NURSERY 0 (2YO) D.O.B 01/09/24 to 31/08/25

EYSFF – Inclusion Supplement - Overview of Levels of Provision and Levels of Special Needs

Level of Provision	Length of delay / ASQ	Social, emotional mental health	Communication and interaction needs	Physical and sensory needs	Cognition and Learning
Setting/ School	40% or less (delay of between 10-12 months) **ASQ White / grey Area**	Occasional difficulties settling in e.g. extra support needed to separate on arrival (once transition period has passed) Can build relationships with key people e.g. key adult but may lack confidence with less familiar people. May be over familiar with strangers Struggles to wait for attention/delay gratification. Generally accepting of other children and can share the same space with other children May have experienced Adverse Childhood Experiences which occasionally impact on social, emotional and mental health needs	**Attention and listening:** Gives attention to activity of own choosing **Expressive**: Uses up to 20 simple words, such as 'cup', 'daddy' and 'dog' with communicative intent. These words may not always be easily recognised by unfamiliar adults. Babbles expressively. Uses gestures or points to make needs known **Receptive**: Understands simple words, like 'drink', 'shoe' and 'car'. Also simple instructions like 'kiss mummy', and 'give me' (with visual support). May point to things when asked, like familiar people and objects such as 'book' and 'car'. Consistently responds to name **Social communication:** Occasional difficulties with changes in routine. Difficulties do not impact on a day-to-day basis **Sensory Processing** May show occasional sensory differences however can self or co regulate within a few minutes	**Gross Motor:** Taking a few steps but very unsteady. Rolls a ball to an adult **Fine Motor:** Picks up small objects using thumb and finger pincer grip **Independence and Self Care: Feeding, dressing, drinking, toileting** Feeds self with fingers and beginning to feed self-using a spoon although this is messy. Can help with putting on coat, shoes etc Drinks from a cup with assistance. Occasionally needs reminding to promote or support for drinking **Sensory - Visual & Hearing** Has slight visual or hearing impairment that may be corrected through the use of aids/glasses.	Removes objects from containers Offers toy and releases on request May scribble or make marks in food Looks in correct place for a toy that has rolled out of sight Pretends to feed self/be asleep etc. Looks at pictures regarding some with interest/recognition. Knows the difference between large and small objects.

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Place	40-50 % (delay of between 12-15 months) ASQ Grey / Black Area	Sometimes needs additional strategies to support behaviour due to emotional dysregulation Sometimes shows attachment & separation difficulties which are supported by adult intervention Sometimes has strong likes and dislikes, that sometimes require adult support Sometimes shows difficulties with sharing, taking turns and social skills May have experienced Adverse Childhood Experiences which sometimes impact on social, emotional and mental health needs	**Attention and listening**: Able to attend to an activity or object of interest for 60 seconds. **Expressive**: Makes a particular noise when wanting attention, babbles tunefully repeating syllable strings e.g. ma-ma, may have one or two clear words used with communicative intent to have needs met **Receptive**: Sometimes responds to own name or other familiar phrases such as 'where's Daddy?' or 'clap hands' or 'sit down' in context or following an adult prompt **Social Communication difficulties**: **Social communication** Can sometimes express their wants or needs either verbally or non-verbally **Social Interaction** Sometimes is able to play alongside or be in proximity of peers. **Repetitive and/or restrictive behaviour** Sometimes finds it difficult follow adult directed agenda and resists requests/boundaries/changes in routine. Sometimes demonstrates repetitive behaviours **Sensory differences:** Sometimes shows sensory differences that can require an adult to support co regulation **Highly focused interests:** Shows focused interests that sometimes require adult support	**Gross Motor:::** Independently mobile by crawling, bottom shuffling, commando crawling. Able to weight bear and pull to stand using furniture. **Fine Motor** Reaches for and grasps/picks up small objects. **Independence and Self Care: Feeding, dressing, drinking, toileting:** Will hold, bite and chew a biscuit. Sometimes needs reminding or a prompt for drinking Able to pull off a hat and socks. **Sensory - Visual & Hearing** Sight / Hearing impaired but the child manages the setting environment well with some support	Looks to floor for fallen object Holds two objects at once Will imitate an adult in a play scenario. Repeats performance when laughed at Enjoys peek a boo Uncovers toy if sees it being hidden by a cloth/box Pushes a small car along. Starting to understand main routines of the day e.g. mealtimes, home time etc. Starting to know the difference between large and small objects Investigates objects e.g. shape sorters, stacking cups etc.

