**

**Department of Children’s Services**

**Application for Early Years Inclusion Funding**

(September 2019)

(This form can be used as supporting evidence for an Education, Health and Care Assessment)

**Section 1:**

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| **1.1 Type of application** | **Please select** |
| This is a new application for Early Years Inclusion Funding |  |
| This is an application for continuation of Early Years Inclusion Funding |  |

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| **1.2 This form has been completed by** | |
| Name and job title: | **Suzie Green** |
| Contact address: | **123 Redbrick Road, Bradford, BD1 234** |
| Contact email: | **sgreen@redbrick.com** |
| Contact telephone: | **01234 4567891** |
| Signature: | **S Green** |
| Date: | **4.9.21** |

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| **1.3 School/Setting Information** | |
| School/Setting: | **Redbrick Nursery** |
| Contact address: | **123 Redbrick Road, Bradford, BD1 234** |
| Contact email: | **sgreen@redbrick.com** |
| Contact telephone: | **01234 567891** |

**Section 2: Personal details**

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| **2.1 Child Details** | | | |
| Name: | **John Doe** | Gender: | **Male** |
| DOB: | **00.00.0000 (40 months)** | Ethnicity: | **WB** |
| Home address: | **1 Redbrick Road, Bradford, BD1 234** | | |

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| **2.2 Parent/Carer Details** | | | |
| Name: | Relationship to child: | Parental responsibility: | Address (if different to child’s): |
| **Jane Doe** | **Mother** | Yes  No |  |
| **Steven Doe** | **Father** | Yes  No |  |
|  |  | Yes  No |  |

**Section 3: Involvements from other agencies**

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| **3.1 Does the child/young person have involvement from SEN Services or Children’s Social Care?** | | | | | | |
| Education Advice 1 notification? | Yes | | | No | | |
| Education Health and Care Assessment requested? | Yes | | | No | | |
| Education Health and Care Plan in place? | Yes | | | No | | |
| Referral made to Early Help? | Yes | | | No | | |
| Child in Need Plan in place? | Yes | | | No | | |
| Child Protection Plan in place? | Yes | No | Child Looked After? | | Yes | No |

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| **3.2 Please give details of any professionals/agencies that are currently involved or have been involved with the child** *\*Schools/settings should only submit documentation if they have the author’s consent to do so.* | | | |
| Name | Agency | Contact details | Report attached\* |
|  | **Referral made to Speech therapy awaiting first contact appointment** |  | Yes  No |
|  |  |  | Yes  No |
|  |  |  | Yes  No |
|  |  |  | Yes  No |
|  |  |  | Yes  No |
|  |  |  | Yes  No |
|  |  |  | Yes  No |
|  |  |  | Yes  No |
|  |  |  | Yes  No |

**Section 4: ‘This is me’**

(If written in the first person, please indicate if these are the views of; the child/parent/carer/professional).

**Written by: SENCO and Mum Date written:22.9.21**

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| **4.1 Background information** | |
| My story so far: | John was born through a normal pregnancy and there were no complications. He began to eat solid foods around 6 months and started to crawl at around 9 months and was walking confidently after he was a year old. |
| Who I live with: | John lives with his mum, dad, brother and sister. |
| My family and important people in my life: | His uncles, his cousins and his dad are very important for him. He loves spending time with them. |
| My health needs or disability: | Mum thinks John has no health needs or disabilities. |
| **Likes and preferences** | |
| My likes and dislikes: | John likes to play with the tablet. He likes playing with car, he likes his dinosaur and his toy cow. He takes his toy cow everywhere and becomes upset if he loses this or cannot find this. He likes to come to Nursery.  He does not like it when he is forced to do anything. He will refuse completely if he is forced. |
| What I am good at: | Mum thinks he is well behaved. He is now good at speaking and will remember nursery rhymes. He can say phrases such as 'it's fantastic' or 'it's amazing.' |
| What is important for me: | Mum is important to him as she knows his needs well and can support him. |
| **My Support Needs** | |
| What people do for me: | Mum will feed him, bathe him and clean him. She will brush his teeth and help him to manage his needs, such as making sure he eats something. |
| What is working well for me: | John coming to Nursery is working well as his speech is developing and he is really happy at school and enjoys being there. |
| What could be better for me: | If he was toilet trained as he does not go to the toilet and holds this in all the time; he will only empty his bowels in his nappy. He does not communicate if he has soiled his nappy either but mum reports that he becomes anxious and restless if his nappy is wet.  If he could eat a range of foods as he hardly eats and has to take vitamins; a few months ago, he became yellow and unwell due to not eating much food and mum is very concerned about this. |
| How to communicate with me and engage me in decision making: | John knows some words and will be able to use these to request when he wants something. |
| **Parents’ Views** | |
| What is working for my child now: | John is happy coming to school. |
| What is not working so well for my child at the moment / what worries do I have: | He is still not eating many foods and this is impacting his health. He will say no no, yucky when offered food. Mum is unsure what foods he enjoys as he will try on one occasion and it may seem that he liked to eat this but then he will refuse to eat this on another occasion.  He is not communicating if he needs to go to the toilet.  Mum is comparing John's development to her 2 y/o who is holding a pen and her language has developed whereas John's does not seem to have developed. |
| What would make things better for my child: | If he was able to eat a range of foods; if he was able to communicate when he needed to go to the toilet. |
| What are my goals and aspirations for my child: | For John to live a happy, healthy and independent life |

