Criteria for placement in early years High Needs SEND Base

Nursery 0 (2YO) D.O.B 1/9/24 to 31/8/25

Level of Provision	Social, mental and emotional health	Communication and interaction needs	Social Communication	Physical and sensory needs	Cognition and Learning
Length of delay	70% of chronological age (delay of 20 months or greater)				
Assessment Findings	• Diagnosed severe attachment disorder.	•	•	• Registered with severe or profound sight or hearing impairment or dual sensory impairment. • **Needs likely to be permanent and lifelong due to nature of disability.** • ToD or ToHI has stated that the child meets criteria.	• Assessed as having severe or profound Learning Disability.
How the child presents / what the child can do	• Persistent, extreme aggression to peers/self/adult. • Resulting in harm to self or others. • Can't calm. • Totally withdrawn.	• Has inbuilt reflexes and reactions and uses these to direct attention and respond to caregiver's voice (e.g. by smiling, stopping crying or looking). • Expressive: cries when annoyed or uncomfortable, may make some occasional vocalisations, other	• Referral to BSCIP is being considered. • Unaware of others. • Obsessed by own particular interests. • Unable to establish joint attention at all. • Frequent sensory seeking behaviours.	• Unable to position self without assistance. • Unable to weight bear. • Swipes at toys. • Holds toys when placed in hand but will not release. • Totally reliant on adults for feeding, dressing and toileting with additional complicating factors such as, unsafe swallow, gastrostomy fed, pureed foods required, unable to co-	• Responds to sensory stimuli. • Not imitating from an adult model. • Purposefully carries most objects to mouth.

		than crying to show feelings.		operate with dressing.	

Criteria for placement in early years high needs SEND base nursery V1.1

Level of Provision	Social, mental and emotional health	Communication and interaction needs	Social Communication	Physical and sensory needs	Cognition and Learning
		• Receptive: turns head to person talking, stops crying when hearing music, reacts differently to the tone of voice.		• Totally reliant on adults for feeding, dressing and toileting with additional complicating factors such as gastrostomy fed, pureed foods required, unsafe swallow, unable to co- operate with dressing.	• Explores objects by looking, feeling, shaking or mouthing. • Inspects own hands.
The child is not yet able to		• Attention and listening: fleeting and directed towards most prominent thing in environment. • Expressive: Smile, imitate a cough, coo and babble to self and have one or two sounds that they repeat. • Receptive: respond to facial expressions.		• Sit independently, even if unstable, roll from back to side, make crawling movements without moving forwards. • Transfer objects from hand to hand, grasp and hold objects using palmar grasp and release by dropping with intent. • Take solid foods well. Make attempts to hold a cup.	• Show a visual preference. • Approach mirror image of self and respond positively to it. • Reach out for objects. • Bang objects together in play. • Show awareness of being in novel surroundings.

Nursery 1 (2-3 YO) D.O.B 1/9/23 to 31/8/24

Level of Provision	Social, mental and emotional health	Communication and interaction needs	Social Communication	Physical and sensory needs	Cognition and Learning
Length of delay	70% of chronological age (delay of 20 months or greater)				
Assessment Findings	• Diagnosed severe attachment disorder.	•	• Referral to BSCIP has been made.	• Registered with severe or profound sight or hearing impairment or dual sensory impairment. • **Needs likely to be permanent and lifelong due to nature of disability.** • ToD or ToHI has stated that the child meets criteria.	• Assessed as having severe or profound Learning Disability.
How the child presents / what the child can do	• Persistent, extreme aggression to peers/self/adults, resulting in harm to self or others. • Can't calm. • Totally withdrawn.	• Attention and listening: fleeting and directed towards most prominent thing in environment. • Expressive: Smiles, imitates a cough, may coo and babble to self and have one or two sounds that they repeat. • Receptive: responds to facial expressions, turns head to sound and	• Unaware of others. • Obsessed by own particular interests. • Unable to establish joint attention on a consistent basis. • Frequent sensory seeking behaviours. • Sensory sensitivities preventing access to EYFS	• Unable to position self without assistance. • Unable to weight bear. • Swipes at toys. • Holds toys when placed in hand but will not release. • Totally reliant on adults for feeding, dressing and toileting with additional complicating factors such as gastrostomy fed, pureed foods required, unsafe swallow, unable to co- operate with	• Responds to sensory stimuli. • Not imitating from an adult model. • Shows a visual preference. • Approaches mirror image of self. • Will reach out for objects. • Explores objects by looking, feeling, shaking or mouthing.

		people talking. • Social use of language: • Language not used with communicative intent.	environment.	dressing.	

