

	Universal offer	Additional needs / SEN Support	Low Band	Medium Band	High Band
Cognition and Learning	<p>Cognitive abilities/ developmental milestones average or close to average</p> <p>Some children may present with some learning delay, show difficulties with conceptual understanding in some elements of learning. Attainment levels are likely to be close to average and children respond to High Quality Teaching (HQT) + short, targeted intervention.</p> <p>Children may have some difficulty organising, expressing ideas.</p>	<p>Child presents with learning delay in one or more areas of the EYFS.</p> <p>Difficulties may also include:</p> <ul style="list-style-type: none"> - Conceptual understanding - Delay in reasoning, problem solving, attention and concentration skills. - Concerns about rate of progress, generalising and retention of skills and information - Difficulties with organisational skills. <p>Some difficulties with imaginative play.</p> <p>Progress is delayed (child not meeting all of the developmental checkpoints, may be approaching 1 year below average), but child responds to targeted interventions.</p>	<p>Child presents with learning delay in one or more areas of the EYFS and progress remains persistently below that of their peers (e.g., or more than 1 year below average/approaching 18months).</p> <p>Difficulties with understanding and reasoning across all areas of EYFS.</p> <p>Difficulties learning basic concepts and retaining them over time despite targeted support.</p> <p>Limited and/or repetitive play skills, persisting in spite of targeted support.</p> <p>If standardised assessments of cognitive ability have been completed and results indicate low range, or the child presents with a very uneven profile of cognitive abilities.</p>	<p>Severe learning difficulties, showing significant delay in reasoning skills and experiencing learning difficulties across all areas of the EYFS. Child has not met most of their developmental checkpoints.</p> <p>Severely limited and restricted play skills, these persisting in spite of targeted support.</p> <p>Severe difficulties learning basic concepts and retaining them over time despite targeted support.</p> <p>Function at less than half their chronological age in several aspects of the three prime areas, which results in having a significant impact on accessing the EYFS.</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development • Communication and Language • Physical Development <p>Very slow rate of progress in all areas of EYFS despite a high level of intervention.</p> <p>If standardised assessments of cognitive ability have been completed and results indicate extremely low range.</p>	<p>Profound and multiple learning difficulties and significant global delay, affecting self-help and independence skills.</p> <p>Functions at a level that requires specialised interventions and significant adaptations to the EYFS. Despite intensive specialised interventions there has been very little or no progress over time. Significant delay in all aspects of the three prime areas, which results in having a significant impact on accessing the EYFS.</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development • Communication and Language • Physical Development <p>Due to level of learning difficulties unable to accomplish personal care, self-help, and independence skills throughout the day.</p> <p>Additional needs in other areas of SEN at High Band level (totally physically dependent, neurological, genetic, or other medical condition which results in profound needs in other areas of SEN).</p>

	Universal offer	Additional needs / SEN Support	Low Band	Medium Band	High Band
Communication (Language)	<p>Language communication skills within average or close to average levels.</p> <p>May have some difficulties with ability to follow instructions.</p> <p>May have some speech immaturities.</p> <p>A stammer which may impair communication in certain situations</p> <p>May be reluctant to speak in group situations or difficulty being understood by adults outside the family.</p>	<p>Mild delay in expressive and/or receptive language and/or mild speech sound disorder (where there has been a formal assessment scores -1 to -1.5 SD / between 7 and 15 percentile)</p> <p>Mild difficulties in processing and responding to verbal information.</p> <p>Child may have difficulty following or understanding instructions and everyday language without visual references.</p> <p>May demonstrate limited understanding of nonverbal cues.</p> <p>Some speech difficulties (speech maybe unclear and adults have difficulty understanding speech without it being in context).</p> <p>May show literal use and interpretation of language. May respond inappropriately in social and/or learning environment.</p> <p>May show unusual aspects of speech such as unusual intonation, volume, rate echolalia and idiosyncratic phrases.</p>	<p>Moderate delay in expressive and/or receptive language and/or speech disorder.</p> <p>Child uses basic verbal communication alongside non-verbal communications which may be very idiosyncratic and/or speech intelligibility limited to familiar words used in context.