

## Graduated Response – Profile of Need – Early Years

This profile of need is designed to support your assessment of a child/young person's needs. You will find that the document is divided into the four areas of need and that within each, there are three subsections; **Assessment & Planning**, **Do** and **Review**.

**Assessment & Planning** - With a child/young person in mind you are invited to read through the descriptors to see whether your concerns more accurately fall into the 'Universal', 'Targeted' or 'Specialised' category. Children and Young People present with strengths and needs and so it is typical to have a mixed profile, with some areas of need falling under 'Targeted', for example, whereas others are more accurately considered 'Universal'.

**Do** – This section outlines the approach that is advocated for each category of need. It accompanies the Provision Document which offers an overview of resources available to settings.

**Review** – Brief guidance to outline the necessity of review and the need for consultation with parents/ carers, and with the children/young people.

The guidance in this series aims to help you identify need, to accurately assess the level of severity, and to implement appropriate provision. It is recommended that you highlight the results of each stage in the child/young person's Personal Support Plan (or equivalent documentation), so that you can track progress, and respond appropriately.



## Cognition and Learning

### Assessment and Planning

Universal	Targeted	Specialised
<p>Child is broadly working within the appropriate developmental learning phase, including the Characteristics of Effective Learning using the EYFS as guidance. Adult support varies throughout the day depending on ratio and routine, but this is managed by the child</p>	<p>Child is showing some delay in learning in the prime areas of EYFS. Monitoring of the child's progress indicates that despite group-based interventions and support, the child is not progressing as they could be. Child tends to not learn so well when support is not in place</p>	<p>Child has significant delay in learning across prime areas of EYFS despite differentiation of curriculum and some individual interventions targeting the needs of the child at Targeted level. Gap is widening between the child and what is expected of them at this age and stage, despite interventions and support suggested by the professionals involved</p>
<p>Child shows perseverance and concentrates on a chosen task for an appropriate period of time. Signs of deep involvement. At times may need some additional prompts, eg range of teaching strategies, choice board and general visuals to aid learning</p>	<p>Child requires some planned support to sustain perseverance and focus on an activity. Differentiation allows child to extend activities to develop areas of interest</p>	<p>Child requires planning strategies and additional support to retain, and use learned skills. The child will often lose focus at activities and need significant support to keep them on task even for a short amount of time. They may constantly flit between activities and cannot concentrate without support</p>
<p>Child can listen and attend to an adult-led activity for a short amount of time in line with age and stage expectations. Small groups of children are encouraged in early years learning and plenty of exciting resources and props should help keep the child's attention</p>	<p>Child needs some reminders/encouragement to persevere with an activity that is adult led</p>	<p>The child needs individualised support such as verbal and visual reminders/encouragement and planned intervention (support) to listen and attend, and to maintain attention on an activity that is adult led</p>

<p>Child can follow a simple one or two worded instructions (or the equivalent in-line with what is appropriate for their age) from an adult and can follow a simple route. The child may find visuals useful, eg visual timetables</p>	<p>Child requires some additional support and prompts to listen and attend to instruction from adult and the routine, eg use of a Now &amp; Next Board and visual countdown</p>	<p>Child needs significant additional support from an adult to help listen and attend to instructions and to follow routines. Requires planned strategies to prepare for a change in routines, eg adult modelling and use of visuals. Child will require professional led interventions</p>
<p>Child shows curiosity and is motivated to learn. Investigates and experiences different things. Can play independently with appropriate differentiation. Joins in with others. Has a 'have a go' attitude to learning</p>	<p>Child has some difficulty joining in and accessing a range of activities. They may sometimes limit their play to specific interests. The child may carry around certain toys/objects and focus more on exploring certain schemas or patterns of play, such as spinning wheels and lining up toys. Differentiation by adults may be required to allow the child to learn routines, expectations and boundaries</p>	<p>Child's play is not age appropriate. It is significantly limited, inflexible and repetitive. Mostly likes to play on their own. They may have an obsession with certain objects, colours, toys or spinning wheels on cars or trains. They may show frustration when asked to share toys/equipment. Child needs a highly differentiated approach to enable them to play, join in, share and communicate their experiences</p>
<p>Child begins to make sense of the physical world and their community. They explore, observe and find out about people, places, technology and the environment</p>	<p>Child shows some difficulty expressing an interest in significant events in their own life and understanding what makes them unique. Child does not always ask questions and think about why things happen</p>	<p>Child shows significant difficulties in understanding their own experiences. Child shows continuing difficulties with a range of transitions. Child does not understand experiences and cannot learn from them</p>

<p>Child explores and plays with a wide range of media and materials as well as sharing their thoughts, ideas and feelings through a variety of activities in art, music, dance, role-play and design and technology</p>	<p>Child has some difficulties or has a particular sensory need to engage in specific activities. Requires some adult support to access other areas of the curriculum. Child has some difficulty in sharing their thoughts and ideas accurately. Some difficulty in generating ideas for imaginative play.</p>	<p>Child shows significant difficulties in exploring the properties of materials and understanding their use. Needs significant support to join in, share and communicate ideas and experiences. Significant difficulty in generating ideas for imaginative play, home corner/role play. Child unaware of what other children do in their play. Requires significant support to help build and maintain positive relationships with their peers</p>
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## Do (Provision and Support)

Universal	Targeted	Specialised
<p><i>All children will require access to the following Intervention and Support approaches:</i></p>	<p><i>As at prior phase/phases but also to include the following possible provision:</i></p>	<p><i>As at prior phase/phases but also to include the following possible provision:</i></p>
<ul style="list-style-type: none"> <li>An ambitious curriculum set within inclusive environments with policies in place for identifying and supporting child with SEND including those with cognition and learning needs. It gives children, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.</li> </ul>	<ul style="list-style-type: none"> <li>Key Person in consultation with the INCCO, will undertake a clear analysis of the child's needs to share with parents/carers and professionals via the graduated approach. Continue the 'assess-plan-do-review' cycle of individualised assessment and intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Co-production of EHC Plan will address needs and agree outcomes for targeted provision</li> <li>All staff working with the child have read and understood EHC Plan</li> <li>Parents/carers understand and agree on the intervention, support and expected outcomes. Child's voice is reflected</li> </ul>
<ul style="list-style-type: none"> <li>The curriculum is coherently planned and sequenced. It builds on what children can do</li> </ul>	<ul style="list-style-type: none"> <li>The provider should have an agreed approach to assessment and intervention which is used consistently across the setting by all staff with appropriate skills and training. The support, interventions and intended outcomes should be recorded and evidenced for example in a SEND Support plan or similar such as an IPP. This needs to be completed as soon as the child is identified with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies and approaches to support differentiation including scaffolding of activities, are in place and based on specialists' advice</li> </ul>

