

Description of child – Universal entitlement for all funded early years children (no additional SEN top up funding).

These children will be able to participate in a mainstream setting and make progress through the Early Years Outcomes and the Early Learning Goals through high quality provision, referred to as Quality First Teaching (QFT) which includes effective differentiation. 'Quality First Teaching' means appropriately planned, quality experiences and provision, based on observations of children's starting points and interests in order to develop their learning. Sensitive interactions are essential to support this.

Evidence of some delay in meeting expected milestones:

- Under 24 months –6 months delay (achieving less than 18 months)
- Under 36 months –12 months delay (achieving less than 24 months)
- Under 48 months –18 months delay (achieving less than 30 months)
- Under 60 months –24 months delay (achieving less than 36 months)

Children with Complex Social and Communication Needs/Autism will have a spiky profile

Description of child – Enhanced individual support expected for children with additional needs, funded from within the settings own resources although enhanced with the support of additional top up funding from the Early Years Service

Significant delay in meeting expected milestones:

- Under 24 months – 6 -12 months delay (achieving less than 18 months)
- Under 36 months – 12-18 months delay (achieving less than 24 months)
- Under 48 months – 18-24 months delay (achieving less than 30 months)
- Under 60 months – 24-30 months delay (achieving less than 36 months)

Children with Complex Social and Communication Needs/Autism are likely to have a spiky profile

Description of child – Targeted funding for very complex needs. Requests for EHC assessment or EHC plan agreed. Arrangements for a child at this level will be highly individualised. These children will attract upper band top up funding.

Severe delay in meeting expected milestones:

- Under 24 months – achieving less than 12 months.
- Under 36 months –achieving less than 18 months.
- Under 48 months – achieving less than 18 months.
- Under 60 months – achieving less than 18 months.

Children with Complex Social and Communication Needs/Autism may have a spiky profile

Play, Cognition and Learning

Approaches and attitudes to learning, including characteristics of effective learning, reasoning organisational skills, problem solving skills and independent learning.

Play and Exploration

| Activities remain at sensory motor, self-stimulatory level or are self-absorbed / repetitive to the exclusion of other activities (exploratory play). | Organisational stage of play – e.g., lining up, collecting. Play may be restricted (will only go to the role play, construction will only access red bricks). | Plays with and explore some toys of interest, may need encouragement to explore new activities. |
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| Only shows a desire an interest in exploring the properties of early play equipment (e.g., spinning wheels, particular colour of an object). | Evidence of frequent repetitive play (e.g. constantly asking for numbers to be written or said) and/or restricted interests (e.g. only play with activities relating to Thomas). Very difficult to redirect and child may go into crisis. | Shows repetitive play and/or restricted interests but can be directed to other activities. |
| Only engages in unoccupied, solitary or isolated play and child does not acknowledge others. | Watches other children play and could have some awareness of others. (Onlooker social stage of play). However, play may still be solitary. | Plays in parallel or co-operatively with other children. |
| Persistent (every session) inappropriate use of resources which prevents the child from any appropriate play e.g. throwing (not out of malice), tipping, swiping, mouthing. | May use resources inappropriately e.g., tipping, swiping, throwing, but can be redirected to an activity. | Generally, uses resources appropriately, or may use inappropriately to gain attention, through frustration or if they're under stimulated (e.g. throwing a car to protest). |
| No functional play skills, even when modelled by an adult (e.g., rolling a ball). | Has some functional play skills, but not age appropriate. | Has some age-appropriate functional play skills. |
| No pretend play observed. (small world, home corner). | Very limited pretend play e.g., restricted to learnt, observed, or modelled play sequences and not able to play spontaneously. | Early pretend play is emerging and may copy pretend play when modelled e.g. feeding a doll. |

Learning Concepts

| The child has profound multiple and learning difficulties (PMLD) and/or can only access a curriculum which is sensory based. Child is non mobile, with complex medical needs and will often have visual impairments, hearing impairments. Child will need specialist chairs/standing frames. | Significant difficulties with early learning – child needs structured activities to learn new skills and support with generalising skills to other areas, e.g. TEACCH, workstations, attention builder with 1:1 support. | Has difficulties retaining or acquiring concepts over time and needs pre-teaching in small groups e.g. using social stories, attention builder, structured social interaction session. |
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| Regression of skills and/or very limited or no progress despite intensive support. | May have some regression of skills and will need overlearning (re-teaching, lots of repetition). | No loss of skills however progress maybe slow in comparison to their peers. |