**Section 5: Attendance**

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| **5.1 Please provide details of the total hours per week the child is attending the school/setting to access their 2/3/4 year early education entitlement.**  **N.B Early Years Inclusion Funding is not available for any hours that are paid for childcare.** | | | | | |
| Type of provision | | Hours per week | | Indicate pattern of attendance | |
| 2 year early education entitlement | |  | | Term time only  Stretched all year round | |
| 3-4 year early education entitlement | | **15** | | Term time only  Stretched all year round | |
| If the child is accessing 30 hours free entitlement do you have Yes  No  a valid eligibility code? | | | | | |
| When did/will the child start attending the school/setting? | | | **April 2021** *(we ask for start date so transition into a setting and the graduated approach can be taken into account)* | | |
| Is the child attending any other school/setting? If yes, please give details | | | *(Enhanced provision funding is setting specific if a child is accessing split placement between nurseries then both settings can apply to EYIF linked to the Early Education or Nursery Education Funded hours the child access in their setting. EYIF is not available for paid for childcare hours or for a child in receipt of an Education Health and Care Plan)* | | |
| Number of children in the group/room | **49** | | Number of adults in the group/room | | **4** |

**Section 6: Special Educational Needs**

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| **6.1 Area of Need: Cognition and Learning**  Provide details of the child’s progress using the EYFS or Early Support Developmental Journal | |
| Previous developmental levels  and date of assessment | Current developmental levels  and date of assessment |
| **Developing across steps 3 and 4 EYDJ- June 2021** *(please include previous and current attainment levels together with dates. Using an assessment tool of your choice which accurately identifies skills- e.g. as above; working below age related expectations is not sufficient)* | **Developing across step 4 EYDJ- September 2021**  *(If your request is being completed in anticipation of a child starting your setting or for a child new to your setting then please state in this box and include an approximate baseline based on the information the parent has provided- panel can then give consideration to funding for a short initial period to support the child’s transition/ inclusion and to give time for a more accurate assessment of the child’s skills)* |
| Describe what the child can do now: *Strengths (these should be pure ‘Can do statements’)* | |
| * John can pick up pieces of paper, he likes to hold them up high and drop them watching them closely as they fall. * John also likes to pick up wooden blocks and drop them to the floor. * John likes to splash the water in the tray with his hands, he gets very excited jumping and vocalising as it goes over onto the floor. He gets very wet. * John can connect up to 8 multi cubes to build a tower, he then likes to pull them apart, laughing as he does so. * John can say some number names. | |
| Emerging skills, knowledge and barriers to learning: | |
| * John is starting to show some awareness of colour names e.g. he was recently heard to repeat ‘gwack’ for black and ‘gwoo’ for blue. * John is yet to pass or match items of the same colour. * John is starting to show some awareness of number e.g. he will say 1,3,4. He is not yet able to match quantities to numbers. * Johns play is very repetitive, he will continue to pick up and drop paper or blocks or build and break his towers. He is resistant to the adult’s attempts to move his interests on. He can become frustrated and upset. | |

