



## PATHWAYS OF SEND SUPPORT 2021

### School Vision and Values

Our school vision states:-

In our nursery school everyone is valued and welcome.

- Our children are happy and safe and we support, encourage and care for them well.
- Our children achieve and progress well as they access engaging, motivating activities and resources every day.
- Our children have access to high quality indoor and outdoor play and learning every day, which supports all areas of their development.

We believe that all of our children have a right to a broad and balanced curriculum, delivered through the statutory framework for the Early Years Foundation Stage. All children, regardless of their background or abilities, have access to this curriculum and the resources and experiences our nursery has to offer. We ensure that the learning pathways planned for all of our children meet their developmental needs and appropriately acknowledge their current skills, interests and developmental stage with the aim of moving them forwards in their learning journey.

### Send Code of Practice 2014

All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework sets the standards that all schools offering early years provision, must meet to ensure that children learn and develop well and are kept healthy and safe. This includes ongoing assessment of children's progress.

We have arrangements in place that include a clear approach to assessing SEN. This is part of our overall approach to monitoring the progress and development of all children. In assessing progress of children in the nursery, practitioners use the non-statutory Early Years Outcomes and our own Early Excellence Assessment and Tracker guidance as tools to assess the extent to which a young child is developing at expected levels for their age.

The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning in the Early Years Foundation Stage which are:-

<b>Prime areas of development</b>	<b>Specific Area of Development</b>
<ul style="list-style-type: none"><li>• Communication and Language</li><li>• Physical Development</li><li>• Personal, Social and Emotional Development</li></ul>	<b>Cognition and learning</b> <ul style="list-style-type: none"><li>• Literacy</li><li>• Mathematics</li><li>• Understanding of the world</li><li>• Expressive arts and design</li></ul>

## **Supporting SEN**

It is particularly important in the nursery that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

## **Identifying SEN**

In addition to the formal checks, practitioners working with children monitor and review the progress and development of all children throughout the early years. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners consider all the information about the child's learning and development, from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs.

**From within the setting practitioners particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development.**

Children with English as an Additional Language or children who are withdrawn or not yet fully participating in nursery activities, do not necessarily have special educational needs, however their participation, language and communication skills may require additional and focussed support.

Children with high levels of sensory need may experience a reduced timetable until ready to access full learning experiences, this is planned and discussed with parents with the aim of gradual introduction to full sessions when the child is able to access a wider range of independent play and learning activities.

## **Send Pathways of Support**

When children have additional developmental needs, or are working at different stages to their peers, we consider this carefully and offer children a group support programme or individualised support. These pathways of support supplements the SEND Policy and SEND Report and offer a clear explanation of the provision we make for children attending our nursery school.

## **Send Code of Practice**

We follow the SEND Code of practice and guidelines.

Within the Code of Practice, children's SEND are generally thought of in four broad areas of need and support . In our nursery school we place the greatest emphasis on children succeeding in the Prime Areas of learning and develop their ability to access the specific areas through our curriculum programme.

This is how we link these to our EYFS assessment and curriculum.

<b>SEND CODE OF PRACTICE</b>	<b>EYFS AREAS OF LEARNING AND DEVELOPMENT</b>			<b>Interventions ranges 1,2</b>	<b>Interventions ranges 3,4</b>
<b>Communication and Interaction</b>	<b>Prime areas</b> Communication and Language / PSED	Listening and Attention Understanding, Speaking	Providing an environment for young children to express themselves and speak and listen in a range of situations allows them to develop their language and communication skills.	Storytalk group EarlyTalkBoost	Storytalk 1:1 Word cards and word games PECS Object / picture reference SSALT Advice Language and learning partnership advice
<b>Social, emotional and mental health</b>	<b>Prime area</b> Personal Social and Emotional Development	Making relationships Self confidence and self awareness Managing feelings and behaviour	This area helps to shape children's social skills and develops respect and an understanding of their different feelings.	EarlyTalkBoost Storytalk Group	Behaviour Plan 1:1 Play plan co-operating EP advice Parental support
<b>Sensory and / or physical needs</b>	<b>Prime area</b> Physical Development	Moving and handling Health and self care	Young children often love to be active, but they also need to understand that continued physical activity, as well as healthy food and self care are important, and why.	Finger gymn Flippy Flappers Dough Disco	Sensory Breaks Sensory Resources Sensory play Sensory room Sensory/ exploratory based curriculum Exercise and equipment OT Advice AOT Advice

<b>Cognition and Learning</b>	<b>Specific areas</b> Literacy Mathematics Understanding the World Creative and Expressive Arts and Design	Reading, Writing Numbers, Shapes, space and measures People and Communities, The World, Technology Experimenting with media and materials, Being imaginative	Hear and identify different words and sounds, and also to start reading and writing. developing skills with numbers and calculations, as well as being able to describe shapes, spaces, and measures. Making sense of things by observing and exploring everything from the places they spend time to the resources, materials and devices that they use. Activities like drawing, playing with paint, instruments or real materials give children the chance to express, explore and experiment.	Storytalk Early TalkBoost Differentiated group activities Rhyme time Continuous provision	Sensory, exploratory, real objects play based on projects and children's interests. Very small group activities. Use of tablets Continuous provision
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Therefore, in planning our curriculum, or if needed, further pathways of support, we assess the children and plan targets within these broad areas. We understand that children may have specific needs which may warrant a more individualised programme advised by specialist professionals. Our pathways plans set out what we do to support children's needs once they have been identified and assessed

### **Sunderland SEND Ranges**

In 2019 Together for children Sunderland introduced SEND guidance for all schools. This guidance gives information on assessing children's needs by referring to Ranges. The Ranges are graduated from 1-5. 1 is the lowest range level and level 5 describes the needs of a child within the highest level. In nursery school the majority of children within ranges 1 / 2, will have differentiated programmes of work and small group activities to support identified area of need. Children presenting needs within range 3 / 4 will require professionally advised, individual support plans and possible access to additional funding to ensure these individual support needs are met. Nursery can at this time make applications to the SEND Panel for Inclusion Funding.

### **Graduated approach**

At all times nursery must show that a graduated approach to supporting children with SEND has been in place.

The approach is Assess – Plan – Do – Review.

At ranges 1 / 2 staff are closely involved in the termly review process sharing targets and outcomes with parents and carers.

At ranges 3 / 4 staff, parents and carers and professionals are involved in termly reviewing the child's progress and in the case of little or no progress the need to make a referral for an Education and Health Care Plan to the local authority, particularly when a child is preparing to move to Reception class.

**The Ranges guidelines have been included in our Pathways guide, which give detailed information on children's needs and strategies.**

Range 1 – Communication and Interaction		
Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay or emerging needs:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at or below emerging 16-26 months</li> <li>• At 3 years functioning at or below emerging 22-36 months</li> <li>• At 4 years functioning at or below emerging 30-50 months</li> <li>• At 5 years functioning at or below emerging 40-60 months</li> </ul> <p>May develop spoken language at a slower rate than peers</p> <p>Some difficulties with understanding of language</p> <p>May demonstrate limited understanding of nonverbal cues</p> <p>Some immature speech sounds. Requires help with key words. Requires repetition from an adult</p> <p>May have English as an additional language</p> <p>Difficulty being understood by adults outside the family</p> <p>Some difficulties in interactions with peers; may need adult prompting</p> <p>May display shorter attention span in comparison to peers</p> <p>Range of noises and sounds in babble limited.</p>	<p>Assessment for learning informs planning for suitably differentiated teaching</p> <p>Setting to liaise with the family/ carer and gather information relating to the child Discussion re family engagement with supporting agencies</p> <p>Early referral to SALT to be considered</p> <p>Setting to supplement usual systems of assessment and planning with additional observations, and across a range of contexts e.g. outdoors, lunchtime. Progress to be monitored for at least 2 terms</p> <p>Termly/ half-termly (as appropriate) review of child's progress in relation to the EYFS</p> <p>Good use of Quality First Teaching with close reference to the EYFS developmental profile</p> <p>Use of Early Support Developmental Journal as best practice to support small step approach to learning.</p> <p>Observation by practitioner and SENDCo to assess next steps in liaison with parent/carers</p> <p>Possible attendance at more than one setting must be taken into consideration</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Focus on attention and listening activities BLAST/TALKBOOST (this will filter out those children with environmental impact delay)</p> <p>Ensure all adult language is supported by visual prompts – photographs, pictures, Makaton</p> <p>Create differentiated groups for targeted attention, listening and social play skills</p> <p>Adults to present high quality expressive speech and adapt levels of language</p> <p>Effective differentiation of activities to enable learning at a level appropriate to the child.</p> <p>Any planned interventions involve the parent/carers, child, SENDCo and key person. Use of quality first teaching and monitoring through EYFS levels</p> <p>Flexible grouping strategy to focus adult support where needed.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p>

**Range 2 - Communication and Interaction**

Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p><b>The child has MILD but persistent difficulties</b> and is not making expected progress despite a range of interventions and quality first teaching.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at or below developing 8-20 months</li> <li>• At 3 years functioning at or below developing 16-26 months</li> <li>• At 4 years functioning at or below developing 22-36 months</li> <li>• At 5 years functioning at or below developing 30-50 months</li> </ul> <p>Child has difficulty following or understanding instructions and everyday language without visual references</p> <p>Adults have difficulty understanding speech without it being in context</p> <p>Child has poor enunciation/clarity of speech/making noises/sounds.</p> <p>Immaturity in socialisation. Older age range looks towards adults rather than peers. Some difficulties with social communication and interaction</p> <p>Lack of awareness of social space and related social difficulties</p> <p>Difficulties forming and maintaining friendships with peers</p> <p>Younger age range – not linking with an important adult. Lack of playing with sound/noise/babble.</p>	<p>As Range 1</p> <p>SENDCo involved in ongoing observation as EYFS profile shows child is not making expected progress towards age related expectations</p> <p>Refer and involve other professionals as appropriate. These professionals to attend reviews, SALT initially. SENDCo to involve other agencies in accordance with SALT based guidance</p> <p>Support plan with SMART targets in place, if moving to SEND support level from quality first teaching, otherwise continue with EYFS developmental records, taking account of specialist advice where appropriate. Supervision and monitoring of the support plan by SENDCo. Professionals to be involved in the termly review process.</p> <p>Clear assessment relating to IMPACT of the intervention strategies to guide next steps</p> <p>Setting to liaise with parent/carer</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on implementing key learning outcomes.</p> <p>Planned interventions involve as Range 1 + SENDCo and other professionals.</p> <p>Clarity on support given at:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Flexible grouping strategy, evidenced in support plan, to focus adult support where needed.</p> <p>Additional adult support may be required for some activities (group and individual), and to implement support plan targets or EYFS targeted areas.</p> <p>Access to ICT and specialist equipment/materials.</p> <p>Use of Makaton, intensive interaction and visual approaches to supporting the developing of language and interaction skills</p> <p>Access and use of 'Autism' friendly strategies/focus upon social play and interaction skills</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Staff training needs are addressed. Draw on ICAN/ECAT strategies TALKBOOST</p>

