

Individual detail of pupil premium spending and impact – from September 2016- 2017 and 2017- 2018 onwards

Name		LEA	Type of PP
YP1		Croydon	LAC
Year	Intended use of funds spent	Impact of funds spent	
16-17	<p>Music therapy</p> <ul style="list-style-type: none"> • Music Therapy allows CYP to access a powerful, non-verbal means of expression • The Music Therapist can use a cue as small as a child's rocking, or breathing, to provide a rhythm for shared music making. • Because the child can influence the therapist's music by changing their own behaviour, they build a stronger sense of self and their own agency. • Music with regular phrase patterns encourages movement and/or speech at particular moments • Working with vibration in music provides a wide range of sensory opportunities for our CYP, expanding their world of experience. 	<p>Music therapy:</p> <ul style="list-style-type: none"> • YP1 has been receiving individual weekly music therapy sessions since June 2016. She has become a lot more vocal since starting music therapy. She is opening her mouth wider and sticking out her tongue. She will mirror the sounds and mouth movements made by the music therapist and is beginning to transfer this into class. YP1 is eating her tasters better in class. • She continues to respond expressively to the music. She is vocalising more both in the sessions and in class. She is developing new phonetic sounds such as 'ahh', 'ooh', 'mmm', 'buh', 'guh', and 'ck.' It is hoped that with continued funding she will consolidate these sounds and build on new ones. In addition she is able to show an emotional response to music and this ties in with her PSHE targets. 	
16-17	<p>Switch set-up for personal use</p> <ul style="list-style-type: none"> • YP1 is a competent switch user. She uses a switch on a camera arm activated with her head. She has shared use of one headswitch & mounting system. She has occasional use of a second set up so that she can use 2 switches. If YP1 had her own equipment for using 2 switches she would have far more opportunities to: <ul style="list-style-type: none"> ○ independently access a wide range of early learning activities on the computer, ○ explore environmental control ○ engage in switch activated activities with her peers ○ With her own equipment in place, YP1 could continue these activities at weekends and during school holidays, on the residences 	<ul style="list-style-type: none"> • YP1 is now able to use both her two personal head switches for driving on a powered platform base. She is able to use one to drive forward and one either left or right. When she is motivated and well she can drive for longer periods of time and for further distances. This has helped her to gain independence and build on her orientation and mobility. • YP1 also uses both head switches to access the computer. She uses one to scan and one to select. <ul style="list-style-type: none"> ○ In addition YP1 can use the switches to operate switch toys, mixers for cooking and to operate big macs to talk to her peers with adult support. 	
16-17	<p>2 softy-tops and 2 Buddy button switches:</p>	<ul style="list-style-type: none"> • YP1 has been able to access the computer and powered driving more efficiently seen using these new head switches. 	

	<ul style="list-style-type: none"> YP1 finds the switches for her current camera arms very difficult to use. She gets too distracted by the feel of them and they do not react to her head movements efficiently enough. These new switches and tops have been trialled by YP1 and she has much better access with them both for driving and computer work. Having her own set would mean she would have more access during class and could use them during the holiday with the residential team. 	<ul style="list-style-type: none"> She is more accurate and can use them more regularly.
16-17	<p>Z-Vibe:</p> <ul style="list-style-type: none"> YP1's oral motor therapy programme helps her to develop awareness of and control of her lips, tongue and mouth movements. This supports the development of her vocalisations which in turn will advance her communication skills. Currently she only has use of the kit in her SALT session once a week. The programme needs to be used daily for full benefit. With her own kit the programme could be used daily in school and at weekends/school holidays with residential team. 	<ul style="list-style-type: none"> The z-vibe has allowed YP1 to develop an awareness of her mouth, tongue and teeth. She enjoys the vibration and it helps her to open her mouth wider. It stimulates her mouth for tasters and for sounds. YP1 is now using it twice a day in school and on the residential bungalow where she lives Raiahah is now able to eat more of her tasters and make a wider range of sounds.
16-17	<p>E-Tran Board and Portable communication choice board A3</p> <ul style="list-style-type: none"> To access her timetable To make choices 	<ul style="list-style-type: none"> YP1 is able to access her now and next (visual timetable) and symbols in a position she can access. YP1 uses the e-tran frame as a means of making choices using her symbols. She is starting to eye point at the one she wants from a choice of two initially and has now built up to choose from 6! Staff have a clear view of where she was looking. This will allow for even more symbols to be added over time.
17-18	<ul style="list-style-type: none"> Music Therapy allows YP to access a powerful, non-verbal means of expression The Music Therapist can use a cue as small as a child's rocking, or breathing, to provide a rhythm for shared music making. Because the child can influence the therapist's music by changing their own behaviour, they build a stronger sense of self and their own agency. Music with regular phrase patterns encourages movement and/or speech at particular moments <p>Working with vibration in music provides a wide range of sensory opportunities for our CYP, expanding their world of experience</p>	<ul style="list-style-type: none"> This continues to be a very positive experience for YP1, giving opportunities to respond and to express my preferences and opinion. I can use my Yes/ No response YP1 can concentrate at length on a few activities that I am really interested in and on some days she may need frequent changes of activity; music therapy is an session where she can focus and engage. YP1 is very curious about what is going on around me and music therapy allows this to be part of her experience.
17-18	<p>Switch set-up for personal use</p> <ul style="list-style-type: none"> YP1 is a competent switch user. She uses a switch on a camera arm activated with her head. She has shared use of one headswitch & mounting system. She has occasional use of a second set up so that 	<ul style="list-style-type: none"> YP1 has been able to access the computer and powered driving more efficiently seen using these new head switches. She is more accurate and can use them more regularly.

