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| **EHAP Funding Examples** | | |
| **Type of**  **Support** | **Why does this family need this support?** | **How is this support promoting sustainable change for this family?** |
| **Mentoring** | As J’s parents have separated and this has been an acrimonious split, J cannot express his own feelings to his parents as he feels that it would upset them. | It would be a huge benefit to J to have the support of a mentor outside of school and a neutral person to support him as the family situation has a significant impact on him and his relationships. |
| There continues to be daily incidents at school with E refusing to follow instructions and not meeting the expectations of the Academy. School is still a huge trigger for E’s anxiety, which worries Mum a lot. Mum and school have noticed and increase in his tics. | E to have 1:1 mentoring support to help manage his worries and anxieties. E has significant SEND needs which are being impacted by this and he needs a trusted adult that he feels is listening to him and supporting him.  ***SEND cluster funding also used to extend hours.*** |
| **Additional hours for staff member** | As mum struggles and needs support with attending courses due to her learning difficulty, there is a very small amount of support the family have received. | We are requesting £200 funding to allow the preschool manager to accompany C and the children to groups such as Stay and Play, sensory sessions and even parenting classes for C.  We are also requesting £300 to enhance the ratio so that E can have some 1:1 time with his key worker to have targeted intervention for his PSE development. |
| **Private Play Therapist** | B is presenting with very dysregulated behaviour in school. We are experiencing frequent incidents of violence towards adults and peers. B frequently refuses to engage in activities in school and will shout no. | B is able to process some of his experiences which will have a positive impact on his social and emotional presentation. |
| **Krunch South West** | S has a diagnosis of ADHD and has suffered with an eating disorder in 2019. She has been on the waiting list since Oct 2020 for an autism assessment. She suffers significant low mood, EBSA and self-harms. | For S to feel positive and empowered about her future, able to attend her exams and transition successfully to college  ***SEND cluster funding also used to complete funding package.*** |