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**EXEMPLAR APPLICATION FORM 2024**

(The below gives some example answers we would expect your application to provide. Thank you to those providers for agreeing to share their information)

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**Please provide a description of your organisation (including recent experience of working with children and young people aged 5-16, up to 18yrs with special education needs and disabilities)**

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| My organisation has been providing support and training to a wide range of local, regional, and national organisations for over 20 years with the aim of developing children’s physical competence, so that they feel more confident taking part in physical activities and sport and are motivated to do so for the rest of their lives.This is achieved through providing quality teaching and learning in physical education, opportunities to participate in regular physical activity and delivery/ coaching in sport. As well as exploring what quality delivery looks like, we work with practitioners to identify barriers to participation and solutions to ensure inclusion of all children and young people particularly those from identified inactive groups including children and young people with disabilities or long-term health conditions, those from low affluence families, girls, and those with Black, Asian, and other culturally diverse backgrounds.We work with a wide range of audiences including children and young people, school learning and support assistants, teachers, sports clubs, and coaches. All deliverers are qualified to teach sport specific activity and deliver out of school activities on a weekly basis to mainly primary age children (including those with SEND). We encourage other volunteers to get involved in leadership, which has resulted in some becoming qualified coaches and referees/ umpires. We consult with children and young people regularly about what motivates them to participate in regular physical activity and sport, what they enjoy about school, after-school clubs and club provision and what changes, they would make to motivate them and others to participate more.The aims of our organisation are to improve the lives of individuals and communities who are disadvantaged by health and social care issues and provide accessible services to these communities.\*List examples of some of the projects you have successfully implemented recently. |

**Are you providing a single agency application or a partnership application with another provider? (If you are sub-contracting any elements of provision, they also need to meet all relevant HAF due diligence, as outlined in this application).**

 Single

X Partnership (outline below their role and their intended contribution to the programme)

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| If we work in partnership with another organisation, we ensure they meet our due diligence, by ensuring they are all qualified in specific activities and have relevant DBS and experience of working with vulnerable children and young people. If an external company is providing food or other nutritional advice, again we would ensure they are suitable qualified and have the correct food hygiene and allergen requirements in place. |

**Section 2: Your Project**

**Which locations do you plan to deliver your activities from?**

Please provide names and addresses of all the locations you plan to use (including postcode).

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| Biddick and All Saints Wards Laygate areaHarton |

**Tell us why this project is needed in this location: include the reach and links you**

**already have in the identified community. Updated FSM mapping is available in the**

**guidance document.**

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| Biddick and All Saints ward is an area of significant deprivation (within the top 10% most deprived neighbourhoods in England – IMD 2019). The child poverty levels are more than double the national average (42% compared to 17%). Unemployment levels in the area are also more than double the national rates (7.6% compared to 3.65)The percentage of children in receipt of FSMs at XXXX is more than two and a half times the national figure and nearly double the figure for the whole of South Tyneside schools. In addition, over 70 pupils attend breakfast club every day.A significant number of pupils attending XXXXX move to the school part-way through their education. Many are learning English for the first time and an increasing number of pupils have complex SEND. Therefore, any additional opportunities for these pupils to feel part of the community would be advantageous.In terms of healthy weight, 26.9% (compared to 21.3% nationally and 25.2% for the whole of the Northeast) of pupils in South Tyneside at Reception age are classed as overweight or obese rising to 41.3% (compared to 36.6% nationally and 39.9% for the whole of the Northeast) in Year 6 (National Measurement programme, 2022/23). The figures for children from Black, Asian, and other culturally diverse backgrounds and those from the most deprived areas (identified through the Index of Multiple Deprivation) are higher which reflects the demographic of the pupils at Laygate Community School. These demographics also significantly impact the number of children who are likely to be active; only 42% of children from low affluent families are likely to be active compared to 52% from high affluent families and only 41/42%% of children from Black, Asian, and other culturally diverse backgrounds are likely to be active compared to 50% from White British/ White other backgrounds (Active Lives Children and Young People Survey, 2021/22).Therefore, as these demographics match those of the pupils at Laygate School (62% FSM, 20% SEND and 62% from Black, Asian, and other culturally diverse backgrounds) any opportunities to educate these young people about healthy eating and provide more opportunities for them to get active would benefit them enormously.It is apparent that many families struggle to provide their children with both healthy and nutritious food and opportunities for them to be physically active outside of school. In fact, one of the children that took part in the summer programme asked if they could take some fruit home for their siblings as their parents could not afford to buy fruit for them all to eat. The parents of children who came to the summer school also expressed their gratitude at having activities for their children to participate in.Some pupils also struggle with social and creative skills including communication, collaboration and problem solving when participating in physical activities and challenges requiring these skills. We plan to include daily activities developing these skills again reinforcing the need for the project at the school. |

