

# Early Years Inclusion Fund Application - EYIF-644455669

Your reference number is EYIF-644455669

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

## Child Details

First Name	Surname	Dob	Gender
Billy	Blue	01/03/2022	Male

## Child Address

Selected Address
123, School Lane Matlock

Parent/Guardian Contact Number: 01629567123

Date Request was Sent: 06/09/2024

Is the child Known to Social Services?:No

Is the Child in care of the authority?: No

## Current Setting Details

Name of Setting	Date child started at setting	Number of Nursery Education hours accessed per week	Attendance Pattern	Type of Setting
Happy Times Nursery and Preschool	15/04/2024	15	Mon and Tues 9-3 and Thursday 9-12	PVI Sector

## Requester Details

First Name	Surname	Email	Telephone Number	Position
Rebecca	Jones	rebecca.jones2@derbyshire.gov.uk	01629357135	Setting 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 used the money to pay for the whole setting to have bespoke training in sensory processing needs. We have bough sensory resources such as a peanut ball, a vibrating snake and a dark tent with lights. We hav also funded the key person to have some additional time to carry out the sensory audit and other paperwork from the SPN toolkit so that she could write a sensory plan for Billy and support Billy with his sensory processing needs.

Is the child Attending another Setting: No

Has the Local Authority agreeded to carry out a Education Health Care Needs Assessment?No

**Details of the child's special educational needs:**

Billy has been seen by a Paediatrician and is undergoing Autism assessment but has no confirmed diagnosis. He demonstrates significant challenges 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?

Billy 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. Billy 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. Billy knows that it is snack time when he sees his cup and home time when he sees his bag. He does not demonstrate any understanding of verbal instructions. Billy 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? Billy 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. Billy 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. Billy will sometimes cry, throw himself on the floor and bang his head against any available surface taking a long time to calm down.

We haven't identified consistent trigger for this happening but we have found that giving him a soft blanket and cushion helps him calm down sooner. Billy will occasionally turn when his name is called but does not do this consistently.

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? Billy runs and climbs with ease but does not show any awareness of danger needing a high level of supervision indoors and out to maintain his safety. Billy shows no awareness of his toileting needs. He is able to hold a lidded cup but will frequently pour it out rather than drink from it. He has a very rigid diet and will only eat foods brought in 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 but only key workers in nursery. I will persevere when playing with my favourite toys but struggle to keep patient in unfamiliar activities. Although I enjoy cause and effect toys, I have little understanding of how my reactions affect others. I need support to make choices, struggle to predict what may happen in play and continue to need a lot of reassurance both verbally and with visual supports. I engage in my favoured activities but very much on my terms and do not like sharing my toys.

In addition: Billy attends to activities of his choice such as the sand and water or fill/empty routines for up to five minutes at a time. He will sometimes move away when an adult joins him. He copes with an adult playing alongside him in the non-directive session but does not yet imitate any adult modelled play. Billy likes to knock down towers of bricks and swipe objects off tables appearing to enjoy the noise. He shows interest in cause and effect and can press switch toys and uses the touch screen on a tablet or phone. Billy seems fascinated by switches and will frequently try to reach the light switches and sockets. Billy seeks a lot of movement and will frequently run from one end of the room to the other. He climbs on unsafe surfaces and will frequently put unsafe objects in his mouth. We have carried out a sensory audit and the 'what you might see' documents and have a sensory plan in place for Billy. Billy has a strong desire to pursue his fascinations and can become absorbed in repeating play actions such as spinning wheels or filling and emptying containers. He becomes distressed if he has to move on from a favoured activity.

**Which Professionals are involved with the child at your setting, and what advice have they offered?**

None yet - he is on the ND pathway for assessment which will include an assessment by a speech and language therapist.

Outcomes

Learning Outcome for Child	How has the adult supported this child to work towards this learning outcome?	Please identify times per session for the outcome	Please identify the impact on the child's progress
Billy will accept an adult playing alongside him for brief periods during non-directive play	Joining Billy when he is playing, using similar resources to imitate what Billy is doing. The adult sometimes gives a simple commentary but there is no expectation for Billy to share his resources or take a turn with the adult in these times. The adult follows Billy's lead.	3 x 5 mins per session	Billy accepts an adult joining him to play alongside in this way for up to 10 minutes when the room is quieter (often this is when some of the children have chosen to play outside). When the room is busy and noisier, Billy moves away to find his own space if an adult tries to play alongside. Billy does sometimes pause what he is doing to see what the adult is doing.
Billy will build connections with room staff and his key person	Adults have engaged Billy in 'people' games such as peek-a-bo!, tickle games, and in water play which he loves.	3 x 5 mins per session	Billy enjoys the tickle games and is starting to show some anticipation of the tickle. He demonstrate feeling secure with his key person by going to her and laying his head on her lap to tell her that he would like a head rub.
Billy will be able to access more play activities when he his senses are regulated by engaging in shared co-regulation activities from his sensory plan.	The adult has been supporting Billy to roll back and forth on his peanut ball, to access the vibrating snake (he loves to have it around his shoulders and smiles. The adult will take Billy outside for a movement or climbing break and also encourages him to go into the dark den and switch the lights on for him.	6 x 5 mins per session	Billy is startng to be calmer for longer and has fewer times when he gets really distressed and bangs his head. He has started to access the role play area and the small world resources of his own accord which he didn't show interest in previously.
Billy will get more confident with nursery routine when supported with objects of reference	The room adults always use the object of reference for the routine and tell Billy in one or two word what is going to be happening ('Billy, snack' or 'Billy, outside')	own resources	Billy is starting to respond to the objects of reference for the things he likes - snacktime (we show him his cup) and he reaches for it and takes it to the table. And when it is bedtime we show him his bag and he runs over to the door.

Are all outcomes added above? Yes

Please provide the total number of weekly hours for all outcomes combined:5 hours a week

EYIF Outcomes

Learning Outcome for Child	How will the Adult support this child to work towards this learning outcome	Please identify times per session for the outcome
Billy will start to share attention with an adult in a fun activity after he has enagegd in planned sensory processing activities from his sensory plan.	Adult to support Billy with appropriate activities from his sensory plan (a movement or climbing break, use of the peanut ball or body outlining, use of the vibrating snake, time in the dark den) and then introduce something interesting or new to show him such as a wind up toy, a light toy or a noisy toy.	3 x 10 minutes per session
Billy will move on from a preferred activity to something else in the nursery routine when supported by visual and audio cues.	Use objects of reference and simple keyword language so that Billy is aware of waht is happening next; give Billy processing time; use simple songs to accompany routines as well.	10 x 3 mins per session

Are all outcomes added above? Yes

Please provide the total number of weekly hours for all outcomes combined:5 hours a week

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