	<p>she can use 2 switches. If YP1 had her own equipment for using 2 switches she would have far more opportunities to:</p> <ul style="list-style-type: none"> ○ independently access a wide range of early learning activities on the computer, ○ explore environmental control ○ engage in switch activated activities with her peers ● With her own equipment in place, YP1 could continue these activities at weekends and during school holidays, on the residences 	<p>switches. Careful observation and assessment required to confirm intentional vs sensory exploration of switch pressing.</p>
17-18	<p>2 softy-tops and 2 Buddy button switches:</p> <ul style="list-style-type: none"> ● YP1 finds the switches for her current camera arms very difficult to use. She gets too distracted by the feel of them and they do not react to her head movements efficiently enough. ● These new switches and tops have been trialled by YP1 and she has much better access with them both for driving and computer work. Having her own set would mean she would have more access during class and could use them during the holiday with the residential team. 	<ul style="list-style-type: none"> ● When I am using switches I have two buddy button switches with comfy tops these are mounted on a Manfrotto arm which is clamped to my wheelchair. The switches should be close to my head so I can access them with a small movement but not too close that I press them accidentally. My switches and mounts are kept in class. The switch on the right should be set to right turn and the left switch set to straight forward. ● I am currently spending some of my driving sessions using just one switch to move myself forward. This is to encourage me to press and hold my switch down to move as I can get distracted in 'bouncing' between two switches, I also have other time when I can explore using both switches

Name		LEA	Type of PP
YP2		Hants	LAC
Year	Intended use of funds spent	Impact of funds spent	
16-17	<p>Switch activities, cause and effect activities</p> <ul style="list-style-type: none"> resources to provide a broader range of experiences and interesting activities for YP2 SEW1-To accept help to calm down from a familiar adult using items from my 'calm box' SEW2-To be show whether I like or dislike an activity or object. To support her to engage for longer/ increasing periods of time (more than 5mins) and rely less on 'flickies' 	<ul style="list-style-type: none"> YP2's been able to engage for longer periods of time, and she can cope without her flickies till almost lunchtime. She is interested in a range of tactile and colourful items; items that have light and sound. She enjoys using her calm box and responds well to familiar adults 	
17-18 (spent 16/17)	<p>In situ Rachel harness</p> <ul style="list-style-type: none"> To increase the variety of physical activities available to YP2 P1-To use my walker for short journeys around school (i.e class to bathroom or class to sensory studio). P2-To ride a bike 2-3 times a week and be encouraged to actively pedal. To develop her strength and maximise physical ability and to support her to remain as physically independent as possible 	<ul style="list-style-type: none"> To be processed in 2017-18 to support YP2's physical activity- see MNS P1 and 2 	
17-18	<p>iPad to include Big Grips cover and stand</p> <ul style="list-style-type: none"> AT2-To develop my understanding of cause and effect on Ipad or touch screen. 	<ul style="list-style-type: none"> To be processed in 2017-18 following PEP Oct17 	

Name		LEA	Type of PP
YP3		Surrey	CHIN
Year	Intended use of funds spent	Impact of funds spent	
16-17	<p>Ipad Pro 9.7inch 128GB Applicator for Ipad p5978 Large Smoothie Switch p2533 Jelly Bean Switch p2564</p> <ul style="list-style-type: none"> • To enable YP3 to have access to a system that will improve her switch access skills and motivate her to use technology to enhance her life • To support YP3's communication MNS through scan and select technology • To support YP3's communication MNS and to access switch work 	<ul style="list-style-type: none"> • YP3 was issued with her iPad and has been diligently practising using it with her switches and the applicator. • She is now able to access a range of Games that show she can more reliably scan and select • YP3 has been exploring using the CCS on her iPad and although she still has a preference for her hard copy CCS for speed she will use the it with encouragement and support. Additional sessions with SALT input are planned to fodus on greater use of the iPad for communication • Her switch skills are slowly improving and she is very motivated by using it to select video clips on you tube. • The camera function is one which YP3 chooses and she takes photos of herself when engaged in various activities. 	

