

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
<p><b>Setting/ School</b></p>	<p>40% or less (delay of less than 17 months)</p> <p><b>ASQ White/Grey area</b></p>	<p>Infrequent difficulties settling in e.g. extra support needed to separate on arrival (once transition period has passed)</p> <p>Able to build relationships with key people</p> <p>Mostly able to wait for attention/delay gratification.</p> <p>Mostly happy to accept other children in the same space and shares only needing occasional support</p> <p>Occasional strategies required to manage patterns of behaviour and to support sharing</p> <p>Infrequent support from adult to engage with a range of experiences and activities</p>	<p><b>Attention and listening:</b> Beginning to persevere with short activities both adult led and child initiated</p> <p><b>Expressive:</b> Vocabulary of 100 words Puts 2/3 words together to make short sentences, such as 'want more juice'</p> <p>Use action words such as 'run' as well as nouns.</p> <p>Phonology - Often has problems saying more difficult sounds like s, f, k, g, sh, ch, th and r. People that know them can mostly understand them.</p> <p>Sometimes sound as if they are stammering or stuttering</p> <p><b>Receptive:</b> Understand longer instructions, such as 'make teddy jump' or 'where's mummy's coat?' in context</p> <p><b>Social communication:</b> <b>Social communication</b> Usually uses gesture and language to communicate for social purposes.</p> <p><b>Social Interaction</b> Plays alongside peers with some imitation/interest of others.</p> <p><b>Repetitive and/or restrictive behaviour</b> May need support to follow adult directed agenda, but usually can accept this with key adult support</p>	<p><b>Gross Motor:</b> Independently walks and runs, beginning to throw and kick a ball.</p> <p><b>Fine Motor:</b> Confidently able to build a tower of blocks. Imitates drawing lines and circles</p> <p><b>Independence and self-care feeding, dressing, drinking, toileting:</b> Consistent in indicating need for nappy change Manages a cup with little/no spilling. Will actively help to dress and undress eg: helps to pull trousers down etc.</p> <p><b>Sensory - Visual &amp; Hearing</b> Has slight visual or hearing impairment that may be corrected through the use of aids/glasses.</p>	<p>Unscrews a lid from a bottle</p> <p>Able to complete a pegboard.</p> <p>Able to complete a simple inset puzzle.</p> <p>Is beginning to talk to self during play.</p> <p>Emerging ability to match objects to pictures/pictures to pictures.</p> <p>Competently stacks towers and builds with blocks.</p> <p>Can identify large and small sized objects.</p> <p>Can fit shapes into shape sorters.</p> <p>Has some favourite stories.</p> <p>Operates cause and effect toys.</p>

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Place	<p>40-50 % (delay of between 17-21 months)</p> <p><b>ASQ Grey/Black area</b></p>	<p>Frequent difficulties settling in e.g. extra support needed to separate on arrival (once transition period has passed)</p> <p>Demonstrates attachment &amp; separation difficulties which require some adult intervention, which may be observed at points of transition Sometimes demonstrates relationships with key people</p> <p>Occasionally struggles to wait for attention/delay gratification.</p> <p>Mostly happy to accept other children in the same space and can share with some adult support</p> <p>Some additional strategies required to manage patterns of behaviour and support sharing</p> <p>Strong likes and dislikes that sometimes needs adult support.</p> <p>Require adult support to engage with a range of experiences and activities</p> <p>May have experienced Adverse Childhood Experiences which occasionally impact on social, emotional and mental health needs</p>	<p><b>Attention and listening:</b> Needs to be stopped from activity by calling name or tapping arm.</p> <p>Rigid/ Single channelled attention. Concentrates on activities for longer, like playing with a particular toy.</p> <p>Adult support needed for any task requiring concentration.</p> <p><b>Expressive:</b></p> <p>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.</p> <p><b>Receptive:</b> Points to 5 body parts on self or doll and able to follow simple instructions with encouragement like ‘Go and get your shoes’ in context or with visual aids</p> <p><b>Social communication:</b> <b>Social communication</b> May use sign, gesture or some language to communicate for social purposes.