

# Sandy Lane Nursery and Forest School SEND Early Years Pupil Premium Strategy Statement

This statement details our school's use of Early Years Pupil Premium funding to help improve the attainment of our disadvantaged pupils with SEND.

It outlines our Early Years Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Early Years Pupil Premium had within our school.

## School overview

Detail	Data
School name	Sandy Lane Nursery and Forest School
Number of pupils in school	September 90 pupils
Number of children in specialist SEND provision	September 22 pupils
Proportion (%) of Early Years Pupil Premium eligible pupils with SEND	September 40%
Academic year/years that our current SEND Early Years Pupil Premium strategy plan covers	22-23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Marcia Atherton
SEND Early Years Pupil Premium Lead	Nikki Carney
Governor / Trustee lead	Rachael Ellison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2416.80
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£2416.80</b>

# Part A: Early Years Pupil Premium Strategy Plan

## Statement of intent

Our intention is for all children with SEND at Sandy Lane Nursery and Forest School, irrespective of their background or the challenges they may face, make good sustained continued progress and achieve high attainment in all development areas.

We are based in the centre of Warrington and our catchment is within the 20% most deprived in the borough. We are aware of the challenges and barriers faced by our particularly vulnerable children and their families. We, as a team, work consistently and tirelessly with our families, to support them to overcome the hurdles they face and this is the case for all of our families, irrespective of need and regardless of whether they are considered disadvantaged or not. All our families matter. We work hard to ensure that our vulnerable families caring for children with SEND fully understand the needs of their own children and the support that is available to them in our local area. This includes liaising with many outside agencies including paediatricians, SALT, OT, Physiotherapist, Educational Psychologist, SEND outreach Team, Family support workers and charities such as Homestart. Parents are invited into nursery in the Autumn to discuss school applications for children with SEND so that they are clear on the process and the schools available to their child. This is often an anxious time for all carers of children with SEND especially our most vulnerable families. We ensure that they feel supported throughout the process.

The approaches and activities set out in this plan are intended to focus on the areas we consider to be hindering the closure of the disadvantage attainment gap. The majority of our cohort this year have a diagnosis or are being assessed for ASD. All of our children have a speech, language and communication delay. Most of the children have sensory processing difficulties and either seek or avoid sensory input. Our children with SEND have delayed play skills and require high levels of support to access and engage with appropriate resources. Our children are very own agenda focussed and require adult support to access activities/ direct teaching. Our intervention plans will ensure that our most affected children can begin to achieve and progress at the same rate as their peers.

Our strategy works in unison with the curriculum the setting offers to all children with all staff taking responsibility for monitoring and raising the expectations of our disadvantaged children and their families.

Children eligible for EYPP with SEND are identified early upon entry to the setting and appropriate interventions and health plans implemented as soon as is possible. Pupils are challenged and supported with achievable interventions intended to excite them

and nurture a lifelong learning journey. Children’s attainment is monitored and achievements celebrated.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Delayed speech and language skills.
2	Delayed play skills and poor task involvement.
3	Delayed physical development and gross-motor skills.
4	Sensory processing difficulties
5	Appropriate resources not available.
6	Attendance reduced due to illness or medical appointments.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved communication skills as appropriate to individual child’s level of ability.	By the end of academic year 2022/23 our data will show that all children with SEND eligible for EYPP will have met or exceeded their personal targets for communication and language.
Improved and increased play and learning experiences available to children with SEND eligible for EYPP as appropriate.	By the end of academic year 2022/23 our data will show that all children with SEND eligible for EYPP will have met or exceeded their personal targets for understanding the world (play and exploration).
Children demonstrating increased confidence and skills in relation to their physical development and gross-motor ability.	By the end of academic year 2022/23 our data will show that all children with SEND eligible for EYPP will have met or exceeded their personal targets for physical development.
Children accessing a range of experiences which meet individual sensory processing needs.	By the end of the academic year 2022/23 our data will demonstrate that children’s sensory needs are being met and levels of well-being and task engagement have improved.
Children accessing a greater range of developmentally appropriate resources and experiences and demonstrating improved skills.	By the end of academic year 2022/23 our data will show that all children with SEND eligible for EYPP will have met or exceeded their personal targets for understanding the world.

