

Early Years' Pupil Premium (EYPP) SEN strategy statement

SEND PROVISION

1. Summary information					
School	Sandy Lane Nursery and Forest School (Rainbow Room)				
Academic Year	2021/22	Total PP budget (approximate)	£900	Date of most recent EYPP Review	December, 2021
Total number of SEN pupils	19	Number of SEN pupils eligible for EYPP	3	Date for next internal review of this strategy	July, 2022

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Delayed speech and language skills.
B.	Delayed play skills and poor task involvement.
C.	Delayed physical development and gross-motor skills.
D.	Sensory processing difficulties
E.	Appropriate resources not available.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance reduced due to illness or medical appointments.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved communication skills as appropriate to individual child's level of ability.	By the end of academic year 2021/22 our data will show that all children eligible for EYPP will have met or exceeded their personal targets for communication and language.

3. Desired outcomes		
B.	Improved and increased play and learning experiences available to children eligible for EYPP as appropriate.	By the end of academic year 2021/22 our data will show that all children eligible for EYPP will have met or exceeded their personal targets for understanding the world (play and exploration).
C.	Children demonstrating increased confidence and skills in relation to their physical development and gross-motor ability.	By the end of academic year 2021/22 our data will show that all children eligible for EYPP will have met or exceeded their personal targets for physical development.
D.	Children accessing a range of experiences which meet individual sensory processing needs.	By the end of the academic year 2021/22 our data will demonstrate that children's sensory needs are being met and levels of well-being and task engagement have improved.
E.	Children accessing a greater range of developmentally appropriate resources and experiences and demonstrating improved skills.	By the end of academic year 2021/22 our data will show that all children eligible for EYPP will have met or exceeded their personal targets for understanding the world.

4. Planned expenditure	
Academic year	2021/22
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

4i Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved communication skills as appropriate to individual child's level of ability.	<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>PECS is an approach that develops early expressive communication skills using pictures</p> <p>More than using pictures for visual support, PECS is a functional communication system that develops important communication and social skills.</p> <p>PECS is appropriate for people of all ages with a wide range of learning difficulties</p> <p>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</p>	<ul style="list-style-type: none"> • Targets will be in place for specific children. • Staff will be supported by trained staff members to implement strategies. • Children's responses and progress will be monitored and attainment levels reviewed termly. • PECS resources to be purchased to support children's engagement. 	SENDCo	<p>Dec 2021/January 2022 – identify children and intervention strategies in place</p> <p>Ongoing ½ termly progress data reviewed to evaluate impact</p>

4i Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
		<p>start PECS, which can be used in conjunction with other approaches such as TEACCH, Portage, ABA.</p> <p>PECS is based on a tried and tested model</p> <p>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>PECS focuses on communication that is relevant and motivating to each student</p> <p>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>PECS teaches students to initiate, as spontaneous communication is the goal</p> <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>			
Improved and increased sensory experiences available to children eligible for EYPP as appropriate.	<p>Ongoing research and training to be completed in relation to developing further the sensory experiences that we offer to children with the aim of meeting their sensory processing needs.</p> <p>Additional resources to be purchased as appropriate</p>	<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</p>	<ul style="list-style-type: none"> • Targets will be in place for specific children. • Children's responses and progress will be monitored and attainment levels reviewed termly. • Sensory resources to be purchased with the aim of promoting engagement. • Sensory room booked each morning for Rainbow Room intervention to take place. 	SENDCo	<p>Dec 2021/Jan 2022 – identify children and intervention strategies in place</p> <p>Ongoing ½ termly progress data reviewed to evaluate impact</p>

4i Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	and offered to children in an ongoing manner. BN to complete daily sensory integration experiences with targeted children	tactile learning, then teaching with this in mind will be beneficial to their individual development.			
Children demonstrating increased confidence and skills in relation to their physical development and gross-motor ability.	Additional resources to be purchased to enable staff to offer more opportunities for children to engage in challenging physical play.	Physical activity promotes: <ul style="list-style-type: none"> • Healthy growth and development • Better self-esteem • Stronger bones, muscles and joints • Better posture and balance • A stronger heart • A healthier weight range • Social interaction with friends • Learning new skills while having fun • Better focus and concentration during school 	<ul style="list-style-type: none"> • Targets will be in place for specific children. • Children's responses and progress will be monitored and attainment levels reviewed termly. • Progress and engagement shared with parents via Tapestry. • Resources which offer opportunities for physical play and challenge to be purchased. 	SENDCo	Dec 2021/Jan 2022 – identify children and intervention strategies in place Ongoing ½ termly progress data reviewed to evaluate impact
Children accessing a range of experiences which meet individual sensory processing needs.	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"> • Bump into things • Be unable to tell where their limbs are in space • Be hard to engage in conversation or play 	<ul style="list-style-type: none"> • Targets will be in place for specific children. • Children's responses and progress will be monitored and attainment levels reviewed termly. • Resources to be purchased which can be used during sensory integration activities. 	SENDCo	Dec 2021/Jan 2022 – identify children and intervention strategies in place Ongoing ½ termly progress data reviewed to evaluate impact