**How will you identify and invite benefit related FSM children and families to book onto your programme? (NOTE universal free school meals in reception, Yr1 and Yr2 are not**

**applicable)**

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| The schools we will be working with will provide a list of qualifying children. Parents will be invited to a presentation about the programme then information and a consent form will be sent home. It will also be advertised on Facebook and X accounts. We will manage any queries/ help with completing application forms and will collect and collate the forms and send out letters confirming places. We are working with HAF to advertise all our activities on the booking platform Eventbrite. We also use our own database which includes children from past courses and any FSM families we are currently working with. We have a strong social media presence with over 7000 followers. This will be used to highlight the activities on offer and share a link to a booking page. During our summer 2023 programme 98% of our children were eligible for FSM’s. Many of the families attend other sessions, which gives us an opportunity to target directly and across our parent networks. We will ensure all marketing and communications is following the requirements of DfE and STC and will utilise the HAF toolkit. |

**How will you ensure capacity is maximised through communication and development strategies, such as maintaining waiting lists and combating non-attendance?**

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| * Local schools will provide support with filling in application/ consent forms
* Waiting lists will be created and parents contacted if places become available (by text or phone call)
* Social media will be used to advertise any places that become available
* Texts/emails will be sent out reminding parents of the arrangements and start date
* Texts/emails will be used/ calls made on the morning if children do not turn up
* Regular communication either face to face or via phone will be maintained with

parents* We will deliver assemblies showcasing what we will be doing during the project to
* Pre booking is essential, and we overestimate the number of bookings, in case of any non-attendance.
 |

**Will you be taking participants offsite?**

**If yes, please provide details below.**

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| We will be going to The Dunes for bowling at the end of our week. This will be risk assessed and we will ask parents to meet us there and pick the children back up again, so there are no travel responsibilities on the organisation. Our ratios for this will be 1 member of staff to 10 children and we will also include volunteers to support this, that have previously met due diligence. |

**Is your programme exclusively for children and young people with SEND?**

* **Yes**
* **No**

**If your programme is not exclusively for children/young people with SEND, how will you ensure your sessions are accessible and inclusive?**

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| We will endeavour to identify, understand, and break down barriers to participation and belonging by providing a welcoming environment and building relationships with the children so that they feel comfortable and able to communicate their needs. We will ensure that the children, whatever their background or situation, are able to participate fully in all aspects of the programme. For the physical activities we will adapt/ modify activities according to physical abilities including any disabilities to ensure all the children are included and so that they can achieve. We have experienced SEND staff who work with children of all abilities so we can accommodate children with additional needs. We will also contact parents to find out what additional needs the young person has and how best we can support them.In all activities we will modify language used and instructions given to account for cognitive/ language differences and, provide opportunities for both individual and group work within a physically, emotionally, and socially safe environment to ensure everyone engages.We will also provide appropriate food choices to accommodate different dietary preferences and needs. The venue is fully accessible.A member of staff will be employed to support SEND children; we aim to actively recruit at least 5 SEND children. |

**Please provide the breakdown of provision:**

**If this differs across different sites, please provide a separate copy for each venue, ensuring you are offering a minimum of 4 hours a day and not exceeding the maximum number of days:**