**Range 1 – Social, Emotional and Mental Health**

Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at or below emerging 16-26 months</li> <li>• At 3 years functioning at or below emerging 22-36 months</li> <li>• At 4 years functioning at or below emerging 30-50 months</li> <li>• At 5 years functioning at or below emerging 40-60 months</li> </ul> <p>May present with some difficulties settling into setting</p> <p>May display emotional distress (anxiety), and seek out peer/adult support including 'detached' behaviours.</p> <p>Occasional and short term unwanted behavioural difficulties resulting in adult intervention.</p> <p>Displays some attention seeking behaviours</p> <p>Occasionally needs adult support in self-regulation.</p>	<p>Setting to liaise with the family/ carer and gather information relating to the child Discussion re family engagement with supporting agencies</p> <p>Setting to supplement usual systems of assessment and planning with additional observations, and across a range of contexts e.g. outdoors, lunchtime. Progress to be monitored for at least 2 terms</p> <p>Termly/ half-termly (as appropriate) review of child's progress in relation to the EYFS</p> <p>Good use of Quality First Teaching with close reference to the EYFS developmental profile</p> <p>Use of Early Support Developmental Journal as best practice to support small step approach to learning.</p> <p>Observation by practitioner and SENDCo to assess next steps in liaison with parent/carers</p> <p>May benefit from SALT referral if needs impact on SLC development. Referral for bumpy speech/dysfluency.</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Effective differentiation of activities to enable learning at a level appropriate to the child.</p> <p>Any planned interventions involve the parent/carers, child, SENDCo and key person. Use of quality first teaching and monitoring through EYFS levels</p> <p>Flexible grouping strategy to focus adult support where needed.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Nurture strategy activities.</p> <p>BLAST and TALKBOOST focus on confidence as well as SLC are useful at this point...</p> <p>Signposting points to support and training e.g. Incredible Years.</p>

Range 2 – Social, Emotional and Mental Health		
Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p><b>The child has MILD but persistent difficulties</b> and is not making expected progress despite a range of interventions and quality first teaching.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay:</p> <p>At 2 years functioning at or below developing 8-20 months</p> <p>At 3 years functioning at or below developing 16-26 months</p> <p>At 4 years functioning at or below developing 22-36 months</p> <p>At 5 years functioning at or below developing 30-50 months</p> <ul style="list-style-type: none"> <li>• Compared to chronologically aged peers.</li> <li>• Frequently displays some difficulties entering in the setting and can be unsettled at periods throughout the day.</li> <li>• Has difficulty seeking comfort from familiar adults and/or with self-soothing.</li> <li>• Ongoing difficulties relating to separating from carer</li> <li>• Can be highly distracted within activities and need some short term individual adult direction to participate and engage in activities. Sits for shorter lengths of time than peers of the same chronological age.</li> <li>• Does not consistently conform to routine and boundaries.</li> <li>• Some difficulties with behaviour management</li> <li>• Some attention seeking or avoidant behaviours, likely to show reliance on adults</li> <li>• Some difficulties recognising and communicating emotions</li> <li>• Some difficulties managing change to routine and transitions</li> <li>• Frequently needs adult support in self-regulation.</li> </ul>	<p>As Range 1</p> <p>SENDCo involved in ongoing observation as EYFS profile shows child is not making expected progress towards age related expectations</p> <p>Refer and involve other professionals as appropriate. These professionals to attend reviews.</p> <p>Support plan with SMART targets in place, if moving to SEND support level from quality first teaching, otherwise continue with EYFS developmental records, taking account of specialist advice where appropriate. Supervision and monitoring of the support plan by SENDCo. Professionals to be involved in the termly review process.</p> <p>Clear assessment relating to IMPACT of the intervention strategies to guide next steps</p> <p>Setting to liaise with parent/carers</p> <p>Seek informal advice from CAMHS.</p> <p>SALT involvement.</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring. Staff trained in 'nurture programme' and 'Friends.'</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on implementing key learning outcomes.</p> <p>Planned interventions involve as Range 1 + SENDCo and other professionals.</p> <p>Clarity on support given at:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Flexible grouping strategy, evidenced in support plan, to focus adult support where needed.</p> <p>Additional adult support may be required for some activities (group and individual), and to implement support plan targets or EYFS targeted areas.</p> <p>Access to ICT and specialist equipment/materials.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Staff training needs are addressed including attachment and behaviour management.</p> <p>Environment provides 'space for one' for a child to withdraw.</p>

## Range 1 – Sensory and/or Physical and Medical Need

Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at or below emerging 16-26 months</li> <li>• At 3 years functioning at or below emerging 22-36 months</li> <li>• At 4 years functioning at or below emerging 30-50 months</li> <li>• At 5 years functioning at or below emerging 40-60 months</li> </ul> <p>Child has a medically diagnosed sensory impairment which means that without reasonable adjustments and management the child is at risk of making less than expected progress than their peers. With these in place, child is making good progress in line with their overall development.</p> <p><b>Vision:</b> Vision within normal range, including when corrected by glasses 6/6 – 6/12</p> <p><b>Hearing:</b> Child may miss-hear verbal information which requires monitoring</p> <p>Child may have some immaturities of speech but is understood by adults</p> <p><b>Physical and Medical:</b> Physical development and general health within normal levels Child attempts all physical activities within normal day</p> <p>May be evidence of some mild problems with fine motor skills and recording</p> <p>Mild problems with self-help and independence May have continence/ toileting issues</p> <p>May be evidence of problems with gross motor skills and coordination often seen in physical play</p> <p>Medical condition that impacts on time in Early Years and requires an individual health care plan. Possible conditions include asthma, cystic fibrosis, pacemaker (chronic heart disease), arthritis, epilepsy, diabetes, chronic disease, Crohn disease.</p>	<p>Setting to liaise with the family/ carer and gather information relating to the child Discussion re family engagement with supporting agencies</p> <p>Setting to supplement usual systems of assessment and planning with additional observations, and across a range of contexts e.g. outdoors, lunchtime. Progress to be monitored for at least 2 terms</p> <p>Termly/ half-termly (as appropriate) review of child's progress in relation to the EYFS</p> <p>Good use of Quality First Teaching with close reference to the EYFS developmental profile</p> <p>Use of Early Support Developmental Journal as best practice to support small step approach to learning.</p> <p>Observation by practitioner and SENDCo to assess next steps in liaison with parent/carer</p> <p>Information and advice from the Children's Sensory Team would be provided on diagnosis with further information and advice on request.</p> <p>Any mobility issues require risk assessment for child and others. Requires OT assessment and strategies for support</p> <p>A physiotherapy referral may also be required.</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Effective differentiation of activities to enable learning at a level appropriate to the child.</p> <p>Any planned interventions involve the parent/carer, child, SENDCo and key person. Use of quality first teaching and monitoring through EYFS levels</p> <p>Flexible grouping strategy to focus adult support where needed.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Adjustments made to learning environment both indoors and outdoors.</p> <p>Support may be needed for transitions.</p> <p>Training for staff.</p>

## Range 2 – Sensory and/or Physical and Medical Needs

Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p><b>The child has MILD but persistent difficulties</b> and is not making expected progress despite a range of interventions and quality first teaching. Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at or below developing 8-20 months</li> <li>• At 3 years functioning at or below developing 16-26 months</li> <li>• At 4 years functioning at or below developing 22-36 months</li> <li>• At 5 years functioning at or below developing 30-50 months</li> </ul> <p>Child has a medically diagnosed sensory impairment which means that without reasonable adjustments and management the child is at high risk of making less than expected progress than their peers. With reasonable adjustments and appropriate management strategies the child is making satisfactory progress in line with their general development.</p> <p><b>Vision:</b> Mild impairment Mild bilateral field loss or adapted to monocular vision Navigates safely in familiar environment Wears patch 1-2 hours daily. Colour blind</p> <p><b>Hearing:</b> Moderate hearing impairment requiring adult support to monitor adjustments. Hearing corrected through use of hearing aids</p> <p><b>Physical and Medical:</b> Mild but persistent problems with hand/eye coordination, fine/gross motor skills and recording, impacting on access to curriculum Making slow or little progress despite targeted teaching approaches Continuing difficulties with continence/ toileting Continuing problems with self-help and independence Continuing problems with gross motor skills and coordination often seen in physical play Some implications for risk assessment e.g. educational visits, playground equipment Able to use mobility aid with some competence to overcome physical difficulties, e.g. walking frame or power chair Likely to have difficulties adapting to new/specific environments</p> <p>A medical condition that impacts on time in Early Years and requires a medical care plan Possible conditions include, asthma, cystic fibrosis, pacemaker (chronic heart disease), arthritis, epilepsy, diabetes, chronic disease, Crohn disease.</p>	<p>As Range 1</p> <p>SENDCo involved in ongoing observation as EYFS profile shows child is not making expected progress towards age related expectations</p> <p>Referrals made to Occupational Therapy and Physiotherapy as required.</p> <p>Children's Sensory Team will have the child on their active caseload and will support with trouble shooting for specialist equipment. They will monitor Child's progress with one or two visits annually and may generate an additional single visit/report giving advice specific to the child on request.</p> <p>Professionals to attend reviews where appropriate</p> <p>Support plan with SMART targets in place, if moving to SEND support level from quality first teaching, otherwise continue with EYFS developmental records, taking account of specialist advice where appropriate. Supervision and monitoring of the support plan by SENDCo. Professionals to be involved in the termly review process.</p> <p>Clear assessment relating to IMPACT of the intervention strategies to guide next steps</p> <p>Setting to liaise with parent/carer.</p> <p>Risk assessment for learning environment.</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on implementing key learning outcomes.</p> <p>Planned interventions involve as Range 1 + SENDCo and other professionals.</p> <p>Clarity on support given at:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Flexible grouping strategy, evidenced in support plan, to focus adult support where needed.</p> <p>Additional adult support may be required for some activities (group and individual), and to implement support plan targets or EYFS targeted areas.</p> <p>Access to ICT and specialist equipment/materials.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Staff training needs are addressed e.g. lifting and assisting, eating and drinking, oxygen training.</p>