4i Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
		Sensory processing problems are usually identified in children. Sensory processing problems are commonly seen in developmental conditions like autism spectrum disorder. 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.			
Children accessing a greater range of developmentally appropriate resources and experiences and demonstrating improved skills.	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.	<ul style="list-style-type: none"> • Targets will be in place for specific children. • Children's responses and progress will be monitored and attainment levels reviewed termly. 	SENDCo	Dec 2021/Jan 2022– identify children and intervention strategies in place Ongoing ½ termly progress data reviewed to evaluate impact

5. Review of expenditure

5i Quality of teaching for all				
Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total cost
Improved communication skills as appropriate to individual child's level of ability.	The use of PECS: <ul style="list-style-type: none"> • the identification of motivators; • use of PECS CD and symbols • consistent use of PECS by appropriate children during the nursery session; • successes and strategies to be shared with parents. 	Personal Plan targets and assessments BSquared assessments Photographic evidence Observations, e.g. Tapestry	Children will be more able to express their needs and make choices and requests. This will also impact positively on the child's ability to engage socially with others.	£100

5i Quality of teaching for all				
Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total cost
Improved and increased sensory experiences available to children eligible for EYPP as appropriate.	The use of a range of sensory resources which promote exploration via all the senses.	<ul style="list-style-type: none"> • Observations. • Assessment updates, e.g. PPs and BSquared. • Tapestry. 	Children will be more able to effectively explore the environment and engage in offered experiences as a result of increased positive sensory play experiences.	£200
Children accessing a greater range of developmentally appropriate resources and experiences and demonstrating improved skills.	The introduction of appropriately challenging resources.	<ul style="list-style-type: none"> • Observations. • Assessment updates, e.g. PPs and BSquared. • Tapestry. 	Children achieving higher levels of attainment in relation to task involvement, attention and listening and also early numeracy and literacy skills.	£300
Children demonstrating increased confidence and skills in relation to their physical development gross-motor ability.	The introduction of varied and appropriately challenging resources.	<ul style="list-style-type: none"> • Observations. • Assessment updates, e.g. PPs and BSquared. • Tapestry. 	Children will be engaging in an enhanced range of activities which promote the development of gross motor confidence and ability.	£100
Children accessing a range of experiences which meet individual sensory processing needs.	The introduction of additional sensory resources as identified by OT and in response to practitioner knowledge and assessment of children's needs.	<ul style="list-style-type: none"> • Observations. • Assessment updates, e.g. PPs and BSquared. • Tapestry. 	Children, as appropriate, will be engaging in a wider range of sensory experiences and using more equipment. This will be supporting their individual sensory needs and supporting them to have increased well-being and greater levels of task engagement.	£200
Total budgeted cost				£900

6. Evaluation (July 2022)

Evaluation of Progress		
A	Improved communication skills as appropriate to individual child's level of ability.	<p><u>Communication and Language assessment/tracking:</u></p> <p>In September 0% of our EYPP children had an effective way of communicating their needs and wants. Now 100% of EYPP children 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 children could communicate using PEC's cards. Data now shows 66% of our EYPP children 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.</p>
B	Improved and increased play and learning experiences available to children eligible for EYPP as appropriate.	Following staff research resources have been purchase to provide an increased range of stimulating and motivating resources. EYPP children 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

Evaluation of Progress		
		with parents on tapestry. In September 0% of EYPP children 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 can engage in an adult directed activity for at least 3 minutes.
C	Children demonstrating increased confidence and skills in relation to their physical development and gross-motor ability.	<u>Physical Development assessment/tracking:</u> In September 66% of EYPP children would access large play equipment. Following the purchase and use of new physical equipment and daily interventions all EYPP children have improved in physical development. Data now shows 100% of EYPP children now have the confidence to complete a simple obstacle course in the play court and outside in the garden.
D	Children accessing a range of experiences which meet individual sensory processing needs.	In September data shows that 0% of EYPP children 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 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.
E	Children accessing a greater range of developmentally appropriate resources and experiences and demonstrating improved skills.	100% of staff are now confident providing developmentally appropriate activities. New resources 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. All of our EYPP children 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.