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| **6.2 Area of Need: Communication and Interaction**  Provide details of the child’s progress using the EYFS or Early Support Developmental Journal | |
| Previous developmental levels  and date of assessment | Current developmental levels  and date of assessment |
| **Developing across step 3 EYDJ - June 2021** *(please include previous and current attainment levels together with dates. Using an assessment tool of your choice which accurately identifies skills- e.g. as above; working below age related expectations is not sufficient)* | **Developing across step 4 EYDJ - September 2021** *(If your request is being completed in anticipation of a child starting your setting or for a child new to your setting then please state in this box and include an approximate baseline based on the information the parent has provided- panel can then give consideration to funding for a short initial period to support the child’s transition/ inclusion and to give time for a more accurate assessment of the child’s skills)* |
| Describe what the child can do now: *Strengths (these should be pure ‘Can do statements’)* | |
| * John can repeat words and phrases he hears a lot. E.g. it’s amazing, fantastic. * John can now say 5-6 words, e.g. No, bye (babye), hewwo (hello), * John speaks using a quiet high pitched voice. * John can sustain attention to his self-chosen interests for extended periods. * John can respond to the object of reference for home, when shown his coat he will look towards the door. * John can now sit in small group (up to 3 peers) and look toward the adult holding the book for 1 minute. | |
| Emerging skills, knowledge and barriers to learning: | |
| * John will repeat words or phrases the clarity and intonation varies, John is yet to demonstrate an understanding of their context or functionality. * John’s attention during small group time is fleeting and easily distracted by movement in the environment around him. * John is yet to respond to his name consistently, if he is looking toward you he can on some occasions return a smile when you say his name. * John can resistant to ending an activity of his choosing and can become upset hitting out toward those near him. If he wants to move on he will say “babye” on arriving at the next activity of his choosing he will say “hewwo”. * At times John has been observed to zone out, and stare past you. If gently touched on his shoulder as you call his name, he returns to his interest. | |

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| **6.3 Area of Need: Social, Emotional and Mental Health Needs**  Provide details of the child’s progress using the EYFS or Early Support Developmental Journal | |
| Previous developmental levels  and date of assessment | Current developmental levels  and date of assessment |
| **Developing across steps 2- 3 EYDJ - June 2021** *(please include previous and current attainment levels together with dates. Using an assessment tool of your choice which accurately identifies skills- e.g. as above; working below age related expectations is not sufficient)* | **Developing across steps 3- 4 EYDJ - September 2021** *(If your request is being completed in anticipation of a child starting your setting or for a child new to your setting then please state in this box and include an approximate baseline based on the information the parent has provided- panel can then give consideration to funding for a short initial period to support the child’s transition/ inclusion and to give time for a more accurate assessment of the child’s skills)* |
| Describe what the child can do now: *Strengths (these should be pure ‘Can do statements’)* | |
| * John has settled well since starting nursery in April 21. Initially he would stand by the fish tank, gazing intently at the fish. He will look for the connect cubes or the paper ribbons we leave out for him in baskets in view on the carpet. Periodically during the session, he does return to stand beside the fish tank and gazes at the fish; this seems to be a safe space for him. * John can recognise the sound of his mum’s voice and runs to her at collection time. * John will accept comfort when tired and snuggles up beside his key person toward the end of the session. | |
| Emerging skills, knowledge and barriers to learning: | |
| * During intensive interaction sessions John has started to share fleeting eye contact with his key person. * John is becoming more tolerant of peers accessing play near him, he continues to become upset if they touch or try to join his play interest. * John has recently been observed to stand and scan the room. * John can resistant to ending an activity of his choosing and can become upset hitting out toward those near him. If he wants to move on he will say “babye” on arriving at the next activity of his choosing he will say “hewwo”. | |