Name		LEA	Type of PP
YP4		ESCC	LAC
Year	Intended use of funds spent	Impact of funds spent	
16-17	<p>Pottery sessions, spa sessions; sailing sessions; swimming sessions</p> <ul style="list-style-type: none"> To support the maintenance of YP4's physical abilities To have the opportunity, as a child who is deaf and blind, to experience as many sensory inputs as possible, so that we can determine what she will enjoy and so give us information to help us bring her a more enjoyable and fulfilled life. Sailing offers a total sensory experience - the wind, movement, smells, etc. It fits in with her next steps: 'to reach out and explore', 'to tolerate feeling new textures and objects', 'to demonstrate responses to vibration and tactile stimuli' and 'to demonstrate some understanding of her actions causing things to happen' 	<ul style="list-style-type: none"> Pottery sessions, spa sessions; sailing sessions; Sailing offered her a total sensory experience - the wind, movement, smells, etc. It fits in with her next steps: 'to reach out and explore', 'to tolerate feeling new textures and objects', 'to demonstrate responses to vibration and tactile stimuli' and 'to demonstrate some understanding of her actions causing things to happen'. Pottery sessions gave her the opportunity, as a child who is deaf and blind, to touch clay and feel it and explore it – and reach out independently (as in her next steps) Spa and swimming sessions help YP4's physical wellbeing, she needs as much as possible. 	
16-17	<p>Additional intervenor sessions</p> <ul style="list-style-type: none"> To offer YP4, as a child who is deaf and blind, the security of being with someone she knows, trusts and is familiar with who can help her with her learning 	<ul style="list-style-type: none"> YP4 has been able to have more time than usual with an intervenor, helping her interact with the world. 	
		<ul style="list-style-type: none"> 	
17-18 (spent in 16/17)	YP4 has been offered Sailing session as from 21.7.17 to provide a total sensory experience. The wind, movement, smells etc. This activity fits with her next steps where she is being asked to reach	<ul style="list-style-type: none"> Sailing - YP4 has demonstrated that she has responded very well to this experience; she has responded positively and with enjoyment. She has achieved her MNS as outlined and has benefited emotionally and socially as well. 	
YP4 is now year 12 so no further PP			

Name		LEA	Type of PP
YP4		WSCC	LAC
Year	Intended use of funds spent	Impact of funds spent	
16-17	<p>Music therapy</p> <ul style="list-style-type: none"> To stimulate and engage YP4s sensory processing ES2: To respond vocally or with movement to help complete a paused phrase in a familiar song, rhyme or story. SEW3: To develop my understanding of different environments using 3 key objects/textures/sounds of reference 	<ul style="list-style-type: none"> YP4 is consistently vocal and engaged during music therapy – the first setting in which he showed these behaviours. He is increasingly vocal in class interacting with his peers vocally and vocalising during the class hello routine with more consistency. This is developing into YP4 starting to use his hello Canaan Barrie sign with support. YP4 is consistently more engaged and alert in class. 	
16-17	<p>Z vibe</p> <ul style="list-style-type: none"> Z-Vibe is an vibratory tool for oral motor therapy. It is highly recommended for individuals with low oral tone, oral defensiveness, and/or texture aversions who need sensory oral motor stimulation, such as YP4 	<ul style="list-style-type: none"> YP4's z vibe is now part of his daily routine which is part of developing his oral skills. He uses it to normalize sensitivities and to improve his verbal and feeding skills. 	
16-17	<p>Smooth Talker switch operated single message communication device</p> <ul style="list-style-type: none"> At present YP4 does not have his own communication device to share simple messages with his friends/family and peers. The smooth talker is a more versatile device than the Big Mack and the switch is a smoothie style switch which he is already familiar with using. 	<ul style="list-style-type: none"> YP4 presses his smooth talker effectively and enjoys the consistently in the sound feedback he receives. We are still working in him using this effectively to ask what he is doing next. 	
16-17		<ul style="list-style-type: none"> 	
Year		<ul style="list-style-type: none"> 	
17-18	<p>Applicator to facilitate the use of switches for accessing greater control over objects, switches, music to support the following MNS:-</p> <ul style="list-style-type: none"> AT1: To use a switch to control objects in my environment. AT2: To use a switch to gain pleasure – switch toys, vibrating pillows. AT3: To use a switch to start and stop favourite music. AT4: To ask what is happening next using my new smooth talker. 	<ul style="list-style-type: none"> 	

