NURSERY 1 (3YO) D.O.B 01/09/23 to 31/08/24

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

Level of Provision	Length of delay / ASQ	Social, emotional and mental needs	Communication and interaction needs	Physical and sensory needs	Cognition and Learning
Setting	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) Builds relationships with key people Occasionally struggles to wait for attention/delay gratification. Happy to accept other children in the same space and shares only needing occasional support	**Attention & listening:** Needs to be stopped from activity by calling name or tapping arm. Rigid/ Single channelled attention. Can concentrate on activities for longer, like playing with a particular toy. **Expressive**: Uses 20-25 clear words. Start to put short sentences together with 2-3 words. Gestures or points, often with words or sounds to show what they want. Imitates words and sounds. Phonology: Use a limited number of sounds in their words – often these are p, b, t, d, m and w. **Receptive**: Points to 5 body parts on self or doll and able to follow simple instructions like 'Go and get your shoes' in context or with visual aids **Social communication & interaction:** Plays alongside others. Occasionally finds it difficult to follow adult agenda	**Gross Motor:** Walking independently but may lack confidence. **Fine Motor:** Uses index finger to point. Able to build a small tower of bricks **Independence and self-care feeding, dressing, drinking, toileting:** Indicates when wet and dry. Will sit on toilet or potty Able to use a spoon right side up with little spilling. Drinks from cup independently but may spill a lot. Removes some simple items of clothing for example socks. **Sensory - Visual & Hearing** Has slight visual or hearing impairment that may be corrected through the use of aids/glasses.	Actively searches for toys out of sight appropriately e.g. in a cupboard Imitates feeding doll, reading a book, sweeping the floor etc. Frequently scribbles Likes to be shown books by an adult and enjoys some favourite stories Recognises pictures of objects Understands the function of everyday objects e.g. cup, brush, spoon Posts objects into boxes Enjoys playing with objects of different sizes that go together e.g stacking blocks Explores the functions of toys independently

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Place **ASQ Grey / Black area**	40-50 % (delay of between 12-15 months)	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 Shares the same space with other children with adult support 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'. Generally responds to name **Social communication:** Uses gesture to communicate some wants and needs **Social Interaction** Sometimes can play alongside or be in proximity of peers. **Repetitive and/or restrictive behaviour** Sometimes finds it difficult follow adult directed agenda. Sometimes resists requests/boundaries/changes in routine. **Sensory differences** Sometimes shows sensory differences that can require an adult to support co regulation, however can self or co regulate within a few minutes **Highly focused interests** Shows focused interests that sometimes require adult support	**Gross Motor:** Takes steps but may be unsteady. **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 Holds & drinks from a cup/sports bottle with assistance. Will use a potty when put on it. Sometimes aware when wet and dry Occasionally needs reminding to promote or support for drinking **Sensory - Visual & Hearing** Sight / Hearing impaired but the child manages the setting environment well with some support	Removes objects from containers Offers toy and releases on request May scribble with mark making tools 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 plus **ASQ Black area**	50-70% of chronological age (delay of between 18-20 months)	Sometimes needs additional strategies to support behaviour due to emotional dysregulation which sometimes Sometimes is dysregulated and distressed, requiring adult intervention Frequently struggles to wait for attention/delay gratification. Sometimes has strong likes and dislike which require adult support Occasionally interacts with peers. Frequently has difficulties with sharing, taking turns and social skills Has experienced Adverse Childhood Experiences which often 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** Limited intention to communicate for social purposes. **Social Interaction** Sometimes is unable to play alongside, or be in proximity of peers **Repetitive and/or restrictive behaviour** Finds it difficult follow adult directed agenda. Resists requests/boundaries/ changes in routine. **Sensory differences** Sometimes shows sensory differences that can require an adult to support co regulation **Highly focused interests** Shows focused interests that often 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 Drinks from a cup/sports bottle with assistance. Sometimes is aware of when wet/dirty. Able to pull off a hat and socks. **Sensory - visual & hearing** Sight/hearing impaired with resulting frequent need of support without which would prevent independent access to the environment	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. meal times, home time etc. Starting to know the difference between large and small objects

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High needs	70% of chronological age (delay of 20 months or greater) **ASQ Black area**	Frequently needs additional strategies to support behaviour due to emotional dysregulation Significant periods of distress/dysregulated behaviours which lead to danger to self/others Frequently withdrawn & distressed, which may be with unidentified triggers Very limited interaction with peers. Frequent attachment and separation difficulties Not yet able to separate from main carer/key adult or make preference for key adult in the setting Has experienced Adverse Childhood Experiences which cause prolonged periods of distress despite adult support	**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 use of language: language not used with communicative intent. May lead an adult **Social Communication difficulties: Social communication** Frequently demonstrates the need for their own routine and agenda, changes result in crisis presentation. Frequently demonstrating self-stimulating behaviours which prevent them engaging with the environment and learning opportunities **Social Interaction** Appears unaware of others, Occasional verbal communication with infrequent communicative intent Sometimes uses non-verbal cues to indicate needs Beginning to establish joint attention for highly motivating activities and /or stimuli **Repetitive and/or restrictive behaviour** Frequently manipulates resources in a repetitive way Sometimes demonstrates self-injurious behaviours **Sensory differences** Frequently shows sensory differences that require significant adult support to co- regulate **Highly focused interests** Shows highly focused interests that require frequent and significant adult support	Needs likely to be permanent lifelong due to nature of disability **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/sports bottle etc held to their lips and may attempt to hold it No awareness of toileting needs **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	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. Investigates objects e.g. shape sorters, stacking cups etc. Difficulties retaining significant information e.g. recognising familiar adults, copying actions/words/waving etc.