## Range 1 - Cognition and Learning

Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay/emerging need:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at or below emerging 16-26 months</li> <li>• At 3 years functioning at or below emerging 22-36 months</li> <li>• At 4 years functioning at or below emerging 30-50 months</li> <li>• At 5 years functioning at or below emerging 40-60 months</li> </ul> <p>Cognitive abilities broadly lie within age related expectations as evidenced by EYFS ages and stages however the child may be easily distracted and require prompts to remain on task, may need adult encouragement to remain engaged in play and/or may struggle to concentrate on adult directed activities (more than would be expected for a child of that age range and observed over time).</p>	<p>Setting to liaise with the family/ carer and gather information relating to the child Discussion re family engagement with supporting agencies</p> <p>Setting to supplement usual systems of assessment and planning with additional observations, and across a range of contexts e.g. outdoors, lunchtime. Progress to be monitored for at least 2 terms</p> <p>Termly/ half-termly (as appropriate) review of child's progress in relation to the EYFS</p> <p>Good use of Quality First Teaching with close reference to the EYFS developmental profile</p> <p>Use of Early Support Developmental Journal as best practice to support small step approach to learning.</p> <p>Possible attendance at more than one setting must be taken into consideration.</p> <p>Consider early referral to SALT where understanding is identified as a difficulty.</p> <p>Use of the ECAT assessment can identify areas of specific need in SLC which are linked.</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Effective differentiation of activities, in terms of adult engagement, levels of language and visual prompts, to enable learning at a level appropriate to the child.</p> <p>Any planned interventions involve the parent/carer, child, SENDCo and key person. Use of quality first teaching and monitoring through EYFS levels</p> <p>Flexible grouping strategy to focus adult support where needed. Continuous provision enhanced, directed and targeted.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>ECAT/ICAN strategies.</p>

## Range 2 - Cognition and Learning

Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p><b>The child has MILD but persistent difficulties</b> and is not making expected progress despite a range of interventions and quality first teaching.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at or below developing 8-20 months</li> <li>• At 3 years functioning at or below developing 16-26 months</li> <li>• At 4 years functioning at or below developing 22-36 months</li> <li>• At 5 years functioning at or below developing 30-50 months</li> </ul> <p>Child presents with some mild learning difficulty/delay, shows some difficulties with conceptual understanding.</p> <p>Child shows some difficulties with engagement in learning experiences</p> <p>Is easily distracted and requires prompts and adult intervention to remain on task</p> <p>May need some adult encouragement to remain engaged in adult initiated play.</p> <p>Unable to follow adult directed activities within a small group where child has chosen the activity.</p>	<p>As Range 1</p> <p>SENDCo involved in ongoing observation as EYFS profile shows child is not making expected progress towards age related expectations</p> <p>Refer and involve other professionals as appropriate. These professionals to attend reviews.</p> <p>Referral to SALT and Language and Learning.</p> <p>Consider EP referral.</p> <p>Support plan with SMART targets in place, if moving to SEND support level from quality first teaching, otherwise continue with EYFS developmental records, taking account of specialist advice where appropriate. Supervision and monitoring of the support plan by SENDCo. Professionals to be involved in the termly review process.</p> <p>Clear assessment relating to IMPACT of the intervention strategies to guide next steps</p> <p>Setting to liaise with parent/carer</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Increased evidence of differentiation of activities and materials to reflect developmental and language levels, and a focus on implementing key learning outcomes from support plan.</p> <p>Planned interventions involve as Range 1 + SENDCo and other professionals.</p> <p>Clarity on support given at:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Flexible grouping strategy, evidenced in support plan, to focus adult support where needed.</p> <p>Additional adult support may be required for some activities (group and individual), and to implement support plan targets or EYFS targeted areas.</p> <p>Access to ICT and specialist equipment/materials.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Staff training needs are addressed.</p> <p>Specific interventions. E.g. BLAST &amp; TALKBOOST</p>



**DEVELOPMENTAL & MOVEMENT PLAN**

Name	Date of plan	
Area of development	Activities	Evaluation
<p style="text-align: center;"><b>Sensory</b></p> <p>Our 5 main senses are vision, hearing, touch, smell, taste. Sensations flow into the brain like traffic, the brain locates sorts and orders these sensations, when sensations flow in a well organised manner the brain can use these sensations to form perceptions, behaviour and learning.</p>		
<p style="text-align: center;"><b>Proprioception</b></p> <p>The proprioceptive sense tells us about our body position. It is stimulated every time we move. Each time we use our muscles or stretch and bend our joints. Receptors for this sense are all over our body, deep within our joints and muscles. Therefore, whenever we push, pull or lift heavy things we really stimulate this sense.</p>		
<p style="text-align: center;"><b>Vestibular</b></p> <p>Vestibular input is received in the brain every single time we move our head because the receptors for this sensory system are located deep within our inner ear. The vestibular system is made up of canals that are lined with tiny little hairs and these canals also have some fluid in them. The brain gets the message about what hairs the fluid has touched and we know how and where to move!</p>		
<p style="text-align: center;"><b>Communication</b></p> <p>The specialist SALT offer advice on supporting children's communication needs to most effective skills to develop are:-                      Joint attention helps children learn words.                      Imitation helps children notice what others are doing, interact with them, and copy what they do.                      Toy play gives parents opportunities to talk about the child's interests and to encourage social interaction.                      Pretend play helps children learn to use symbols and use a variety of words.</p>		



**SPEECH LANGUAGE AND COMMUNICATION SUPPORT PLANNING BASED ON ECAT TRACKER**

Name	Date of plan		
Area of development	Activities	Target	Evaluation
Learning to listen			
Expressing myself			
Learning and using new words			
Exploring and developing			
Playing and interacting			

**Next steps**



**SPEECH LANGUAGE AND COMMUNICATION GROUP PLANNING BASED ON ECAT TRACKER**

Name

Date of plan

Area of development	Activities	Target	Evaluation
Attention and Listening			
Understanding what is said			
Learning and using new words			
Building sentences			
Talking Socially			

Next steps

## STORYTALK GROUP PLANNING

<b>WHAT WE WANT TO ACHIEVE?</b>	<b>Session one</b>	<b>Session two</b>	<b>Session three</b>
Story talk	Story Talk	Story Talk	Story Talk
	Word Game	Word Game	Word Game
	Finger Gym	Finger Gym	Finger Gym



**USWORTH COLLIERY NURSERY SCHOOL**  
**EARLY TALK BOOST SAMPLE PLAN**

**WEEK 1 SESSION 1**  
**Learning to listen**

Activity	Focus	Resources
Planning	Planning	Planning board <ul style="list-style-type: none"> <li>• Tizzy puppet</li> </ul>
Activity 1 How do we listen? Good sitting	Attention and Sitting	<ul style="list-style-type: none"> <li>• Good looking card</li> <li>• Good listening card</li> <li>• Good sitting card</li> </ul>
Activity 2 Ready Steady Blow!	Attention and Listening	<ul style="list-style-type: none"> <li>• Feathers (one or two for each child)</li> <li>• Good looking card</li> <li>• Good listening card</li> <li>• Good sitting card</li> </ul>
Song Head Shoulders Knees and Toes	Singing	<ul style="list-style-type: none"> <li>• Song card Head...</li> </ul>
Story Hello	Narrative	<ul style="list-style-type: none"> <li>• Book 'Hello'</li> <li>• Tizzy Puppet</li> <li>• Good looking card</li> <li>• Good listening card</li> <li>• Good sitting card</li> <li>• Tizzy card</li> <li>• Jake card</li> </ul>