Name		LEA	Type of PP
YP5		ESCC	LAC
Year	Intended use of funds spent	Impact of funds spent	
16-17	<p>Music therapy sessions</p> <ul style="list-style-type: none"> • See above. • YP5 currently enjoys her weekly music lessons in class and shows she is interested through the facial expressions and body extensions. With 1 to 1 music therapy sessions it is hoped that YP5 will develop more expression, self confidence and unlock more of her communication. 	<ul style="list-style-type: none"> • YP5 has had a fantastic response to music therapy! She obviously connects with the music and shows great enjoyment of the way she can control and influence the sounds that the therapist makes, giving her a great sense of power and a 'voice'. • YP5 really enjoys feeling the vibrations of instruments, such as the drum or guitar and she actively moves her feet to either play the drum or shaker, or to encourage me to make a sound. She also moves her mouth to copy the therapist when she sings, mimicking the shapes she make as if she were also vocalising. This feels very shared and connected and it is lovely to see YP5 so focused and present with the therapist. • YP5 is also very expressive with her face and she is able to respond to what she hears with her facial movements, telling me what she likes and reflecting the qualities of the music – for example, showing surprise or excitement when something is loud. • YP5 is able to engage throughout the whole session and her concentration is fantastic. She shares lots of smiles with the therapist and it is clear that the music therapy session is a very powerful and cathartic experience for her. YP5 also uses her legs to ask for more when the therapist pauses within a piece of music. YP5 does this consistently and shows anticipation for what is happening next. 	
16-17	<p>Step-by-step switch</p> <ul style="list-style-type: none"> • The step by step and switch access above would allow YP5 to pre-record sequential messages e.g. news, stories, songs, lists etc and choices throughout the day with the support of her TA's and nurses and share her news between home and school 	<ul style="list-style-type: none"> • YP5 enjoyed using the step-by-step switch and we hope she will resume when back in school. 	
16-17		<ul style="list-style-type: none"> • 	
Year		<ul style="list-style-type: none"> • 	
17-18	Music Therapy and Step by Step AAC remain available to YP5 when she returns to school	<ul style="list-style-type: none"> • Music therapy will resume when she returns to school 	
17-18	<ul style="list-style-type: none"> • Step-by-step switch <p>The step by step and switch access would allow YP5 to pre-record sequential messages e.g. news, stories, songs, lists etc and choices throughout the day with the support of her TA's and nurses and share her news between home and school</p>	<ul style="list-style-type: none"> • Information will be updated over 2017-18 	

Name	LEA	Type of PP
YP6	ESCC	PP Post LAC
Year		
16-17	<p>Acheeva Graduate Support Bed</p> <ul style="list-style-type: none"> To give access to positional changes throughout the day in school to relieve pain To support YP6 to communicate better and to engage with his work, less distracted by pain. 	<ul style="list-style-type: none"> YP6 uses the Acheeva Support Bed and workstation every day. The positions available allow YP6 to stretch out but at the same time he can access activities ongoing in class. The support pummels position his legs and he can be sitting up. The bed side drops so that his access to allow him to see down and towards his peers, enabling engagement and communication.
Year		
17-18	<p>Adaptor switch to use for switch photos to support ICT</p> <p>To maximise my use of and access to assistive and electronic technology</p> <ul style="list-style-type: none"> To develop YP6s skill set with his iPad to include learning the skills involved in making decisions around what/ why/ when he wants to photograph; to link with using CCS to support asking questions and engaging with a communication partner. MNS AT2 To take photos that are relevant to me with my iPad, using a switch and applicator <p>Developing suitable access for YP6 to use a switch to take a photograph and then to reflect on its quality through communication responses. Supporting YP6 to engage with his world and to interest him beyond the immediate through the use of ICT</p>	<ul style="list-style-type: none"> .
17-18	<p>Peanut Ball to encourage physio and daily exercise</p> <ul style="list-style-type: none"> YP6 is being encouraged to return to daily physical exercise that he enjoys; he responds very well to peanut ball sessions during physio sessions and has indicated that he would like this to be a daily activity. YP6 would have access to a peanut ball every day and could use it when required and when YP6 feels well and ready. This would support his long term outcomes:- To be able to enjoy physical activities and movement every day and in a variety of positions. To be comfortable and confident with physical activities when I am supported <p>MNS PHY1 To practice sitting on a peanut ball with support and relax my body and try to keep my body midline.</p>	
17-18	<p>Reading books to support SSC</p> <ul style="list-style-type: none"> MNS: To continue to develop my decoding skills and show that I am reading with understanding. MNS: To develop a bank of functionally important words that are important to me. 	<ul style="list-style-type: none"> .

