

**NURSERY 1 (2-3 YO) D.O.B 1/9/2021 to 31/8/2022**

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

<b>Level of Provision</b>	<b>Length of delay / ASQ</b>	<b>Social, mental and emotional health</b>	<b>Communication and interaction needs</b>	<b>Physical and sensory needs</b>	<b>Cognition and Learning</b>
<p><b>Setting/ School</b></p>	<p>40% or less (delay of between 10-12 months)</p> <p><b>ASQ White / grey area</b></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: Needs to be stopped from activity by calling name or tapping arm.</p> <p>Rigid/ Single channelled attention. Concentrate on activities for longer, like playing with a particular toy.</p> <p>Expressive: Uses 20-25 clear words. Start to put short sentences together with 2-3 words. Gestures or points, often with words or sounds to show what they want. Imitates words and sounds. Echolalia may still be present.</p> <p>Phonology: Use a limited number of sounds in their words – often these are p, b, t, d, m and w.</p> <p>Receptive: Points to 5 body parts on self or doll and able to follow simple instructions like 'Go and get your shoes' in context or with visual aids</p> <p>Social communication. Plays alongside others.</p>	<p>Walking independently but may lack confidence.</p> <p>Uses index finger to point.</p> <p>Able to build a tower of 2 bricks and spontaneously scribbles on paper.</p> <p>Indicates when wet/dirty but may not be consistent in this.</p> <p>Able to use a spoon right side up with little spilling.</p> <p>Drinks from cup independently but may spill a lot.</p> <p>Removes some simple items of clothing for example socks.</p> <p>Has slight visual or hearing impairment that may be corrected through the use of aids/glasses.</p>	<p>Actively searches for toys out of sight appropriately e.g. in a cupboard</p> <p>Imitates feeding doll, reading a book, sweeping the floor etc.</p> <p>Likes to be shown books by an adult</p> <p>Recognises a few pictures of objects</p> <p>Understands the function of everyday objects e.g. cup, brush, spoon</p> <p>Posts objects into boxes</p> <p>Enjoys playing with objects of different sizes that go together e.g stacking blocks</p> <p>Fits shapes into spaces</p> <p>Enjoys some favourite stories</p> <p>Explores the functions of toys independently</p>

Level of Provision	Length of delay	Social, mental and emotional health	Communication and interaction needs	Physical and sensory needs	Cognition and Learning
<p><b>Place</b></p>	<p>40-50 % (delay of between 12-15 months)</p> <p><b>ASQ Grey / Black area</b></p>	<p>Additional strategies required to manage behaviour due to regular tantrums.</p> <p>Persistent attachment &amp; separation difficulties.</p> <p>Actively resists requests/boundaries/changes in routine.</p> <p>Very strong likes and dislikes that are hard to manage.</p> <p>Adult support needed for any task requiring concentration.</p> <p>Disrupts others frequently (can't share, take turns, isn't aware of peers).</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: BSCIP referral made Difficulties with changes in routine. Unusual habits. Limited tolerance of or involvement with peers.</p>	<p>Crawling around independently and taking a few steps but very unsteady</p> <p>Rolls a ball to an adult</p> <p>Picks up small objects using thumb and finger pincer grip</p> <p>Feeds self with fingers and beginning to feed self-using a spoon although this is messy.</p> <p>Drinks from a cup with assistance.</p> <p>Will use a potty when put on it.</p> <p>Co-operates and helps with dressing</p> <p>Registered as sight impaired hearing but the child manages the Nursery environment well despite these difficulties.</p>	<p>Removes objects from containers</p> <p>Offers toy and releases on request</p> <p>Will scribble when given pen and paper</p> <p>Looks in correct place for a toy that has rolled out of sight</p> <p>Pretends to feed self/be asleep etc.</p> <p>Looks at pictures regarding some with interest/recognition.</p> <p>Knows the difference between large objects and small objects.</p> <p>Explores the functions of toys and is beginning to operate these.</p>

Level of Provision	Length of delay	Social, mental and emotional health	Communication and interaction needs	Physical and sensory needs	Cognition and Learning
<p><b>Place Plus</b></p>	<p>50-70% of chronological age (delay of between 18-20 months)</p> <p><b>ASQ Black area</b></p>	<p>Despite use of appropriate strategies, disruptive/challenging behaviour is observed on a daily basis. Some danger to self/others /property.</p> <p>Generally very withdrawn &amp; distressed No interaction with peers. Unusual/excessive responses and 'shuts down'</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 tunelessly 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: Referral made to BSCIP. Finds it difficult follow adult directed agenda. Does not tolerate peer involvement in play, or physical proximity. Unusual and excessive responses to situations. Limited intention to communicate.</p>	<p>Some independent movement but not necessarily by crawling e.g. bottom shuffling, commando crawling.</p> <p>Able to weight bear and pull to stand using furniture.</p> <p>Reaches for and grasps/picks up small objects between thumb and fingers</p> <p>Eats solids and will hold, bite and chew finger foods.</p> <p>Puts hands round a cup when drinking</p> <p>No awareness of toileting needs</p> <p>Able to pull off a hat and co-operate in dressing</p> <p>Registered sight/hearing impaired with resulting difficulties that prevent independent access to the normal Nursery environment</p>	<p>Looks to floor for fallen object</p> <p>Holds two objects at once</p> <p>Imitates an adult action e.g. ringing a bell</p> <p>Repeats performance when laughed at</p> <p>Enjoys peek a boo</p> <p>Uncovers toy if sees it being hidden by a cloth/box</p> <p>Pushes a small car along</p> <p>Explores the functions of toys with support.</p> <p>Investigates objects e.g shape sorters or stacking cups</p> <p>Difficulties retaining significant information.</p>

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<p><b>High Needs</b></p>	<p>70% of chronological age (delay of 20 months or greater)</p> <p><b>ASQ Black area</b></p>	<p>Persistent, extreme aggression to peers/self/adults. Resulting in harm to self or others.</p> <p>Can't calm. Totally withdrawn. Diagnosed severe attachment disorder.</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><b>ASD:</b> Has a diagnosis. Unaware of others, obsessed by own particular interests, unable to establish joint attention on a consistent basis.</p>	<p><b>NEEDS LIKELY TO BE PERMANENT AND LIFELONG DUE TO NATURE OF DISABILITY</b></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 profoundly /severely sight or hearing impaired or dual sensory impairment</p>	<p>Responds to sensory stimuli</p> <p>Not imitating from an adult model</p> <p>Shows a visual preference</p> <p>Approaches mirror image of self</p> <p>Will reach out for objects</p> <p>Explores objects by looking, feeling, shaking or mouthing.</p> <p>Significant difficulties retaining information.</p>