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Place Plus	50-70% of chronological age (delay of between 18-20 months) **ASQ Black area** **Frequently**	Frequently needs additional strategies to support behaviour due to emotional dysregulation Frequent periods of distress/dysregulated behaviours which lead to danger to self/others Often withdrawn & distressed, which may be with unidentified triggers No interaction with peers, but may demonstrate momentary periods of engagement with a familiar adult Frequent difficulties in calming e.g. withdrawn or distressed Frequent attachment and separation difficulties which cause prolonged periods of distress despite adult support Not yet able to separate from main carer/key adult or make preference for key adult in the setting May have experienced Adverse Childhood Experiences which frequently impact on social, emotional and mental health needs	**Attention and listening:** fleeting and directed towards most prominent thing in environment – momentarily. Unable to engage with an activity or intervention **Expressive**: Displays emotions in facial expressions. 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/or people talking. **Social Communication difficulties:** **Social communication:** Occasional verbal communication with infrequent communication intent Sometimes uses non-verbal cues to indicate needs **Social Interaction** Frequently appears unaware of others, Beginning to establish joint attention for highly motivating activities and /or stimuli **Repetitive and/or restrictive behaviour** Frequently demonstrates the need for their own routine and agenda, changes result in crisis presentation. Frequently demonstrates repetitive behaviours **Sensory differences** Consistently shows significant sensory differences that require a high level of adult support for substantial periods of time to co-regulate **Highly focused interests** Shows highly focused interests that require frequent and significant adult support	**Gross Motor** Unstable when sitting independently, able to roll from back to side, makes crawling movements but unable to move forwards. **Fine Motor** Transfers objects from hand to hand, grasps objects using palmar grasp only and will hold and release by dropping with intent. **Independence and Self Care: Feeding, dressing, drinking, toileting** Reliant on adults to dress and undress. Able to take solids well. Unable to feed self. Will take liquid from a cup held to their lips and may attempt to hold a cup/sports bottle **Sensory - visual & hearing** Sight/hearing impaired with resulting frequent need of support without which would prevent independent access to the environment	Shows a visual preference Approaches mirror image of self and responds positively to it. Will reach out for objects Bangs objects together in play. Shows awareness of being in novel surroundings. Difficulties retaining significant information e.g. recognising familiar adults, copying actions/words/waving etc.

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High Needs	70% of chronological age (delay of 20 months or greater) **ASQ Black area**	Persistent, extreme behaviours when dysregulated which may result to harm to self or others. Not yet able to regulate even with significant adult support. Significant attachment and separation difficulties which cause prolonged periods of distress despite adult support throughout the session Unusual/excessive responses and 'shuts down' Daily experiences long periods of distress which are likely to include key moment of the day e.g. transitions Not yet showing recognition or response to carer/key adult or peers Has experienced multiple Adverse Childhood Experiences which consistently impact on all areas of learning	**Attention and listening:** 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 or signals when uncomfortable or upset may make some occasional vocalisations, other than crying to show needs or feelings. **Receptive:** not yet turning head to person talking, may occasionally react differently to the tone of voice. May on occasion respond to change in auditory stimuli e.g. banging or music **Social communication difficulties:** **Social communication:** Appears unaware of others**.** Not yet communicating their wants or needs either verbally or non-verbally **Social Interaction:** Not yet able to establish joint attention **Repetitive and/or restrictive behaviour:** Consistent need for their own routine and agenda, changes result in crisis presentation. Consistently demonstrating self-stimulating behaviours which prevent them engaging with the environment and learning opportunities **Sensory differences:** Frequently demonstrates self-stimulating behaviours which prevent them engaging with the environment and learning opportunities and may potentially led to self-injurious behaviours. Requires significant adult support to co- regulate **Highly focused interests:** Significant and consistent focus on own particular interests which means they are not yet able to access to any other opportunities.	**Gross motor & fine motor:** Needs likely to be permanent lifelong due to nature of disability Unable to position self without assistance Not able to weight bear Swipes at toys May hold toys when placed in hand but will not release **Independence and Self Care: feeding, dressing, drinking, toileting** 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. **Sensory - Visual & Hearing** Severe/profound sight or hearing impairment or multi-sensory impairment that consistently prevents the child accessing the environment without significant adult support	Responds to sensory stimuli Not imitating from an adult model Purposefully brings objects to mouth. Explores objects by looking, feeling, shaking or mouthing. May inspect own hands. May not react when seeing a familiar adult. Significant difficulties retaining information e.g. recognising familiar faces. May direct eye gaze to a preferred stimulus