* **Christmas 4 hours x 4 days x 1 week**

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| --- | --- |
| **Dates of proposed delivery (from and to)****Note: The funding period is Tuesday 2nd January – Sunday 7th January 2024** | Tuesday 2nd January to Friday 5th January |
| **Total number of programme delivery days** | 4 |
| **Hours per child per day** | 4 |
| **Programme start time and finish time** | Start time: 10.00Finish time: 14.00 |
| **Age range of HAF participants that your programme can accommodate*****Includes reception – Yr11 (age 18 SEND)*** | Min. age: 7Max. age: 14 |
| **Number of daily HAF places available** |  25 |
| **Total number of HAF places available on the programme (number of days x daily HAF places)** | 100 |
| **Number of daily places funded by other sources (e.g., paid for places)** | 5 |

**Section 3: HAF programme framework of standards**

**The questions in this section relate to the Government’s HAF guidance and their standards for holiday provision which you can find here** [**Programme Standards**](https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2021#standards-for-holiday-provision)**. Please be explicit within your answers demonstrating how you will meet the standards:**

**Food provision:**

**What meals will you be providing as part of your HAF project?**

🗸 Breakfast

🗸 Lunch

☐ Tea/dinner

🗸 Snacks

**If you are making food on site, how will this be done? What processes will be put in place to ensure food safety and quality is maintained?**

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| We will store and prepare food in a specified area as per food safety standards (including a fridge/ freezer as used by school for breakfast club) and use plates, cups and cutlery supplied by the school which will be washed in a dishwasher after single use.We will keep up to date records of where and when the food is purchased, ensure both preparation and serving areas are cleaned and disinfected as well as food consumption areas.We will ensure our own personal hygiene when handling, preparing, and serving food.We understand hazards and will implement preventative measures to combat them. |

**Provide an example of a meal you will serve to demonstrate how you will adhere to the**[**School Food Standards**](http://www.schoolfoodplan.com/wp-content/uploads/2015/01/School-Food-Standards-Guidance-FINAL-V3.pdf)**.**

|  |
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| **Breakfast** Hot Food to include Pasta, Jacket Potatoes’ Panini’s, Noodles, Chicken Curry, Casserole, Vegetable Burgers, healthy Pizza’s!Toast using half/half breadLow fat spreadYoghurtsSemi-skimmed milkWaterApples/ Bananas/ Satsumas**Lunch**Half/ half bread/ wrapsLow fat spreadBreadsticksTunaHamCheese Snacks to include Water, Fruit, Sultana boxes,Cucumber healthy cereal barsLettuceTomatoesCarrot sticks1 x biscuitYoghurtWaterFruit Juice |

**Physical activities**

**Outline how your project will achieve the** [**recommended 60 minutes of daily physical activity**](https://www.gov.uk/government/collections/physical-activity-guidelines) **for participants.**

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| As a sports company we are delivering on the benefits of physical activity every day. We talk to children about healthy lives and looking after your body. Sessions include fun activities which focus on developing both skills, fitness and SAQ development. Our dance activities focus on routines, jumps, stunts, tumbles, footwork, and choreography.An example session would be:5 minutes leader led physical wake up/ shake up dance 45 minutes leader led physical activities/ sports 2 x 15 minutes active free play45 minutes leader led active physical challenges/ team building activitiesOur activities also support the development of resilience, co-operation, confidence building and wellbeing, through both competitive and non-competitive games and working together as a team. |

**Enrichment activities**

**Outline the enriching activities you plan to include in your programme. Providers should provide a balanced programme of activity e.g., if the primary focus is sport, how will you ensure the children are benefiting from a varied experience.**

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| Our sessions are designed not only to provide a free meal and physical activities, but to offer other enriching experiences that families may not otherwise have access too, hitting wider educational attainment. Enrichment gives children opportunities to try new and varied activities that develop character, resilience and motivation and encourage them to pursue wider goals. This could include coding, music, dancing, literacy, gardening, creative crafts/art, meditation and much more. Other examples are below:* Daily physical activities/ sports will change each day and will include for example modified athletics, netball, basketball, rugby, dodgeball, tennis, badminton, dance, and cheerleading activities.
* Physical challenges/ team building activities will change each day and will include for example orienteering, a scavenger hunt, trust and co-operation activities and activities that highlight the Eatwell plate, benefits of physical activity and the function of different organs.
* Daily arts/ craft activity each day and will include making hand puppets, wind chimes, key rings, hand/foot canvases and bag designing.
* Colouring in, drawing, wordsearches and play dough will be available all the time for when the young people have finished breakfast, lunch etc
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**Increasing awareness of healthy eating, healthy lifestyles, and positive behaviours**