</p> <p>Limited social interaction with language difficulties having impact on learning and play.</p> <p>Limited communication Persistent difficulties with speech which impact on intelligibility and literacy skills. Some single words may be clear but connected speech remains poor. Speech may only be intelligible to familiar adults.</p>	<p>Severely limited language in expressive and receptive language and/or speech disorder causing limited functional communication and significant barriers to learning and social activities.</p> <p>Child uses very limited or no basic verbal communication alongside non-verbal communications which may be very idiosyncratic and/or speech intelligibility limited to familiar words used in context. Severely limited social interaction with language difficulties having significant impact on learning and play.</p> <p>Uses a mixture of speech and other methods of communication systems to make needs/choices known.</p>	<p>Profoundly limited receptive and expressive language skills; non-verbal and very limited or no understanding of language or other means of communication.</p> <p>Reliant on familiar adults, assistive and augmentative systems to enable them to make their needs and wishes known</p> <p>Very limited understanding of what is said or signed.</p> <p>Child is reliant on communicating by augmented / assistive and alternative methods of communication i.e., gesture, eye gaze and / or symbols.</p>

	Universal offer	Additional needs / SEN Support	Low Band	Medium Band	High Band
Communication (social)	<p>Child mostly confident, with occasional difficulty integrating or taking part in activities.</p> <p>Child may have features of autism or a diagnosis of ASD but has competencies to support his/her ability to cope with the expectations of within the EY setting.</p> <p>Child may experience low level/low frequency (occasional) difficulties with following routines, responding to social situations such as turn taking, reciprocal attention, sharing of resources or social isolation.</p> <p>Some immaturity in socialisation, for example, child may look towards adults rather than peers, withdraw from company of others.</p>	<p>Delayed social communication skills which can lead to frustration or distress and impact on the ability to engage in learning and play.</p> <p>Difficulty with initiating social interactions and/or decreased interest in social interaction.</p> <p>Lack of awareness of social space and related social difficulties.</p> <p>Difficulties recognising and communicating emotions.</p> <p>Have difficulties managing change and transitions.</p> <p>Difficulties switching between activities causing some distress.</p> <p>Child may present with under (hypo) responsiveness and /or over (hyper) responsiveness to sensory input with unusual interest in sensory aspects of the environment.</p>	<p>Child has difficulty expressing feelings or needs. Limited ability to understand impact of their actions on others.</p> <p>Difficulties understanding social and physical risks. Child is becoming increasingly isolated with peers.</p> <p>Limited initiation of social interaction but can take part in some play if taught/supported but cannot develop this independently.</p> <p>Child regularly show signs of distress when faced with new people, places, events or when unsure what is going to happen.</p> <p>Experience difficulties/ unusual responses to sensory experiences (can be easily distracted, upset by noise/touch/light, could lead to behaviours that challenge the norm).</p> <p>Child who regularly withdraws to a solitary activity which is focused on a special interest</p>	<p>Significantly limited social communication that limits ability to manage emotions and cause regular high levels of distress which presents significant barrier throughout the day.</p> <p>Rigid, repetitive, or obsessional behaviours make it difficult to engage. Unable to engage in most social activities.</p> <p>Significantly limited understanding of social boundaries leading to social isolation and withdrawal from social and group learning activities. Persistent and significant difficulties forming relationships.</p> <p>Difficulties expressing emotions which may lead to behaviours that challenge and episodes of heightened emotions.</p> <p>Shows signs of distress over even small changes in the environment.</p> <p>Repetitive play and restricted interests, which are resistant to adult intervention.</p> <p>Child presents with under (hypo) responsiveness and /or over (hyper) responsiveness to sensory input which is likely to cause regular and/or frequent distress.</p>	<p>Persistent social isolation and profoundly limited social communication, which impact on all areas of learning, play and ability to function within the educational setting throughout the day.</p> <p>Overwhelmed by sensory demands of the environment, leading to significant distress and behaviours that challenge.</p> <p>Unable to tolerate social interaction other than to get needs met. No understanding of social boundaries.</p> <p>Persistently anxious or frustrated, leading to frequent and unpredictable behaviours that puts at risk the health and safety of self and others.</p>
