

NURSERY 2 (3-4 YO) D.O.B 1/9/2016 to 31/8/2017

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

Level of Provision	Length of delay / ASQ	Social, mental and emotional health	Communication and interaction needs	Physical and sensory needs	Cognition and Learning
<p align="center">Setting/ School</p>	<p>40% or less (delay of less than 17 months)</p> <p align="center">ASQ White/Grey area</p>	<p>Difficulties separating from carer or key adults.</p> <p>Lack of concentration.</p> <p>Disrupts others frequently (can't share, take turns, isn't aware of peers).</p> <p>Can build relationships with key people but may lack confidence with less familiar people.</p> <p>Tends to view world from their own point of view.</p> <p>Struggles to wait for attention/delay gratification.</p>	<p>Attention and listening : Beginning to persevere with activities.</p> <p>Expressive: Vocabulary of 100 words</p> <p>Puts 2/3 words together to make short sentences, such as 'want more juice'</p> <p>Use action words as well as nouns, such as 'run' and 'fall' .</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>Receptive: Understand longer instructions, such as 'make teddy jump' or 'where's mummy's coat?' in context</p> <p>Social communication: Plays alongside others with some imitation of others.</p>	<p>Independently mobile, able to manage steps in an upright position (may need a little support) and beginning to throw and kick a ball.</p> <p>Able to build a tower of 4 blocks. Imitates drawing lines and circles</p> <p>Consistent in indicating need for nappy change</p> <p>Manages a cup with little/no spilling.</p> <p>Will actively help to dress and undress eg: helps to pull trousers down etc.</p> <p>May have glasses or hearing aids to correct hearing/vision.</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>ASQ Grey/Black area</p>	<p>Additional strategies required to manage patterns of behaviour.</p> <p>Persistent attachment & separation difficulties.</p> <p>Actively resists requests/boundaries/changes in routine.</p> <p>Very strong likes and dislikes that are hard to manage.</p> <p>Adult support needed for any task requiring concentration.</p> <p>Require adult support to engage with a range of experiences and activities</p> <p>Generally tolerant of other children</p>	<p>Attention and listening: Needs to be stopped from activity by calling name or tapping arm.</p> <p>Rigid/ Single channelled attention. Concentrate on activities for longer, like playing with a particular toy.</p> <p>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. Echolalia may still be present.</p> <p>Phonology: Use a limited number of sounds in their words – often these are p, b, t, d, m and w.</p> <p>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</p> <p>Social communication. Plays alongside others.</p>	<p>Walking independently but may lack confidence.</p> <p>Uses index finger to point.</p> <p>Able to build a tower of 2 bricks and spontaneously scribbles on paper.</p> <p>Indicates when wet/dirty but may not be consistent in this.</p> <p>Feeds self with spoon with little support</p> <p>Drinks from cup independently but may spill a lot.</p> <p>Removes some simple items of clothing for example socks.</p> <p>Registered as sight/hearing impaired but the child manages the Nursery environment well despite these difficulties.</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</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>Is interested in books and may have favourites.</p> <p>Confidently uses cause and effect toys.</p>

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<p>Place Plus</p>	<p>50-70% of chronological age (delay of between 21-30 months)</p> <p>ASQ Black area</p>	<p>Despite use of appropriate strategies, disruptive/challenging behaviour is observed on a daily basis.</p> <p>Frequently cause danger to self/others /property.</p> <p>Generally very withdrawn & distressed and therefore unable to access play environment.</p> <p>No interaction with peers.</p> <p>Unusual/excessive responses and 'shuts down'</p>	<p>Attention and listening: Fleeting/ Rigid attention</p> <p>Diagnosis of moderate speech, expressive language or expressive language delay/disorder</p> <p>Expressive: Uses up to 20 simple words, such as 'cup', 'daddy' and 'dog'. These words may not always be easily recognised by unfamiliar adults.</p> <p>Babbles expressively. Uses gestures or points to make needs known</p> <p>Receptive: Understands simple words, like 'drink', 'shoe' and 'car'. Also simple instructions like 'kiss mummy', 'kick ball' and 'give me' (with visual support). May point to things when asked, like familiar people and objects such as 'book' and 'car'.</p> <p>Social Communication difficulties: Difficulties with changes in routine. Unusual habits. Limited tolerance of or involvement with peers.</p>	<p>Crawling around independently and taking a few steps but very unsteady</p> <p>Rolls a ball to an adult</p> <p>Picks up small objects using thumb and finger pincer grip</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.</p> <p>Co-operates and helps with dressing</p> <p>Registered sight/hearing impaired with resulting difficulties that prevent independent access to the normal Nursery environment</p>	<p>Removes objects from containers</p> <p>Offers toy and releases on request</p> <p>Will scribble when given pen and paper</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 style="text-align: center;">High Needs</p>	<p style="text-align: center;">70% of chronological age (delay of 30 months or greater)</p> <p style="text-align: center;">ASQ Black area</p>	<p>Persistent, extreme aggression to peers/self/adults. Resulting in harm to self or others with little or no awareness of the impact of their actions.</p> <p>Totally withdrawn.</p> <p>Diagnosed severe attachment disorder.</p>	<p>Diagnosis of severe expressive and receptive language delay or disorder.</p> <p>Attention and listening: Maintains attention on an object of interest for 60 seconds.</p> <p>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.</p> <p>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</p> <p>Social Communication difficulties: Referral made to BSCIP. Finds it difficult follow adult directed agenda. Does not tolerate peer involvement in play, or physical proximity. Unusual and excessive responses to situations. Limited intention to communicate.</p>	<p>Some independent movement but not necessarily by crawling e.g. bottom shuffling, commando crawling.</p> <p>Able to weight bear and pull to stand using furniture.</p> <p>Reaches for and grasps/picks up small objects between thumb and fingers</p> <p>Eats solids and will hold, bite and chew a biscuit.</p> <p>Puts hands round a cup when drinking</p> <p>No awareness of toileting needs</p> <p>Able to pull off a hat and co-operate in dressing</p> <p>Registered with a severe/profound sight or hearing impairment or dual sensory impairment</p>	<p>Looks to floor for fallen object</p> <p>Holds two objects at once</p> <p>Imitates an adult action e.g. ringing a bell</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 try to fit shapes into spaces with support.</p> <p>Enjoys looking at books with familiar people.</p> <p>Investigates sensory toys e.g lights, sounds, textures</p> <p>Significant difficulties in retaining information.</p>