **3** | Reading/Writing/Number/  PSED & Comm/Lang  16-26m | Reading – PKS St. 2  Writing – PKS St. 1  Maths – 1 Emerging  Thrive – Being 35 |  |  |  |  |

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| **Please indicate the CURRENT level of learner’s performance** | | | | | | | | |
| **PRIMARY** | | | | | | | | |
| **YEAR GROUP** | **EYFS** | **PRE-KEY STAGE 1** | **KS 1** | **PRE-KEY STAGE 2** | **KS 2** | **KS 3** | **KS 4** | **KS 5** |
| **LEARNER**  **3** | Thrive – Being 50 | Reading Standard 3  Writing  Standard 1 | Maths  1 Developing |  |  |  |  |  |

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| **Other assessments used to identify areas of need (e.g. Reading; Writing; Spelling; Processing; Speech and Lang; SEMH etc.**  **Please give standardised scores where appropriate:** |
| **March 2021 BPVS – SS 72 Renfrew – Chron. Age 7Y1M Test Age 4Y2M Infant Language Link – all red**  **Salford Single Word – SS 69**  **June 2021 PIRA – SS 69 PUMA – SS 77**  **Educational Psychology Assessment (as part of statutory assessment for EHCP) –**  **WISC IV – Verbal – Vocabulary 3 Extremely Low/Comprehension 5 Borderline; Perceptual – all 5 Borderline;**  **Working Memory – 3 Extremely Low; Coding – 4 Extremely Low; Full FSIQ – 77 Borderline.**  **Sept 2021 BPVS – SS 74 Salford Reading – SS 71 Sandwell Numeracy – SS 79** |

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| **Specialist Support and Services Involvement**  **Agencies involved:** please provide dates, brief details and indicate whether a report is available. | | | | | |
| **CURRENT** | | | **PAST** | | |
| **DATE** | **DETAILS** | **REPORT**  **YES/NO** | **DATE** | **DETAILS** | **REPORT**  **YES/NO** |
| 9/19 | NHS SaLT – monthly therapy | Yes | 9/17 to 7/18 | WellComm | Yes |
| 3/21 | SES C&I – monthly visits | Yes | 3/18 | Occupational Therapy assessment | Yes |
|  |  |  | 11/17 | Community Paediatric Consultant (ASD) | Yes |

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| **Timetable of Support** | | | | | |
| **Time** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 8.45–9.00 | Assembly and Register | Assembly and Register | Assembly and Register | Assembly and Register | Assembly and Register |
| 9.00–10.30 | Literacy – 1:1 support  1:1 Intervention for S & L  30 mins (HLTA) | Literacy – 1:1 support | Literacy – 1:1 support  1:1 Intervention for S & L  30 mins (HLTA) | Literacy – 1:1 support | Literacy – 1:1 support  1:1 Intervention for S & L  30 mins (HLTA) |
| 10.30–10.45 | Break – 1:2 | Break – 1:2 | Break – 1:2 | Break – 1:2 | Break – 1:2 |
| 10.45–12.15 | Numeracy – 1:1 support | Numeracy – 1:1 support | Numeracy – 1:1 support | Numeracy – 1:1 support | Numeracy – 1:1 support |
| 12.15–13.15 | Lunch – 1:2 | Lunch – 1:2 | Lunch – 1:2 | Lunch – 1:2 | Lunch – 1:2 |
| 13.15–15.15 | Art/Music/Drama 1:2  1:1 Intervention for Fine Motor Skills (15 mins) TA | History/Geography/RE 1:2  1:1 Intervention – ELSA  30 mins (HLTA) | PE 1:1  1:1 Intervention for Fine Motor Skills (15 mins) TA | French/IT 1:2  1:1 Intervention – ELSA  30 mins (HLTA) | Cooking/Outdoor 1:1  1:1 Intervention for Fine Motor Skills (15 mins) TA |

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| **Provision Map (Costed)** | | | | | | |
| **Need** | **Support/ Intervention** | **Hours per week** | **Adult/Pupil Ratio** | **Cost**  **per hour (£)** | **Cost**  **per week (£)** | **Annual cost: 39 weeks**  **(£)** |
| Cognition & Learning | 1:1 support in Class | 17 | 1:1 | 12 | 204 | 7956 |
| Cognition & Learning | 1:2 support in Class | 4.75 | 1:2 | 6 | 28.5 | 1112 |
| Comm. & Interaction | 1:1 Speech and Language Intervention | 1.5 | 1:1 | 18 | 27 | 1053 |
| SEMH | 1:1 Emotional Literacy Intervention | 1 | 1:1 | 18 | 18 | 702 |
| Physical | 1:1 Fine Motor Intervention | .75 | 1:1 | 12 | 9 | 351 |
| Comm. & Interaction  SEMH | 1:2 support in Social Time | 6.25 | 1:2 | 6 | 37.5 | 1463 |
| **TOTAL** |  |  |  |  |  | **12,637** |