Social, Emotional and Mental Health (SEMH)	<p>Short term difficulties settling into EY setting.</p> <p>Occasional emotional distress or anxiety, which subsides with peer/adult support.</p> <p>Some difficulties to concentrate on adult directed activities. Sits for shorter lengths of time compared to peers.</p> <p>Child may experience low level/low frequency (occasional) difficulties with:</p> <ul style="list-style-type: none"> - making and/or sustaining friendships. - following adult directions - working independently - motivation requiring frequent encouragement to stay on task 	<p>Some attachment seeking or avoiding behaviours, likely to be reliant on relationships with key person.</p> <p>Have difficulty with maintaining and directing attention, concentration, engagement, and participation in learning and play.</p> <p>Does not accept routine boundaries, regularly tests or challenges.</p> <p>Involved in regular incidents</p> <p>Some avoiding behaviours, disruption to learning and play.</p> <p>May display anxiety or stress. May be at risk or isolation or becoming vulnerable.</p>	<p>Regular, daily difficulties in sharing, turn taking and social interaction.</p> <p>Have significant difficulties related to level of concentration, engagement, and participation in learning.</p> <p>Daily persistent, unpredictable behaviour, unable to process and follow adult direction. Struggles to comply with requests from anyone other than a key adult</p> <p>Frequent increase in anxiety level, struggles to emotionally regulate responses which may cause behaviours that challenge adults and peers.</p> <p>Attachment difficulties that are affecting development e.g., relationships to key carers not securely established or regularly preventing participation.</p>	<p>More regular (daily) dysregulation which involve confrontations with peers or adults which often compromises the safety and health of themselves and others</p> <p>Daily, intensive episodes of behaviour (biting, spitting, kicking etc.) which are unpredictable, persistent, and extreme.</p> <p>Frequent (daily) high anxiety, unable to communicate needs and use physical communication most of the time.</p> <p>Unable to self-regulate leading to prolonged experience of stress.</p> <p>Severe attachment difficulties affecting development and relationships with adults and peers preventing participation in vast majority of activities.</p>	<p>Frequent, intense and prolonged dysregulation which consistently compromises the safety and health of themselves and others.</p> <p>Persistent state of distress means they are unable to engage in most aspects of the day.</p> <p>Unable to engage with learning throughout the day.</p>

	Universal offer	Additional needs / SEN Support	Low Band	Medium Band	High Band
Sensory (vision)	<p>Vision within normal range, likely to have visual acuities of 6/6 of 6/6 6/12 Snellen 0.0- 0.3 Logmar Child whose vision can be corrected by glasses for refraction Child with unilateral amblyopia, monocular vision.</p> <p>If undergoing a vision occlusion programme (patching) child may need environmental changes such as sitting closer to the focal point to allow for their temporary worsening of vision.</p>	<p>Mild to Moderate vision impairments: 6/12-6/18 Snellen (LogMAR0.3-0.6)</p> <p>Bilateral vision impairment</p> <p>Likely to need clear print and/or enlarged print to point size N14-18</p> <p>Child is independently mobile in familiar areas</p> <p>Access to activities possible with vision aids, use of accessibility options when using laptops, tablets and phones, specialist accessibility IT equipment, adaptation of materials.</p> <p>May have difficulties with spatial awareness.</p>	<p>Moderate vision impairments: 6/19-6/36 Snellen (LogMAR0.6-0.78)</p> <p>Clear print and/or modified large print to point size N18-N24</p> <p>May have fluctuating functional vision in different environments.</p> <p>Access to activities not possible without significant mediation and/or adaptations of materials requiring training to produce resources and additional support for reasons of safety.</p> <p>May need assessment of mobility skills at transition points in their school career.</p>	<p>Severe vision impairment 6/36-6/60 Snellen 0.8-1.0 LogMAR</p> <p>Will need modified large print point size N 36 - N48</p> <p>Able to access activities and buildings only with substantial adaptations of all learning materials requiring training to produce resources Specialist ICT will be likely ICT and additional support in practical subjects.</p> <p>Likely to need assessment of orientation, mobility, and habilitation skills.</p>	<p>Profound impairment: Less than 6/60 Snellen (LogMAR 1.02 and worse)</p> <p>Will need modified large print to point size N48 or larger.</p> <p>Registered severely sight impaired</p> <p>Able to access information using braille/tactile methods which require specialist training to produce resources.</p> <p>Able to access buildings and move around the building only with regular and individual formal teaching of orientation and mobility.</p>