## Activity in this academic year

This details how we intend to spend our Early Years Pupil Premium for children with SEND **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff trained delivering intensive interaction intensive interaction	<p>The use of Intensive Interaction with people with learning disabilities including ASD has been positively evaluated and is supported by MENCAP.</p> <p>Intensive Interaction is a practical approach to interacting with people with learning disabilities who do not find it easy communicating or being social. The approach helps the person with learning difficulties and their communication partner to relate better to each other and enjoy each other's company more. It helps them develop their communication abilities. In Intensive interaction the carer, support worker, speech and language therapist or teacher works on being a better communication partner and so supports the person with learning disabilities develop confidence and competence as a communicator. Intensive interaction is a fun process. The communication partner is guided by what we know about how communication ordinarily develops for young children. S/he applies this knowledge in a way that is sensitive and respectful to the person with learning disability, whatever their age.</p>	1,2
Staff member trained to become an accredited attention autism teacher	<p>Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It is recommended by many Educational Psychologists. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. Gina's primary objective is that the sessions are fun and "offer an irresistible invitation to learn"!</p> <p>Aims of Attention Autism</p> <ol style="list-style-type: none"> <li>1. To engage attention</li> <li>2. To improve joint attention</li> <li>3. To develop shared enjoyment in group activities</li> <li>4. To increase attention in adult-led activities</li> <li>5. To encourage spontaneous interaction in a natural group setting</li> <li>6. To increase non-verbal and verbal communication through commenting</li> <li>7. To build a wealth and depth of vocabulary</li> </ol>	1,2

	<p>8. To have fun</p> <p>This approach is supported by the National Autistic Society.</p>	
TEACCH delivered daily by qualified staff member.	<p>The TEACCH Autism Programme was developed in the 1960's by Dr Eric Schopler. It is now a comprehensive clinical and psychoeducational programme for supporting people with autism.</p> <p>The TEACCH Autism Programme's philosophy views autism as a culture, and therefore a key assumption is that the environment and daily activities need to be adapted to meet the unique needs and strengths of individuals with autism.</p> <p>Research confirms that students with autism tend to have a visually based learning style. The TEACCH Autism Programme aims to facilitate learning through a visual and structured teaching approach. The methods can be adapted to suit all ages and ability levels.</p> <p>The TEACCH approach is supported by The National Autistic Society.</p>	1,2

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In house PECS support/training offered to all staff members.</p> <p>PICS for PECS CD in use to ensure that symbols in use are up to date and more appropriate.</p> <p>Other PECS resources to be purchased as appropriate, e.g. motivating activity bags.</p>	<p><b>PECS is an approach that develops early expressive communication skills using pictures</b> More than using pictures for visual support, PECS is a functional communication system that develops important communication and social skills.</p> <p><b>PECS is appropriate for people of all ages with a wide range of learning difficulties</b> Originally developed for pre-school children with autism, PECS is now being successfully used with adults and children with a range of communication difficulties. It's never too late to start PECS, which can be used in conjunction with other approaches such as TEACCH, Portage, ABA.</p> <p><b>PECS is based on a tried and tested model</b> One reason for the success of PECS is the integration of theoretical and practical perspectives from the fields of applied behaviour analysis (ABA) and speech and language therapy. With a functional perspective, PECS focuses on important and meaningful communication that is initiated by the student rather than being dependent on prompts from another person.</p> <p><b>PECS focuses on communication that is relevant and motivating to each student</b> Students are taught to exchange pictures for things they want in their environment. For example, if they want a drink they will give a picture of a drink to an adult who will then give them a drink.</p> <p><b>PECS teaches students to initiate, as spontaneous communication is the goal</b></p>	1,2