	<ul style="list-style-type: none">• To develop my range of reading opportunities and to be able to offer an opinion about a range of books read. <p>To answer questions about a story to include sequence, genre and preference choices.</p>	
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Name		LEA	Type of PP
YP7		ESCC	PP Post LAC
Year	Intended use of funds spent	Impact of funds spent	
16-17	<p>Music Therapy YP7 has had opportunity to access taster sessions of Music Therapy. During sessions YP7 will be encouraged to engage in interactive play for extending periods of time. Music therapy will encourage me to engage with people and my environment</p>	YP7 has responded well to these initial sessions of Music Therapy. She has shown she can engage positively to sounds that may be unfamiliar and unexpected. She has enjoyed learning to engage with the Music therapist.	
Year		•	
17-18	<p>Music Therapy YP7 will need to continue weekly Music Therapy Sessions to support sensory play, interaction and to encourage communication</p>	•	

Name		LEA	Type of PP
YP9		ESCC	PP POST LAC
Year	Intended use of funds spent	Impact of funds spent	
16-17	GRILLO walker <ul style="list-style-type: none"> For YP9 to have a better sized and bespoke walker which he will tolerate and one which will grow with him as he gets older. To give him more independence in the classroom to access more educational activities 	<ul style="list-style-type: none"> With access to his own walker, which he uses every day, he is developing his walking and stepping skills. He can now move himself independently around the classroom, accessing favourite toys and musical instruments. He can also access the large touch screen when he is in his walker to engage in ICT learning activities. The consistency of using the walker has contributed to YP9 being willing to walk. 	
16-17	Music therapy	<ul style="list-style-type: none"> YP9 responds extremely well to his music therapy. He is engaged for the whole session, taking turns in communication. He has begun to copy sounds made by adults, whereas he used to just initiate sounds. His quality of interaction with adults has increased throughout this period. 	
16-17	iPad and switches <ul style="list-style-type: none"> To support YP9's communication To support YP9's to access switch work To support YP9's development of scan and select technology To allow YP9 greater access to iPad for enjoyment 	<ul style="list-style-type: none"> YP9 is starting to use the I pad for visual as well as aural rewards consistent access to this will be used to develop his communication skills further 	

Name		LEA	Type of PP
YP10		WSSC	FSM
Year	Intended use of funds spent	Impact of funds spent	
16-17	<p>Ccard overballs</p> <ul style="list-style-type: none"> This was recommended by YP10's SALT to use as part of his daily oral skills programme to facilitate bimanual play. 	<ul style="list-style-type: none"> YP10 enjoys using both hands on the ball during his oral-skills programme. He has extended this skill to using two hands to explore other items such as the space blanket, string beads and rope whilst lying on his back or sitting. YP10 often brings both hands together whilst side lying which enables him to independently explore sensory toys with both his hands. 	
16-17	<p>Z vibe animal kit</p> <ul style="list-style-type: none"> A Z-Vibe is an vibratory tool for oral motor therapy, it was recommend by YP10s' SALT to use as part of YP10's daily oral skills programme. It is used to maintain and improve YP10's oral skills, encourage swallowing and to prevent oral defensiveness to touch around the face/mouth. This is particularly important as YP10 is not able to eat orally and needs to be able to swallow his saliva. 	<ul style="list-style-type: none"> YP10 enjoys his daily oral skills program, particularly using the Z-vibe. It has been an essential tool to help maintain his oral skills and to encourage active swallowing preventing dangerous aspiration. It has meant that YP10 is happy for carers to brush his teeth which maintains his oral health. 	
16-17	<p>Music Therapy</p> <ul style="list-style-type: none"> See Above. It also has a positive effect on health and well-being. YP10 had a difficult year and as well as having two operations he was experiencing chronic pain. He was unable to sit in his chair, relying on a trolley bed at school which limited his access to activities. Music Therapy was put in place to improve YP10's level of well-being and to support his expressive communication, particularly his emerging intentional vocalisations. 	<ul style="list-style-type: none"> During music therapy, YP10 increased his engagement and interactons over time At first he was unsure about making his own sounds but over time his vocal sounds became more expressive often imitating both phonics and pitch as well as initiating his own sounds too. To begin with, YP10 preferred to listen but over a period of time he was able to clearly interact in a two way communication, responding with purposeful sounds. During the sessions YP10 was happy and relaxed and clearly distracted from his pain. This improved well-being was also apparent for a few hours after the sessions. 	
Year			
17-18	<p>Music Therapy</p> <p>YP10 has been able to continue with Music Therapy to support his ongoing recovery and obvious progress from its initiation last year. Progress is centres round</p> <ul style="list-style-type: none"> E1 To engage with <i>new</i> adults in vocal turn-taking (New Feb 2017) P2 To explore a range of sensory items with one hand independently (or both hands with assistance) S1 To anticipate using my voice within familiar routines 	<ul style="list-style-type: none"> YP10 has continued weekly half hour Music Therapy sessions on a Thursday morning. He has gained in confidence and vocalises very well to the point wher he changes the tone and sound he makes. He continues to make progress with turn taking and can indicate positive responses when he is at music therapy; she smiles and is clearly engaged. 	