<ul style="list-style-type: none"> <li>• Leadership builds on the EYFS (educational programmes) to decide on what they intend children to learn and develop. Leaders and practitioners decide how to implement the curriculum so that children make progress in the seven areas of learning. Leaders and practitioners evaluate the impact of the curriculum by checking what children know and can do.</li> </ul>	<ul style="list-style-type: none"> <li>• It is vital for the provider to be clear about the outcomes required and where further advice is needed, including identifying how they will seek and implement advice from specialist services, e.g. Portage, Family Well-Being, Springboard Opportunity Group, Children’s Therapies, Educational Psychology.</li> </ul>	<ul style="list-style-type: none"> <li>• High quality training is provided for all staff involved in delivering and monitoring targeted provision Time and place for targeted support is established and adhered to.</li> <li>• INCCO will oversee the child’s targeted support, including how this is being delivered</li> <li>• Total assistance with self-help skills</li> <li>• Use of total communication approach</li> </ul>
<ul style="list-style-type: none"> <li>• Quality first teaching that utilizes a variety of approaches to meet personalised learning styles with staff who continually check understanding and use scaffolding/modelling to demonstrate learning</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist intervention will be accessed via outside agencies. There may be multi professional planning and coordinated support across education, health, and social care colleagues to be undertaken. Consider a referral to Early Help services depending on family circumstances or to health services if further medical assessment is needed</li> </ul>	<ul style="list-style-type: none"> <li>• A multi-sensory approach to the curriculum</li> </ul>

<ul style="list-style-type: none"> <li>• Robust assess-plan-do-review processes – to be completed by the key person, providing quality feedback on a regular basis to the child, family, and other professionals as appropriate, giving praise towards the child’s strengths, achievements and interests</li> </ul>	<ul style="list-style-type: none"> <li>• Consider requesting North Somerset Area SENCO involvement</li> <li>• Consider making a referral to MAISEY</li> </ul>	<ul style="list-style-type: none"> <li>• Visual supports are embedded to aid language understanding across all aspects of the environment (e.g. pictures, symbols, objects of reference, signing, gestures) to help access to the curriculum</li> </ul>
<ul style="list-style-type: none"> <li>• Tasks will be simplified and instructions, information and learning to be broken down into small steps with skills and learning being reinforced through repetition and consolidation</li> </ul>	<ul style="list-style-type: none"> <li>• Implement strategies and support to help with learning tasks and skills such as prompts, backward chaining and “hand over hand”</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate adjustments to the environment to meet the individual needs and preferred learning styles</li> </ul>
<ul style="list-style-type: none"> <li>• Staff will be appropriately trained in child development and with the skills to effectively support the child at the appropriate developmental level alongside their peers</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extra time to the child to participate in learning activities/tasks and high levels of adult support for modelling and enabling the child to access learning/the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the skills being taught including varying level of different prompts which are faded and enhanced as appropriate, for example ‘hand over hand’, modelling, visual strategies</li> </ul>

<ul style="list-style-type: none"> <li>• Organisation and positioning of the learning spaces including visual aids and adult and peer support considered, ensuring the environment is modified to support learning. Consideration given to the routine of the day to provide times for children to become deeply involved in their learning and to take movement breaks to aid concentration.</li> </ul>	<ul style="list-style-type: none"> <li>• High levels of care and supervision are needed.</li> <li>• Specialist resources may be required including individual visual cues and timetables to support learning across all areas. Resources provided will be graded and matched to the child's developmental level. Resources will take into consideration children's interests and fascinations.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Years Providers have systems in place to gather the views of the child and their parent carers. Parents/carers should be kept up to date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents/carers, and any relevant professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• An adapted curriculum may need to be developed that is more individualised to the specific needs of the child. Learning within the curriculum needs to be of high interest and purposeful. Home learning opportunities should be shared with parents/carers.</li> </ul>	



## Review (Outcomes)

Universal	Targeted	Specialised
<p>All children's progress must be monitored through regular reviews.</p> <p>Use of development matters/0-5 to inform professional judgement about where children need additional support to meet developmental milestones and identify those children who may have a Special Educational Need</p>	<p><i>As at prior phase/phases but also to include the following:</i></p> <p>Any agreed EY SEND Top-up Funding has been used fully and appropriately to make provision for the child to enable progress towards agreed outcomes</p>	<p><i>As at prior phase/phases but also to include the following:</i></p> <p>Any agreed EY SEND Top-up Funding has been used fully and appropriately to make provision for the child to enable progress towards agreed outcomes</p>

## Profile of Need Response for Early Years

### Cognition and Learning

Level of Need	Provider Type	Provider's Name	Provision Name	Costs	Contact Detail
Universal	Local Authority	Front Door	Advice and guidance	Free	<a href="https://www.n-somerset.gov.uk/my-services/children-young-people-families/early-help">https://www.n-somerset.gov.uk/my-services/children-young-people-families/early-help</a>
Universal	School	Schools	SENCO's	Free	<a href="http://www.n-somerset.gov.uk/ey">www.n-somerset.gov.uk/ey</a>
Universal	Local Authority	Music Therapy	Music Therapy – North Somerset Music Service	Charge	<a href="http://www.wema.org.uk">www.wema.org.uk</a>
Universal	Local Authority	Children Centres	Children Centres/Family Hubs	Free	<a href="https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/family.page?familychannel=2000">https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/family.page?familychannel=2000</a>
Targeted	Local Authority	Early Years team by referral	Link programme	Free	<a href="http://search3.openobjects.com/kb5/northsomerset/directory/advice.page?id=D5mjzJb2MO4">http://search3.openobjects.com/kb5/northsomerset/directory/advice.page?id=D5mjzJb2MO4</a>
Targeted	Local Authority	By Referral	Occupational Therapy	Free	<a href="https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=awSWQCPQZLk">https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=awSWQCPQZLk</a>
Targeted	Local Authority	By Referral	Portage service	Free	<a href="https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=N0sjVe5CGLc">https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=N0sjVe5CGLc</a>
Targeted	Local Authority	By Referral	Children with Disabilities Team	Free	<a href="https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=hd9d-vLqXMA">https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=hd9d-vLqXMA</a>

