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: 43 3-4 year olds, 23 2 year olds Number of children in specialist SEND provision: 19 85 children in total	September 19 pupils in SEND provision
Proportion (%) of Early Years Pupil Premium eligible pupils with SEND	September 32 % (6 children)
Academic year/years that our current SEND Early Years Pupil Premium strategy plan covers	24-25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	Autumn £856
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£2658 (Autumn allocation x3)

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 and Family support workers. 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. Many of our children SEND find it difficult to self-regulate which has an impact on their wellbeing and academic progress, staff spend a great deal of time introducing and embedding self- regulation skills. 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 in December 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	Inability to self-regulate
6	Alertness/arousal difficulties

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. All EYPP children with SEND will have personal plan targets across the year that support the following intended outcomes.

Intended outcome	Success criteria
Improved communication skills as appropriate to individual child's level of ability.	By the end of academic year 2024/25 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 2024/25 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 2024/25 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 2024/25 our data will demonstrate that children's sensory needs are being met and levels of well-being and task engagement have improved.
Children access enhanced support to teach the skills of self-regulation.	By the end of academic year 2024/25 our data will show that all children with SEND eligible for EYPP will have met or exceeded their personal targets for PSHE. Children's well-being will be

	high. There will be a reduction in emotional dysregulation. All children will have a sensory circuit plan written and attend at least 3 sessions per week.
Children regularly access sensory circuits (3x per week) to support alertness/arousal so that children are able to engage in learning	By the end of the academic year 2024/25 our data will show all children with SEND eligible for EYPP will have demonstrated greater task involvement and can maintain attention for up to 3 minutes on adult directed and independent tasks.
Parents of SEND children with ASD diagnosis attend Early Bird Training delivered by KM and NC.	By the end of the academic year 2024/25 parents will be confident in supporting their autistic child with behaviour, engagement and self-regulation. Parents will have a tool kit of strategies they can use. Parents will have completed the entire course. Feedback/questionnaires will be positive regarding the intervention.

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:£1301

£210 training
£100 X5 half day supply cover £500

£300 TEACCH resources

£291 Attention autism resources

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive Interactions taken place daily by a qualified member of staff	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	1,2

	and respectful to the person with learning disability, whatever their age. **Research evidence** **MENCAP supports the use of intensive interaction as an intervention for children with SEND** Research Intensive Interaction is based on research showing the style of interaction that is connected with effective learning for infants (in Western culture). The use of this style in Intensive Interaction with people with learning disabilities has been positively evaluated. Nind's (1996) study showed that the participants developed behaviours that helped to sustain interactions (looking, smiling, vocalizing), developed their ability to be engaged in interaction and learned to initiate social contact. They made advances in their ability to communicate needs and preferences, their vocal imitation, and communication through sounds and gestures. In some cases, stereotyped behaviour reduced.	
Staff member trained to become an accredited attention autism/ curiosity approach teacher £210 training £100 X5 HALF DAY SUPPLY COVER £500	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"! Aims of Attention Autism 1. To engage attention 2. To improve joint attention 3. To develop shared enjoyment in group activities 4. To increase attention in adult-led activities 5. To encourage spontaneous interaction in a natural group setting 6. To increase non-verbal and verbal communication through commenting 7. To build a wealth and depth of vocabulary 8. To have fun	1,2
TEACCH delivered daily by qualified staff member.	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. 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. 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.	1,2

Staff member trained to deliver Sensory Circuits, provide and write plans for individual children.	Sensory circuits are physical activities that help to alert, organise and then relax children's senses. Sensory circuits are similar in function to a gym circuit, but instead of focussing on fitness, they focus on supporting arousal. Arousal is the body's level of alertness and it can range from sleeping to highly stressed. In order to learn, a student needs to have adequate arousal to focus. Sensory circuits can help students with this. Sensory circuits have evolved from the sensory diet concept. Sensory diets are a set of specific sensory strategies created for one student to help to support their readiness to learn. The term 'diet' was used to liken sensory needs, often movement, to the body's need for food as fuel. Some children benefit from additional sensory input as fuel for learning. A well designed sensory circuit will support each child's individual arousal needs. So, if the student needs to increase their arousal, the circuit should support this. If they need to get organised, the activities in the circuit should help with this. For individuals who are sensitive, it should help them to calm down	5
Staff member trained to support children with self-regulation.	Self-regulation involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal. Self-regulation grows out of co-regulation, where adults and children work together toward a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance. The foundations of emotional and cognitive self-regulation in the early years are integrally tied together, and both are necessary for behavioural self-regulation. A pedagogy which includes co-regulation strategies will help children develop self-regulatory skills. There is no single definition of self-regulation, with aspects of it being referred to in many different ways – including impulse control, behavioural control, emotional competence, self-direction, and executive function. While there are other domains such as biological self-regulation (e.g. babies building their ability to regulate body temperature and recognising body sensations such as hunger), it can be most helpful to focus on the interlinked aspects of emotional self-regulation and cognitive self-regulation, and how these work together to enable children to manage thoughts, feelings and behaviour.Self-regulation involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal. The rapid brain development which takes place in early childhood paves the way for the growth of self-regulation, which develops both through the maturing of the brain's neural systems and through opportunities to practice.	6