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| **6.4 Area of Need: Sensory and/or Physical Needs**  Provide details of the child’s progress using the EYFS or Early Support Developmental Journal | |
| Previous developmental levels  and date of assessment | Current developmental levels  and date of assessment |
| **Moving and Handling skills developing steps 6 and 7 June 21.**  **Health and Self-care skills achieved up to step 5 June 21.**  *(please include previous and current attainment levels together with dates. Using an assessment tool of your choice which accurately identifies skills- e.g. as above; working below age related expectations is not sufficient)* | **Moving and Handling skills developing steps 6 and 7 September 21.**  **Health and Self-care skills achieved up to step 5 and developing step 6 September 21.** *(If your request is being completed in anticipation of a child starting your setting or for a child new to your setting then please state in this box and include an approximate baseline based on the information the parent has provided- panel can then give consideration to funding for a short initial period to support the child’s transition/ inclusion and to give time for a more accurate assessment of the child’s skills)* |
| Describe what the child can do now: *Strengths (these should be pure ‘Can do statements’)* | |
| * John likes to watch the movement of the fish in the tank, he likes to watch the paper ribbons float down as he drops them. John likes to watch the cubes fall and smiles as they make a sound when hitting the table or floor. * John can get down and up from sitting independently. He can walk and likes to run. * John can drink from a sports water bottle. * John can recognise his coat and will push his arms into the sleeves. * John can hold a pen using a palmer grasp to make random marks. * John can hold a connect cube in each hand and push them together, he can also pull them apart. | |
| Emerging skills, knowledge and barriers to learning: | |
| * John is a selective eater both at home and in nursery, his food intake is low and he can become tired quickly. * John can become upset if the area near him becomes busy or too noisy. He becomes very upset if the hand dryer is used when he is in the bathroom. * John continues to wear nappies he is yet to communicate being wet or soiled in nursery, he is compliant during changing. * John shows limited awareness of danger he likes to stand on the table, and on the edge of the top of the slide. When outdoors he will walk or run into the path of the bikes. | |

**Section 7: Reasonable adjustments**

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| **7.1 Please describe what interventions have been put in place to support the named child to access learning and/or the environment in your school/setting, including details of any referrals that have been made to other agencies and the outcome.** |
| Following his baseline assessments after settling in June, we met with his mum to discuss John’s current skills.We have made a referral to Speech and Language Therapy with parental consent and have completed a child focused risk assessment for John (copy attached). His mum is in contact with his Health Visitor.  Practitioners in nursery have been;   * Using mirror play; John is starting to repeat an action linked to his interest after a model, return a smile. * Using John’s name during all interactions. * Introducing use of objects of reference linked to John’s interests and key nursery routines. Modelling their use to support his understanding at 1-word level. We have corresponding object photograph at the linked activity or on the activity box.   As part of the SEND Graduated Approach we are requesting enhanced provision funding as we now feel more bespoke and focused interventions are needed to support John’s access to learning and development of his communication interaction and play skills. |

**Section 8: Outcomes and Provision** *(if you already have a provision plan completed which provides the key information linked to outcome, provision and additional input, please just attach a copy indicating below that it is included, to reduce time and duplication)*