Targeted	Local Authority	Portage Service	Home teaching and support for children with SEND	Charge	<a href="https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=N0sjVe5CGLc&amp;localofferchannel=9">https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=N0sjVe5CGLc&amp;localofferchannel=9</a>
Specialist	Non-governmental organisation	North Somerset Parent Carers Working Together	NSPCWT - Some elements training	Free	<a href="https://www.nspcwt.org/">https://www.nspcwt.org/</a>
Specialist	Non-governmental organisation	Assistive Communication	Assistive technologies - My Alexia/Autonomy	Charge	<a href="https://www.gov.uk/government/publications/assistive-technology-definition-and-safe-use/assistive-technology-definition-and-safe-use">https://www.gov.uk/government/publications/assistive-technology-definition-and-safe-use/assistive-technology-definition-and-safe-use</a>
Specialist	Non-governmental organisation	Specialised Childminders	Specialised childminders	Charge	<a href="https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/advice.page?id=asHhCWTT56g">https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/advice.page?id=asHhCWTT56g</a>
Specialist	Non-governmental organisation	SENDIAS Service - Training for schools, and advice and support	SENDIAS Service - Training for schools, and advice and support	Free	<a href="https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=6v0OmC4i9zq">https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=6v0OmC4i9zq</a>
Specialist	Local Authority	By Referral	Top up funding	Free	<a href="https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/advice.page?id=Kf8pMr1xRmM">https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/advice.page?id=Kf8pMr1xRmM</a>
Specialist	Charity	Springboard Opportunity Group	Springboard and springboard outreach and training	Charge	<a href="https://www.springboardweb.org.uk/">https://www.springboardweb.org.uk/</a>
Specialist	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	<a href="http://www.wema.org.uk">www.wema.org.uk</a>

## Communication and Interaction

### Assessment and Planning

Universal	Targeted	Specialised
<p>Child is broadly working within the appropriate developmental learning phase, using assessments and the EYFS as guidance</p>	<p>Child exhibits some difficulties within Communication and Interaction. Assessments indicate the child is working just below an age-appropriate level. This is beginning to affect access to the EYFS.</p>	<p>Child is showing significant difficulties across Communication and Interaction. Assessments indicate this is significantly affecting access to the EYFS.</p>
<p>Child may require support from time to time for specific areas of need but generally makes expected progress as a result</p>	<p>Child has some difficulties and may require additional adult intervention to support progress. Additional Funding may be needed to enable this. Speech and Language Therapy Early Years Toolkit is being used to put appropriate strategies in place</p>	<p>Child shows significant difficulties and needs a high level of intervention and support. The child is referred/has input from Speech and Language Therapy and setting are incorporating advice into SEND support plans. Additional Funding is being accessed to enhance staff ratios to enable a structured, individual support programme</p>
<p>Child is aware of and responds to cues typically used to gain attention e.g. adult using their name and getting down to their level</p>	<p>Child is having some difficulties with active listening and attention and may need additional support from adults and/or small group intervention</p>	<p>Child is showing significant difficulties with active listening and attention which is impacting on their speech and language development and will require a referral to an EY Speech and Language Therapist</p>
<p>Child responds to and uses eye contact appropriate to their age, stage and culture</p>	<p>Child has some difficulties with responding to and using eye contact. He/she may stare or only use eye contact when responding to something they like. The child may look in the direction of other people without using eye contact</p>	<p>Child is exhibiting significant difficulties responding to and using eye contact. Childs eye contact is poor and fleeting even after EY S&amp;L resource ideas have been used</p>

<p>Child responds to their name as appropriate for their age – turning and looking in the direction of adults and peers when their name is called</p>	<p>Child has some difficulties responding to their name despite universal support being in place</p>	<p>Child is showing significant difficulties responding to their name even with adult intervention. The child is unaware of others trying to interact with them. They may appear stubborn or engrossed in their own play</p>
<p>Child listens and attends to adults and peers for a gradually increasing length of time as appropriate for their age</p>	<p>Child has some difficulties listening and attending to communication by adults and peers. The child may join an activity but be quickly distracted by noise or movement and often need adult support to refocus</p>	<p>Child has significant difficulties listening and attending to communication from adults and peers. Adult needs to use visuals such as now and next and high attention activities to engage the child. They may demonstrate a need to move constantly even with a high level of intervention and enhanced ratios</p>
<p>Child is able to independently access the setting environment and sustain focus on self-chosen activities and resources</p>	<p>Child has some difficulty accessing the setting environment. The child may be easily distracted and need some adult support to enable them to access the environment and sustain focus on self-chosen activities and resources</p>	<p>Child is exhibiting significant difficulty accessing the setting environment. The child is easily distracted and flits between activities or finds it difficult to move on. Child needs a high level of intervention through enhanced staffing to enable them to access nursery environment, choose activities and sustain focus. Child may appear to enjoy more physical play, such as chasing games. They may show a delay in their play skills and the gap between the child and their peers may be widening</p>

<p>Child is able to listen, attend to and participate in adult led songs, stories and group activities with use of general aids such as song box and puppets to help with engagement</p>	<p>Child displays some difficulty listening, attending to and participating in adult led group session including songs and stories. Child may spend time watching or touching others or staring into space. Some adult support needed to refocus eg using visuals such as now &amp; next board.</p>	<p>Child is showing significant difficulty listening, attending to and participating during group times such as songs and stories. Child may fidget constantly, get up or try and engage adults or peers in conversation or 'zone out'. Child needs enhanced staffing to enable small groups, to sit and refocus or to back-chain involvement and increase attention skills. The child may need individual or very small group short sessions with differentiated stories and songs using a multi-sensory approach with visuals to aid focus. Child's progress within the EYFS is slow due to poor listening and attention skills.</p>
<p>Child is able to follow visuals of familiar routines independently or with age-appropriate support</p>	<p>Child needs some adult support to follow routines due to some difficulty understanding instructions. Adults need to support specific child to follow routines using tailored visual support</p>	<p>Child has significant difficulty understanding and following routines and instructions without the use of enhanced ratios. Child requires individual visual aids such as Now &amp; Next and sequenced storyboards for daily routines ie washing their hands and snack time</p>