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

Budgeted cost:£460

Workshop 2 days supply £360

Resources £100

Activity	Evidence that supports this approach	Challenge number(s) addressed
In house PECS support/training offered to all staff members. PICS for PECS CD in use to ensure that symbols in use are up to date and more appropriate. Other PECS resources to be purchased as appropriate, e.g. motivating activity bags.	**PECS is an approach that develops early expressive communication skills using pictures** More than using pictures for visual support, PECS is a functional communication system that develops important communication and social skills. **PECS is appropriate for people of all ages with a wide range of learning difficulties** 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. **PECS is based on a tried and tested model** 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. **PECS focuses on communication that is relevant and motivating to each student** 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. **PECS teaches students to initiate, as spontaneous communication is the goal** 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. **Research Evidence** **EEF HLP15** Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.	1,2

Improved and increased sensory experiences available to children with SEND eligible for EYPP as appropriate. Staff member to deliver parent workshop	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. 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.	2,4

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

Budgeted cost: £897

£697 Physical playground equipment

£200 Sensory resources

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.	Physical activity promotes: • 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	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.	Sensory processing disorder is a condition in which the brain has trouble receiving and responding to information that comes in through the senses. 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. Others with sensory processing disorder may: Be uncoordinated • Bump into things • Be unable to tell where their limbs are in space • Be hard to engage in conversation or play 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	3,4,6

	school day. It enables children to reach the level of alertness needed to concentrate during learning. The use of sensory circuits is supported by Occupational Therapists working with our children with SEND.	

Total budgeted cost: £2568

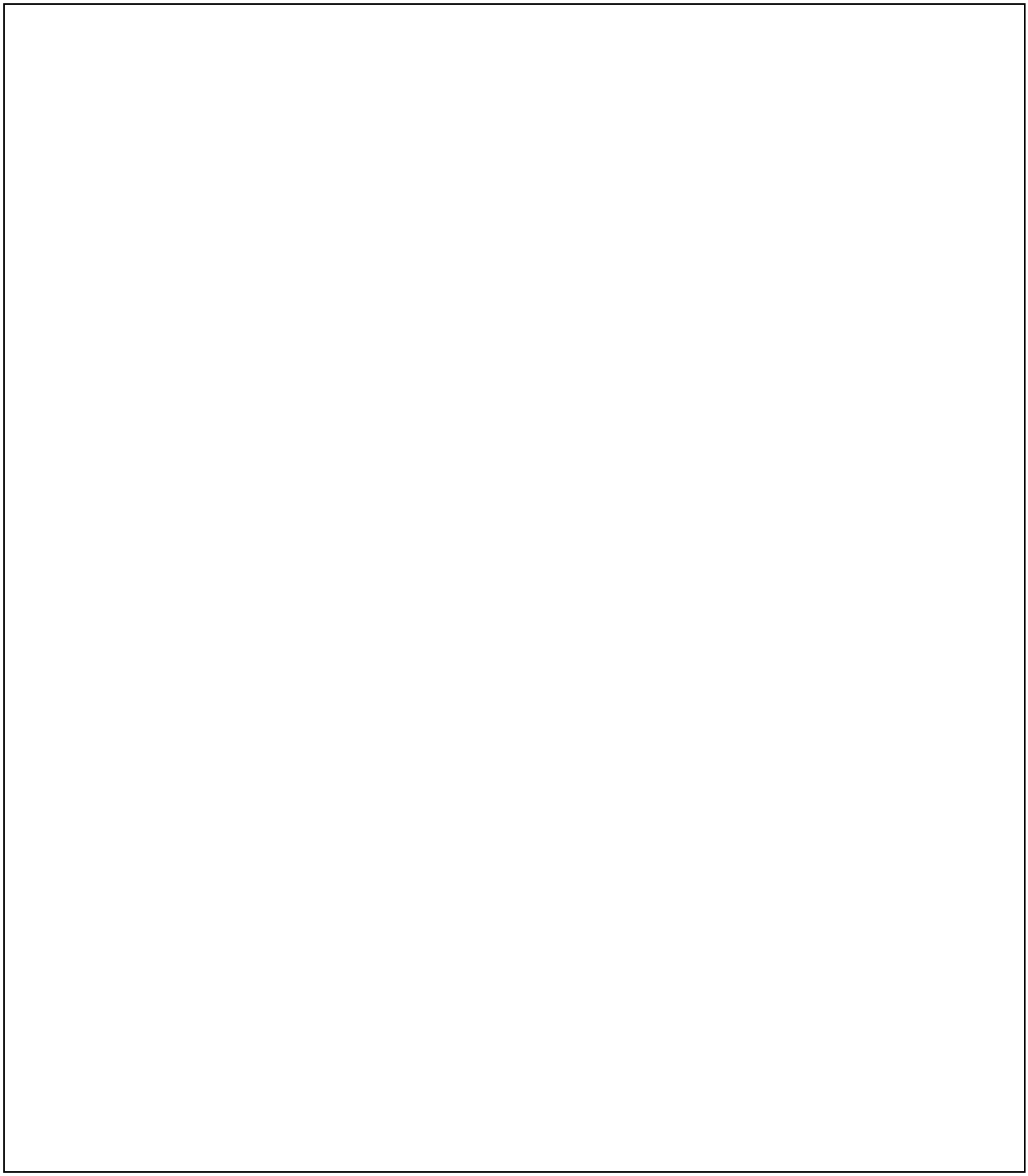
Additional costs funded by school:

Uniform £24. All eligible children offered 2x t-shirts and 2x jumpers each

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 2023 to 2024 academic year.



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.