**USWORTH COLLIERY NURSERY SCHOOL**  
**RHYME TIME SAMPLE PLAN**

Date	Focus Rhyme

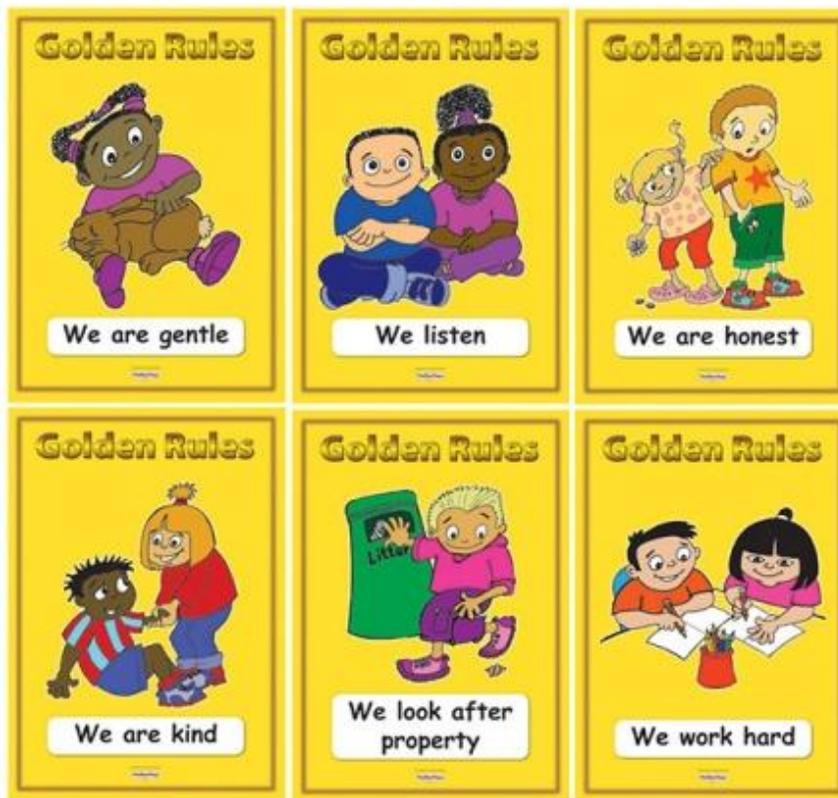
LEARNING INTENTIONS	STAGE 22-36MONTHS
Listening and Attention	<ul style="list-style-type: none"> <li>• Single channelled attention</li> <li>• Can shift to a different task if attention fully obtained – using child’s name helps to focus.</li> <li>• Listens with interest to the noises adults make when telling the story / rhyme.</li> <li>• Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking or going to the door.</li> </ul>
Understanding Receptive Language	<ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture e.g. Who is jumping?</li> <li>• Understand ‘who’, ‘what’, ‘where’, in simple questions.</li> <li>• Developing an understanding of simple concepts e.g. Big / Little, Up / down.</li> </ul>
Speaking Expressive Language	<ul style="list-style-type: none"> <li>• Learns new words rapidly and uses them in communicating.</li> <li>• Use action sometimes with limited talk that is largely concerned with the here and now e.g. ‘I have it’.</li> <li>• Uses a variety of questions e.g. ‘who’, ‘what’ ‘where’.</li> <li>• Uses simple sentences e.g. ‘Mammy going work’.</li> <li>• Beginning to say word endings. E.g. ‘ats for cats’.</li> </ul>
Social Communication (PSED / C&L)	<ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Hold as a conversation jumping from topic t topic.</li> <li>• Enjoys being with and talking to adults and children.</li> <li>• Interested in others play and will join in.</li> <li>• Responds to the feelings of others.</li> </ul>

Activity		
Day1	Day2	Day3

Evaluate for each child		



**USWORTH COLLIERY NURSERY SCHOOL**  
**BEHAVIOUR SUPPORT PLAN**



My name is .....

My reward for keeping my golden rules is .....

**MY GOLDEN RULES**

<b>NURSERY RULES</b>	<b>MY BEHAVIOUR</b>	<b>MY GOLDEN RULE</b>	<b>MY REWARD</b>	<b>MY CONSEQUENCE</b>
We are gentle				
We listen				
We take care of things				
We are kind				
We are honest				
We work hard				

My record chart

DATE .....

I can have a stamp for making a good choice if I stop when I am asked.

MY GOLDEN RULE	MY REWARD	MY CONSEQUENCE
I GOT MY REWARD TODAY		

## Ranges guidance and Preparation for adulthood targets for Ranges 3 / 4 / 5

Range 3 - Communication and Interaction		
Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p><b>The child has MILD to MODERATE and persistent difficulties</b> and is not making expected progress despite a level of focused intervention and implementation of advice and recommendations from external agencies and the provision of quality first teaching.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay:</p> <ul style="list-style-type: none"> <li>At 2 years functioning at or below emerging 8-20 months</li> <li>At 3 years functioning at or below emerging 16-26 months</li> <li>At 4 years functioning at or below emerging 22-36 months</li> <li>At 5 years functioning at or below emerging 30 -50 months</li> </ul> <p>Mild to moderate delay in expressive and/ or receptive language requiring regular SALT input</p> <p>Has reduced vocabulary both receptively and expressively impacting on learning and retention of new words</p> <p>May display some loss of previously demonstrated communication skills</p> <p>Difficulty communicating or expressing feelings or needs.</p> <p>Limited ability to understand the impact of their actions on others</p> <p>Child is becoming increasingly isolated with peers</p> <p>Limited initiation of social interaction – limited noises/babble, limited response to adult interactions: physical/verbal responses.</p>	<p>Observations and EYFS developmental assessment identifies on-going needs and delayed progress in relation to age related expectations</p> <p>SENDCo involved in ongoing observation. Profile shows child is not making expected progress despite significant levels of focused intervention and implementation of advice from external agencies.</p> <p>Involvement of additional support services as appropriate. This may include Paediatrician or Educational Psychologist where relevant and additional agencies on follow up from these.</p> <p>Support plan with SMART targets takes account of specialist advice and details additional adult input in relation to staffing ratios for specific time periods.</p> <p>Plan organises support in:</p> <ul style="list-style-type: none"> <li>Continuous provision</li> <li>Enhanced</li> <li>Targeted</li> </ul> <p>Referral submitted for EYIF to enhance in setting provision in key areas</p> <p>Interventions are assessed for IMPACT on progress</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on key learning outcomes from support plan.</p> <p>Differentiation may include deployment of additional adults to support planned interventions within:</p> <ul style="list-style-type: none"> <li>Continuous provision</li> <li>Enhanced</li> <li>Targeted</li> </ul> <p>Increased focus on planned interventions, may continue with BLAST and TALKBOOST. As a baseline provision ICAN and ECAT strategies implemented throughout with targeted individualised interventions included in accordance with recommendations from SALT, EP AOT Interventions and staffing ratios evidenced within support plan</p> <p>Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids. Visual timetable, clear routines, preparation for change and activity transitions</p> <p>Use of Makaton, intensive interaction and visual approaches to supporting the development of language and interaction skills</p> <p>Access and use of Autism friendly strategies/ social play and interaction skills</p> <p>Staff may need access to specific specialist training.</p> <p>Consideration given to the 'sensory' environment and planned sensory breaks following a three step approach: sensory activity, adult directed activity, and child led activity. Repetition of these steps to enable the child to engage effectively.</p>

		Implementation of reasonable adjustments to the EYFS environments and curriculum
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Range 4 - Communication and Interaction		
Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p><b>The child has MODERATE to SEVERE, persistent difficulties</b> and is not making expected progress despite significant levels of focused intervention and implementation of advice and recommendations from external agencies and the provision of quality first teaching.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile shows at least the following broad levels of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at or below developing 0-11 months</li> <li>• At 3 years functioning at or below developing 8-20 months</li> <li>• At 4 years functioning at or below developing 16-26 months</li> <li>• At 5 years functioning at or below developing 22-36 months</li> </ul> <p>Moderate to severe language and /or speech sound disorder/ limited language or babble.</p> <p>Uses mix of speech and alternative communication methods such as visuals, Makaton, BSL and/or augmented communication systems</p> <p>Assessments show child is working at least 2 age and stages below chronological age in at most areas of language, communication and social interaction skills.</p> <p>Child may avoid communication or use extremely limited non-verbal communication when in a speaking situation.</p> <p>Child avoids interactions with others.</p> <p>Displays tendency to withdraw from social and group learning activities</p> <p>Appears unaware of others.</p> <p>Displays difficulties expressing emotions</p> <p>Persistent and significant difficulties engaging in social interactions and forming relationships with others</p> <p>Difficulties in relation to understanding and interpretation of social interactions and social situations</p>	<p>SENDCo involved in on-going observation. Support in place from relevant external agencies in line with agency referral processes and strategies and support implemented and evidenced within support plans and review documentation.</p> <p>High level modifications to learning environment and the breaking down of tasks into small steps within an individualised curriculum.</p> <p>Progress is closely monitored by the school/ setting and recorded using setting tracking systems in line with EYFS, and Early Support Developmental Journals. Outside agency recommendations and careful monitoring of IMPACT of strategies and interventions</p> <p>Support plan with SMART targets takes account of specialist advice.</p> <p>Termly/ half-termly review of child's progress towards targets on individualised learning/support plan.</p> <p>Consideration given to application for an Education Health and Care needs assessment on basis of levels of development and complexity of need. Next steps to be determined in consultation with relevant professionals and parents/carers</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on key learning outcomes from support plan.</p> <p>SENDCo and key worker implement advice given by external support services</p> <p>Planning of interventions involve all advising agencies and reflect very clear multi agency strategies and approaches</p> <p>Planned adult deployment to target support within:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Increased focus on individualised planned interventions, daily trained adult attention and support for individual/ group activities following specialist advice</p> <p>Grouping strategies used flexibly to enhance learning and access to the curriculum.</p> <p>Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Multi-sensory approaches used to support access to EYFS.</p>

Range 5 - Communication and Interaction		
Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p><b>The child has SEVERE, persistent difficulties</b> and is not making expected progress despite significant levels of focused intervention and implementation of advice and recommendations from external agencies and the provision of quality first teaching.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile shows at least the following broad levels of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at emerging 0-11 months</li> <li>• At 3 years functioning at or lower than emerging 8-20 months</li> <li>• At 4 years functioning at or lower than emerging 16-26 months</li> </ul> <p>Severe delay in receptive and/ or expressive language</p> <p>Very limited understanding of what is said or signed</p> <p>Child communicates by gesture, eye pointing or symbols</p> <p>May display sustained loss of communication skills previously demonstrated</p> <p>Child is unable to speak or communicate in the setting which hasn't improved over the last 3 months and is having a significant impact on their ability to access the learning environment</p> <p>Frequent and significant difficulties following adult direction due to difficulties with understanding of language</p> <p>Withdrawal from social and group learning activities which are severely impacting on learning</p> <p>Significant evidence of persistent repetitive play and restricted interests</p> <p>Inability to form relationships / unable to tolerate social interaction other than to get needs met</p> <p>Severe and persistent high anxiety levels requiring intensive support</p> <p>No understanding of social boundaries/ tolerating social interaction</p> <p>Functions at a level that requires considerable and specialised interventions and adaptations to the EYFS</p>	<p>As range 4.</p> <p>SENDCo involved in on going observation. Support in place from relevant external agencies in line with agency referral processes and strategies and support implemented and evidenced within support plans and review documentation.</p> <p>High level modifications to learning environment and breaking down of tasks into small steps within an individualised curriculum.</p> <p>Progress is closely monitored by the school/ setting and recorded using setting tracking systems in line with EYFS, and Early Support Developmental Journals. Outside agency recommendations and careful monitoring of IMPACT of strategies and interventions</p> <p>Support plan with SMART targets takes account of specialist advice.</p> <p>Termly/ half-termly review of child's progress towards targets on individualised learning/support plan.</p> <p>Consideration given to application for an Education Health and Care needs assessment on basis of levels of development and complexity of need. Multi agency SEND support planning meeting arranged in line with EHCN assessment processes.</p> <p>Continued with planned strategies and interventions in accordance with recommendations from relevant professionals as detailed within child's individualised support plan</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on key learning outcomes from support plan.</p> <p>SENDCo and key worker implement advice given by external support services. Extensive specialist input and advice followed.</p> <p>Planning of interventions involve all advising agencies and reflect very clear multi agency strategies and approaches</p> <p>Planned adult deployment to target support within:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Increased focus on individualised planned interventions, daily trained adult attention and support for individual/ group activities following specialist advice</p> <p>Grouping strategies used flexibly to enhance learning and access to the curriculum.</p> <p>Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Multi-sensory approaches used to support access to EYFS.</p>