<p>Child is able to understand and follow age appropriate instructions</p>	<p>Child has some difficulty understanding and following age-appropriate instructions and needs some adult support with the use of visual aids. Adults need to simplify language used</p>	<p>Child is showing significant difficulty understanding and following age-appropriate instructions. The child requires a high level of intervention with an individualised programme through enhanced staffing to enable the use of visuals such as; now &amp; next boards and Makaton. Staff need to simplify language, model and coach correct response. Professional advice is being followed and is evident in SEND support plans. The child may be making small steps of progress. The gap between child and peers may be widening</p>
<p>Child is able to use age-appropriate gestures, signs, key words and/or appropriate vocabulary</p>	<p>Child has some difficulty communicating with others in comparison to other children their age</p>	<p>Child is showing significant difficulties communicating with others in comparison to other children their age. SLT assessment indicates moderate-severe delay or disorder. Child may be dependent on adult to interpret wants and needs using additional aids</p>
<p>Child responds appropriately to language used by adults and peers</p>	<p>Child has some difficulty understanding and responding appropriately to language used by adults and peers and needs some visual support (gesture/pictures). The child may copy the responses of peers</p>	<p>Child has significant difficulties understanding and responding appropriately to language used by adults and peers. They need a high level of intervention through enhanced staffing, having an individualised programme of support and a high level of intervention</p>

<p>Child is aware of social cues and responses ie seeks contact with others, joint attention, can take turns and is interested in other children's play as age-appropriate</p>	<p>Child has some difficulty engaging with peers and adults. They may demonstrate a lack of awareness of social cues such as limited eye contact</p>	<p>Child exhibits significant difficulty engaging with peers and adults. They may make eye contact during a high attention activity such as bucket time but this can be quite fleeting or child avoids all eye contact even when objects are held at the adult's eye level</p>
	<p>Child may have some difficulties playing alongside others and they may prefer to play alone. They rarely initiate interactions with peers. Child may appear to follow their own agenda but will accept some adult ideas, when it is something, they like, with use of visuals such as now &amp; next.</p>	<p>Child shows a significant difficulty interacting with others. They may prefer to play alone and when other children come close may move away, physically move others or scream. They may move around the room constantly with little or no play, repeating actions such as rubbing their head against the wall or swiping toys off the table. A familiar adult can distract and sit close by copying the child's play. Child follows their own agenda and is unaware of others. They may be engaging in rigid or obsessive behaviours such as turning in circles or spinning care wheels. The child may require adults to distract by using a now &amp; next board to encourage them to join more functional play</p>



	<p>Child has some difficulties playing imaginatively by themselves or with others. Child may need adult support to model and coach simple imaginative sequences of play within free play</p>	<p>Child is showing significant difficulties playing imaginatively by themselves or with others. Child will need adult support to model and coach simple imaginative sequences of play and may be using strategies from outside professionals. They may need a highly specialised programme to support their needs in order to make progress</p>
	<p>Child shows some difficulties during unstructured times and during changes in routine and needs additional adult support</p>	<p>Child has significant difficulties during unstructured times and during changes in routine. They may be very anxious and upset and may show unexpected behaviours unless boundaries and expectations are consistently reinforced within a structured environment. Child may be very distressed during daily transitions and need an individual structured programme with objects of reference to support. They may be passive, withdrawn or respond physically and are unable to access the EYFS due to the severity of their social communication difficulties</p>

	<p>Child is showing some difficulties with taking turns and sharing during adult led activities and has difficulty interacting or participating in a small group activity. They need some adult support and visuals to support, ie waiting</p>	<p>Child has significant difficulties engaging in structured turn taking activities. They will require a highly individual programme of support outside professionals to support their progress</p>
	<p>Child shows some difficulty with regulating their own anxieties. They may whisper or use an unusual tone in group or individual activities</p>	<p>Child has significant difficulties with anxieties even with the support of adults and visual aids. They learn best on an individual basis and will find group situations overwhelming and need an adult to support them. They will need a high level of support</p>

## Do (Provision and Support)

Universal	Targeted	Specialised
<p>All children will require access to the following Intervention and Support approaches:</p>	<p><i>As at prior phase/phases but also to include the following possible provision:</i></p>	<p><i>As at prior phase/phases but also to include the following possible provision:</i></p>
<ul style="list-style-type: none"> <li>High quality first teaching including access to a broad and balanced curriculum within an inclusive educational setting</li> </ul>	<ul style="list-style-type: none"> <li>In Early Years, targeted individuals are monitored by Key Person and the INCCO. With the inclusion of parents/ carers and the child person, holistic assessment will be undertaken in accordance with the graduated approach cycle of assess-plan-do-review</li> </ul>	<ul style="list-style-type: none"> <li>Co-production of EHC Plan will address needs and agree outcomes for targeted provision</li> <li>All staff working with the child have read and understood EHC Plan</li> <li>Parents/carers understand and agree on the intervention, support and expected outcomes. Child's voice is reflected</li> </ul>
<ul style="list-style-type: none"> <li>A total communication environment, enabling access for all children with use of visual resources, prompts, gesture and signs, e.g. Makaton</li> <li>Strategies that consider difficulties with language and communication needs as well as social understanding</li> </ul>	<ul style="list-style-type: none"> <li>Liaison and consultation with external support services and professionals where appropriate to include SALT referral. Advice to be gathered and implemented as recommended, including SALT programmes. Refer to North Somerset Early Years Speech and Language Therapy Toolkit for thresholds and advice.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies and approaches to support differentiation including scaffolding of activities, are in place and based on specialists' advice</li> <li>High quality training is provided for all staff involved in delivering and monitoring targeted provision</li> </ul>

<ul style="list-style-type: none"> <li>Carefully planned differentiated support that considers individual pupil's communication needs</li> <li>Personalised next steps, including for language and communication</li> </ul>	<ul style="list-style-type: none"> <li>A SEN support plan or similar e.g. IPP will be developed in close liaison with parents and carers. This plan will clearly outline the use of support to achieve agreed outcomes, consider the voice of the child and will reflect specialist advice if involved</li> </ul>	<ul style="list-style-type: none"> <li>INCCO will oversee the child's targeted support, including how this is being delivered</li> <li>Speech therapist will provide/oversee therapy on a regular basis and have close involvement with the delivery by other staff of speech therapy recommendations and targets for the child's individual action plan</li> </ul>
<ul style="list-style-type: none"> <li>Staff/peer modelling to promote communication/social skills and interaction</li> <li>Instructions/information that are clear and simple with supporting visuals if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Consider a referral to Early Help services depending on family circumstances or to health services if further medical assessment is needed</li> </ul>	<ul style="list-style-type: none"> <li>Early Years Provider or SALT will liaise with parents/carers and provide advice and resources so that they can continue to support language development at home</li> </ul>
<ul style="list-style-type: none"> <li>Staff consistently use Early Communication Strategies and Advice from the North Somerset Early Years Speech and Language Therapy Toolkit</li> </ul>	<ul style="list-style-type: none"> <li>Consider requesting North Somerset Area SENCO involvement</li> <li>Consider making a referral to MAISEY</li> </ul>	<ul style="list-style-type: none"> <li>Use of Total Communication approach to enable access to all areas of the curriculum</li> </ul>
<ul style="list-style-type: none"> <li>A balance of structured approaches to tasks and learning activities in a range of groupings (small group and 1:1) and child led activities</li> </ul>	<ul style="list-style-type: none"> <li>All adults consistently use visual support strategies, refer to the North Somerset Early Years Speech and Language Therapy Toolkit</li> </ul>	<ul style="list-style-type: none"> <li>The child should be effectively supported alongside peers for the vast majority of their time and skills learnt during targeted provision practised back in room</li> </ul>