17-18	<p>Massage Therapy YP10 has massage therapy on Fridays</p> <ul style="list-style-type: none">• E1 To engage with <i>new</i> adults in vocal turn-taking (New Feb 2017)• P2 To explore a range of sensory items with one hand independently (or both hands with assistance)• S1 To anticipate using my voice within familiar routines• S2 PSHE To develop awareness of my feet. (New Feb 2017)	•

Name		LEA	Type of PP
YP11		WSSC	LAC
Year	Intended use of funds spent	Impact of funds spent	
16-17	A variety of sensory items <ul style="list-style-type: none"> ○ To help YP11 self-regulate- Chewbuddy starter pack – recommended by SaLT to regulate self harming sensory seeking behaviour 	<ul style="list-style-type: none"> • YP11 has been using his Chewy Tubes day. When YP11 needs self regulation he responds well to these 	
16-17	Switches <ul style="list-style-type: none"> • To de-escalate my sense of frustration through communication by using switches to access music, make choices • Using music to help me understand cause and effect • To reinforce my YES/ NO responses 	<ul style="list-style-type: none"> • YP11 has made a great progress in using his switches in variety of activities; driving, computer, baking etc. He uses small smoothie switches (red and yellow) and has an adaptor as well. 	
16-17	A 'safe den' <ul style="list-style-type: none"> • To de-escalate my frustrations and self harming behaviours through exploring my own senses in a safe space, 	<ul style="list-style-type: none"> • YP11's been calmer since he has got his own soft space. The safe den supports YP11 with his sitting and also it lets him explore different textures on it. 	
Year			
17-18	Beamz Interactive Music System YP11 loves listening to music and sounds and would benefit from using a Beamz Interactive System which would encourage him to explore and develop his understanding of cause and effect and to reinforce his communication to include his positive YES response.	<ul style="list-style-type: none"> • 	
17-18	Music therapy <ul style="list-style-type: none"> • To learn to use my communication skills more effectively to express my needs and wants. In this way I will be able to realise my potential and recognise my achievements 	<ul style="list-style-type: none"> • 	

Name		LEA	Type of PP
YP12		ESCC	Post LAC
Year	Intended use of funds spent	Impact of funds spent	
16-17		•	
Year		•	
17-18 (spent 16-17)	<p>Switch access for Powered Driving</p> <ul style="list-style-type: none"> • to support my learning and progress by enabling access via a red smoothie switch mounted on the left of my chair with a gooseneck mount • AT and DP - To be able to respond to verbal prompts to 'stop' within a DP session • YP12 has a red smoothie switch with a gooseneck mount to be able to develop her powered driving skills 	<ul style="list-style-type: none"> • To support YP12's learning and progress she has a red smoothie switch mounted on the left of her chair with a gooseneck mount. The switch is positioned so that YP12's hand reaches it when her arm is straight down at her side. I am learning to control my powered platform. • As this YP12s own equipment she can have access to powered driving more readily than previously and subsequently have greater facility to practice and enjoy powered platform usage. This supports a sense of independence , self woth and as such her social, emotional development, focus and engagement. 	

Name		LEA	Type of PP
YP13		Kent	LAC
Year	Intended use of funds spent	Impact of funds spent	
16-17	<p>Music Therapy</p> <ul style="list-style-type: none"> YP13 has experienced a prolonged period of serious health issues resulting in a long hospital stay. Music therapy was put in place to improve her level of well-being and to support her very subtle expressive communication. 	<ul style="list-style-type: none"> YP13 had a clear and powerful response to music and found it a very useful way to connect with, and experience a sense of calm and greater well-being. Over time YP13 became more alert and focused during the sessions and smiled more, responding with clearer facial expressions and moving her gaze towards different sounds. Music therapy has enabled YP13 to feel a stronger sense of self and has given her an alternative expressive outlet. 	

