

Early Years Inclusion Fund Evaluation - EYIFE-648090628

Your reference number is EYIFE-648090628

Thank you for Submitting Early Years SEN Inclusion Fund Evaluation form.
Please see a summary of your case below.

Child Details

First Name	Surname	Dob
Sami	Smith	16/01/2022

Initial Case Details

Reference Number for Initial Application	Date of previous agreement	Previous Inclusion funding allocation(hours)
EYIFA-605251664	15/04/2024	5 hours for 15 funded hours attendance a week

Has the County Council agreed to carry out an Education Health Care Needs Assessment? Yes

Please provide the date that the agreement to assess was issued: 22/07/2024

Date Request was Sent: 18/09/2024

Current Setting Details

Name of Setting	Date child started at setting	Number of Nursery Education hours accessed per week	Attendance Pattern	Type of Setting
Terrific Tots Preschool	04/01/2024	15	Mon and Tues 9-1 Thursday 9-4	PVI Sector

Requester Details

First Name	Surname	Email	Telephone No:	Position
Rebecca	Jones	rebecca.jones2@derbyshire.gov.uk	01234-567890	senco

Is the child in receipt of disability access funding (DAF)? Yes

Please state how the DAF has been spent to support the child's needs We have paid for bespoke sensory processing needs training for the who setting and have bought a range of resources to support Sami's SPN including a wobble board, peanut ball and chewelery.

Is the child Attending another Setting: No

Details of the child's special educational needs: Sami is on the waiting list to be seen by a Pediatrician as part of the ND pathway. We observe that he has differences in communication, language, social interaction and play skills.

Communication and Language: (musical notes icon) Around 12 months, does the baby take turns by babbling and using single words? Does the baby point to things and use gesture to show things to adults and share interests?

Sami makes babbling sounds using the consonants "m" and "d" when he is playing and he has sometimes repeated a "whee" sound made by an adult. Sami requests objects by taking an adult towards something he wants but if the adult is not able to interpret what he wants, he can become very upset. Sami knows that it is snack time when he sees his cup and home time when he sees his bag. He needs an adult to show him what is happening next so that he understands the instructions given to the group. Sami responds and shows anticipation in tickle games and rhymes such as "round and round the garden" but does not seek to repeat the game.

Personal, social and emotional development: (footprints icon) Between the ages of two and three does the child start to enjoy the company of others and want to play with them? (star icon) Does the child take a toy to a familiar adult for them to make it work, enjoy sharing new experiences with a range of adults and begin to copy actions in play activities with adults, occasionally sharing resources? Sami seems happy to be in Nursery and does not become distressed when separating from parents. He will engage with staff in peek a boo games and enjoys a game where he runs to an adult to be picked up and swung round. Sami plays alongside other children and does not appear to notice them unless they have a toy he wants. He will then try and take the toy and become very distressed if he can't have it. When Sami is upset he shows this by crying, throwing himself on the floor and banging his head against any available surface. He accepts adult support to calm and this can take quite a while. We haven't identified a consistent trigger for this happening but we have found that giving him a foot rub and talking very quietly to him to reassure him helps him calm down sooner. Sami will occasionally turn when his name is called but this isn't a consistent response.

Physical development: (bucket and spade icon) Does the child hold cup and drink without much spilling, scoop food into a spoon independently and accept food from a fork?

Sami runs and climbs with ease and needs an adult to be close by to keep him safe when he climbs on things that are not designed for climbing on. Sami is not yet aware when his nappy is wet or soiled. He is able to hold a lidded cup but will frequently pour it out rather than drink from it. He has a few preferred foods and brings a packed lunch from home.

Foundational learning

I have a unique personality, interests, and strengths. Although I am beginning to develop self-regulation strategies, I still need a lot of support. I am secure in the relationship with my family and my key workers in nursery. I will persevere when playing with my favourite toys but not when the activities are unfamiliar.

Although I enjoy cause and effect toys, I need help to understand that my reactions affect others. I need support to make choices and am beginning to make a choice from a toy I like and something that doesn't interest me. I need a lot of reassurance both verbally and with visual supports so that I can understand what is going to happen next in an activity or in the daily routine.