**Outline how you will increase awareness of healthy eating, healthy lifestyles, and positive behaviours. This can include things such as getting children involved in food preparation, growing fruit/vegetables, taste tests and issue-based discussions.**

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| * Posters of the Eatwell plate will be displayed and discussed on the first day.
* Leaflets about each of the different food groups will be displayed and discussed on the first day.
* Children will prepare their own breakfast and lunch under the guidance of the leaders to ensure they try to follow the Eatwell plate.
* Fun, physical activities will teach the children about the functions of different organs of the body during exercise, creating healthy meals, the benefits of physical activity etc.
* During wake up shake up and physical/ sporting activities we will question the children about how their body feels and the physical and mental health benefits of taking part in daily 60 minutes physical activity.
* Growing food on site to educate the children in food and nutrition as well as environmental issues and sustainable living.
* Easy recipe cards and ideas are made available for children and families to cook at home.
* Coaches and players will speak about their experience around healthy eating and living and what contributes towards making it at an elite level.
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**Signposting and referrals**

**Through the activity sessions, organisations may need to signpost or make referrals to other services and support that may benefit the children and their families. STC will support providers to do this.**

**Please confirm your agreement to participate in this element of the HAF Programme:**

**Yes 🗸 No ☐**

**We will also require organisations to share an online post-activity feedback survey for parents/carers of attending HAF children. How will you signpost parents/carers to the survey?**

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| * Texts including information and link
* Paper slips including information and link to be given out at the end of the last session and in discussion with children
* Information and link posted on Facebook and X accounts with QR codes
* HAF banners to be displayed at the door with the details attached
* Hard copy forms for those parents that cannot access the internet
 |

**Safeguarding**

**DBS check declaration**

I confirm that all HAF delivery staff (both paid and volunteers) will hold a current Enhanced Disclosure and Barring Service (DBS) check and that I am not aware of any reason they should not work with children, young people, and adults.

🗸 Yes

**What will the staff to child ratios be for your programme and how will you ensure effective supervision?**

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| 1: 15 plus an additional staff member to support children with SEND (approx. 5)NSPCC recommended.* 4 - 8 years - one adult to six children.
* 9 - 12 years - one adult to eight children.
* 13 - 18 years - one adult to ten children.
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**Please detail your procedure for managing participants who may need medication on site, for example storage and labelling of medication.**

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| If a child attending HAF requires medication of any kind, their parent or carer must complete a **Permission to administer medicine** form in advance. Staff at the session will not administer any medication without such prior written consent.Ideally children should take their medication before arriving at the venue. If this is not possible, children will be encouraged to take personal responsibility for their medication, if appropriate. If children carry their own medication (e.g. asthma inhalers), the activity staff will offer to keep the medication safe until it is required. This will be stored in a safe, locked cupboard and all Inhalers must be labelled with the child’s name.**Prescription medication**HAF staff will normally only administer medication that has been prescribed by a doctor, dentist, nurse, or pharmacist. If a medicine contains aspirin, we can only administer it if it has been prescribed by a doctor. All prescription medication provided must have the prescription sticker attached which includes the child’s name, the date, the type of medicine and the dosage.**Non-prescription medication**If a child requires a non-prescription medication to be administered, we will consider this on a case-by-case basis after careful discussion with the parent or carer. We reserve the right to refuse to administer non-prescription medication. **Procedure for administering medication**A designated staff member will be responsible for administering medication or for witnessing self-administration by the child. The designated person will record receipt of the medication on a **Medication Log**, will check that the medication is properly labelled, and will ensure that it is stored securely during the session. Before any medication is given, the designated person will:* Check that the Club has received written consent
* Take steps to check when the last dosage was given
* Ask another member of staff to witness that the correct dosage is given.

When the medication has been administered, the designated person must:* Record all relevant details on the **Record of** **Medication Given** form
* Ask the child’s parent or carer to sign the form to acknowledge that the medication has been given.