Criteria for placement in early years high needs SEND base nursery V1.1

Level of Provision	Social, mental and emotional health	Communication and interaction needs	Social Communication	Physical and sensory needs	Cognition and Learning
The child is not yet able to		• Attention and listening: Maintain attention on an object of interest for 60 seconds. • Expressive: Make a particular noise when wanting attention, babble tunefully repeating syllable strings e.g. ma-ma-ma. • Receptive: Respond to own name and other familiar phrases such as 'where's Daddy?' or 'clap hands' or 'sit down' in context or following an adult prompt.		• Move independently (not necessarily by crawling e.g. bottom shuffling, commando crawling). • Weight bear and pull to stand using furniture. • Picks up small objects between thumb and fingers. • Eat solids and hold, bite and chew a biscuit. • Put hands round a cup when drinking. • Pull off a hat and co-operate in dressing.	• Look to floor for fallen object. • Hold two objects at once. • Imitate an adult action, e.g. ringing a bell. • Repeat performance when laughed at. • Enjoy peek a boo. • Uncover a toy if sees it being hidden by a cloth/box. • Push a small car along.

Nursery 2 (3-4 YO) D.O.B 1/9/22 to 31/8/23

Level of Provision	Social, mental and emotional health	Communication and interaction needs	Social Communication	Physical and sensory needs	Cognition and Learning
Length of delay	70% of chronological age (delay of 20 months or greater)				
Assessment Findings	• Diagnosed severe attachment disorder.	• Diagnosis of severe expressive and receptive language delay or disorder.	• Has an ASD diagnosis.	• Registered with severe or profound sight or hearing impairment or dual sensory impairment. • **Needs likely to be permanent and lifelong due to nature of disability** • ToD or ToHI has stated that the child meets criteria.	• Assessed as having severe or profound Learning Disability.
How the child presents / what the child can do	• Persistent, extreme aggression to peers/self/adults, resulting in harm to self or others with little or no awareness of the impact of their action. • Totally withdrawn.	• Attention and listening: maintains attention on an object of interest for 60 seconds. • Expressive: Makes a particular noise when wanting attention, babbles tunefully repeating syllable strings e.g. ma-ma-ma, may have one or two clear words.	• Finds it difficult follow adult directed agenda. • Unusual and excessive responses to situations. • Limited intention to communicate. • Restrictive and repetitive interests result in difficulties accessing teaching and learning.	• Some independent movement but not necessarily by crawling e.g. bottom shuffling, commando crawling. • Able to weight bear and pull to stand using furniture. • Reaches for and grasps/picks up small objects between thumb and fingers.	• Looks to floor for fallen object. • Holds two objects at once • Imitates an adult action e.g. ringing a bell. • Repeats performance when laughed at. • Enjoys peek a boo. • Uncovers toy if sees it being hidden by a cloth/box.

Criteria for placement in early years high needs SEND base nursery V1.1

Level of Provision	Social, mental and emotional health	Communication and interaction needs	Social Communication	Physical and sensory needs	Cognition and Learning
		• Receptive: Responds to own name and other familiar phrases such as 'where's Daddy?' or 'clap hands' or 'sit down' in context or following an adult prompt.	• Sensory sensitivities preventing access to EYFS environment.	• Eats solids and will hold, bite and chew a biscuit. • Puts hands round a cup when drinking. • Able to pull off a hat and co- operate in dressing.	• Pushes a small car along.

Criteria for placement in early years high needs SEND base nursery V1.1

The child is not yet able to		• Expressive: Use up to 20 simple words, such as 'cup', 'daddy' and 'dog'. These words may not always be easily recognised by unfamiliar adults. Babble expressively. Use gestures or points to make needs known. • Receptive: Understand simple words, like ‘drink,’ ‘shoe,’ and ‘car’. Also, simple instructions like 'kiss mummy', 'kick ball' and 'give me' (with visual support). Point to things when asked, like familiar people and objects such as ‘book’ and ‘car’.	• Finds it difficult follow adult directed agenda. • Tolerate peer involvement in play, or physical proximity.	• No awareness of toileting needs Will not use a potty when put on it. • Crawl around independently and take a few steps but very unsteady. • Roll a ball to an adult • Pick up small objects using thumb and finger pincer grip. • Feed self with fingers and beginning to feed self-using a spoon although this is messy. • Drink from a cup with assistance. • Co-operate and help with dressing.	• Remove objects from containers. • Offer toy and releases on request. • Scribble when given pen and paper. • Look in correct place for a toy that has rolled out of sight. • Pretend to feed self/be asleep etc. • Look at pictures regarding some with interest/recognition.

