

**Disability Access Fund (DAF)
Case Study #1**

A Setting in the South of England

The challenges that disabled child (or children) faced or faces within the setting.

Child Y arrived at the setting back September 2018. At this time he could hardly move around at all due to a genetic disorder, but over the past 4 months with one to one support from the key worker he can now stand in his frame at a table for between 30–40 minutes every day. Child Y is non-verbal. Parents have decided to defer nursery for a year as he is really progressing at the setting already! Once a week the key worker takes Child Y to a local soft play venue and also each week she takes him along for a session in the sensory room at another setting as there is no room in the setting to provide this. MOVE (Moving Opportunities via Education) visit this setting once a term depending on the goals Child Y is working towards. The key worker is doing all she can to de-sensitise his feet.

The funding was used to buy resources that are age and stage appropriate and best to help further Child Y's development and understanding.

- P.J Mask tablet
- Bubble Tube – sensory resource
- Vtech Rock & Pop Turtle (turtle spins, lights up and coloured balls pop out)
- Lots of small cause and effect toys
- New walking frame is on order, this will allow Child Y to move around more freely and access more of the settings facilities, it will also allow him more opportunity to join in with his peers.
- Sensory toys including light up and textured balls.



How DAF has enabled staff to address or alleviate these challenges for the child or children (including what has DAF been spent on, how much has been spent and why).

The key worker looks at the tracking of each individual child including their aims and PLP goals set, before looking at what to purchase to help

further a child's development. She spoke to Child Y's parents with regards to purchasing some items that he used and enjoyed at home in order for him to have some consistency with familiar toys when at nursery.

Child Y was displaying some behaviours that could be challenging such as throwing toys and objects. Purchasing equipment and resources that give Child Y opportunities to throw in a positive way e.g. balls and a basketball net had the impact of reducing instances of inappropriate throwing.

The impact on the child or children on which DAF has been spent, and positive outcomes.

Child Y loves to read the pop up and spot books, he sits and carefully turns the pages and lifts the relevant flaps. He also enjoys throwing things and therefore regularly has the sensory balls at hand. These have proved a great hit with him as he enjoys the activity – this is clear from his giggle and smile. This has also helped with his mobility as once he has thrown the balls he then has to retrieve them to repeat the game. Nursery also purchased a P.J Mask tablet like the one Child Y has at home, this proves to be a great distraction for him whilst using his standing frame. Child Y presses the buttons to achieve different effects and the shape sorter is helping him with his hand and eye coordination and turn taking goals – this has contributed to him achieving his MOVE goals and gives him more opportunities to access activities alongside his peers.

The key worker ensures Child Y visits the local children's centre to access their sensory room – these visits have been useful in finding out more about his motivations. This understanding of how he prefers to explore the world around him then informed what sensory resources to purchase using the DAF.



Why they think this is a good example of good practice

Not only have these resources been of benefit to Child Y but they will also be of benefit to many other children for different reasons and supports the inclusivity of the settings provision.

The ability for the setting to provide these resources using the funding meant that Child Y had easier access to an early years setting with less anxiety around how the setting would support his needs.

Any other comments or observations.

As part of the process of evaluating the positive impact of the DAF funding we work in liaison with the setting to also gather the views of the parent.