## Communication and Interaction: PfA Outcomes and Provision

	PfA Outcomes			
	Employability/Education	Independence	Community Participation	Health
<b>EY (0-4 years)</b>	<p>Child will be able to follow direction within routines and comply with simple instructions.</p> <p>Child will show increased listening skills, attention and task focus</p> <p>Child will have the communication and interaction skills to facilitate joint play with peers.</p> <p>Child will have the language and communication skills to support real world/role play (doctor, nurse, builder, firefighter, policeman).</p>	<p>Child will have the communication and interaction skills required to request objects or help as required.</p> <p>Child will have the language and communication skills necessary to support their understanding and ability to make choices between options offered (indoor/outdoor play, snack time, meal time, activities to access within free play etc.).</p>	<p>Child will have the communication and interaction skills required to support the development of shared interaction, friendships and play with peers.</p>	<p>Child will be able to alert an adult at times when they are hurt or feeling unwell.</p> <p>Child will have the communication skills required to convey basic feelings to others to facilitate emotional well being</p>
	<p>Child will have reached expected outcomes in relation to EFYS ELG (40-60 months) upon transition from Early Years to Reception, with reference to Prime Areas of Learning for Communication and Interaction: Listening and Attention, Understanding and Speaking <a href="http://www.primaryresources.co.uk/foundation/docs/devmatters_tracking_2012.doc">http://www.primaryresources.co.uk/foundation/docs/devmatters_tracking_2012.doc</a></p>			
<b>Provision</b>	<p>Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the Early Years Ranges Guidance: Communication and Interaction.</p>			

### Range 3 – Social, Emotional and Mental Health

Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p><b>The child has MILD to MODERATE and persistent difficulties</b> and is not making expected progress despite a level of focused intervention and implementation of advice and recommendations from external agencies and the provision of quality first teaching.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at or below emerging 8-20 months</li> <li>• At 3 years functioning at or below emerging 16-26 months</li> <li>• At 4 years functioning at or below emerging 22-36 months</li> <li>• At 5 years functioning at or below emerging 30 -50 months</li> </ul> <p>Compared to chronological years.</p> <p>Displays some unusual behaviours or changes in behaviour requiring adult intervention</p> <p>May display some difficulties in sharing, turn taking and social interaction</p> <p>May display difficulties with attention and concentration</p> <p>Displays some refusal to follow instructions, may run from adults</p> <p>May display aggressive behaviour toward adults and peers when told no</p> <p>Displays some tendencies to withdraw from activities and some unwillingness to engage with others</p> <p>Displays some difficulties forming relationships which impact upon development despite targeted intervention</p> <p>Concerns regarding social and emotional health that require outside agency input and has an impact on development</p> <p>Displays increased levels of anxiety and may be overly dependent on 'comfort objects'.</p> <p>Frequently detaches from others.</p>	<p>Observations and EYFS developmental assessment identifies on-going needs and delayed progress in relation to age related expectations</p> <p>SENDCo involved in ongoing observation. Profile shows child is not making expected progress despite significant levels of focused intervention and implementation of advice from external agencies.</p> <p>Involvement of additional support services as appropriate. This may include Paediatrician or Educational Psychologist where relevant and additional agencies on follow up from these.</p> <p>Support plan with SMART targets takes account of specialist advice and details additional adult input in relation to staffing ratios for specific time periods.</p> <p>Plan organises support in:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Referral submitted for EYIF to enhance in setting provision in key areas</p> <p>Interventions are assessed for IMPACT on progress.</p> <p>Consider referral to CAMHS.</p> <p>SALT involvement if necessary.</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on key learning outcomes from support plan.</p> <p>Differentiation may include deployment of additional adults to support planned interventions within:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Interventions and staffing ratios evidenced within support plan</p> <p>Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p> <p>Use of Makaton, intensive interaction and visual approaches to supporting the development of interaction skills</p> <p>Access to ICT and specialist equipment/materials.</p> <p>Staff may need access to specific specialist training, particularly in attachment behaviour.</p> <p>Consideration given to the 'sensory' environment and planned sensory breaks following a three step approach: sensory activity, adult directed activity, and child led activity. Repetition of these steps to enable the child to engage effectively.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Specialist resources for sensory breaks – 'stretch', 'pull', 'twist' etc.</p> <p>Referral for parents to support/training e.g. 'Incredible Years.'</p>

<p>May display signs of hypervigilance</p> <p>Child only speaks or communicates a few words to a familiar adult in an altered voice such as a whisper or when withdrawn from the main group</p> <p>Show signs of distress when faced with new people, places, events or when unsure what is going to happen</p> <p>May find transitions difficult</p> <p>Unable to predict what will happen without adult prompts</p> <p>Have difficulties understanding social and physical risks.</p> <p>Child is becoming increasingly isolated with peers</p>		
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<b>Range 4 – Social, Emotional and Mental Health</b>		
<b>Presenting Behaviour</b>	<b>Assessment and Planning</b>	<b>Teaching and Learning Strategies/Curriculum and Interventions</b>
<p><b>The child has MODERATE to SEVERE, persistent difficulties</b> and is not making expected progress despite significant levels of focused intervention and implementation of advice and recommendations from external agencies and the provision of quality first teaching.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile shows at least the following broad levels of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at or below developing 0-11 months</li> <li>• At 3 years functioning at or below developing 8-20 months</li> <li>• At 4 years functioning at or below developing 16-26 months</li> <li>• At 5 years functioning at or below developing 22-36 months</li> </ul> <p>Compared to chronologically aged peers.</p> <p>Unpredictable extremes of demanding behaviour which affects the safety of self and others</p> <p>Severe and persistent difficulties in social interaction</p> <p>Severe attachment difficulties affecting development</p>	<p>SENDCo involved in on-going observation. Support in place from relevant external agencies in line with agency referral processes and strategies and support implemented and evidenced within support plans and review documentation.</p> <p>High level modifications to learning environment and the breaking down of tasks into small steps within an individualised curriculum.</p> <p>Progress is closely monitored by the school/ setting and recorded using setting tracking systems in line with EYFS, and Early Support Developmental Journals. Outside agency recommendations and careful monitoring of IMPACT of strategies and interventions</p> <p>Support plan with SMART targets takes account of specialist advice.</p> <p>Termly/ half-termly review of child's progress towards targets on individualised learning/support plan.</p> <p>Consideration given to application for an Education Health and Care needs assessment on basis of levels of development and complexity of need. Next steps to be determined in consultation with relevant professionals and parents/carers.</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on key learning outcomes from support plan.</p> <p>SENDCo and key worker implement advice given by external support services</p> <p>Planning of interventions involve all advising agencies and reflect very clear multi agency strategies and approaches</p> <p>Planned adult deployment to target support within:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Increased focus on individualised planned interventions, daily trained adult attention and support for individual/ group activities following specialist advice</p> <p>Grouping strategies used flexibly to enhance learning and access to the curriculum.</p>

<p>Unable to sustain activities without significant, consistent adult attention and intervention</p> <p>Displays considerable difficulties with attention and concentration</p> <p>Regular refusal to follow instructions, may run from adults</p> <p>Displays aggressive behaviour toward adults and peers when told no</p> <p>Frequently displays high levels of anxiety</p> <p>May display signs of hypervigilance</p> <p>Finds transitions difficult</p> <p>Displays some social withdrawal and reluctance to engage with social activities</p> <p>Child may have suffered acute trauma or abuse, rendering them vulnerable, requiring a high level of multiagency involvement over a sustained period including CYPs referral.</p> <p>Have social emotional needs that significantly impact on the ability to build and maintain successful relationships with adults and peers</p> <p>Displays difficulties managing emotions which may lead to challenging behaviours, increased anxiety and episodes of heightened emotional state</p> <p>Child is known to be able to speak to familiar adults outside of the setting but only communicates through gestures and is unable to speak freely to adults and/or peers within the setting</p> <p>Shows signs of distress over even small changes in the environment</p> <p>Rigid, repetitive or obsessional behaviours make it difficult to cope with unexpected changes and to engage in learning. These can lead to severe anxiety, aggression or withdrawals</p>	<p>CAMHS/CYPs involvement.</p>	<p>Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Multi-sensory approaches used to support access to EYFS.</p> <p>Sensory breaks/resources etc. as at Range 3.</p>
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## Range 5 – Social, Emotional and Mental Health

Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p><b>The child has SEVERE, persistent difficulties</b> and is not making expected progress despite significant levels of focused intervention and implementation of advice and recommendations from external agencies and the provision of quality first teaching.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile shows at least the following broad levels of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at emerging 0-11 months</li> <li>• At 3 years functioning at or lower than emerging 8-20 months</li> <li>• At 4 years functioning at or lower than emerging 16-26 months</li> </ul> <p>Involved in incidents where intense emotional distress and or impulsive behaviour can put themselves or others at risk.</p> <p>Requires a high level of intervention from adults including specialist support to address the child's social and emotional needs</p> <p>Regular (daily) episodes of non-compliance</p> <p>Regular (daily) intensive episodes of behaviour (biting, spitting, kicking etc.) which are unpredictable, persistent and extreme in relation to the child's ages and stages of development</p> <p>Needs a safe designated area within the context of the setting which allows the child to undertake individualised activities and make progress with their learning</p> <p>Child unable to function, participate and engage without direct intensive adult support or specific support mechanisms as identified in child's behaviour support/risk management plan</p> <p>Persistent and severe social isolation Severe and persistent high anxiety levels requiring intensive support</p> <p>Frequent, and unpredictable, behaviours that jeopardise the health and safety of self and others</p>	<p>As range 4.</p> <p>SENDCo involved in on going observation. Support in place from relevant external agencies in line with agency referral processes and strategies and support implemented and evidenced within support plans and review documentation.</p> <p>High level modifications to learning environment and breaking down of tasks into small steps within an individualised curriculum.</p> <p>Progress is closely monitored by the school/ setting and recorded using setting tracking systems in line with EYFS, and Early Support Developmental Journals. Outside agency recommendations and careful monitoring of IMPACT of strategies and interventions</p> <p>Support plan with SMART targets takes account of specialist advice.</p> <p>Termly/ half-termly review of child's progress towards targets on individualised learning/support plan.</p> <p>Consideration given to application for an Education Health and Care needs assessment on basis of levels of development and complexity of need. Multi agency SEND support planning meeting arranged in line with EHCN assessment processes.</p> <p>Continued with planned strategies and interventions in accordance with recommendations from relevant professionals as detailed within child's individualised support plan</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on key learning outcomes from support plan.</p> <p>SENDCo and key worker implement advice given by external support services. Extensive specialist input and advice followed.</p> <p>Planning of interventions involve all advising agencies and reflect very clear multi agency strategies and approaches</p> <p>Planned adult deployment to target support within:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Increased focus on individualised planned interventions, daily trained adult attention and support for individual/ group activities following specialist advice</p> <p>Grouping strategies used flexibly to enhance learning and access to the curriculum.</p> <p>Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Multi-sensory approaches used to support access to EYFS, as with previous ranges 3 &amp; 4.</p>

**Social, Emotional and Mental Health: PfA Outcomes and Provision**

	<b>PfA Outcomes</b>			
	<b>Employability/Education</b>	<b>Independence</b>	<b>Community Participation</b>	<b>Health</b>
<b>EY (0-4 years)</b>	<p>Child will have the social and emotional skills and resilience required to be able to adapt to change and new environments.</p> <p>Child will be more able to regulate basic feelings; developing skills such as waiting to take a turn in an activity or when wanting to share news with an adult</p>	<p>Child will develop a growing awareness of independent living skills through real-world play (kitchens, DIY, cleaning).</p> <p>Child will be able to sit alongside peers to access meal times and snack times, developing the skills to pass out plates, cutlery and cups to their peers and to take a turn to serve themselves and others.</p>	<p>Child will have social skills necessary to facilitate shared play and interaction with peers, developing a growing awareness of friendships to support emotional wellbeing and self-esteem.</p> <p>Child will be able to recognise indicators of basic feelings in peers (happy and sad) and with support and modelling will respond accordingly at their developmental level (giving a hug to a peer who is crying for example)</p> <p>With prompting, child will begin to develop an awareness of basic social conventions in interaction with other, for example, using please and thankyou when asking for or receiving things from others</p>	<p>Child will attend necessary dental, medical and optical checks following parental direction and supervision.</p> <p>Child will cooperate with self-care and personal hygiene routines with prompting and adult support as required.</p> <p>Child will show awareness of basic feelings and will have the support and strategies required to promote resilience and emotional wellbeing.</p>
	<p>Child will have reached expected outcomes in relation to EFYS ELG (40-60 months) upon transition from Early Years to Reception, with reference to Personal, Social and Emotional Prime Areas of learning: Making Relationships, Self Confidence and Self Awareness and Managing Feelings and Behaviour  <a href="http://www.primaryresources.co.uk/foundation/docs/devmatters_tracking_2012.doc">http://www.primaryresources.co.uk/foundation/docs/devmatters_tracking_2012.doc</a></p>			
<b>Provision</b>	<p>Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the Early Years Ranges Guidance: Social, Emotional and Mental Health.</p>			

**Range 3 – Sensory and/or Physical and Medical Needs**

Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p><b>The child has MILD to MODERATE and persistent difficulties</b> and is not making expected progress despite a level of focused intervention and implementation of advice and recommendations from external agencies and the provision of quality first teaching.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at or below emerging 8-20 months</li> <li>• At 3 years functioning at or below emerging 16-26 months</li> <li>• At 4 years functioning at or below emerging 22-36 months</li> <li>• At 5 years functioning at or below emerging 30 -50 months</li> </ul> <p>Child has a moderate medically diagnosed sensory impairment which has impacted on their communication, language, learning and/or social skills/self-esteem. Child will need modified activities and additional support to enable them to make good progress.</p> <p><b>Vision:</b></p> <p>Mild to moderate visual difficulties / visual loss with on-going input from the Sensory Support Service</p> <p><b>Hearing:</b></p> <p>Mild to moderate hearing loss and wears aid(s) with on-going input from the Sensory Support Service</p> <p><b>Physical and Medical:</b></p> <p>Physical and / or medical difficulties that require varied equipment and adapted resources</p> <p>Moderate physical and or medical difficulties that require close monitoring to ensure safety</p> <p>Moderate gross and/or fine motor difficulties</p> <p>Exploration, interaction and/or mobility now impacting more on access to the curriculum</p>	<p>Observations and EYFS developmental assessment identifies on-going needs and delayed progress in relation to age related expectations</p> <p>SENDCo involved in ongoing observation. Profile shows child is not making expected progress despite significant levels of focused intervention and implementation of advice from external agencies.</p> <p>Referrals made to Occupational Therapy and Physiotherapy as required and activities incorporated into support plan</p> <p>Children's Sensory Team and other medical professionals, work with education provision on an ongoing basis to set targets, carrying out specialist assessments, providing training in the care and management skills for technological equipment and advise on modifications to the curriculum and learning activities. They may provide some direct teaching for targeted areas and would have an integral part at reviews.</p> <p>Involvement of additional support services as appropriate.</p> <p>Support plan with SMART targets takes account of specialist advice and details additional adult input in relation to staffing ratios for specific time periods.</p> <p>Plan organises support in:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Referral submitted for EYIF to enhance in setting provision in key areas</p> <p>Interventions are assessed for IMPACT on progress</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and monitoring assessments etc to enable monitoring</p> <p>Increased differentiation of activities and materials to reflect developmental levels, and a focus on key learning outcomes from support plan.</p> <p>Differentiation may include deployment of additional adults to support planned interventions within:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Interventions and staffing ratios evidenced within support plan</p> <p>Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p> <p>Use of Makaton, intensive interaction and visual approaches to supporting the developing of language and interaction skills</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Staff may need access to specific specialist training.</p> <p>Consideration given to the 'sensory' environment and planned sensory breaks following a three step approach: sensory activity, adult directed activity, and child led activity. Repetition of these steps to enable the child to engage effectively. Adult support will be required for this.</p>

<p>Need specialist input to comply with health and safety legislation; e.g. to access learning, for personal care needs, at break and meal times</p> <p>Increased dependence on mobility aids i.e. wheelchair or walking aid Increased use of alternative methods for extended recording e.g. scribe, ICT</p> <p>May require administration of life-saving medication or tube feeding, tracheotomy, oxygen, insulin etc.</p> <p>Physical independence is impaired and requires input and programmes from relevant professionals</p> <p>Experience difficulties/ unusual responses to sensory experiences (can be easily distracted, upset by noise/touch/light)</p>		
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Range 4 – Sensory and/or Physical and Medical Needs		
Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p><b>The child has MODERATE to SEVERE, persistent difficulties</b> and is not making expected progress despite significant levels of focused intervention and implementation of advice and recommendations from external agencies and the provision of quality first teaching.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile shows at least the following broad levels of delay:</p> <ul style="list-style-type: none"> <li>At 2 years functioning at or below developing 0-11 months</li> <li>At 3 years functioning at or below developing 8-20 months</li> <li>At 4 years functioning at or below developing 16-26 months</li> <li>At 5 years functioning at or below 22-36 months</li> </ul> <p>Child has a significant medically diagnosed sensory impairment which has a significant impact upon their communication, language, learning and/or social skills/self-esteem. Child will need modified activities, additional support and some alternative approaches to enable them to make good progress.</p> <p><b>Vision:</b></p> <p>Moderate to severe visual loss which requires continuous support for mobility and self-help skills</p> <p>Moderate to severe multisensory impairment with significant impact on development</p> <p><b>Hearing:</b></p> <p>Severe hearing loss that has a significant impact on development</p> <p>Severe multisensory impairment with significant impact on development</p> <p><b>Physical and Medical:</b></p> <p>Significant physical/medical difficulties with or without associated learning difficulties</p> <p>Physical and/or medical condition will have a significant impact on the ability to access the curriculum. This may be</p>	<p>SENDCo involved in on-going observation. Support in place from relevant external agencies in line with agency referral processes and strategies and support implemented and evidenced within support plans and review documentation.</p> <p>High level modifications to learning environment and the breaking down of tasks into small steps within an individualised curriculum.</p> <p>Interventions and support in place in accordance with advice from occupational therapy and physiotherapy.</p> <p>Children's Sensory Team, OT, Physiotherapist, SLT, EP work with education provision on an ongoing basis to set targets, carrying out specialist assessments, providing training in the care and management skills for technological equipment and advise on modifications to the curriculum and learning activities. They will provide direct teaching for targeted areas and this would include children seen for blocks of time. They would have an integral part at reviews.</p> <p>Progress is closely monitored by the school/ setting and recorded using setting tracking systems in line with EYFS, and Early Support Developmental Journals. Outside agency recommendations and careful monitoring of IMPACT of strategies and interventions</p> <p>Support plan with SMART targets takes account of specialist advice.</p> <p>Termly/ half-termly review of child's progress towards targets on individualised learning/support plan.</p> <p>Consideration given to application for an Education Health and Care needs assessment on basis of levels of development and complexity of need. Next steps to be determined in consultation with relevant professionals and parents/carers.</p> <p>Medical Professionals contribute to planning and assessment.</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and monitoring to enable monitoring</p> <p>Increased differentiation of activities and materials to reflect developmental levels, and a focus on key learning outcomes from support plan.</p> <p>SENDCo and key worker implement advice given by external support services</p> <p>Planning of interventions involve all advising agencies and reflect very clear multi agency strategies and approaches</p> <p>Planned adult deployment to target support within:</p> <ul style="list-style-type: none"> <li>Continuous provision</li> <li>Enhanced</li> <li>Targeted</li> </ul> <p>Increased focus on individualised planned interventions, daily trained adult attention and support for individual/ group activities following specialist advice</p> <p>Grouping strategies used flexibly to enhance learning and access to the curriculum.</p> <p>Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Multi-sensory approaches used to support access to EYFS.</p>