</p> <p><b>Social Interaction</b> Sometimes is able to play alongside peers with adult support. Occasionally finds it difficult to follow adult agenda and may resist requests/boundaries/changes in routine</p> <p><b>Repetitive and/or restrictive behaviour</b> Sometimes finds it difficult follow adult directed agenda. Sometimes resists requests/boundaries/changes in routine.</p> <p><b>Sensory differences</b> Sometimes shows sensory differences that can require some adult support for co regulation</p> <p><b>Highly focused interests</b> Shows focused interests that sometimes require adult support</p>	<p><b>Gross Motor:</b></p> <p>Walking independently but may lack confidence or fall</p> <p><b>Fine Motor:</b></p> <p>Uses index finger to point.</p> <p>Able to build a tower of bricks</p> <p><b>Independence and self-care, feeding, dressing, drinking, toileting:</b></p> <p>Feeds self with spoon with little support or spilling</p> <p>Drinks from cup independently but may spill a lot.</p> <p>Removes some simple items of clothing for example socks.</p> <p>Indicates when wet/dirty but may not be consistent in this. Will sit on toilet or potty</p> <p><b>Sensory - Visual &amp; Hearing</b> Sight / Hearing impaired but the child manages the setting environment well with some support</p>	<p>Actively searches for toys out of sight appropriately e.g. in a cupboard</p> <p>Imitates feeding doll, reading a book, sweeping the floor etc.</p> <p>Likes to be shown books by an adult and enjoys some favourite books</p> <p>Recognises a few pictures of objects</p> <p>Understands the function of everyday objects e.g. cup, brush, spoon</p> <p>Posts objects into boxes</p> <p>Enjoys playing with objects of different sizes that go together e.g. stacking blocks.</p> <p>Fits shapes into spaces.</p> <p>Explores the functions of toys independently</p>

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<p><b>Place Plus</b></p>	<p>50-70% of chronological age (delay of between 21-30 months)</p> <p><b>ASQ Black area</b></p>	<p>Difficulties settling in e.g. frequent and prolonged support needed to separate on arrival (once transition period has passed)</p> <p>Demonstrates attachment &amp; separation difficulties which require frequent adult intervention, which may be observed at points of transition</p> <p>May be over familiar with strangers</p> <p>Struggles to wait for attention/delay gratification.</p> <p>Strong likes and dislikes that can be hard to manage which can require frequent adult support</p> <p>Regular difficulties with sharing the same space with peers. Frequent adult support needed for , sharing, taking turns and social skills</p> <p>May have experienced Adverse Childhood Experiences which sometimes impact on social, emotional and mental health needs</p>	<p><b>Attention and listening:</b> Fleeting/ Rigid attention. Gives attention to activity of own choosing. Adult support needed for any task requiring concentration.</p> <p><b>Expressive:</b> Uses up to 20 simple words, such as 'cup', 'daddy' and 'dog'. These words may not always be easily recognised by unfamiliar adults. May babble expressively. Uses gestures or points to make needs known</p> <p><b>Receptive:</b> Beginning to understand simple words, like 'drink', 'shoe' and 'car'. Also simple instructions like 'give me' (with visual support). May be beginning to point to things when asked, like familiar people and objects such as 'book' and 'car'.</p> <p><b>Social Communication difficulties: Social communication</b> Limited intention to communicate for social purposes.</p> <p><b>Social Interaction</b> Limited ability to play alongside, or be in proximity of peers</p> <p><b>Repetitive and/or restrictive behaviour</b> Often finds it difficult follow adult directed agenda. Resists requests/boundaries/ changes in routine. On occasion demonstrates self-injurious behaviours</p> <p><b>Sensory differences</b> Often shows sensory differences that can requires regular adult support for co regulation</p> <p><b>Highly focused interests</b> Shows focused interests that often require adult support</p>	<p><b>Gross Motor:</b></p> <p>Crawling around independently and taking a few steps but very unsteady</p> <p><b>Fine Motor:</b></p> <p>Picks up small objects using thumb and finger pincer grip</p> <p><b>Independence and self-care, feeding, dressing, drinking, toileting:</b></p> <p>Feeds self with fingers and beginning to feed self using a spoon although this is messy.