	<p>Using this 'exchange' format, skills that are critical to communication, such as approaching another person, interacting with that person, and doing this spontaneously, are incorporated from the start.</p> <p>This approach is supported by The National Autistic Society and EEF HLP15.</p>	
Improved and increased sensory experiences available to children with SEND eligible for EYPP as appropriate.	<p>Sensory play allows children to engage with their environment, develop social skills, language and learn. For children with special educational needs where a child's ability to learn in the same way as their peers is affected, sensory play can be highly beneficial.</p> <p>As children learn to use their senses more and more, the better they become at exploring the world via those senses. For instance, if a child with SEN is more open to tactile learning, then teaching with this in mind will be beneficial to their individual development.</p>	2,4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional resources to be purchased to enable staff to offer more opportunities for children to engage in challenging physical play.	<p>Physical activity promotes:</p> <ul style="list-style-type: none"> <li>• Healthy growth and development</li> <li>• Better self-esteem</li> <li>• Stronger bones, muscles and joints</li> <li>• Better posture and balance</li> <li>• A stronger heart</li> <li>• A healthier weight range</li> <li>• Social interaction with friends</li> <li>• Learning new skills while having fun</li> </ul> <p>Better focus and concentration during school</p>	1,2,3,4,5
Additional resources to be purchased to meet the sensory processing needs that individual children have, e.g. in response to guidance given by OT and based on practitioners' knowledge.	<p>Sensory processing disorder is a condition in which the brain has trouble receiving and responding to information that comes in through the senses.</p> <p>Some people with sensory processing disorder are oversensitive to things in their environment. Common sounds may be painful or overwhelming. The light touch of a shirt may chafe the skin.</p> <p>Others with sensory processing disorder may:</p> <p>Be uncoordinated</p> <ul style="list-style-type: none"> <li>• Bump into things</li> <li>• Be unable to tell where their limbs are in space</li> <li>• Be hard to engage in conversation or play</li> </ul> <p>Sensory processing problems are usually identified in children. Sensory processing problems are</p>	4,5

	<p>commonly seen in developmental conditions like autism spectrum disorder.</p> <p>In nursery we offer daily sensory circuit sessions. These are short and snappy sensory motor experiences that help to set children up for a school day. It enables children to reach the level of alertness needed to concentrate during learning.</p> <p>The use of sensory circuits is supported by the NHS and Bridgewater Occupational Therapists working with our children with SEND.</p>	
Additional resources to be purchased in relation to children's levels of attainment and identified gaps in learning when assessments are reviewed.	Engagement in developmentally appropriate resources will promote increased attention span and task involvement. There will also be opportunities for experiences to be shared with other children. This will also promote the development of social skills.	1,2,3,5

**Total budgeted cost: £2500.00** (total of all of the above) subsidised by the school

## Part B: Review of outcomes in the previous academic year

### SEND Early Years Pupil Premium Strategy Outcomes

This details the impact that our Early Years Pupil Premium activity had on pupils with SEND in the 2021 to 2022 academic year.

Communication and Language assessment/ tracking: In September 0% of our EYPP children with SEND had an effective way of communicating their needs and wants. Now 100% of EYPP children with SEND can follow visuals for routine. Visuals are displayed in each area of the classroom and referred to during transitions. This progress has been a result of effective personal plan targets and daily bespoke interactions working towards targets. In September 0% of EYPP with SEND children could communicate using PEC's cards. Data now shows 66% of our EYPP children with SEND can consistently make a choice using PEC's cards. Children not using PEC's cards are not developmentally ready but will tolerate hand over hand support to make requests.

Following staff research resources have been purchase to provide an increased range of stimulating and motivating resources. EYPP children with SEND are discussed each week in planning meetings and activities are planned that will support the children to meet their agreed personal plan targets. Staff monitor wellbeing and involvement daily to ensure all children will meet their potential, concerns are identified and discussed with the room leader. Children's progress is recorded and shared with parents on tapestry. In September 0% of EYPP children with SEND could engage in an activity for up to 1 minute. Data now shows that following targeted bespoke interactions and TEACCH activities 100% of EYPP children with SEND can engage in an adult directed activity for at least 3 minutes.

Physical Development assessment/tracking:

In September 66% of EYPP children with SEND would access large play equipment. Following the purchase and use of new physical equipment and daily interventions all EYPP children with SEND have improved in physical development. Data now shows 100% of EYPP children with SEND now have the confidence to complete a simple obstacle course in the play court and outside in the garden.

In September data shows that 0% of EYPP children with SEND could maintain attention at an activity for at least 1 minute. Following bespoke sensory input each morning and when needed throughout the session data now shows that 100% of EYPP children with SEND can now maintain attention on a directed activity for at least 3 minutes. Sensory activities were offered to children during the session if children to be calmed or to raise energy levels to improve engagement in the activities on offer. New resources have been purchased and are in use every day.

100% of staff are now confident providing developmentally appropriate activities for children with SEND. Children's progress has been recorded using tapestry observations and planning has ensured that resources are available that promote their next steps. During learning walks adults could confidently talk about children's prior learning and how the activities, resources and interactions supported next steps in learning for children with SEND. All of our EYPP children with SEND have an increased tolerance of wet and dry sensory experiences. They can all actively explore our environment selecting activities/ resources that they find motivating and engage with them in an appropriate way.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*



Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*