

## **Useful information to consider prior to completing the SENIF Request Form.**

Before considering making a request for SENIF, please see The Graduated Response Tool. By working through this document you will see if you are ready to apply for SENIF.

[https://www.kelsi.org.uk/data/assets/word\\_doc/0014/100436/Graduated-Response-Tool.docx](https://www.kelsi.org.uk/data/assets/word_doc/0014/100436/Graduated-Response-Tool.docx)

When making a request for SENIF please consider what you are doing for the child which is over and above that which you do for all other children.

### **Setting up an account:**

- You will need to set up an account to complete the form. This account will provide access to all SENIF applications made.
- Good practice would be to have an email address such as [senco@yournursery.co.uk](mailto:senco@yournursery.co.uk)
- The form can be saved and does not need to be completed all in one sitting.
- The form will time out after one hour so make sure you save it before this point.
- When you want to return to the form you need to use the link in the e-mail sent to you to make sure you are starting in the same place.
- If you save more than once during completing the form you need to ensure you are using the link in the most recent e-mail.
- If you are completing a SENIF request on a personal device, please do not download the PDF to that device.

### **Completing the form:**

You will need parental agreement to complete the form - from the PCi2 part of the EY LIFT Referral form or Portage referral form.

Please see additional advice on the 'How to apply for SENIF' page on Kelsi if you are applying for a child already known to Portage. Additional guidance is provided in the link below:

[Applying-for-SENIF-when-open-to-Portage-September-2023.pdf \(kelsi.org.uk\)](#)

You will need the following to attach to your application. These will need to be uploaded before you can move into the main body of the form.

1. The most recently reviewed [EY Personalised Plan](#) which includes the child's attainment when that Plan was written.
2. The current Personalised Plan, including current attainment.
3. The most recent Specialist Teacher's Record of Support and Intervention (Record of Visit) if available – if this is not yet available, please upload a blank document in this box. The expectation is that you will be able to provide this at a later date.

Each page in the form must be completed before you can move on so it might be helpful to have the following information to hand:

- Date of last contact with E&I.
- Date child was discussed at LIFT.
- Eligibility number for any extended hours funding and parents name & NI number.
- Ofsted URN number.
- Sessions attended and hours.
- Any risk assessments or care plans in place.
- Other agency involvement.
- If the child receives DAF.
- Any specific resources you wish to purchase using SENIF detailing cost, intent and intended impact and who recommended the resource.
- Any other information you wish to upload.

### **Completing the Sections:**

There are five main sections of the form to complete – Transitions, Child and Adult Initiated Activities, Independence, Communication and Meal and Snack Times.

For each section you will be asked to state:

- the frequency of difficulties
- to describe the difficulties
- what you intend to do to reduce these difficulties including how you intend to use SENIF.

Prompts for each section are given as below.

#### **Section 1 - Transitions**

##### **What difficulties do you observe?**

Consider:

- is the child independently mobile? Do they require the assistance of a walker, wheelchair or to be carried into the setting by an adult?
- how easy or how difficult it is for the child to enter the setting to start their session?
- do they need significant support to leave the person dropping them off and start their session or can they happily leave them and join the group?
- how long it takes them to settle.
- do they need significant adult intervention to join the morning or welcome routine?
- how much adult support do they need at the end of their session to retrieve their belongings? Are they happy to re-join the person collecting them?
- do they need intervention to join their parent or carer and leave the setting at the end of their session?
- how does the child cope when it's time to finish one activity and move onto the next?
- are they aware of the nursery routine and do they anticipate what is happening next?

- how much additional support do they need to move onto the next part of the session routine?
- are there particular transitions which are most difficult? For example, from garden to inside, to toileting or nappy changing?
- do they have to be prepared for the change?
- how do they react to the change?

### **What do you intend to do to reduce these difficulties?**

Consider:

- how you will make the handover from the person dropping them off to the setting routine easier for the child.
- interventions to ensure the child is able to access the welcome routine along with the other children, for example transitional objects, calming box or photos of family.
- interventions to support the child accessing their belongings at the end of the session and leaving the session.
- how do you remove any barriers to the child transitioning throughout the nursery session to fully include them in the routine?
- what small steps are in place or will be put in place to reduce the difficulties that transitions have for the child?
- what strategies are you using or plan to use to make any particularly difficult transitions easier for the child?

## **Section 2 - Child Initiated and Adult Initiated Activities**

### **What difficulties do you observe?**

Consider:

- what happens when the child is with other children and adults.
- how do they interact (or are unable to)?
- what are the barriers to them being able to interact age appropriately with adults and children?
- what alternative methods of interaction does the child have (for example hand leading, pointing, turning your face)?
- does the child need significant adult intervention to engage in one of the child-initiated activities on offer at your setting?  
would they choose which activity they would want to play with independently?
- are they able to join other children at an activity and join their play?
- does the child always choose the same activity at each session?
- do they have specific children they will play with each session?
- how do they react to being guided to alternative activities or extending their favourite activity?
- how do they respond if other children join their play?