<p>through a combination of physical, communication and learning difficulties</p> <p>Physical and/ or medical difficulties that require specialist equipment, adapted resources and position changes requiring a high level of adult support</p> <p>Significant and persistent difficulties in mobility</p> <p>Physical care and manual handling in order to be included</p> <p>Significant personal care needs which require adult support</p> <p>Impaired progress and attainment in all areas, or at least prime areas.</p> <p>Severe physical difficulties or a medical condition that requires access to assistive technology to support communication, understanding and learning</p> <p>High levels of self-care needs</p> <p>Child needs daily adult support with health care regimes</p> <p>Child needs daily specialist programme for co-ordination skills</p> <p>Experiences persistent difficulties relating to sensory experiences and regulation</p>		
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Range 5 – Sensory and/or Physical and Medical Needs		
Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p><b>The child has SEVERE, persistent difficulties</b> and is not making expected progress despite significant levels of focused intervention and implementation of advice and recommendations from external agencies and the provision of quality first teaching.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile shows at least the following broad levels of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at emerging 0-11 months</li> <li>• At 3 years functioning at or below emerging 8-20 months</li> <li>• At 4 years functioning at or below emerging 16-26 months</li> </ul> <p>Child has a significant medically diagnosed sensory impairment which has had a severe impact on their communication, language, learning and/or social skills/self-esteem requiring alternative approaches to make good progress.</p> <p><b>Vision:</b>            Profound visual loss which requires continuous support for mobility and self-help skills            Profound multisensory impairment with severe impact on development</p> <p><b>Hearing:</b>            Profound hearing loss that has a severe impact on development            Profound multisensory impairment with severe impact on development</p> <p><b>Physical and Medical:</b>            Has limited ability to contribute to self-care therefore is highly reliant on adult support for moving, positioning, personal care including drinking eating etc            Profound long term progressive/regressive condition(s)            Profound physical, long term condition/needs            Require continues monitoring and support throughout the day, which includes complex medical interventions</p> <p>Functions at a level that requires considerable and specialised interventions and adaptations to the EYFS</p>	<p>As range 4.            SENDCo involved in on going observation. Support in place from relevant external agencies in line with agency referral processes and strategies and support implemented and evidenced within support plans and review documentation.</p> <p>High level modifications to learning environment and breaking down of tasks into small steps within an individualised curriculum.            Interventions and support in place in accordance with advice from occupational therapy and physiotherapy.</p> <p>Children's Sensory Team, work with education provision on an ongoing basis to set targets, carrying out specialist assessments, providing training in the care and management skills for technological equipment and advise on modifications to the curriculum and learning activities. They will provide direct teaching for targeted areas and this would include children seen for blocks of time. They would have an integral part at reviews.</p> <p>The Child will be receiving the highest levels of support from the Children's Sensory Team with support for the family and direct intervention with the child as well as support for school as in Range 4.</p> <p>Progress is closely monitored by the school/ setting and recorded using setting tracking systems in line with EYFS, and Early Support Developmental Journals. Outside agency recommendations and careful monitoring of IMPACT of strategies and interventions</p> <p>Support plan with SMART targets takes account of specialist advice.            Termly/ half-termly review of child's progress towards targets on individualised learning/support plan.            Consideration given to application for an Education Health and Care needs assessment on basis of levels of development and complexity of need. Multi agency SEND support planning meeting arranged in line with EHCN assessment processes.            Continued with planned strategies and interventions in accordance with recommendations from relevant professionals as detailed within child's individualised support plan</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on key learning outcomes from support plan.</p> <p>SENDCo and key worker implement advice given by external support services. Extensive specialist input and advice followed.</p> <p>Planning of interventions involve all advising agencies and reflect very clear multi agency strategies and approaches</p> <p>Planned adult deployment to target support within:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Increased focus on individualised planned interventions, daily trained adult attention and support for individual/ group activities following specialist advice</p> <p>Grouping strategies used flexibly to enhance learning and access to the curriculum.</p> <p>Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Multi-sensory approaches used to support access to EYFS.</p>

## Sensory, Physical and Medical: PFA Outcomes and Provision

	PFA Outcomes			
	Employability/Education	Independence	Community Participation	Health
<b>EY (0-4 years)</b>	<p>Child will access the EY environment and activities in accordance with their physical capabilities, to support them to make progress towards early learning goals. N.B, for some children with complex medical/physical needs, alternative feeding plans will need to be considered following guidance from relevant professionals.</p> <p>Child will dress and undress with increasing independence in accordance with their physical/medical needs.</p>	<p>Child will be able to use the toilet independently in accordance with their physical/medical needs/diagnoses.</p> <p>Child will participate in mealtime routines using cutlery with increasing dexterity and independence to feed themselves appropriately. N.B for some children</p>	<p>Child will access community-based activities/clubs/groups in accordance with their physical/medical capabilities, to facilitate shared play and interaction and to support the development of friendships with peers.</p> <p>Child will access visits/day trips as appropriate.</p>	<p>Child will attend regular medical, optical and visual checks to support good health.</p> <p>Child will comply with self-care routines and medical routines to support good physical health.</p> <p>Child will engage in regular physical exercise to maintain good physical health and support the development of gross motor skills.</p> <p>Child will try a range of new foods offered to support the development of a balanced and healthy diet.</p>
	<p>Child will have reached expected outcomes in relation to EFYS ELG (40-60 months) upon transition from Early Years to Reception, with reference to Prime Areas of Learning for Physical Development: Moving and Handling and Health and Self Care.  <a href="http://www.primaryresources.co.uk/foundation/docs/devmatters_tracking_2012.doc">http://www.primaryresources.co.uk/foundation/docs/devmatters_tracking_2012.doc</a></p>			
<b>Provision</b>	<p>Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the Early Years Ranges Guidance: Physical, Medical and Sensory Needs.</p>			

### Range 3 - Cognition and Learning

Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p><b>The child has MILD to MODERATE, persistent difficulties</b> and is not making expected progress despite a level of focused intervention and implementation of advice and recommendations from external agencies and the provision of quality first teaching.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at or below emerging 8-20 months</li> <li>• At 3 years functioning at or below emerging 16-26 months</li> <li>• At 4 years functioning at or below emerging 22-36 months</li> <li>• At 5 years functioning at or below emerging 30 -50 months</li> </ul> <p>Child needs differentiated work and targeted support with conceptual understanding, and reasoning across the EYFS</p> <p>Child presents with a very uneven profile of early learning skills that requires a balance of small group and additional adult support</p> <p>Demonstrates some difficulties learning basic concepts and retaining them over time despite targeted support</p> <p>Limited and/or repetitive play skills, these persisting despite targeted support.</p> <p>Displays some difficulties with imaginative play unless supported by an adult</p> <p>Experiences some difficulties following adult led routines and structure</p>	<p>Observations and EYFS developmental assessment identifies on-going needs and delayed progress in relation to age related expectations. The profile may be spikey.</p> <p>SENDCo involved in ongoing observation. Profile shows child is not making expected progress despite significant levels of focused intervention and implementation of advice from external agencies.</p> <p>Involvement of additional support services as appropriate. (portage/SALT) This may include Paediatrician or Educational Psychologist where relevant and additional agencies on follow up from these.</p> <p>Support plan with SMART targets takes account of specialist advice and details additional adult input in relation to staffing ratios for specific time periods.</p> <p>Plan organises support in:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Referral submitted for EYIF to enhance in setting provision in key areas</p> <p>Interventions are assessed for IMPACT on progress.</p> <p>Gather evidence for potential EHCP application with chronology of actions and evidence.</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and monitoring assessments etc to enable monitoring</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on key learning outcomes from support plan.</p> <p>Differentiation may include deployment of additional adults to support planned interventions within:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Interventions and staffing ratios evidenced within support plan</p> <p>Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p> <p>Use of Makaton, intensive interaction and visual approaches to supporting the development of early learning skills</p> <p>Access to ICT and specialist equipment/materials.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Staff will need access to specific specialist training.</p> <p>Consideration given to the 'sensory' environment and planned sensory breaks following a three step approach: sensory activity, adult directed activity, and child led activity. Repetition of these steps to enable the child to engage effectively.</p>

Range 4 - Cognition and Learning		
Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p><b>The child has MODERATE to SEVERE, persistent difficulties</b> and is not making expected progress despite significant levels of focused intervention and implementation of advice and recommendations from external agencies and the provision of quality first teaching.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile shows at least the following broad levels of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at or below developing 0-11 months</li> <li>• At 3 years functioning at or below developing 8-20 months</li> <li>• At 4 years functioning at or below developing 16-26 months</li> <li>• At 5 years functioning at or below developing 22-36 months</li> </ul> <p>Moderate to severe learning difficulties, showing significant delay in problem solving/reasoning skills</p> <p>Limited and restricted play skills which are persistent despite targeted support</p> <p>Within the extremely low range on standardised assessments of cognitive ability and requires an individualised curriculum and substantial individual adult support</p> <p>Experiences persistent difficulties learning basic concepts and retaining them over time despite targeted support</p> <p>Displays persistent patterns of repetitive play</p>	<p>SENDCo involved in on-going observation. Support in place from relevant external agencies in line with agency referral processes and strategies and support implemented and evidenced within support plans and review documentation.</p> <p>High level modifications to learning environment and the breaking down of tasks into small steps within an adapted and individualised curriculum.</p> <p>Progress is closely monitored by the school/ setting and recorded using setting tracking systems in line with EYFS, and Early Support Developmental Journals. Outside agency targets and careful monitoring of IMPACT of strategies and interventions</p> <p>Support plan with SMART targets includes specialist advice as part of a multi-agency plan.</p> <p>Termly/ half-termly review of child's progress towards targets on individualised learning/support plan.</p> <p>Consideration given to application for an Education Health and Care needs assessment on basis of levels of development and complexity of need. Next steps to be determined in consultation with relevant professionals and parents/carers</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Increased differentiation of activities and materials to reflect developmental levels and acquisition of early learning skills, and a focus on key learning outcomes from support plan.</p> <p>SENDCo and key worker implement advice given by external support services</p> <p>Planning of interventions involve all advising agencies and reflect very clear multi agency strategies and approaches</p> <p>Planned adult deployment to target support within:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Increased focus on individualised planned interventions, daily trained adult attention and support for individual/ group activities following specialist advice</p> <p>Grouping strategies used flexibly to enhance learning and access to the curriculum.</p> <p>Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Multi-sensory approaches used to support access to EYFS.</p>