Name	LEA	Type of PP
YP14	ESCC	LAC
Year	Intended use of funds spent	Impact of funds spent
16-17	<p>Homecraft Curved Transfer Board</p> <ul style="list-style-type: none"> To support mobility and assisted functional transfers during personal care in school, during bungalow respite visits and at home. Working towards functional and independence skills, as well as increasing self-esteem 	<ul style="list-style-type: none"> YP7 has made significant progress with functional independence, especially around toileting, with the introduction of this transfer board
16-17	<p>Hi-tech communication aid system: laptop and software</p> <ul style="list-style-type: none"> To allow her to access a Hi-tech Communication Aid through GRID player 3 (to communicate using a range of contexts). Additionally, YP14 could be introduced to Word documents, again to write, to illustrate her text, to use Explorer, to copy and paste/ print/ save. To be independent with mouse and keyboard. To support YP14 to progress in ICT from P7 into P8 and onto NC Levels and to support her progression in Literacy/ Numeracy and Technology. 	<ul style="list-style-type: none"> Hi-tech communication aid system YP14 is using a Tablet with GRID3 Symbol Talker on a daily basis. This AAC is an important communication aid for her; to allow her to be understood without the frustration of her trying to communicate and not being understood because of her limited and unclear vocabulary. This tablet is supplemented by an Acer Laptop and Software for predictive text. The intended outcome of this equipment and supporting materials is YP14 can be introduced to Word documents, again to write, to illustrate her text, to use Explorer, to copy and paste/ print/ save. To gather information from different sources and to communicate meaning and to express ideas in a variety of contexts. To choose how to present her work from choices of symbols/ words/ photos/ text/ colour/ font/ size. To be independent with mouse and keyboard. These skills will allow YP14 to progress in ICT through ICT KS1 and to support progress into KS2
16-17		<ul style="list-style-type: none">
Year		<ul style="list-style-type: none">
17-18	<p>Melissa& Doug Basic Skills Board and Puzzlewooden educational toy to include buckles, buttons, laces, snaps and zippers for fine motor skills practice</p> <p>YP14 needs additional practice and support to increase her stability and control for fine motor skills and movement. In particular, functional skills, such as, fastening buttons, using zips and buckles</p> <p>Melissa& Doug Latches Activity Board to include 6 different latches to fasten and 6 different doorways to open for fine motor skills practice</p> <p>YP14 needs additional practice and support to increase her stability and control for fine motor skills and movement. In particular , functional skills, such as , fastening buttons</p>	<p>Melissa& Doug Basic Skills Board and Melissa& Doug Latches activity board</p> <p>YP14 needs activities where she can think through, practice and learn basic functional skills such as using a small zip, doing and undoing buttons, opening a purse, closing and opening latches. These activity game boards have proven to be a motivational and independent game for YP14 . She can practice and be encouraged to work on her own as an independent YP; this is good for her skill level and her self confidence. At home, YP14 is learning to make choices about what she wants to wear each day and how to help herself to open, close, untie, close, do up etc., YP14 needs to learn how to transfer skills and generalise her learning- this will be next steps in the future.</p> <ul style="list-style-type: none">

Name		LEA	Type of PP
YP15		Kent	LAC
Year	Intended use of funds spent	Impact of funds spent	
16-17	<p>Massage sessions</p> <ul style="list-style-type: none"> • enjoying being with another person; • developing the ability to attend to that person; • concentration and attention span; • learning to do sequences of activity with the other person; • taking turns in exchanges of behaviour; • sharing personal space; • using and understanding eye contact; • using and understanding facial expressions; • using and understanding physical contacts; • using and understanding non-verbal communication; • using vocalizations with meaning; 	<ul style="list-style-type: none"> • YP15's attention span and concentration have increased immensely which helps YP15 with her learning. • YP15 is becoming more social and she is enjoying having positive touch with her peers. • YP15 is definitely more confident to use non-verbal communication meaningfully. 	
16-17		•	
Year		•	
17-18	<p>Massage continuing because – she is benefitting and showing improvements in being able to communicate preference choices and responding positively to these intense 1-1 sessions. Benefit to her emotional well being and ability to be social and respond to others in a positive way.</p>	<ul style="list-style-type: none"> • Impact to be undated 	

Name	LEA	Type of PP
YP16	ESCC	Non-LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	<p>Chailey Lying Support Teenage Plus</p> <ul style="list-style-type: none"> To give YP16 good postural support when lying out, so that she can return to her learning activities in a comfortable and relaxed physical state to, ready to engage and learn. 	<ul style="list-style-type: none"> This has been introduced and YP16 uses it daily. Especially when she is stressed as it acts to calm her and she is well supported by its shape and structure. She can ask for a change of position from her chair to the lying support. Once back in her chair she is more ready to learn and continue her daily programme of activities

Name		LEA	Type of PP
YP17		ESCC	Ever 6
Year	Intended use of funds spent	Impact of funds spent	
16-17	Lycra hand splint <ul style="list-style-type: none"> to help develop YP17's hand function skills 	<ul style="list-style-type: none"> YP17 has maintained current hand function which would deteriorate without the use of splint thus enabling YP17 to maintain her current levels of independence. 	

