

Example Learning Outcomes for Early Years Inclusion Funding

Here are some examples of learning outcomes for a child in the Early Years with SEND. These outcomes can be tailored to the child's individual needs, and they support development across areas like communication, social-emotional skills, and independence.

Sensory Regulation

- Be supported to meet his/her sensory processing needs through frequent, planned co-regulation activities.
- Engage in co-regulation activities with a trusted adult to support regulation of his/her emotions and sensory systems.
- Will be regulated through co-regulation and safe access to appropriate sensory resources, activities and spaces as identified in his/her sensory plan.
- Engage in co-regulation activities with a trusted adult so that he/she can develop his/her confidence during transitions and routine activities.
- Experience increasing periods of emotional and sensory regulation in response to frequent bursts of physical and sensory activities.
- Further develop co-regulation skills through positive interactions with key adults which include activities that provide sensory input.
- Will access nursery provision and share attention with trusted adults in play once regulated following activities from sensory plan.
- Engage with a wider range of resources and activities with adult support following appropriate alerting sensory activities.
- Will show increased levels of wellbeing and involvement in his/her play when engaged in planned provision from his/her sensory plan.
- Will be regulated through access to sensory resources, activities and spaces as identified in his/her sensory plan, so he/she can access play, learning and social opportunities.
- Will engage with short bursts of adult-directed activity, when his/her sensory needs have been met using his/her sensory plan.
- Will be regulated and have his/her sensory needs met to allow him/her to engage in motivating, adult-led activities.
- Develop and extend his/her engagement within motivating adult-led activities following activities from his/her sensory plan.
- Will build connections with his/her peers when supported by an adult, and his/her sensory needs have been met.
- Will begin to recognize when he/she is experiencing a strong emotion (such as frustration) so that he/she can follow an adult prompt to engage in a self-soothing activity
- Maintain regulation throughout his/her sessions with regular movement/sensory breaks.
- Will be able to contend with frustration when he/she feels well-regulated, through co-regulation and access to safe sensory activities.

Building Connections with Adults and Peers

- Will feel confident and safe within his/her setting by building a strong connection with a familiar key person.
- Notice an adult's imitation of his/her actions and sounds within motivating play experiences
- Will show anticipation of an action or sound during ready, steady go or 1, 2, 3 games.
- Notices and repeats an action or sound in play, in order to maintain an intensive interaction with an adult.
- Engages with and imitate an adult's actions / sounds as the adult extends play during highly motivating activities.
- Will consistently respond to adult interactions within motivating play experiences and begin to engage in early to-and-fro exchanges.
- Will develop confidence to share attention with a familiar adult during motivating activities such as people games.
- Engage with and express enjoyment in shared play activities with an adult.
- Be supported to extend play skills by copying an adult when they model to support different skills through fun learning opportunities.
- Build positive connections with peers during highly motivated activities through non-directed play and adult supported parallel play when appropriate environmental adjustments are made.
- Build positive connections with one other child when supported by an adult.
- Develop connections with his/her peers when supported by an adult during self-chosen, non-directed play.
- Build connections with peers, through adult supported interactions, in motivating small group play activities.
- Develop his/her attention to short, motivating, adult-directed activities in a small group.
- Increase his/her repertoire of play experiences and build up shared attention alongside his/her peers.
- Increase his/her repertoire of play experiences and build up shared attention with his/her peers.
- Show improved impulse control and ability to wait as part of a playful interaction with an adult.
- To initiate interaction with a familiar adult to share favourite objects, activities and people games

Understanding Routines and Transitions

Typically understanding of routines would be supported with visuals in the following order according to the child's level of development, objects of reference, photos of reference alongside objects, photos of reference, photos of reference with a symbol, symbol. These can be supported with a signature song and/or Makaton signing. This level of understanding may be demonstrated by an eye gaze, gesture, vocalisation, touch, or body positioning.

- Will associate an object of reference with an activity
- Feel confident and secure within nursery routine activities, showing anticipation in response to adults using keywords or phrases alongside visual cues (please insert as appropriate for the child) when given appropriate time to respond.
- Will follow routine transitions when adults consistently use a low demand approach

- Will feel confident in nursery routines when adults use keywords or phrases alongside visual cues (please insert as appropriate for the child) to show what is happening 'now'.
- Will develop his/her confidence in a wider range of routine transitions, and begin to cope with changes in routine, when visual cues (please insert as appropriate) are used alongside key words and phrases.
- Follow a wider range of routines when supported with visual cues and simple key word language.
- Confidently anticipate what is happening now and what will happen next in response to appropriate visual support/s alongside words and phrases.
- Show understanding of key words/phrases related to daily routines and interests through responses to fun interactions and structured play activities with a familiar adult.

Listening, Attention and Understanding

Please make sure to follow advice and learning outcomes set by the child's Speech and Language Therapist if applicable.

