

Guidance on the completion of the Early Years Additional Resources (EYAR) Application.

This form can be used to consider:

- a) Targeted Individual Support (TIS) 2
- b) Education, Health and Care needs Assessment
- c) Specialist provision (Observation and Assessment places, Resourced places, Special School places)

To ensure a person centred approach is adopted the EYAR form should be completed with parents and with multiagency professionals wherever possible using a Team Around the Child Approach (TAC).

Purpose

The purpose of this form is to request consideration of EYAR (which can include Targeted Individual Support 2 (TIS2), Education, Health and Care needs Assessment or consideration of a more specialist placement). The decision to agree EYAR will depend on the severity of a child's needs and the steps previously taken to try to meet those needs. In completing the EYAR form the referrer needs to identify where evidence of the child's needs can be found and the provision/support offered.

In order for a child to be considered for EYAR support, settings will provide the evidence listed on the EYAR application form **including a medical questionnaire** to be completed by the parent/carer. The following criteria will apply:

- There is evidence of parental agreement, except in exceptional circumstances, when the child is deemed to be at risk.
- All process evidence is available and the child has been in receipt of TIS 1b support for at least two terms.
- It is helpful to have a range of advice from outside agencies across education, health and social care as appropriate for the child's needs. It is also helpful to have evidence of how recommendations have been implemented and its impact reviewed. In the absence of detailed information, it can be difficult for the Local Authority to determine the child's needs and the provision they require.
- There is evidence to demonstrate that, despite appropriate intervention, inadequate progress has been made, or that the present difficulty is likely to remain long term and persistent. This will be measured using the Early Years Foundation Stage (EYFS) ages and Development Journals (as appropriate).
- There is evidence to suggest that more support than is usually provided by the setting's SEN resources is needed to help the child make adequate progress, or that their safety might be at risk without such support. Schools are responsible for providing a higher level of support to meet a wider range of needs from within their resources. The nationally prescribed threshold of additional support that schools are required to provide is £6000 per pupil, per financial year (Element 2).
- There is a clearly defined purpose for additional support, ie, specific, measurable, achievable, relevant targets and success criteria.

For some children there may be evidence that the child needs specialist equipment.

Please ensure parents complete the medical questionnaire to accompany the application. If parents wish the form can be returned in a sealed envelope.

The form is split into five sections:

- Section 1: Interests, Views and Aspirations. All about the child
- Section 2 : The child's needs

- Section 3: Progress, Assessments and Current Provision
- Section 4: Outcomes for the child and how you plan to achieve them
- Section 5: Consents

The EYAR form is a key document in gathering information which will enable the Local Authority to come to an informed decision as to whether Early Years Additional Resources are required to meet the child's individual needs.

All Documentation and details of processes are available on the Local Offer website:

www.wigan.gov.uk/sendlocaloffer > Professionals > Educational Support > Early Years.

www.wigan.gov.uk/sendlocaloffer > Families > Educational Support > Early Years

N.B. If the child is in a maintained nursery setting or has started their formal reception year in school, in addition to completing the EYAR form, the referral should be accompanied by evidence of provision made from Element 2 (Additional Support) Funding, alongside details of the support provided by any previous setting. This could be in any form, but a Costed Provision Map Template is available in the Related Documents section at www.wigan.gov.uk/educationhealthandcareplans

Section 1: Interests, Views and Aspirations; All About the child:

Through the graduated response to supporting pupils with additional needs, the referrer will have gathered information over time. This could have been during reviews, consultations and multi-agency meetings, so that this section reflects the information gathered from the range of people involved, but primarily, reflecting the views of the child and their parents/carers. This information is **essential** and should be **person centred**.

Additional guidance on how to complete this section in a person centred way can be found on the local offer website "Guidance on completing the All About Me". It is important that you read both documents prior to completing the application.

Personal Profile – This is to gather personalised information about the child. Where possible it is important to include the child within any discussion, especially regarding what is important to them. An early years child should be able to respond verbally, using signs, symbols or picture. If their needs are such that this is not possible, the views based on observations from those who know the child best including settings staff, parents, professionals involved could be noted. It is important to note that the child's views may be very different to what the adults feel. Think about the child's qualities, skills and strengths.

Questions to ask include: What do you like to do, play with? Which areas do you like? Think about if the child has a special blanket or toy they are particularly fond of.

Who is important to the child? – Think about their identity, who is in their family, this may include wider family members and friends or people within the community. With regards to important things to know about the family, it could include best times for meetings or times to avoid, family working commitments, transport availability. **It is**

important to include information about any links the family may have to the Armed Forces.

It is also an opportunity to share anything the family feel is important. It is important to consider noting what access the child and their family has in the community, noting also any support they receive from family and friends, and any benefits they receive to ensure families are accessing available services.

Current Support -What is working / What could be better / What do we need to do?

Consider these across education, health and social care from a child / parental and professional perspective. It is important that everyone involved gives their views on this section. This enables us to celebrate what is working but also to consider what is not and what we can do about it (if anything).

Parents'/Carers' and Child's views

Parent/carer and the child's own views are an **essential** part of the application.

Parent/carer views may relate to progress, desired outcomes, concerns and future aspirations. Parents/carers may wish to submit their views and additional information by letter to be attached to the referral. However please reassure families that they do not need to feel that they have to make a 'case' for the application. If there has been open, shared communication, with clear links between home and settings a lot of the evidence should be readily available

The child should be asked their views. This should be presented in a format appropriate to their needs. If their needs are such that they are unable to respond verbally or via an alternative method i.e. pictures, sign, symbols etc. parents and professionals may note what the child appears to like / dislike from their observations. This section should cover aspects not already commented on in the above section "what is important to the child?"

