

NURSERY 0 (2YO) D.O.B 1/9/2022 to 31/8/2023

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

Level of Provision	Length of delay / ASQ	Social, mental and emotional health	Communication and interaction needs	Physical and sensory needs	Cognition and Learning
Setting/ School	<p>40% or less (delay of between 10-12 months)</p> <p align="center">ASQ White / grey area</p>	<p>Difficulties settling in.</p> <p>Lack of concentration.</p> <p>Can build relationships with key people but may lack confidence with less familiar people.</p> <p>Tends to view world from their one point of view.</p> <p>Struggles to wait for attention/delay gratification.</p> <p>Generally tolerant of other children</p>	<p>Attention and listening: Fleeting/ Rigid attention</p> <p>Diagnosis of moderate speech, expressive language or expressive language delay/disorder</p> <p>Expressive: Uses up to 20 simple words, such as 'cup', 'daddy' and 'dog'. These words may not always be easily recognised by unfamiliar adults.</p> <p>Babbles expressively. Uses gestures or points to make needs known</p> <p>Receptive: Understands simple words, like 'drink', 'shoe' and 'car'. Also simple instructions like 'kiss mummy', 'kick ball' and 'give me' (with visual support). May point to things when asked, like familiar people and objects such as 'book' and 'car'.</p> <p>Social Communication difficulties: Difficulties with changes in routine. Unusual habits. Limited tolerance of or involvement with peers.</p>	<p>Taking a few steps but very unsteady.</p> <p>Rolls a ball to an adult</p> <p>Picks up small objects using thumb and finger pincer grip</p> <p>Feeds self with fingers and beginning to feed self-using a spoon although this is messy.</p> <p>Can help with putting on coat, shoes etc</p> <p>Drinks from a cup with assistance.</p> <p>Will use a potty when put on it.</p> <p>Has slight visual or hearing impairment that may be corrected through the use of aids/glasses.</p>	<p>Removes objects from containers</p> <p>Offers toy and releases on request</p> <p>Will scribble when given pen and paper</p> <p>Looks in correct place for a toy that has rolled out of sight</p> <p>Pretends to feed self/be asleep etc.</p> <p>Looks at pictures regarding some with interest/recognition.</p> <p>Knows the difference between large and small objects.</p>

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Place	<p>40-50 % (delay of between 12-15 months)</p> <p>ASQ Grey / Black area</p>	<p>Additional strategies required to manage behaviour due to regular tantrums.</p> <p>Persistent attachment & separation difficulties.</p> <p>Actively resists requests/boundaries/changes in routine.</p> <p>Very strong likes and dislikes, that are difficult to manage.</p> <p>Adult support needed for any task requiring concentration.</p> <p>Disrupts others frequently (can't share, take turns, isn't aware of peers).</p>	<p>Attention and listening: Maintains attention on an object of interest for 60 seconds.</p> <p>Diagnosis of severe expressive and receptive language delay or disorder.</p> <p>Expressive: Makes a particular noise when wanting attention, babbles tunefully repeating syllable strings e.g. ma-ma-ma, may have one or two clear words.</p> <p>Receptive: Responds to own name and other familiar phrases such as 'where's Daddy?' or 'clap hands' or 'sit down' in context or following an adult prompt</p> <p>Social Communication difficulties: Referral made to BSCIP. Finds it difficult follow adult directed agenda. Does not tolerate peer involvement in play, or physical proximity. Unusual and excessive responses to situations. Limited intention to communicate.</p>	<p>Independently mobile by crawling, bottom shuffling, commando crawling.</p> <p>Able to weight bear and pull to stand using furniture.</p> <p>Reaches for and grasps/picks up small objects.</p> <p>Will hold, bite and chew a biscuit.</p> <p>Puts hands round a cup when drinking and takes to mouth independently</p> <p>Some awareness of when wet/dirty.</p> <p>Able to pull off a hat and socks.</p> <p>Registered as sight / Hearing impaired but the child manages the Nursery environment well despite these difficulties.</p>	<p>Looks to floor for fallen object</p> <p>Holds two objects at once</p> <p>Will imitate an adult in a play scenario.</p> <p>Repeats performance when laughed at</p> <p>Enjoys peek a boo</p> <p>Uncovers toy if sees it being hidden by a cloth/box</p> <p>Pushes a small car along.</p> <p>Starting to understand main routines of the day e.g. meal times, home time etc.</p> <p>Starting to know the difference between large and small objects e.g. can stack different sized cups.</p>