Name		LEA	Type of PP
YP18		Surrey	LAC
Year	Intended use of funds spent	Impact of funds spent	
16-17	<p>Apps, switches and chair mount for iPad</p> <ul style="list-style-type: none"> To extend focus and engagement time through play sessions using the iPad. To introduce a Now and Next strategy when YP18 is ready. To access communication choices through the use of switches. To encourage YP18 to use her hands to activate a preferred choice activity on her iPad. Supporting her her to make use of switch activated toys and computer activities on the computer 	<ul style="list-style-type: none"> YP18 has been making progress in reducing her taps on the switches to allow a cause and effect to happen – a recent video of YP18 shows her more able to control her tapping to affect a intentional response- this demosntartes a better ubnderstanding of cause and effect. Is is using her ipad on a flexi grip during bungalow times when she has to focus and engage. 	
16-17		•	
Year		•	
17-18	<p>Music Therapy</p> <p>YP18 is being encouraged to make sounds and movement to take turns with an adult. She is being encouraged to nod a yes response when she wants more of a preferred ativity, for example during music. During Music Therapy, the session will provide YP18 with II opportunities to practice her skills</p>	Observations will record progress	

Name	LEA	Type of PP
YP19	Surrey	LAC
Year	Intended use of funds spent	Impact of funds spent
16-17	<p>Soft overballs</p> <ul style="list-style-type: none"> to encourage YP19 to communicate in any way that she wanted 'more' ball play. Used by Salt to encourage YP19 to use both hands to explore 	<ul style="list-style-type: none"> YP19 had huge success in a repeated routine using both hands to explore the overballs, she is now exploring other material using both hands. The SaLT has used the overballs in a repeated routine which encouraged YP19 to vocalise for more. Within the routine she has some success and she is now being encouraged to do this in other areas.
16-17	<p>Z vibe oral skills kit</p> <ul style="list-style-type: none"> YP19 is at high risk of becoming orally defensive because she no longer has an oral diet. Maintaining her tolerance of touch around this area is important when having her teeth brushed and having her mouth examined. 	<ul style="list-style-type: none"> An oral skills programme was developed by the SaLT and has been used in class. The SaLT came in once a week last academic year and monitored progress and YP19 has shown no sign of becoming orally defensive.
Year		
17-18	<p>aPplicator and smoothie switch</p> <p>to use her iPad with more independence for example, switching music on and off because YP19 does not have the fine motor skills to turn her music/programmes on/off she is reliant on adults to do it for her. A smoothie switch and an aPplicator will give her independence in do it for herself.</p> <ul style="list-style-type: none"> AT 1 To make a movement to cause a sound on the iPad AT 2 To press the switch again when a 'press & release' reward finishes E3 To engage with an activity without support for several minutes 	<ul style="list-style-type: none"> Progress to be recorded

Name		LEA	Type of PP
YP20		WSCC	LAC
Year	Intended use of funds spent	Impact of funds spent	
16-17	<p>Big Grips frame and stand for iPad</p> <ul style="list-style-type: none"> • will allow him to access the iPad along with the APplicator & switches • to maintain his ability to communicate, to make choices and to make his needs and wants known for as long as possible • To support and maintain YP20's ability to access switch work through the use of his hands when he is wearing hand splints. • To be able to work on 'cause & effect', sequencing, directionality, fine and gYP21 motor skills • to support the maintenance of his skills for as long as possible 	YP20 has had opportunity to : AT3To practise press and holding my switch to maintain a reward (cause an effect).	
16-17	<p>Hanging Portrait Bubble Water Wall with Colour Changing LED Lights- Indoor Use</p> <ul style="list-style-type: none"> • Additional opportunity and motivation to engage in choice making, from a choice of 2 activities independently • to switch on/off and to change activity from a visual to aural stimulus as he wants • EP 1 To engage with my peers by looking at them when they engage with me. • EP 2 To engage with a preferred activity choice with minimal support for 5 minutes. • EP3 To engage with a partner / group activity until it finishes 	YP20 has a portrait bubble water wall with colour changing LED lights and a DJ set lay mat with 2 smoothie switches to engage in bungalow based 'homework' sessions during down times 'at home' to practice his switch skills and to keep him motivated and engaged.	
16-17	<p>DJ set play mat and eye-gaze enabled Interactive Music System</p> <ul style="list-style-type: none"> • To further facilitate YP20's engagement in learning by consolidating and embedding switch work skills recently introduced at CHF. 		

Name		LEA	Type of PP
YP21		ESCC	LAC
Year	Intended use of funds spent	Impact of funds spent	
16-17	Otterbox Defender Case for iPad Air <ul style="list-style-type: none"> • So that YP21 can safely access an iPad • So that YP21 can continue to develop cause and effect 	<ul style="list-style-type: none"> • YP21 enjoys using his iPad and has developed more understanding of cause and effect, a skill he is starting to use in other contexts. 	
16-17	Switch and engineering works to make YP21's powered chair switch accessible, plus 2 smoothie switches <ul style="list-style-type: none"> • So that YP21 can continue to develop cause and effect • To give YP21 increased opportunities for 'driving', so that he can access this whenever he is ready for it. 	<ul style="list-style-type: none"> • YP21 received more opportunities for driving and therefore support for his learning as he is dependent on the availability of our assessment powered bases (used acYP21 the school and certain out patient assessments). • YP21 seems to be developing the concept that the 2 switches do different things, which is a very important step. 	
YP21 is no longer eligible for pupil premium			