When the medication is returned to the child’s parent or carer, the designated person will record this on the **Medication Log**.If a child refuses to take their medication, staff will not force them to do so. The programme lead and the child’s parent or carer will be notified, and the incident recorded on the **Record of** **Medication Given**.**Specialist training**Certain medications require specialist training before use, e.g. Epi Pens. We will not be able to administer this type of medication.**Changes to medication**A child’s parent or carer must complete a new **Permission to Administer Medication** form if there are any changes to a child’s medication (including change of dosage or frequency) and the **Medication Log** must be updated |

**Health and Safety**

**17. Do you comply with relevant health and safety regulations, including the Health & Safety at Work Act 1974 and associated regulations, have a written health and safety policy and recorded risk assessments?**

 🗸 Yes

* No

**18. Do you have procedures for accidents/emergencies and for reporting accidents/incidents?**

🗸 Yes

* No

**BUDGET**

**Total** **Value of Grant requested from HAF**

**£2420**

(**including food).**

*NOTE if STC provide your meals this will deducted from the Total when your grant payment is made at £4.50 per child.*

**Breakdown of Projected Expenditure**

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| --- | --- |
| Cost of Premises (including locking/unlocking of building costs) | £30 per hour x 4 hours x 4 days (caretaker entitled to triple pay due to Christmas holidays) **£480** |
| Cost of staffing your activity provision | £30 per hour x 4 hours x 4 days programme leaders x2 £960£10 per hour a 4 hours x 4 days SEND support £160**£1120** |
| Cost of Food (Max £5 per child)*Include this even if using STC* *catering services @ £4.50ph* | 25 children x £5 x 4 days**£500** |
| Cost of staffing your food provision | £35 per hour x 1 staff x 1 hour x 4 days£30 per hour x 1 staff x 1 hour x 4 days**£260** |
| Other sundry activity costs i.e., resources | School supplying sports equipmentArt/ craft resources**£60** |
| Training/Certification Costs |  |
| **TOTAL COSTS***Ensure this does not exceed £25 per child, per day and matches the amount requested above.* | **£2420** |

**Review and Declaration**

**Section 5: Declarations**

For the purposes of STC’s due diligence checks, I understand that I will be required to provide evidence that my organisation is eligible to receive public money and I will provide this evidence on request.

* Check box

I understand that STC may require further information about my programme, and I will provide this on request.

* Check box

I understand that if my programme is awarded funding I will be required to complete/provide level 2 food safety certificates and allergy awareness training certificates.

* Check box

I understand that if my programme is awarded funding, I will be required to confirm that all participating staff members and/or volunteers are Enhanced DBS checked and will provide documentation of this on request.

* Check box

I understand that if my programme is awarded funding STC reserves the right to carry out spot check monitoring visits to holiday clubs during the delivery period.

* Check box

I understand that if my programme is awarded funding, I will be required to report on the progress of the programme delivery, outcomes and impacts my programme achieves and submit a monitoring and evaluation report post-delivery.

* Check box

I understand that STC have the right to request financial information or audit the delivery of my programme to ensure public money is used for the purposes intended, and I confirm that I will co-operate fully with that process.

* Check box

Do you guarantee that participants or parents will not be required to agree any waiver or disclaimer which seeks to limit your liability for death or personal injury from your negligence.

* Check box

I am unaware of anything that prevents me from applying for Government funding and delivering to children and young people (or have disclosed any pertinent information upon application).

* Check box

**Please tick and send the required documents to** **haf@southtyneside.gov.uk** **evidencing how you will meet HAF programme minimum operating standards:**

🗸 Constitution or Governing Document (where applicable)

🗸 Most recent Annual Financial Report or set of audited accounts

* Children’s Safeguarding Policy Or

🗸 Adopt STC’s Safeguarding Policy

* Equalities and Diversity Policy Or

🗸 Adopt STC’s Diversity Policy

🗸 Complaint’s Policy

🗸 Health and Safety Policy

🗸 Data Protection Policy

🗸 Public Liability (5M) insurance certificate

🗸 Employers’ Liability (10M) insurance certificate