Range 5 - Cognition and Learning		
Presenting Behaviour	Assessment and Planning	Teaching and Learning Strategies/Curriculum and Interventions
<p><b>The child has SEVERE, persistent difficulties</b> and is not making expected progress despite significant levels of focused intervention and implementation of advice and recommendations from external agencies and the provision of quality first teaching.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile shows at least the following broad levels of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at or below emerging 0-11 months</li> <li>• At 3 years functioning at or below emerging 8-20 months</li> <li>• At 4 years functioning at or below emerging 16-26 months</li> </ul> <p>Severe learning difficulties and global delay, affecting self-help and independence skills</p> <p>Tendency to withdraw from group learning activities which is severely impacting on learning</p> <p>Requires intensive support to enable the child to engage with learning.</p> <p>Severely limited and restricted play skills which are persistent despite targeted support</p> <p>Within the extremely low range on standardised assessments of cognitive ability and requires an individualised curriculum and substantial individual adult support</p> <p>Experiences persistent and significant difficulties learning basic concepts and retaining them over time despite targeted support</p> <p>Displays persistent patterns of repetitive play</p> <p>Functions at a level that requires considerable and specialised interventions and adaptations to the EYFS</p>	<p>As range 4.</p> <p>SENDCo involved in on going observation. Support in place from relevant external agencies in line with agency referral processes and strategies and support implemented and evidenced within support plans and review documentation.</p> <p>High level modifications to learning environment and breaking down of tasks into small steps within an individualised curriculum.</p> <p>Progress is closely monitored by the school/ setting and recorded using setting tracking systems in line with EYFS, and Early Support Developmental Journals. Outside agency recommendations and careful monitoring of IMPACT of strategies and interventions</p> <p>Support plan with SMART targets takes account of specialist advice.</p> <p>Termly/ half-termly review of child's progress towards targets on individualised learning/support plan.</p> <p>Consideration given to application for an Education Health and Care needs assessment on basis of levels of development and complexity of need. Multi agency SEND support planning meeting arranged in line with EHCN assessment processes.</p> <p>Continued with planned strategies and interventions in accordance with recommendations from relevant professionals as detailed within child's individualised support plan</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and pupil learning journal alongside adult observation and assessments to enable monitoring</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on key learning outcomes from support plan.</p> <p>SENDCo and key worker implement advice given by external support services. Extensive specialist input and advice followed.</p> <p>Planning of interventions involve all advising agencies and reflect very clear multi agency strategies and approaches</p> <p>Planned adult deployment to target support within:</p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Enhanced</li> <li>• Targeted</li> </ul> <p>Increased focus on individualised planned interventions, daily trained adult attention and support for individual/ group activities following specialist advice</p> <p>Grouping strategies used flexibly to enhance learning and access to the curriculum.</p> <p>Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum</p> <p>Multi-sensory approaches used to support access to EYFS.</p>

## Cognition and Learning: PfA Outcomes and Provision

	PfA Outcomes			
	Employability/Education	Independence	Community Participation	Health
<b>EY (0-4 years)</b>	<p>Child will engage in aspects of real-world/role play and show developing awareness of the tasks carried out by different professionals (doctor, nurse, firefighter, police officer).</p> <p>Child will show interest in activities and resources within the nursery environment and will engage in aspects of exploratory, functional and sensory play, demonstrating developing understanding of the world around them.</p> <p>Child will show developing imagination through substitution and representation of objects within play (using a cardboard tube to represent a phone, for example)</p> <p>Child will begin to make meaningful choices between objects and activities</p> <p>Child will show increased listening skills and task focus</p>	<p>Child will make choices between options offered at snack and mealtimes.</p> <p>Child will have an understanding of risk/safety within the home (hot pans, cooker top, boiling water etc.).</p>	<p>Child will show a developing understanding of friendships and interaction with others and will be able to name 'friends' within their nursery group.</p>	<p>Child will begin to recognise which foods and drinks are healthier and the importance of a healthy diet.</p> <p>Child will have an understanding of the importance of self-care routines to maintain good health (washing hands, cleaning teeth, having a bath etc.)</p> <p>Child will have a developing understanding that some substances are harmful to ingest or touch.</p> <p>Child will have an understanding of basic feelings and emotions</p>
	<p>Child will have reached expected outcomes in relation to EFYS ELG (40-60 months) upon transition from Early Years to Reception, with reference to Prime Areas of Learning: literacy skills, Mathematics, Understanding of the world and Expressive Art and Design  <a href="http://www.primaryresources.co.uk/foundation/docs/devmatters_tracking_2012.doc">http://www.primaryresources.co.uk/foundation/docs/devmatters_tracking_2012.doc</a></p>			
<b>Provision</b>	<p>Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the Early Years Ranges Guidance: Cognition and Learning.</p>			

**Individual Support Plan**

(To be used at ranges 3+ in conjunction with the SEN key information document)

<b>Name:</b> <b>D.O.B:</b> <b>Year group:</b>		<b>Date:</b> <b>Review date:</b>		
<b>Primary area of need:</b>		<b>Secondary area of need:</b>		<b>Tertiary area of need:</b>
<b>Area of Learning</b>	<b>EYFS Age and Stage band</b>			
	Autumn Term	Spring Term	Summer Term	
PSED - making relationships				
PSED – Self Confidence and Self Awareness				
PSED – Self Confidence and Self Awareness				
PD – Movement and Handling				
PD – Health and Self Care				
CL – Listening and Attention				
CL – Understanding				
CL – Speaking				
Mathematics				
Literacy				
Understanding of the World				
Expressive arts and design				

<b>Area of need: Communication and Interaction</b>					
<b>Longer term outcome:</b>			<b>PfA link:</b>		
<b>Steps toward outcome</b>	<b>Intervention and support activities</b>	<b>Group size, staff ratio, who will carry out this support?</b>	<b>How often will this happen?</b>	<b>How will this be monitored and when?</b>	<b>Evaluation/Impact</b>
<b>Longer term outcome:</b>			<b>PfA link:</b>		
<b>Steps toward outcome</b>	<b>Intervention and support activities</b>	<b>Group size, staff ratio, who will carry out this support?</b>	<b>How often will this happen?</b>	<b>How will this be monitored and when?</b>	<b>Evaluation/Impact</b>
<b>Longer term outcome:</b>			<b>PfA link:</b>		
<b>Steps toward outcome</b>	<b>Intervention and support activities</b>	<b>Group size, staff ratio, who will carry out this support?</b>	<b>How often will this happen?</b>	<b>How will this be monitored and when?</b>	<b>Evaluation/Impact</b>

<b>Area of need: Cognition and Learning</b>					
<b>Longer term outcome:</b>			<b>PfA link:</b>		
<b>Steps toward outcome</b>	<b>Intervention and support activities</b>	<b>Group size, staff ratio, who will carry out this support?</b>	<b>How often will this happen?</b>	<b>How will this be monitored and when?</b>	<b>Evaluation/Impact</b>
<b>Longer term outcome:</b>			<b>PfA link:</b>		
<b>Steps toward outcome</b>	<b>Intervention and support activities</b>	<b>Group size, staff ratio, who will carry out this support?</b>	<b>How often will this happen?</b>	<b>How will this be monitored and when?</b>	<b>Evaluation/Impact</b>
<b>Longer term outcome:</b>			<b>PfA link:</b>		
<b>Steps toward outcome</b>	<b>Intervention and support activities</b>	<b>Group size, staff ratio, who will carry out this support?</b>	<b>How often will this happen?</b>	<b>How will this be monitored and when?</b>	<b>Evaluation/Impact</b>

<b>Area of need: Social Emotional Health and Wellbeing</b>					
<b>Longer term outcome:</b>			<b>PfA link:</b>		
<b>Steps toward outcome</b>	<b>Intervention and support activities</b>	<b>Group size, staff ratio, who will carry out this support?</b>	<b>How often will this happen?</b>	<b>How will this be monitored and when?</b>	<b>Evaluation/Impact</b>
<b>Longer term outcome:</b>			<b>PfA link:</b>		
<b>Steps toward outcome</b>	<b>Intervention and support activities</b>	<b>Group size, staff ratio, who will carry out this support?</b>	<b>How often will this happen?</b>	<b>How will this be monitored and when?</b>	<b>Evaluation/Impact</b>
<b>Longer term outcome:</b>			<b>PfA link:</b>		
<b>Steps toward outcome</b>	<b>Intervention and support activities</b>	<b>Group size, staff ratio, who will carry out this support?</b>	<b>How often will this happen?</b>	<b>How will this be monitored and when?</b>	<b>Evaluation/Impact</b>

<b>Area of need: Physical, Medical and Sensory</b>					
<b>Longer term outcome:</b>			<b>PfA link:</b>		
<b>Steps toward outcome</b>	<b>Intervention and support activities</b>	<b>Group size, staff ratio, who will carry out this support?</b>	<b>How often will this happen?</b>	<b>How will this be monitored and when?</b>	<b>Evaluation/Impact</b>
<b>Longer term outcome:</b>			<b>PfA link:</b>		
<b>Steps toward outcome</b>	<b>Intervention and support activities</b>	<b>Group size, staff ratio, who will carry out this support?</b>	<b>How often will this happen?</b>	<b>How will this be monitored and when?</b>	<b>Evaluation/Impact</b>
<b>Longer term outcome:</b>			<b>PfA link:</b>		
<b>Steps toward outcome</b>	<b>Intervention and support activities</b>	<b>Group size, staff ratio, who will carry out this support?</b>	<b>How often will this happen?</b>	<b>How will this be monitored and when?</b>	<b>Evaluation/Impact</b>