<ul style="list-style-type: none"> <li>• Whole staff training and awareness of the implications of communication and interaction difficulties, supporting them to differentiate activities effectively to support speaking, listening skills and understanding the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• The use of key words. Instructions to be simplified and repeated as necessary</li> <li>• Visuals to support verbal information and instructions, including those aimed at social understanding (such as social stories)</li> </ul>	<ul style="list-style-type: none"> <li>• In line with the recommendations in the EHCP, a regular programme of 1:1 support may be required to implement the programme / strategy plan provided by the speech and language therapist or other specialist</li> </ul>
<ul style="list-style-type: none"> <li>• Accurate and regular use of ECAT, ELKLAN, ICAN resources for advice, resources and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Child may need a personalised communication system e.g. use of Makaton and visual communication strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental audit to identify aspects of the environment that might lead to increased anxiety, arousal or sensory sensitivity, with monitoring of behavioural responses</li> </ul>
<ul style="list-style-type: none"> <li>• Early years settings should refer to the Inclusion Development Programme publications (e.g. speech, language and communication)</li> </ul>	<ul style="list-style-type: none"> <li>• Child should be effectively supported alongside peers for most of their time</li> </ul>	
<ul style="list-style-type: none"> <li>• Learning environments that offer security, structure and safety</li> </ul>	<ul style="list-style-type: none"> <li>• A highly-modified learning environment that meets their individual needs</li> </ul>	

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	<ul style="list-style-type: none"><li>• Adaptation of tasks to always take account of child's needs – an enabling environment</li><li>• A high level of adult support, offering high level care, safety, and supervision</li><li>• Additional adult support at transition, changes to daily routine and unstructured times</li><li>• Staff may need training on supporting children and young people with specific communication and interaction needs</li><li>• Access to trained and skilled staff who can respond to challenging behaviours associated with communication and interaction difficulties</li><li>• Resources, including staff and materials are used to deliver and implement recommendations and programmes</li></ul>	
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## Review (Outcomes)

Universal	Targeted	Specialised
<p>All children's progress must be monitored through regular reviews.</p> <p>Use of development matters/0-5 to inform professional judgement about where children need additional support to meet developmental milestones and those children who may have a Special Educational Need</p>	<p><i>As at prior phase/phases but also to include the following:</i></p> <p>Any agreed EY SEND Top-up Funding has been used fully and appropriately to make provision for the child to enable progress towards agreed outcomes</p>	<p><i>As at prior phase/phases but also to include the following:</i></p> <p>Any agreed EY SEND Top-up Funding has been used fully and appropriately to make provision for the child to enable progress towards agreed outcomes</p>
<p>Progress Check at Age Two carried out by Key Person in consultation with parents/carers and in line with guidance</p>	<p>IPP/Health care plans reviewed regularly in partnership with parents/carers using specialist advice</p>	<p>IPP/Health care plans reviewed regularly in partnership with parents/carers using specialist advice</p>
<p>Reviews should involve the child and capture the voice of the child for example likes and dislikes</p>		<p>EHC Plan reviewed every 3-6 months</p>
<p>Reviews should be carried out in partnership with parents/carers.</p>		

## Communication and Interaction

Level of Need	Provider Type	Provider's Name	Provision Name	Costs	Contact Detail
Universal	Health	Sirona	Health Visiting Service	Free	<a href="https://cchp.nhs.uk/cchp/explore-cchp/health-visiting/health-visiting-north-somerset/how-get-help">https://cchp.nhs.uk/cchp/explore-cchp/health-visiting/health-visiting-north-somerset/how-get-help</a>
Universal	Health	Sirona	Therapies Commissioned Service	Charge	<a href="mailto:sirona.cs@nhs.net">sirona.cs@nhs.net</a>
Universal	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	<a href="http://www.wema.org.uk">www.wema.org.uk</a>
Universal	Local Authority	Family Well-being Teams (various locations)	Support, Advice, guidance	Free	<a href="https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/advice.page?id=SRceLbpx9nw">https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/advice.page?id=SRceLbpx9nw</a>
Universal	Local Authority	Early Years Team	INCCO Support	Free	<a href="mailto:early.years@n-somerset.gov.uk">early.years@n-somerset.gov.uk</a>
Universal	Local Authority	Early Years Team	Poetry Basket	Free	<a href="mailto:early.years@n-somerset.gov.uk">early.years@n-somerset.gov.uk</a>
Universal	Local Authority	NS Libraries	Bookstart	Free	<a href="mailto:bookstart@n-somerset.gov.uk">bookstart@n-somerset.gov.uk</a>
Universal	Local Authority		Helicopter Stories	Free	<a href="mailto:early.years@n-somerset.gov.uk">early.years@n-somerset.gov.uk</a>
Universal	Local Authority	Portage team	Makaton Training	Free	<a href="https://northsomersetonlinedirectory.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=4BDd8oLiKhI">https://northsomersetonlinedirectory.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=4BDd8oLiKhI</a>
Universal	Non-governmental organisation	NSPCWT	Parent Carers	Free	<a href="http://www.nspcwt.org">www.nspcwt.org</a>