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| **8.1 Area of Need** | **8.2 Outcomes** | **8.3 Provision** | **8.4 Additional input provided/to be provided per week (hours/mins)** |
| Cognition and Learning | By the end of March 22, John will-  Extend his functional play interests, e.g. use a scoop to add sand to container, use jug to pour water, use rolling pin to flatten dough visiting one new nursery activity each week with adult support so that he can develop his early functional play skills. | In addition to the High quality teaching strategies, support and provision in place in nursery for all children we would like to provide the additional bespoke intervention strategies below to support John.  Additional practitioner support individually (1-1) and within a small group (working toward 1-5) as well as during naturally occurring play to: Support John in accessing a range of developmentally differentiated nursery learning opportunities in both the indoor and outdoor environment.  Continue introduction and use of objects of reference progressing on to use of First / Then to support John to make links between the objects and the activities so that he starts to understand what’s happening next.  Practitioner to provide short bursts of support using intensive interaction strategies throughout the afternoon to support John developing his social interaction and functional play skills. Making the most of any repeated sequences of play where the opportunity presents itself to pause and wait for John to respond.  Practitioner to widen John’s interest level ensuring the activity relates to his interest taking his lead in how he plays. e.g. place the connect cubes in the sand tray so that he gets to feel the sand as he focuses on connecting the blocks, use sand scoop to lightly cover the cubes the look for them. Or use the cubes in paint printing activity.  Daily small group activity e.g. magic bag/ singing (1-gradually increasing to 5)  Daily focused time to provide John with opportunities to practice and consolidate his newly acquired skills with range of practitioners and in range of different play /social situations. ***(will be carried out within Reasonable Adjustments)*** | 1-1 support in 2-3 minutes’ short bursts initially; to introduce objects of reference; intensive interaction; modelling play, sounds and key words, purposeful pauses to allow processing and response time-approximately *10* times during each 3-hour nursery session working towards building up the time to 5 minutes and the number of short bursts to 20 as Johns engagement and attention progress.***Working towards 1 hour 40 min additional support each week***  Enhanced support x 1 small group session up to 5 minutes’ daily.***Working towards 25min additional support each week***  Enhanced 1-1 support from key person during every activity / daily transition. ***We anticipate approximately 10 transitions per 3hour sessions 5 minutes support initially for each 50min daily x 5 days 4 hours 15 minutes’ additional support each week*** |
| Communication and Interaction | By the end of March 22, John will-  Use gesture (body movement or hand) or single word ‘more’ to request an adult repeat a highly motivating activity 5 times out of 10. So that he can progress his early communication interaction skills.  Being able to say symbolic sounds and name objects during play. So that he can develop his early expressive language skills  Understand up to 20 objects of reference linked to food, activities and routines. So that he can start to develop his understanding of requests and daily routines. | In addition to the High quality teaching strategies, support and provision of a communication rich environment (which includes the use of visual support aids; sign and verbal language). We would like to provide the additional bespoke intervention strategies below to support John.  Key support strategies as detailed above in Cognition and Learning. | As above |
| Social, Emotional and Mental Health | By the end of March 22, John will-  Respond to his name on 4/5 occasions during 1-1 interactions when called by different practitioners. So that he can develop his understanding of self and that he is John.  Respond to and initiate an interaction with a range of familiar practitioners during highly motivating 1-1 interactions on 4/5 occasions. So that he can further develop his early social interaction skills with different people.  Play alongside a peer and share resources with adult support for up to 3 exchanges, so that he can develop meaningful relationships. | In addition to the High quality teaching strategies, support and provision in place in nursery for all children we would like to provide the additional bespoke intervention strategies below to support John.  Key support strategies as detailed above in Cognition and Learning.  Daily practitioner supported activities focussing on looking into a mirror, saying his name and encouraging John to look toward himself and others throughout the day.  Create opportunities to encourage, scaffold, and model, interactions with peers. ***(will be carried out within Reasonable Adjustments)*** | As above |
| Sensory and/or Physical | By the end of March 22, John will-  Respond to object of reference for highly motivating food (from selection identified by his mum) and sit to eat at the snack table, so that he can increase his food intake and start to accept that familiar foods can be eaten in different situations e.g. home and nursery.  Respond to object of reference linked to nappy changing so that he can start to understand and anticipate the changing routine. | Snack time- Use of objects of reference, motivating food to be offered from snack box provided from home, with the food in its own wrapping. Additional time and encouragement as needed by John. |  |
| Total hours child attending early education entitlement per week | | | **15 hours** |
| Total amount of additional support being provided/to be provided per week (hrs/mins) | | | ***The additional and bespoke interventions interlink across the 3 prime areas; 1 hour 40 mins + 25 mins + 4 hours 15 mins = 6 hours 20 minutes per week. We anticipate some flexible levels of enhanced support will be required as new skills are introduced and acceptance/engagement is concurred linked to supporting John’s emotional regulation/ safety (awareness of danger). We would therefore like to request 10.5 hours = 70% enhanced provision funding.*** |

**Section 9: Access to funding**

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| **9.1 Prior to this funding application has a claim been made to access any additional funding for the named child?** | |
| Early Years Pupil Premium  *Further information on EYPP can be found on:*  [***https://www.gov.uk/get-extra-early-years-funding***](https://www.gov.uk/get-extra-early-years-funding) | Yes  No  If no, please state the reason *(e.g. family does not meet funding criteria or child not yet accessing their 3-4 NEF)* |
| Disability Access Fund  *Further information on DLA can be found on:*  [**https://www.gov.uk/disability-living-allowance-children**](https://www.gov.uk/disability-living-allowance-children)  *Further information on DAF can be found on:*  [***https://www.bradford.gov.uk/children-young-people-and-families/looking-for-childcare/childrens-disability-access-funding/***](https://www.bradford.gov.uk/children-young-people-and-families/looking-for-childcare/childrens-disability-access-funding/) | Yes  No  If no, please state the reason  *e.g. child does not meet the eligibility criteria.* |