</p> <p>Drinks from a cup with assistance.</p> <p>Will sit on a potty when put on it and is becoming more aware of when they are wet and dry</p> <p>Co-operates and helps with dressing</p> <p><b>Sensory - visual &amp; hearing</b> Sight/hearing impaired with resulting frequent need of support without which would prevent independent access to the environment</p>	<p>Removes objects from containers</p> <p>Offers toy and releases on request</p> <p>Looks in correct place for a toy that has rolled out of sight</p> <p>Pretends to feed self/be asleep etc.</p> <p>Looks at pictures regarding some with interest/recognition</p> <p>Knows the difference between large objects and small objects.</p> <p>Can sometimes fit shapes into spaces.</p> <p>Handles books and shows some interest.</p> <p>Explores the functions of toys, flaps and is beginning to operate with them.</p> <p>Difficulty in retaining significant information,</p>

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<p><b>High Needs</b></p>	<p>70% of chronological age (delay of 30 months or greater)</p> <p><b>ASQ Black area</b></p>	<p>Sometimes needs additional strategies to support behaviour due to emotional dysregulation which sometimes may lead to which lead to danger to self/others</p> <p>Demonstrates attachment &amp; separation difficulties which require significant adult intervention, which may be observed at points of transition</p> <p>May be over familiar with strangers/ very wary/ or hypervigilant which causes significant dysregulation</p> <p>Sometimes has strong likes and dislike which require significant adult support</p> <p>Daily difficulties with sharing, taking turns and social skills which require significant support</p> <p>Has experienced Adverse Childhood Experiences which often impact on social, emotional and mental health needs</p>	<p><b>Attention and listening:</b> Able to attend to an activity or object of interest for 60 seconds.</p> <p><b>Expressive:</b> Makes a particular noise when wanting attention, babbles tunelessly repeating syllable strings e.g. ma-ma, may have one or two clear words used with communicative intent to have needs met</p> <p><b>Receptive:</b> Not responding to own name or other familiar phrases such as 'clap hands' in context or following an adult prompt</p> <p><b>Social Communication difficulties: Social communication</b> Not yet able to communicate for social purposes.</p> <p><b>Social Interaction</b> Is unable to play alongside, or be in proximity of peers</p> <p><b>Repetitive and/or restrictive behaviour</b> Unable to follow adult directed agenda. Significant resistance to requests/boundaries/ changes in routine. Sometimes demonstrates self-injurious behaviours</p> <p><b>Sensory differences</b> Frequently shows sensory differences that can require significant adult support for co regulation</p> <p><b>Highly focused interests</b> Shows focused interests that frequently require adult support</p>	<p><b>Gross Motor:</b> Independently mobile by crawling, bottom shuffling, commando crawling.</p> <p>Able to weight bear and pull to stand using furniture.</p> <p><b>Fine Motor:</b> Reaches for and grasps/picks up small objects.</p> <p><b>Independence and Self Care - Feeding, dressing, drinking, toileting</b></p> <p>Will hold, bite and chew a biscuit.</p> <p>Sometimes needs reminding or a prompt for drinking</p> <p>Sometimes is aware of when wet/dirty.</p> <p>Able to pull off a hat and socks.</p> <p><b>Sensory - Visual &amp; Hearing</b> Severe/profound sight or hearing impairment or multi-sensory impairment that consistently prevents the child accessing the environment without significant adult support</p>	<p>Looks to floor for fallen object</p> <p>Holds two objects at once</p> <p>Will imitate an adult in a play scenario.</p> <p>Repeats performance when laughed at</p> <p>Enjoys peek a boo</p> <p>Uncovers toy if sees it being hidden by a cloth/box</p> <p>Pushes a small car along.</p> <p>Starting to show awareness of main routines of the day e.g. mealtimes, home time etc.</p>