Personal, Social and Emotional Development

Transitions and Change (including settling)

| Child has significant difficulties transitioning into a new environment over a long period of time despite strategies tried e.g. graduated induction, personalised session times – attending at quieter times. This could mean a child shows no awareness of being transitions or will go into crisis. | Finds transitions to new environments difficult. A robust support plan is required e.g. graduated induction, transitional objects, child's needs physical prompts. | Child manages transitions e.g. using visuals, transitional objects. |
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| Shows no awareness when parent/carers leave/arrive. | Shows some awareness when parent/carers leave/arrive e.g. may look but does not react/respond to parent immediately. | Acknowledges and responds to parent/carer's arrival and departure, by smiling, looking or approaching. |
| Specific attachments to unusual objects e.g. baby wipes, toothbrushes, water bottles, and this may prevent the child from accessing activities. | Some obsessions with unusual objects, but can be distracted by negotiating e.g. now and next, distraction, redirection. | Can access the activities. May bring a comforter to the setting able to leave the comforter in their bag or put in finish tray until activity has finished. Child may seek a comforted throughout their day. |

Behaviour that Challenges / Awareness of Danger

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| Persistent (every session) demanding impulsive behaviour which affects the child's safety and that of others occurring several times per session – e.g. biting themselves or others, throwing themselves backwards, kicking. | Child has a range of atypical behaviours which may prevent them from accessing activities unless supported by adult e.g., climbing inappropriately, spinning. | Behaviours which can be disruptive, but child can be redirected e.g. tipping, swiping, throwing. |
| Ritualistic behaviour – strict, rigid sequences of play which have health and safety implications and/or if interrupted child goes into crisis e.g. tapping, set circuit around the setting. | Repetitive behaviours which may affect their access to learning, but child may protest for a short period of time e.g. shouting, dropping to floor, running away before returning to their play. | Idiosyncrasies (behaviours) which do not affect anyone else. Child rarely goes into crisis and often be redirected when given structure. e.g. child may in sit in a specific chair, only eating specific food, has to be presented in a set way or eats in a set order. |
| Persistently presents a significant danger to self and others occurring several times per session, e.g. eating non-edible items, climbing inappropriately, trying to constantly get out or has no awareness self, others and environment. | Shows some awareness of danger and needs supervision to stay safe. | Shows awareness of danger and needs reminders to stay safe. |

Emotions

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| Severe and persistent levels of emotional/anxiety outbursts requiring intensive support to enable emotional regulation occurring several times per session or for prolonged lengths of time e.g. more than 30 minutes. A child cannot be consoled by anything or anyone. | Reoccurring significant difficulties regulating own emotions/anxieties which may happen daily and for an extended period of time e.g. up to 30 minutes or several times a session. A child may be consoled by a specific adult or object. | Difficulties regulating own emotions/anxieties occasionally e.g. 2-3 times per week for short periods of time e.g. up to 15 minutes and generally can be comforted by adults around them or by redirection. |
| Does not seek out familiar care givers for comfort and affection at times of stress or distress. | May seek out a specific care giver for comfort and affection at times of stress or distress. | Will seek out any familiar care giver for comfort and affection at times of stress or distress. |

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| Does not show any awareness or response to other people's distress/sadness/happiness. | Always shows inappropriate response to distress/sadness/happiness of others e.g. laughing, hitting someone who's crying, going into crisis themselves. | Shows curiosity at other people's distress/sadness/happiness and may offer an appropriate response with support from an adult. |
| Relationships with Adults | | |
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| Child is unaware an adult could meet their needs. | Child is aware of adults around them, however this may only be particular people e.g. parents, keyworker. | Child shows an interest or curiosity in adults around them. Child may be aware of new people around them. |
| Will not approach an adult to meet any basic needs. | Child will use adults as a tool to have their own wants and needs met e.g. pulling an adult to the door, using an adult to get help opening a container. | Child will readily approach familiar adults to get their wants and needs met, e.g. bring their coat to show they want to go in the garden. These children may be quite persistent, but do not have much spoken language. |
| Resists or erupts or shows no awareness when adults attempt to engage child in any unwanted interactions e.g. handover hand support, being redirected. | Some resistance to engaging in adult directed interactions without structure. | Will engage with most adult interactions. |
| Peer Relationships | | |
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| Inability to form relationships which may be evidenced by no recognition of self or others. | Significant difficulties forming relationships and may show some inappropriate interactions with other children e.g. hitting, pushing, laying on others. | Starting to build relationships with other children |
| Shows little to no awareness of other people's happiness or emotions. | Shows some interest in other people's emotions, although their reaction may not be appropriate e.g. if another child is crying, they may cry, laugh or hit them. | Much more aware of other children's emotional responses. |
| Does not seek to share their own enjoyment with others. | Child may share their own enjoyment with key adults. | Child seeks out other children to share their enjoyment. |
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| Engages in completely solitary play and will move away when another child approaches them. | Engages in parallel play and can tolerate other children to be nearby. May actively avoid contact with peers or engage in intrusive physical contact with others e.g. purposefully knocking down a tower built by another child, or taking a toy they want which another child has. | Child shows a growing interest in other children's play and interactions. Plays alongside other children, maybe unwilling to share toys/activities. Child may withdraw from the company of others at times. |
| Social Boundaries | | |
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| Shows no understanding of social boundaries in play or other activities relative to their age. | Beginning responds to some social boundaries in play with structure, visual and adult support. | Shows understanding of social boundaries with visual and adult support but may misinterpret social cues from peers or adults. |
| Persistent inappropriate touching or interactions with both familiar and unfamiliar adults. | Unaware of personal space. | Beginning to show awareness of others personal spaces and appropriate social boundaries for their age. This may be with visual support. |
| Sensory and/or physical | | |
| Fine and gross motor skills, coordination, hearing or visual difficulties, self-help skills, medical needs | | |
| Physical | | |
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| Significant physical difficulties that require a range of specialist equipment provided by health services, adapted resources and position changes (floor time, sat in specialist seating), and a high level of adult support. | Physical development is delayed requiring a range of gross/fine motor interventions e.g. specialist seating, adapted physical environment to enable access to activities, physiotherapy programme. | Physical development is delayed, however needs can be met by making reasonable adjustments to the child's environment e.g. moving activities to be accessible for child, a child may wear equipment provided by health services. |
| Significant lack of awareness of self and the environment. These children may spend a lot of time laying on the floor (trying to ground themselves), rocking, or fascinated by different parts of their body e.g. examining hands, feet. | Significant lack of spatial awareness e.g. consistently bumping into furniture, door frames, walking through activities and children. | Some lack of spatial awareness e.g. sometimes walking around others/activities but at other times will walk through. |
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Self-help / independence