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<p>Place Plus</p>	<p>50-70% of chronological age (delay of between 18-20 months)</p> <p>ASQ Black area</p>	<p>Despite use of appropriate strategies, disruptive/challenging behaviour is observed on a daily basis.</p> <p>Some danger to self/others /property.</p> <p>Generally very withdrawn & distressed</p> <p>No interaction with peers.</p> <p>Unusual/excessive responses and 'shuts down'</p> <p>Difficulties in calming.</p>	<p>Attention and listening: fleeting and directed towards most prominent thing in environment</p> <p>Expressive: Smiles, imitates a cough, may coo and babble to self and have one or two sounds that they repeat.</p> <p>Receptive: responds to facial expressions, turns head to sound/people talking.</p> <p>Social use of language: language not used with communicative intent.</p> <p>Social Communication difficulties: Has a diagnosis. Unaware of others, obsessed by own particular interests, unable to establish joint attention on a consistent basis.</p>	<p>Unstable when sitting independently, able to roll from back to side, makes crawling movements but unable to move forwards.</p> <p>Transfers objects from hand to hand, grasps objects using palmar grasp only and will hold and release by dropping with intent.</p> <p>Able to take solids well. Unable to feed self.</p> <p>Will take liquid from a cup held to their lips and may attempt to hold a Sippy cup.</p> <p>Reliant on adults to dress and undress.</p> <p>No awareness of toileting needs</p> <p>Registered sight/hearing impaired with resulting difficulties that prevent independent access to the normal Nursery environment</p>	<p>Shows a visual preference</p> <p>Approaches mirror image of self and responds positively to it.</p> <p>Will reach out for objects</p> <p>Bangs objects together in play.</p> <p>Shows awareness of being in novel surroundings.</p> <p>Investigates objects e.g. shape sorters, stacking cups etc.</p> <p>Difficulties retaining significant information e.g. recognising familiar adults, coping actions/words/waving etc.</p>

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<p>High Needs</p>	<p>70% of chronological age (delay of 20 months or greater)</p> <p>ASQ Black area</p>	<p>Persistent, extreme aggression to peers/self/adults. Resulting in harm to self or others.</p> <p>Can't calm.</p> <p>Totally withdrawn.</p> <p>Diagnosed severe attachment disorder.</p>	<p>Has inbuilt reflexes and reactions and uses these to direct attention and respond to caregivers voice (e.g. by smiling, stopping crying or looking)</p> <p>Expressive: cries when uncomfortable or annoyed may make some occasional vocalisations, other than crying to show feelings.</p> <p>Receptive: turns head to person talking, stops crying when hearing music, reacts differently to the tone of voice.</p> <p>ASD: Has a diagnosis. Unaware of others, obsessed by own particular interests, unable to establish joint attention at all.</p>	<p>NEEDS LIKELY TO BE PERMANENT AND LIFELONG DUE TO NATURE OF DISABILITY</p> <p>Unable to position self without assistance</p> <p>Unable to weight bear</p> <p>Swipes at toys</p> <p>Holds toys when placed in hand but will not release</p> <p>Totally reliant on adults for feeding, dressing and toileting with additional complicating factors such as gastrostomy fed, pureed foods required, unsafe swallow, unable to co-operate with dressing.</p> <p>Registered with a severe/profound sight or hearing impairment or dual sensory impairment</p>	<p>Responds to sensory stimuli</p> <p>Not imitating from an adult model</p> <p>Purposefully carries most objects to mouth.</p> <p>Explores objects by looking, feeling, shaking or mouthing.</p> <p>Inspects own hands.</p> <p>May not react when seeing a familiar adult.</p> <p>Significant difficulties retaining information e.g. recognising familiar faces.</p>