Universal	Non-governmental organisation	National Autistic Society	National Autistic Society	Free	<a href="https://www.autism.org.uk/">https://www.autism.org.uk/</a>
Universal	Non-governmental organisation	Autism Education Trust	Autism Education Trust	Charge	<a href="https://www.autismeducationtrust.org.uk/">https://www.autismeducationtrust.org.uk/</a>
Universal	Charity	Vision North Somerset	Vision North Somerset	Charge	<a href="https://visionnorthsomerset.org/">https://visionnorthsomerset.org/</a>
Universal	Charity	Attention Autism	Advice and Guidance	Free	<a href="#">Best practice resource available online</a>
Universal	Local Authority	Educational Psychologist	Ed Psyc Service Casework, E'Learning and consultation	Charge	<a href="https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=gMshjaclMA8">https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=gMshjaclMA8</a>
Universal	Local Authority	Educational Psychologist	Training	Charge	<a href="http://www.supportservicesforeducation.co.uk/">http://www.supportservicesforeducation.co.uk/</a>
Universal	Non-governmental organisation	TEACCH	TEACCH	Free	<a href="https://www.autism.org.uk/what-we-do/professional-development/the-teacch-approach">https://www.autism.org.uk/what-we-do/professional-development/the-teacch-approach</a>
Universal	Non-governmental organisation	Various	The Incredible five point scale	Free	<a href="https://www.autismempowerment.org/wp-content/uploads/2013/12/Incredible-5-Point-Scale-Fact-Sheet-rev.pdf">https://www.autismempowerment.org/wp-content/uploads/2013/12/Incredible-5-Point-Scale-Fact-Sheet-rev.pdf</a>
Universal	Non-governmental organisation	Guidance	Zones of regulation	Free	<a href="https://zonesofregulation.com/index.html">https://zonesofregulation.com/index.html</a>
Targeted	Health	Sirona	Health Visiting Service	Free	<a href="https://cchp.nhs.uk/cchp/explore-cchp/health-visiting/health-visiting-north-somerset/how-get-help">https://cchp.nhs.uk/cchp/explore-cchp/health-visiting/health-visiting-north-somerset/how-get-help</a>

Targeted	Health	Sirona	Health Visiting Service	Free	<a href="https://cchp.nhs.uk/cchp/explore-cchp/health-visiting/health-visiting-north-somerset/how-get-help">https://cchp.nhs.uk/cchp/explore-cchp/health-visiting/health-visiting-north-somerset/how-get-help</a>
Targeted	Health	Sirona	Speech and Language Therapy	Free	<a href="http://www.cchp.nhs.uk">www.cchp.nhs.uk</a>
Targeted	Health	Sirona	Therapies Commissioned Service	Charge	<a href="mailto:sirona.cs@nhs.net">sirona.cs@nhs.net</a>
Targeted	Local Authority	Early Years team	Early Years Talk Boost training	Free	<a href="mailto:early.years@n-somerset.gov.uk">early.years@n-somerset.gov.uk</a>
Targeted	Health	Sirona	Sirona (CCHP - Community Children's Health Partnership)	Free	<a href="https://www.nhs.uk/services/independent-sector-provider/sirona-care-and-health/NLX">https://www.nhs.uk/services/independent-sector-provider/sirona-care-and-health/NLX</a>
Targeted	Local Authority	Sirona	SaLT Resource	Free	<a href="https://cchp.nhs.uk/cchp/explore-cchp/childrens-speech-language-therapy">https://cchp.nhs.uk/cchp/explore-cchp/childrens-speech-language-therapy</a>
Targeted	Local Authority	Sitting Service	Sitting Service	Charge	<a href="http://TheSittingService NorthSomersetOnlineDirectory(n-somerset.gov.uk)">The Sitting Service   North Somerset Online Directory (n-somerset.gov.uk)</a>
Specialist	Health	Sirona	Health Visiting Service	Free	<a href="https://cchp.nhs.uk/cchp/explore-cchp/health-visiting/health-visiting-north-somerset/how-get-help">https://cchp.nhs.uk/cchp/explore-cchp/health-visiting/health-visiting-north-somerset/how-get-help</a>
Specialist	Health	Sirona	Speech and Language Therapy	Free	<a href="http://www.cchp.nhs.uk">www.cchp.nhs.uk</a>
Specialist	Health	Sirona	Therapies Commissioned Service	Charge	<a href="mailto:sirona.cs@nhs.net">sirona.cs@nhs.net</a>

Specialist	Charity	Springboard Opportunity Group	Springboard Autism Hub	Charge	<a href="http://www.springboardweb.org.uk/">http://www.springboardweb.org.uk/</a>
Specialist	Non-governmental organisation	Bristol Communications Aid Services	Bristol Communications Aid Services	Free	<a href="https://www.nbt.nhs.uk/bristol-centre-enablement/services-at-centre/aac-west-service">https://www.nbt.nhs.uk/bristol-centre-enablement/services-at-centre/aac-west-service</a>
Specialist	Charity	Guide Dogs	Guide Dogs for Blind	Free	<a href="https://www.guidedogs.org.uk/">https://www.guidedogs.org.uk/</a>
Specialist	Local Authority	Educational Psychologist	Ed Psyc Service Casework, E'Learning and consultation	Charge	<a href="https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=gMshjacLMA8">https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=gMshjacLMA8</a>
Specialist	Local Authority	Educational Psychologist	Training	Charge	<a href="http://www.supportservicesforeducation.co.uk/">http://www.supportservicesforeducation.co.uk/</a>
Specialist	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	<a href="http://www.wema.org.uk">www.wema.org.uk</a>
Specialist	Local Authority	Sitting Service	Sitting Service	Charge	<a href="http://www.n-somerset.gov.uk">The Sitting Service   North Somerset Online Directory (n-somerset.gov.uk)</a>

## Social Emotional and Mental Health

### Assessment and Planning

Universal	Targeted	Specialised
Child is broadly working with the appropriate developmental learning phase for Personal, Social and Emotional Development (PSED) using the EYFS as guidance	Child is working below age-appropriate levels of development for PSED within the EYFS	Child is working significantly below age-appropriate levels of development for PSED within the EYFS despite ongoing intervention
Child is at expected level of development in being able to take turns and wait during activities	Child shows some difficulty in developmentally appropriate turn taking/sharing and participation in group activities	Child showing significant difficulty in developmentally appropriate turn taking/sharing and participation in group activities
Child is developing a positive relationship with key person	Child is showing some difficulty in developing a positive relationship with key person	Child is showing significant difficulty in building and/or maintaining relationships with others that could lead to isolation and/or conflict
Child is developing an awareness of other people's feelings and responds appropriately	Child is showing little awareness of other people's feelings	Child is showing no awareness of other people's feelings despite interventions and support
Child shows developmentally appropriate social interactions with others	Child shows some inappropriate social interactions with others which may include physical contact	Child frequently interacts inappropriately with others eg pushing, biting, which may lead to harm
Child responds to non-verbal cues in a developmentally appropriate way	Child showing some difficulty in using and reading non-verbal cues	Child showing significant difficulty in using and reading non-verbal cues resulting in increasing isolation from peers