Reception (4-5 YO) D.O.B 1/9/21 to 31/8/22

Level of Provision	Social, mental and emotional healt	Communication and interaction needs	Social Communication	Physical and sensory needs	Cognition and Learning
Length of delay	70% of chronological age (delay of 20 months or greater)				
Assessment Findings	• Diagnosed severe attachment disorder.	• Diagnosis of severe expressive and receptive language delay or disorder.	• Has an ASD diagnosis.	• Registered with severe or profound sight or hearing impairment or dual sensory impairment. • **Needs likely to be permanent and lifelong due to nature of disability.** • ToD or ToHI has stated that the child meets criteria.	• Assessed as having severe or profound Learning Disability.
How the child presents/ what the child can do	• Has major difficulty relating to adults in all contexts i.e. home, school and clubs. • Is unable to engage in peer relationships due to lack of understanding, awareness or interest even with high levels of 1:1 supervision from appropriately trained personnel. • Work or play is severely restricted	• Vocabulary of 10 – 20 single words; these may not be clear. • Signing or using gestures. • Reaches or points to something they want whilst making speech sounds. • Age equivalent below 15 months. • Understands single words in context e.g. cup,		• Holds a pencil and with encouragement will scribble. • Makes marks or uses symbols in their preferred mode of communication. • Dependent on adult support for all self-help and personal care needs. • Dependent on adult support to move within the environment using aids and adaptations e.g. wheelchair. • Is unable to bear weight without physical	• Handles books and printed material with interest. • Shows some understanding of how a book works, for example turning the pages. However, this may not be one at a time or in the correct direction. • Will look at pictures in a book, regarding some with

	by inability to co-operate in a small group even with high levels of 1:1 supervision from appropriately trained personnel.	milk, daddy, when the object is there.		support but may be able to assist. A hoist may be used for transfers.	interest or recognition.

Criteria for placement in early years high needs SEND base nursery V1.1

Level of Provision	Social, mental and emotional healt	Communication and interaction needs	Social Communication	Physical and sensory needs	Cognition and Learning
	• Strong, non-verbal or verbal expressions of emotion are more frequent than daily. • There is an inability to connect cause and effect of own and others' actions. • Emotional state prevents engagement with teacher or task even in a 1:1 or small group situation. • Engages in unsafe, risky, antisocial behaviour either independently or with peers, more frequently than daily. • Daily invades personal space of others and/or hits out at peers or adults.	• Understands more words than they can say. • Understands simple instructions e.g. "kiss mummy" "give to daddy" "stop".		• Is unable to position/reposition without assistance (sitting) and requires supportive seating.	• Has an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. • Has some understanding that things exist, even when out of sight.

Criteria for placement in early years high needs SEND base nursery V1.1

Level of Provision	Social, mental and emotional healt	Communication and interaction needs	Social Communication	Physical and sensory needs	Cognition and Learning
The child is not yet able to		• Repeat, copy and imitate between 20 – 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. • They use single words, signs and symbols for familiar objects e.g. cup, biscuit and to communicate about events and feelings e.g. likes and dislikes. • Age equivalent 15 – 18 months. • Understands a wide range of single words and some two-word phrases e.g. “give me” “shoe on”. • Recognises and points to objects and pictures in books if asked. • Gives named familiar objects to adult e.g. coat, car, apple, book.		• Can hold a pencil using a palmar grasp. • Will ‘mark make’ when given a pencil and paper and enjoys this. • Mark making consists of straight lines and circular scribbles. • Can undress independently but needs support to dress. • Feeds self independently with spoon/fork but needs adult supervision to avoid choking / overfilling mouth. • Drinks from cup with assistance. • Requires personal care supervision to ensure safety and personal hygiene using aids or adaptations.	• Interested in books and rhymes and may have favourites. • Will look at and recognise pictures in books. • Can match objects to pictures and symbols (for example choosing between two symbols to request a drink). • Will listen to a short made-up story about a picture. • Able to recognise themselves and familiar adults in a photograph. • Knows that things exist, even when out of sight. • Beginning to

					organise and categorise. objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. • Says some counting words randomly.