Who is involved with the child?

In this section list any professionals / agencies working with the child and their family. Details should also include the reason for involvement ie physiotherapy programme; support to access social activities etc.

Section 2:

Guidance is given in the main body of the form. Remember to think about the child's needs across all 3 domains (as appropriate) and not just the domain of the person referring.

Background/My Story

In this section those involved in the completion of this form are asked to give some background information about the child and their history to date. Include what involvement has there been from services to date.

Description of the child's strengths and needs

In this section those involved in the completion of this form are asked to summarise the child's strengths and needs in each of the areas where they feel able to comment. It is vital to gather a holistic view of the child across all three areas (as appropriate). Information should be evidenced via other agencies reports.

Section 3: Progress, assessment and current information

Progress Information

Please attach a printout of Early Years Pupil Report as it would be helpful to have information tracking progress over time appended. When completing the appropriate boxes below, please be specific noting the band the child is currently working within e.g.

Early Years Foundation Stage Curriculum

Area of Development	PSED	C & L	PD	Lit.	Maths.	UTW	EAD
Emerging	MF&B 8-20						
Working within	SC&A 16-26	S 16-26	M&H 22-36	8-20	8-20		22-36
Secure	MR 8- 20	L&A; U 22-36	H&SC 22-36			8-20	

Assessments, Reports and Information

In this section should be listed:

- Any assessments undertaken,
- Any reports from professionals involved with the child,
- Details of referrals to any outside agencies, and how this has been used to support the child.
- Copies of assessment results, reports, referrals and information on provision and any other relevant issues across education, health and social care **MUST** be submitted with the referral form.

It is envisaged that any child reaching this stage will have had involvement with the Educational Psychology Service, and if so, information on this should be included. There may also be reports or information from health, social care or other agencies which provide other key information. It is important to consider information from wider Health services too e.g. Audiology and CAMHS (Child and Adolescent Mental Health Service), if involved. It can be difficult for the Local Authority to make a decision regarding the child's needs and the provision they require if there is limited evidence from outside agencies.

Current Provision

Here the referrer is asked to describe in some detail the current provision and programmes of support currently in place and the impact of this. It is important to consider what support is being provided / required, over and above that of a child of a similar chronological age. If the child has a developmental delay, it is important to consider what support is required over and above that of a child at a similar developmental level.

Section 4: Outcomes for the child and how you plan to achieve them What difference would TIS2 and/or EHC assessment and/or a specialist placement make?

Here those involved in the completion of this form are asked to identify the outcomes that they are seeking for the child together with the provision that they believe is needed to achieve those outcomes.

In keeping with the new legislation and the ethos of involving the child and family at the centre of the process, the outcomes should be person centred. Think what the outcome would ...

- Give the child?
- Do for the child?
- Make possible for the child?

When writing outcomes consider :

- Focus on progression towards aspirations
- The benefit/difference made by an intervention
- What is important to/for child or young person
- Personalised, not a service description/process
- SMART – specifies what achieved by when
- Completion: phase/stage of education
- Writing outcomes as though already achieved – it makes it more compelling
- Writing outcomes as moving towards something positive, not away from something negative
- Don't embed the solution in the outcome

Top Tip:

When will the outcome be achieved by?	By the end of Nursery /Reception / Key stage 1
What do you want to achieve? (What will it give the child?)	Child will be able to communicate
What will it help them to do? (What will it give the child?)	Opportunities to express their needs
How will we know when it has been achieved? (What will it make possible for the child?)	There will be a reduction in the levels of frustration shown as people will know what the child wants.
Outcome : By the end of Key Stage 1, I will be able to communicate in sentences containing 3 key words to make my needs known without getting frustrated at not being understood.	

It is important for the application to identify outcomes sought for the child and reports should highlight these. Settings should complete the application in liaison with parents and the professionals working with the child.

For those Early Years professionals who wish to use it there is a template “Early Years Additional Resources (EYAR) Professionals Summary” which supports the development of outcome-focused reports and is available in Related Documents at

www.wigan.gov.uk/Business/Professionals/SEND/Support-children-SEND-Early-Years.aspx

It is important to only comment on outcomes you feel able to, in the domains you have knowledge and experience and in liaison / coproduction with relevant professionals.

Section 5: Consent Parents/Carers

The referral can **only** be accepted with the **parent’s or carer’s signature**. **If the Child is Looked After, then the social workers consent is required.**

It is important that those giving consent are aware that by signing the form they are agreeing to the gathering and sharing of information as detailed in the “Fair Processing Notice” which accompanies the referral form. Parents/Carers should be given a copy of the Fair Processing Notice.

Additionally, families should know that they are giving consent for this request for Early Years Additional Resources (EYAR) to be considered.

If the Local Authority determine that an Education, Health and Care needs Assessment is required the parents/carers will be contacted to confirm consent prior to this process beginning. Parents/Carers should also be made aware that a Key Worker or Independent Supporter may be appointed to guide them through the process, should there be a need and they require it. The role of the Key Worker / Independent Supporter includes supporting them through the process whilst also gathering any additional views of the child / parent’s/carer’s.

It is highly recommended that you give the family a copy of the application once they have signed it.