Child is using and experimenting with social language and with support, is learning what is appropriate and socially acceptable	Child may use some inappropriate language. (This includes all discriminatory language related to protected characteristics as defined in the Quality Act 2010)	Child has significant use of inappropriate language. (This includes all discriminatory language related to protected characteristics as defined in the Quality Act 2010)
Child is able to show emotions in a range of developmentally appropriate ways	Child expresses emotions (fear, frustration, excitement etc) through some incidents of pushing, hitting, kicking, biting and non-deliberate harm to others	Child has significant difficulty in managing and regulating emotions, even with adult support, resulting in avoidant behaviour and/or acting out behaviour
Child has a positive sense of self and is confident to try new experiences. They are able to cope when things don't go to plan and will persevere with an activity	Child sometimes shows low self-esteem which impacts on their confidence to try new experiences. They find it difficult to cope when things don't go to plan and will give up with an activity	Child frequently and persistently shows low self-esteem which impacts on their confidence to try new experiences. They find it difficult to cope when things don't go to plan and will give up with an activity
Child is able to use a range of coping strategies to remain calm when managing every day challenges, for example transition times and separation from parents/carers	Child displays anxiety and has difficulty in remaining calm when faced with every day challenges, and this may impact on their emotional wellbeing	Child displays a high level of anxiety and has significant difficulty in remaining calm when faced with every day challenges and this may impact on their emotional wellbeing
Child is confident to take developmentally appropriate risks during their play and learning	Child sometimes lacks ability to risk assess their own safety which may cause them to be overly cautious or have little regard for danger	Child frequently and persistently lacks ability to risk assess their own safety which may cause them to be overly cautious or have little regard for danger
Child is able to cope with overwhelming and stressful situations in a developmentally appropriate way	Child sometimes displays behaviours that could cause harm to self as an emotional response to an overwhelming or stressful situation	Child frequently and persistently displays behaviours that could cause harm to self as an emotional response to an overwhelming or stressful situation

<p>Child is able to follow setting routines with visual support eg using a visual timetable</p>	<p>Child has some difficulty in following setting routines, eg difficulty coping with boundaries, difficulty in coping with changes in routine/staff etc</p>	<p>Child has significant difficulty in following setting routines, eg difficulty coping with boundaries, difficulty in coping with changes in routine/staff etc</p>
<p>Child can remain on task with some additional prompts, (eg now and next board, sand timer, snack bar or handwashing routine)</p>	<p>Child has some difficulty in regulating their emotions and this impacts on their ability to remain on task during a developmentally appropriate activity, even with visual prompts</p>	<p>Child has significant difficulty in regulating their emotions and this impacts on their ability to remain on task during a developmentally appropriate activity, despite ongoing individualised interventions</p>
<p>Child is able to learn independently, with appropriate differentiation, as well as spending a short amount of time in group activities</p>	<p>Child has some difficulty in learning independently, with appropriate differentiation, as well as spending a short amount of time in group activities</p>	<p>Child has significant difficulty in learning independently, with appropriate differentiation, as well as spending a short amount of time in group activities</p>
<p>Child is able to transition from child chosen play to adult led activities or routines with adult support</p>	<p>Child has some difficulty in transitioning from child chosen play to adult led activities or routines with adult support</p>	<p>Child has significant difficulty in transitioning from child chosen play to adult led activities or routines with adult support</p>

## Do (Provision and Support)

Universal	Targeted	Specialised
<p><i>All children will require access to the following Intervention and Support approaches:</i></p>	<p><i>As at prior phase/phases but also to include the following possible provision:</i></p>	<p><i>As at prior phase/phases but also to include the following possible provision:</i></p>
<ul style="list-style-type: none"> <li>High quality first teaching. An ambitious curriculum set within inclusive environments with policies in place for identifying and supporting child with SEND</li> </ul>	<ul style="list-style-type: none"> <li>A graduated approach which draws on increasingly detailed interventions and support approaches in successive cycles of assessment, planning, intervention and review</li> </ul>	<ul style="list-style-type: none"> <li>Co-production of EHC Plan will address needs and agree outcomes for targeted provision</li> </ul>
<ul style="list-style-type: none"> <li>All settings will have a behaviour policy with a consistent behaviour management approach adopted by all staff that is developmentally appropriate for young children and focusses on supporting children to learn to self-regulate. Reasonable adjustments are considered in relation to individuals' needs</li> </ul>	<ul style="list-style-type: none"> <li>Holistic assessment undertaken with the inclusion of parents/carers and the child to identify any unmet learning needs that are contributing to the child's difficulties</li> </ul>	<ul style="list-style-type: none"> <li>All staff working with the child have read and understood EHC Plan</li> <li>Parents/carers understand and agree on the intervention, support and expected outcomes. Child's voice is reflected</li> </ul>
<ul style="list-style-type: none"> <li>Children have clear understanding of the rules and expectations of the setting. The rules are shared with the children at a developmentally appropriate level using positive language.</li> </ul>	<ul style="list-style-type: none"> <li>A high level of liaison with parents and carers to aid joint planning, monitoring and consistency of approach</li> </ul>	<ul style="list-style-type: none"> <li>Strategies and approaches to support differentiation including scaffolding of activities, are in place and based on specialists' advice</li> </ul>

<ul style="list-style-type: none"> <li>• Close liaison with children and their families so staff are aware of significant relevant life or family events</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions that are evidence based and linked to assessed needs with measurable outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• High quality training is provided for all staff involved in delivering and monitoring targeted provision</li> </ul>
<ul style="list-style-type: none"> <li>• Practitioner/peer modelling to promote social skills and interaction</li> <li>• Instructions/information are clear and unambiguous with supporting visuals and prompts if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent approaches in place to support self-regulation and emotional needs matched to the child's developmental level; these should be understood and used consistently by all staff and recorded in an individual plan such as a behaviour plan, nurture plan or traffic light plan which has been drawn up in partnership with parents/carers and other professionals if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Time and place for targeted support is established and adhered to</li> <li>• INCCO will oversee the child's targeted support, including how this is being delivered</li> </ul>
<ul style="list-style-type: none"> <li>• Rooms are calm and ordered learning environments</li> </ul>	<ul style="list-style-type: none"> <li>• In early years close monitoring by key person and the INCCO</li> </ul>	
<ul style="list-style-type: none"> <li>• Whole staff training and awareness of the causes and implications of social and emotional needs</li> </ul>	<ul style="list-style-type: none"> <li>• Further modifications to the setting and environment to take account of individual needs</li> </ul>	
<ul style="list-style-type: none"> <li>• Practitioners are supported to understand, model and deliver effective positive responses that promote a sense of wellbeing to all children as well as colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Attention paid to room layouts which facilitate appropriate social contact, access to materials etc.</li> </ul>	