### **What do you intend to do to reduce these difficulties?**

Consider:

- how do you remove any barriers to support the child in their interaction with other children and adults?
- how do you intend to develop the interactions, so they become more socially acceptable?
- how do you intend to develop the child's interactions, so that they can initiate interaction with another child, for example by action (sharing/passing a toy), gesture (pointing/beckoning a child to play) or speech?
- how do you intend to develop the child's interactions so that they will allow another child or adult to join their play, share their toy or take turns with them?
- how long does it take to facilitate interactions with the child to ensure they can interact with other children and adults in the setting?
- do you plan to remove barriers so that the child can independently access a self-chosen child-initiated area of the setting?
- how do you plan to extend the child's attention to remain at a child-initiated activity?
- what resources do you use to enable the child to make choices?
- how long/how many times per session is intervention required to allow independent engagement in child-initiated activities?
- how do you extend the child's play to encourage wider experiences in the setting.
- what small steps are in place to reduce the repetitive nature of play?
- how do you encourage the child to play with different children.

### **Section 3 - Independence**

#### **What difficulties do you observe?**

Consider:

- is the child able to manage their own personal care (toileting, hand washing, collecting coat/boots/sun hat and putting them on to transition into the garden)?
- if they wear nappies/pull-ups what additional adult intervention is required to change them in addition to the reasonable adjustments that all settings would be expected to make for children with SEND? How many times per session is this required? Is this done as part of the usual nappy change routine or does it take significantly more time/adults to change the child?
- is the child able to understand how to keep themselves safe in the setting?
- is the child able to understand social rules to ensure the safety of other children?
- does the child understand the concept of spatial awareness in relation to themselves, resources and other children and adults?

#### **What do you intend to do to reduce these difficulties?**

Consider:

- how do you encourage the child to be more independent in their own self care, handwashing, putting on own coat/boots/sunhat?
- are you supporting the child with a toileting programme? What does that involve? How long does it take each session? How much adult support in addition to the

reasonable adjustments that all settings would be expected to make for children with SEND does it take?

- what do you do to ensure the child is kept safe in the setting?
- what additional precautions have you put in place to ensure the safety of the child and their peers?
- how do you intend to implement/develop this?

#### **Section 4 - Communication**

##### **What difficulties do you observe?**

Consider:

- is the child able to immediately understand what has been expected of them when instructions are given in a small group situation?
- how much support from an adult, in addition to the reasonable adjustments that all settings would be expected to make for children with SEND, is needed to understand the situation and follow instructions?
- how does the child respond to being in a small group?
- does the child have any spontaneous verbal or non-verbal communication?
- how do they make their needs known to an adult or the other children?
- how do they express their preferences to an adult or another child?
- does the child use alternative communication systems?
- does the child understand what has been asked of them when given instructions?
- do they require additional visual or verbal cues to understand what is required of them?
- what are the actual implications on your setting of the child needing additional visual or verbal cues to support their understanding?

##### **What do you intend to do to reduce these difficulties?**

Consider:

- how do you ensure the child understands the instructions and is able to carry them out when in a small group?
- what additional resources does the child need to enable them to follow instructions in a small group?
- how you will enable the child to be involved in a small group?
- how often does additional support need to be given to allow the child to understand the situation and follow instructions?
- describe strategies and targeted interventions of what you would actually do (either continue to do or put in place) in this situation to ensure they are able to make their needs and wants known.
- are you implementing a language programme? How long does this take each session? Who does it involve to deliver it?
- are there any other resources you are using to enable communication?
- do any external professionals visit the child in the setting to support with a programme?
- what additional visual or verbal cues are used? How do you intend to develop the use of these?

- what are the alternative communication systems that you are using with the child?  
How will these be developed?
- how often is an additional intervention required to support understanding each session?

## **Section 5 -Meal and Snack Times**

### **What difficulties do you observe?**

Consider:

- if the child is at risk of choking or is tube fed, what is the additional impact on your setting to ensure the child's safety at meal times and they are able to access these times?
- at breakfast/snack/lunch/dinner time is the child able to select the food they would like to eat?
- do different mealtime present different difficulties for the child?
- are they able to independently open packs, cut fruit, pour their own drink?
- are they able to use cutlery independently?  
are they able to eat their chosen foods without risk?
- are they able to access this time with the other children?
- are different seating or other arrangements required to enable the child to access this time?

### **What do you intend to do to reduce these difficulties?**

Consider:

- how do you ensure the child is able to access snack/lunch time as independently as they are able?
- how much additional intervention is required to ensure the child is able to access breakfast/snack/lunch/dinner time?
- if additional adult support is currently required what is the plan to reduce the level of support so that they can independently access mealtimes?

**If you would like additional information to support you to complete a SENIF Request, online live workshops are available to book via the 'SENIF Training' page on Kelsi.**

