

## SENIF Support Guide

### SENIF Application Requirements Checklist

**TIP:** Please open this guide with 'Adobe Acrobat Reader' and select "fill and sign" from the tools menu to add check marks to the boxes.

<input type="checkbox"/>	Application Form saved as 'provision name SENIF *term* application' e.g., 123 Childcare SENIF Autumn Application.
<input type="checkbox"/>	Application document(s) saved as 'provision name child's initials document title' e.g., 123 Childcare CY SALT Report.
<input type="checkbox"/>	Consent form – physically signed by caregiver(s), scanned in/photo, and sent with application.
<input type="checkbox"/>	Application form filled with level of detail as shown in the example on the following page.
<input type="checkbox"/>	All relevant reports/referral forms from external professionals in the application sent with application form (ensure saved using the format outlined above).
<input type="checkbox"/>	External professionals involved are named in the 'outline reason for application' cell – e.g., Professionals involved: SALT, Cheyne, EP, INPSIRE, Social Worker etc.
<input type="checkbox"/>	Criteria is adhered to (see Criteria Tab on application form).
<input type="checkbox"/>	Targets are SMART (see top tips below for what a SMART target includes and examples of targets on the next page).
<input type="checkbox"/>	If re-applying for a child previously funded, the Audit Tab is completed to show impact.
<input type="checkbox"/>	Planned use of funding is detailed and provides clear examples of what the funding will be used for to support the child meeting their targets.
<input type="checkbox"/>	All documents and SENIF correspondence are sent to the SENIF email ( <a href="mailto:senif@lbhf.gov.uk">senif@lbhf.gov.uk</a> ).
<input type="checkbox"/>	Applications are sent <b>ONLY</b> within an application window (found in the application form, in the Criteria Tab), unless an exception has been discussed.

**Please note:** Applications will **not** be considered if the checklist below is not completed for all children you are applying for.

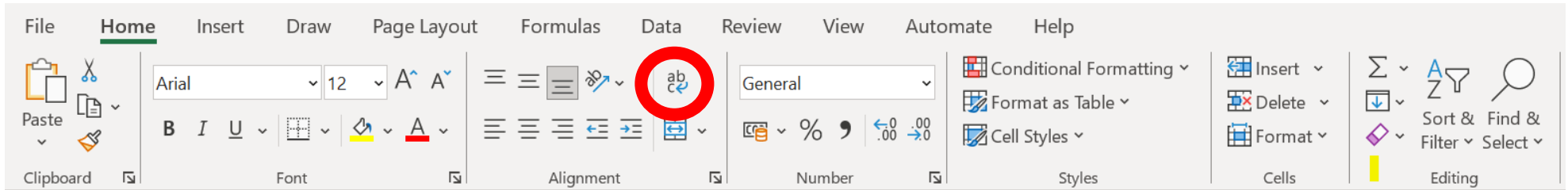
## Appendix:

### Example of the level of detail required for the SENIF application (Band B and Band C included):

Term applying for	Child's full name	Gender	Child's Initials and DOB	New, re-applying or previously funded	Area of need	Outline reason for application and child's needs: Please give as much detail as possible and name all professionals involved.	Current professional involvement	Banding applying for	Targets	Planned use of funding for provisions	Detail any attached supporting documents, this should include reports from external professionals (save document as 'name of school child's name name of document)	If re-applying ensure audit is included on the Audit Tab - Indicate: yes/no/not required
Autumn	Child Y	Male	CY DOB	Previously funded - Band C	SLCN/CL/SEMH	<p>Professionals involved: INSPIRE, SALT, Cheyne CDS, EP.</p> <p>Y prefers solitary play, he has difficulties initiating interactions with his peers and his play is self directed. He is not yet using language to communicate his wants and needs; instead he is using gesture and hand-pulling to communicate. He has difficulties with emotional regulation and requires an adult to help him self-regulate, as at times his distress/frustration can result in head banging. He has no awareness of danger and requires an adult to keep him safe in the outside space and at mealtimes. His hearing is under assessment. Y has sensory differences, these include food and sound. He appears to be sensory seeking and needs to receive input often e.g. clenching fists, putting objects on his lips, eating sand, staring at the sky. Y is not yet toilet trained and relies on adult to help with self-care routines.</p>	Yes	Band C	<p>1.For Y to share attention with an adult during a motivating activity by giving eye contact and making gestures or vocalisations on 2/3 occasions within a week.</p> <p>2.For Y to indicate a snack preference (from a choice of 2 snacks he likes) by pointing or reaching once during a nursery session.</p> <p>3.For Y to begin to accept adult's attempts to calm him down (e.g., using quiet time in the corner or physical touch/comfort) when he becomes dysregulated on 2/3 occasions.</p>	<p>To buy materials/ toys that are highly motivating for Y. Daily intensive interaction with his key person.</p> <p>Bucket time 3x a week with member of staff trained in Attention Bucket and motivating sensory toys dedicated to this intervention.</p> <p>To support having an increased adult:child ratio at mealtimes and outside to keep Y safe as well as for self-care routines.</p>	<p>Yes: CY SEN Support Plan, CY CDS Referral Letter, CY EP Report, CY SALT Report</p>	Yes
Autumn	Child Z	Female	CZ DOB	New	SLCN/CL/SEMH	<p>Professionals involved: SALT.</p> <p>Z has an identified speech and language delay. She engages in some vocalisation but has not yet reached the stage of using sounds purposefully. She relies heavily on gesture and facial expressions to communicate her wants and needs. She struggles to share attention and make eye contact, and does not consistently respond to her name. It is not clear how much language Z understands. She is unable to follow one-part instructions, even when accompanied by gestures or visual aids. Her struggles with communication exacerbate emotional difficulties as she becomes overwhelmed when unable to effectively communicate her needs or understand verbal instructions or cues. This frustration leads to increased levels of anxiety and stress (e.g., can spend a whole morning upset clinging to her key person) impacting her overall well-being and ability to engage with others in social interactions.</p>	Yes	Band B	<p>1.For Z to begin to understand routine verbal instructions through staff using Objects of Reference (e.g., a spade to indicate outdoor play) so that she is settled and is able to explore the nursery environment on 1/3 morning sessions a week.</p> <p>2.For Z to indicate a snack preference (from a choice of 2 snacks she likes) by pointing or reaching once during a nursery session.</p>	<p>Daily intensive interaction with her key person.</p> <p>Consistent use of Objects of Reference.</p> <p>To buy materials/ toys that are highly motivating for Z.</p>	<p>Yes: CZ SALT Report</p>	Not required

### Top Tips:

- It might be helpful to write the longer responses (e.g., application reason, targets) in a Word document and then copy and paste over to the relevant excel cell.
- If you are finding it hard to input text so it is in a paragraph/it is covering the next column, please make sure you have 'wrap text' on for that cell. To do this, select the cell you are writing in and press the button circled in red below.



- Setting SMART targets: Target setting is an important aspect of monitoring a child's progress. This focuses on setting achievable, developmentally appropriate targets, for each specific child. Targets can be written by the nursery SENCO, the child's key worker and with the parents. Targets should be set before support is put in place and reviewed after a set period of time (e.g., after 4 weeks).

**When setting targets for children it is important that all targets are SMART.**

**S: Specific** – to the child and intervention.

**M: Measurable** – ensure that you can measure the impact, e.g., '2/3 times a session'.

**A: Achievable** – ensure that the target is developmentally appropriate for the child.

**R: Relevant** – ensure that all targets are child focused, not adult focused.

**T: Time-bound** – include a realistic time scale for the target to be met by.