Sensory (hearing)	<p>Hearing within normal range</p> <p>Child may have listening difficulties, particularly in noisy conditions and may mis-hear and mis-understand spoken information which may require monitoring and support.</p>	<p>The deafness is likely to be permanent and at least 'Mild-Moderate' in level (hearing loss greater than 41dB).</p> <p>Deafness that affects access to learning and play, possible with specialist equipment, adaptation and support; for example, hearing aids, radio aid, good acoustic conditions.</p>	<p>The deafness is very likely to be 'Sensory-Neural' or 'Mixed' in nature and is likely to be at Severe level (average hearing thresholds between 71-95dB). Child may have Auditory Neuropathy. <u>And</u> It results in access to learning and play requiring substantial differentiation and adaptation of material throughout the day.</p> <p>Could be an acquired hearing loss, congenital or progressive hearing loss</p> <p>Hearing aid essential.</p>	<p>The deafness will be 'Sensory-Neural' or 'Mixed' in nature and is likely to be at Severe level (average hearing thresholds between 71-95dB). Child may have Auditory Neuropathy or other complicating inner ear pathology. <u>And</u> It results in access to learning and play requiring substantial individual differentiation and adaptation of <u>all</u> materials throughout the day.</p> <p>Support may make some use of British Sign Language unless the Child is following a specifically auditory/oral only programme of development. Hearing aids or Hearing/Cochlear Implants are essential.</p>	<p>The deafness will be 'Sensory-Neural' or 'Mixed' in nature and is likely to be Profound level (average hearing thresholds above 95dB). Child may have Auditory Neuropathy or other complicating inner ear or auditory nerve pathology. <u>And</u> All teaching and support are likely to involve the use of British Sign Language unless the child is following a specifically auditory/oral only programme of development. <u>And</u> child able to access activities <u>only</u> with assistive devices and requires substantial mediation and/or adaptations of materials</p> <p>Hearing aids or Hearing/Cochlear Implants/Radio Aids, access to excellent acoustic listening conditions essential.</p>
MSI			Mild VI together with Mild HI banding	Moderate VI or HI with other impairment the same or lower banding.	Severe VI or HI with other impairment at the same or lower banding level

	Universal offer	Additional needs / SEN Support	Low Band	Medium Band	High Band
Sensory (Physical)	<p>Physical development in line with the typically developing child.</p> <p>Child attempts physical activities.</p> <p>Child may have lower than age appropriate fine or growth motor skills; this may be due to limited experiences.</p> <p>Medical needs are managed without a need for intervention.</p>	<p>Child has fine and/or gross motor skills difficulties reducing the level of independence.</p> <p>Child has difficulties relating to tasks involving fine and gross motor skills, which require reasonable adjustments and additional planning.</p> <p>Likely to have difficulties adapting to new/specific environments.</p> <p>May have physical/medical condition which impact on access to activities and play and require medication to manage condition. Child may tire more quickly. Condition may require monitoring e.g. arthritis and diabetes.</p> <p>May have physical abnormalities, which may make child self-conscious, isolate or defensive.</p>	<p>Physical needs give rise to safety issues environment access may not be possible without mediation and/or adaptations of curriculum materials and/or adaptive equipment.</p> <p>Child able to use mobility aid with some competence to overcome physical difficulties, e.g., walking frame.</p> <p>Child's physical and/or medical condition begins to significantly impact on their self-esteem, social interactions, and emotional regulation.</p> <p>Physical and/or medical difficulties that require varied and extensive adjustment to environment and resources.</p>	<p>Child has physical, medical, or neurological condition which impacts on all areas of learning and/or emotional wellbeing throughout the day.</p> <p>Child has medical needs that require their medical health care plans authorised and reviewed by relevant medical professional.</p> <p>Child not able to manage most of their toileting, eating and drinking needs. CYP might be aware of the toileting needs and routine; and be able to participate in some aspects of this.</p> <p>Physical skills may fluctuate and/or deteriorate during a day.</p> <p>Transfers may require hoisting.</p>	<p>Profound physical, long-term, and progressive, life limiting condition/needs.</p> <p>Has total and complex support needs for mobility, personal care, positioning, movement, hoisting and eating/drinking.</p> <p>Child health care needs require highly structured and complex medical interventions authorised by medical professionals, very likely to require fast staff response and administration of emergency rescue medication.</p> <p>Child is not able to communicate needs and is wholly reliant on adult support for all intimate and self-care needs.</p>