I engage in my favoured activities with lots of focus and intent, for example, taking a lot of time to carefully position objects in a line at a certain level and checking back to make sure that they haven't moved. I like to keep my toys to myself.

In addition: We have had SPN training as a whole staff and have carried out a sensory audit and the 'what you might see' documents. We now have a sensory plan in place for Sami. He is really motivated to pursue his fascinations and can become absorbed in lining up objects with a lot of care and precision. He becomes distressed if he has to move on from a favoured activity without warning and needs pre-warning and a countdown to support him to manage these transitions.

Professionals supporting the child in the setting

None at present - we have referred Sami to the specialist teaching service (EYSEN) and are waiting for a speech and language assessment as part of the neurodevelopmental pathway.

Outcomes

Learning Outcome	How has the adult supported this child to work towards this learning outcome	Progress made towards outcome
<p>Sami will engage in a wider range of nursery activities when he has had the opportunity to co-regulate his senses with an adult.</p>	<p>The adult has supported Sami to access the peanut ball and wobble board and then have a calming foot rub before introducing Sami to different areas of the room/different activities. The adult makes sure that there are some resources that Sami likes, basing new activities on his interest in vehicles.</p>	<p>Sami will now access the sand tray when the cars are in it and also has spent time at the water tray with the plastic trucks. He has been supported to access other types of vehicles and now will engage with the wooden train and track and likes to make a long train with as many carriages and engines as possible.</p>
<p>Sami will accept an adult playing alongside him when the adult uses their own resources.</p>	<p>The adult has joined Sami in a non directive way and imitated Sami's play with their own resources. e.g. if Sami was lining up cars and studying them, the adult would imitate this using the farm animals to line up.</p>	<p>Sami is now happy to let an adult play with their own resources next to him and sometimes pauses what he is doing to see what the adult is doing. He has started to realise when he is being imitated and then will do another action and wait and watch to see if the adult copies him again.</p>
<p>Sami will gain confidence in the routines and transitions of preschool when supported by visual aids and simple keyword language.</p>	<p>We have used consistent objects for 5 different routines (plate - snack/food time; nappy - bathroom time; piece of artificial grass - outside play; Sami's bag - hometime; jingle bells - song time) We show them to Sami before the activity is going to start and tell him 'Sami, it's nearly time for...' we let him take the object if he wants it. Shortly after that we go back to him and show him the object again and say 'Sami it's time for...'</p>	<p>Sami is starting to respond really well to this consistent approach - he will go to the door where Mum comes to fetch him when he is shown his bag and told it's hometime. He loves outside so doesn't need to be shown the artificial grass twice - he goes straight to the outside door and tries to open it by pushing against it. He is less motivated by the other activities but will accept an adult leading him by the hand to them most of the time.</p>

Recommendations after evaluation Progress made toward some outcomes, but barriers remain. Further funding requested.

New Learning Outcomes

Learning Outcome	How will the adult support this child to work towards this learning outcome	Please identify times per session for the outcome
Sami will become more independent to access his sensory resources when he needs to regulate.	The adult will start to use an object of reference for sensory processing activities and use this to invite Sami to access the resources in his sensory corner, gradually reducing the level of support that is needed for Sami to access and engage with them.	4 x 5 mins per 3 hour session
Sami will start to imitate an adult's actions when an adult extends his play actions in non directive play.	The adult will continue to join Sami in playing alongside with their own set of resources, imitating what Sami does. They will start to introduce another action into what they are doing to see if Sami copies.	2 x 5 mins per 3 hour session
Sami will become more confident in more of the transitions in the nursery day when a signature song is used as well as visual supports.	For the transitions that Sami is less keen on the adult will sing a little song or rhyme each time to accompany the use of the object of reference. The pre-warning will be done as currently and then the song added when we go back to Sami and say 'Sami it's time for...'	10 x 3 minutes per 3 hour session

Are all outcomes added above? Yes

Please provide the total number of weekly hours for all outcomes combined: 1 hour per session = 5 hours a week

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