| Child needs adult to anticipate/recognise needs and provide full support for all self-help tasks e.g. feeding, drinking, nappy changes, washing etc. | Child may or may not recognise their needs and may need a visual prompt e.g. object of reference. Child needs adult support to complete self-help task. | Child recognises needs but may need adult support to carry out self-help tasks e.g. put food on spoon, change nappy. |
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| Sensory | | |
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| Child repeatedly seeks out excessive stimulatory experiences for the majority of the time which prevents them from accessing the activities. | Child repeated seeks out stimulatory experiences several times per session which may prevent them from accessing the activities. | Child regularly seeks out stimulatory experiences but this does not impact on accessing activities. Sensory needs can be met through appropriate activities and reasonable adjustments. |

Speech, Language and Communication

Attention and listening skills, play and interaction, comprehension, expressive language, vocabulary and speech sound articulation.

Social Interaction

| Child is very solitary, appears to be absorbed in their own world. Child does not seek out any social interactions with anyone. | Child prefers to be solitary but can tolerate other children nearby at times. | Child can tolerate being around other children or adults – may prefer the company of particular individuals. |
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| Complete and active avoidance of eye contact. | Frequent and significant difficulties with eye contact, turn taking and interactions. | Inconsistent difficulties with eye contact, turn taking and interactions. |
| Doesn't respond to early social interaction games e.g. peek a boo, intensive interaction. | Responds to structured social interaction games with visual support and facilitated by an adult. | Responds to structured social activities in small groups e.g. attention builder. |

| Receptive Language (understanding) | | | |
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| Appears to have no understanding of their first language in context even with consistent use of visual supports e.g. objects, gestures, symbols. | Demonstrates understanding of language if in context and with visual support e.g. familiar routine instructions, common phrases (objects of reference, transitional objects, Makaton, gestures or using personal schedules). | Shows understanding of language and may be able to follow simple instructions without visual support. | |
| Expressive Language and Communication | | | |
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| No concept of intentional communication e.g. no gestures, actions or directed vocalisations. Adults are required to anticipate or predict child's needs based on daily routine and responding to child's emotions. | Has some intentional communication, this may be by pulling adults hand or taking an object to an adult for help. | Child consistently makes requests to adults to get their needs/wants met. | |
| Cannot make a choice between a preferred and non-preferred item – still takes both. | Can consistently make a choice between preferred and non-preferred items. | Child can make an independent choice from a selection of items. | |
| Speech system restricted to a few sounds. This may include unusual pitch/ tone/ rhythm of speech. | Child may babble or use jargon, may also have some learned phrases and/or echolalia or can label objects, but cannot make requests to get their needs/wants met. | Child may use single words, short phrases, signs or Picture Exchange Communication System (PECS), core boards, switches to make requests to get their needs met. | |
| GRAND TOTAL | | | |
| Date completed | Red total /37 | Amber total /37 | Green total /37 |
| Date completed | Red total /37 | Amber total /37 | Green total /37 |
| Date completed | Red total /37 | Amber total /37 | Green total /37 |
| Date completed | Red total /37 | Amber total /37 | Green total /37 |

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