(Also refer to Building Connections, The Curiosity Programme and Attention Autism)

- Will begin to respond to their own name and/or representational sound / environmental cues of a motivating activity.
- Will begin to notice and respond during favorite songs and rhymes
- Will engage attention for the duration of a familiar song or rhyme
- Will show increased active participation and demonstrate listening and enjoyment by trying to join in with actions and/or vocalisations in motivating songs / rhymes / games.
- To prepare for an activity ending when supported by gesture/visual support
- To show an increased understanding of more everyday words for objects, places and actions
- To follow single word instructions during motivating play activities
- To follow simple instructions when accompanied by gesture/visual support
- Will engage in shared attention activities with an adult
- Will follow two step instructions with support
- Develop competence and confidence during adult-led tasks and complete (insert number) activities during structured individual table time after the appropriate sensory input

Making Choices and Requests

Please make sure to follow advice and learning outcomes set by the child's Speech and Language Therapist if applicable.

You can support young children with SEND to make choices and requests by using tailored visual supports that enhance understanding and promote independence. These may include using actual objects, photographs of objects, symbols and communication boards.

- Begin to use vocalisations, gestures and physical movement to express feelings, wants and/or needs.
- Will demonstrate control over his/her immediate environment by making requests in his/her preferred communication mode.
- To communicate his/her wants, needs and feelings through intentional messages, using sounds, actions or visuals.
- Will gain more control over her/his experiences by making a choice between two objects when offered one highly motivating and one less motivating object
- Will gain more control over her/his experiences by making a choice between two equally preferred objects
- Will gain more control over his/her experiences by making a choice between three objects
- Will associate and begin to link concrete objects to a photograph of the object
- Will make a choice between two photographs when shown a photograph of the objects alongside the objects.
- Gain wider control by making a choice between two photographs
- Gain wider control by making a choice between a range of photographs
- Increase control of his/her experiences by making choices and requests in response to visual support (insert as appropriate)
- The child will initiate communication with familiar adults or peers using preferred communication method

Gestalt Language Processing

Gestalt language processing (GLP) is where children learn language in whole phrases or "gestalts" rather than individual words, progressing through stages of using and breaking down these memorized chunks to form new, creative sentences. This approach, which differs from the method of building from single words up, often involves using rich intonation, repeating phrases from media or songs, and using delayed echolalia as a form of communication

- To use a variety of gestalts in child led play
- To use familiar, scripted phrases to communicate wants, needs, or emotions when supported by visuals for their gestalt words and/or phrases.
- To use familiar, scripted phrases to communicate wants, needs, or emotions
- Will begin to modify or shorten memorized phrases to better suit their own communicative needs

- Will start to extract individual words from their gestalt phrases, and begin to combine them meaningfully

Physical – Gross Motor

Often when considering physical development, you may be supported with advice from a physiotherapist. For the purposes of EYIF we would advocate that the advice from other professionals with regard to Physical development is acknowledged within the application. Here are a few that have been presented to the EYIF panel.

- Will develop his/her gross motor skills, through accessing gross motor activities including stepping up/down, reaching to pop bubbles/crossing his/her midline
- Will develop his/her gross motor skills as described within his/her physiotherapy plan.
- Demonstrate that he/she is an active learner through increasing competence and resilience when developing his/her fine and gross motor skills.

The Curiosity Program

The Curiosity Programme was developed by Gina Davies, a Specialist Speech and Language Therapist and is the pre-cursor to Attention Autism. The programme aims to support very young children or those with early social communication differences by building connection with a familiar adult and engaging curiosity in the world in a manner which is meaningful, captivating, and joyful to the child. A member of the EYSEN team or Speech and Language Therapy Service will model how to deliver the Curiosity Programme.

- Begin to notice when a familiar adult copies their actions and sounds
- Responds when a familiar adult begins to build anticipation and suspense during shared, safe play experiences
- Makes a response when an adult offers an invitation
- Responds and begins to request a repeat when an adult pauses
- Start to notice and respond when a familiar adult adds noises and rhythm to familiar activities and daily routines
- Begin to notice and respond when they hear a signature song
- Respond to 2 signature songs by beginning to show some recognition and anticipation when an adult offers a pause
- Respond to signature songs by showing pleasure, recognition, and anticipation
- Begin to show curiosity and explore up to 3 small containers of items when presented by a familiar adult
- Begin to show curiosity and explore up to 3 small containers and 3 small bags of items, introduced on alternate days, when presented by a familiar adult
- Begin to show curiosity and explore up to 3 small containers, 3 small bags, and 3 small boxes of items, introduced on alternate days, when presented by a familiar adult
- Join in a simple game and respond during a playful interaction with a familiar adult

Attention Autism

Attention Autism is a structured, play-based strategy developed by Gina Davies, a Specialist Speech and Language Therapist. It aims to support children to develop attention, communication, and social interaction skills in a fun and engaging way. A member of the EYSEN team or Speech and Language Therapy Service will model how to deliver Attention Autism.

- Will engage attention for a series of highly appealing objects demonstrating shared enjoyment and anticipation during a small group activity supported by familiar adults
- Will engage and sustain attention for a longer period when following the first activity a second highly visual and appealing activity is introduced, encouraging spontaneous communication supported by familiar adults
- Will gain increasing confidence to focus, shift and re-engage attention during a small, shared group session that offers three highly appealing stages taking a turn with peers during an exciting and motivating activity when supported by familiar adults.
- Will show competence and confidence and be able to engage, sustain and shift attention during four highly appealing stages, transitioning to complete an individual activity before re-focusing and sharing with the group when supported by familiar adults