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| **9.2 Please give details of Early Years Inclusion Funding being requested to enhance staffing levels in the school/setting.** *\*Funding will not be allocated from a start date prior to the EYIF meeting that it is being considered at.* | | | |
| When is funding being requested from\* | **Sept 21** | When is funding being requested until? **(maximum funding period is up to two terms or the end of the financial year)** | **March 2022** |
| How many hours of funding per week are you requesting?  *\*The panel will translate this into a % of funding based on the hours a child attends their early education entitlement per week.* | | | **10.5 hours** |
| *NB. Allocation of funding is subject to the availability of Early Years Inclusion Funding at the time of consideration by the panel. It is the responsibility of the school/setting to ensure that application forms are completed accurately. Any underpayment as a result of incorrect information provided cannot be subsequently rectified.* | | | |

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| **9.3 If this is a request for continuation of funding please give details of how the previous Early Years Inclusion Funding has been used.** |
| *(This is a new submission.)* |

**Section 10: Additional documentation required**

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| **10.1 Please indicate what additional documentation is being submitted with this application.** | **Please select** |
| Child focused risk assessment *(compulsory documentation and must be submitted with each application*) |  |
| Health care plan, if applicable |  |
| Additional information, (please give details) |  |

**Section 11: Provider declaration**

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| --- | --- | --- | --- |
| **11.1 By signing the following declaration the provider agrees to the following terms and conditions of Early Years Inclusion Funding:** | | | |
| * Any approved Early Years Inclusion Funding must be spent solely on enhancing staffinglevels above the statutory ratios to support the inclusion of the named child as detailed in this application. * The provider should maintain accurate financial and non-financial records relating to the expenditureof Early Years Inclusion Funding, including details of the child’s attendance and enhanced staffing levels. The provider should give Bradford Council access on reasonable notice to such records, subject to confidentiality restrictions. * The providers should complete any monitoring or evaluation forms, as requested. * The provider must inform Bradford Council if a child in receipt of Early Years Inclusion Funding leaves their setting/school. Details of this must be submitted in an email to [earlyyearsinclusionfunding@bradford.gov.uk](mailto:earlyyearsinclusionfunding@bradford.gov.uk). Any overpayment or underspend of EYIF will be reclaimed by Bradford Council. This may be deducted from future EYIF payments or if applicable, will be recoverable by the issue of an invoice. | | | |
| Signature: | **S Green** | Position in school/setting: | **SENDCo** |
| Date: | **4.9.21** | | |

**Section 12: Parental/carer consent**

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| I give consent to this application and supporting documentation being submitted to request Early Years Inclusion Funding to support my child in a school/setting. \**Applications without parent/carer consent cannot be submitted to the monthly funding panel meetings.* | | |  |
| I understand that the information may be used anonymously for monitoring purposes. | | |  |
| I give consent for my child to be part of a longitudinal study to monitor the impact of Early Years Inclusion Funding. | | | Yes  No |
| Parent/carer signature: | **The completed EYIF request must be shared with the parent prior to submission and written dated parental consent with or on the request must be included.** | Date: |  |

For details of how Bradford Council collect and use your personal information see General Data Protection Regulations (GDPR) - <https://www.bradford.gov.uk/privacy-notice/>

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| **Submission of applications**  All Early Years Inclusion Funding requests should be submitted via Galaxkey secure email to: [**earlyyearsinclusionfunding@bradford.gov.uk**](mailto:earlyyearsinclusionfunding@bradford.gov.uk)  In exceptional circumstances applications can be hand delivered or sent by recorded delivery to: **EYIF Project Support Officer c/o 3rd Floor, Margaret McMillan Tower, Princes Way, Bradford, BD1** **1NN**  Applications received after the given deadlines will be submitted to the EYIF panel meeting the following month. |