<ul style="list-style-type: none"> <li>All practitioners have a general understanding of attachment theory and the benefits of secondary attachments</li> </ul>	<ul style="list-style-type: none"> <li>Environmental adaptations to minimise impact of sensory distractions and differences</li> </ul>	
<ul style="list-style-type: none"> <li>Visual resources and prompts (objects of reference, picture cues, change of activity prompts etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Structured activities to develop specific social skills in small groups</li> </ul>	
<ul style="list-style-type: none"> <li>Support and activities for structured times and unstructured times both indoors and outdoors</li> </ul>	<ul style="list-style-type: none"> <li>Support to develop emotional security and sense of belonging</li> </ul>	
<ul style="list-style-type: none"> <li>Robust assess-plan-do-review processes – to be completed by the key person, providing quality feedback on a regular basis to the child, family, and other professionals as appropriate, giving praise towards the child’s strengths, achievements, and interests</li> <li>Careful assessment to identify and address any unmet learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Visuals to support appropriate behaviour choices, including for social understanding (such as social stories)</li> <li>Additional adult support at transition points and during unstructured time/free play</li> </ul>	
<ul style="list-style-type: none"> <li>Practitioners organise furniture, grouping and seating to promote positive relationships and behaviour and in accordance with individual needs</li> </ul>	<ul style="list-style-type: none"> <li>Consideration of a referral to Early Help services depending on family circumstances or to health services if further medical assessment is needed</li> </ul>	
<ul style="list-style-type: none"> <li>Support and activities offered for structured and unstructured times.</li> </ul>	<ul style="list-style-type: none"> <li>Consider requesting North Somerset Area SENCO involvement</li> </ul>	

	<ul style="list-style-type: none"> <li>Consider making a referral to MAISEY</li> </ul>	
	<ul style="list-style-type: none"> <li>The child is effectively supported alongside peers for the vast majority of their time in setting</li> </ul>	
	<ul style="list-style-type: none"> <li>Assessment and advice from external support services and professionals where appropriate – to include for example EP referral. Advice to be gathered and implemented as recommended</li> </ul>	
	<ul style="list-style-type: none"> <li>A high level of care and supervision while encouraging independence and self-management</li> </ul>	
	<ul style="list-style-type: none"> <li>Access to staff trained and skilled in supporting children with exceptionally challenging behaviour</li> </ul>	
	<ul style="list-style-type: none"> <li>Flexible arrangements to provide a secure, structured and safe learning environment including making 'reasonable adjustments' to policies such as food and drinks policy</li> </ul>	
	<ul style="list-style-type: none"> <li>Close liaison and joint planning with relevant professionals e.g. social care, CAMHS</li> </ul>	
	<ul style="list-style-type: none"> <li>Additional training for key staff on specific SEMH issues</li> </ul>	

## Review (Outcomes)

Universal	Targeted	Specialised
<p>All children's progress must be monitored through regular reviews.</p> <p>Use of development matters/0-5 to inform professional judgement about where children need additional support to meet developmental milestones and those children who may have a Special Educational Need</p>	<p><i>As at prior phase/phases but also to include the following:</i></p> <p>Any agreed EY SEND Top-up Funding has been used fully and appropriately to make provision for the child to enable progress towards agreed outcomes</p>	<p><i>As at prior phase/phases but also to include the following:</i></p> <p>Any agreed EY SEND Top-up Funding has been used fully and appropriately to make provision for the child to enable progress towards agreed outcomes</p>
<p>Progress Check at Age Two carried out by Key Person in consultation with parents/carers and in line with guidance</p>	<p>IPP/Health care plans reviewed regularly in partnership with parents/carers using specialist advice</p>	<p>IPP/Health care plans reviewed regularly in partnership with parents/carers using specialist advice</p>
<p>Reviews should involve the child and capture the voice of the child for example likes and dislikes</p>		<p>EHC Plan reviewed every 3-6 months</p>
<p>Reviews should be carried out in partnership with parents/carers.</p>		

## Social, Emotional and Mental Health Difficulties

Level of Need	Provider Type	Provider's Name	Provision Name	Costs	Contact Detail
Universal	Local Authority	Wellbeing Teams	Well-being Teams Various locations	Free	<a href="mailto:childrens.frontdoor@n-somerset.gov.uk">childrens.frontdoor@n-somerset.gov.uk</a>
Universal	Local Authority	Heath Visitors	Heath visitors	Free	<a href="https://cchp.nhs.uk/cchp/explore-cchp/health-visiting/health-visiting-north-somerset/north-somerset-health-visiting-team">https://cchp.nhs.uk/cchp/explore-cchp/health-visiting/health-visiting-north-somerset/north-somerset-health-visiting-team</a>
Universal	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	<a href="http://www.wema.org.uk">www.wema.org.uk</a>
Universal	Non-governmental organisation	Nurture UK	Nurture Groups	Charge	<a href="https://www.nurtu.reuk.org/">https://www.nurtu.reuk.org/</a>
Universal	Non-governmental organisation	NSPCC	Advice and Guidance	Free	<a href="http://www.nspcc.org.uk/">http://www.nspcc.org.uk/</a>
Targeted	Local Authority	Education Inclusion Service	Education inclusion service	Charge	<a href="https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=k8ox1G38sYl">https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=k8ox1G38sYl</a>
Targeted	Non-governmental organisation	Music Space	Music Space	Charge	<a href="https://musicspace.org/">https://musicspace.org/</a>
Targeted	Local Authority	Parenting Courses - Welling Service	Parenting Courses - welling service	Free	<a href="mailto:childrens.frontdoor@n-somerset.gov.uk">childrens.frontdoor@n-somerset.gov.uk</a>

Targeted	Local Authority	NSC Key worker team	NSC Key worker team	Free	<a href="https://www.n-somerset.gov.uk/news/north-somerset-school-early-years-childcare-support-key-workers-vulnerable-learners">https://www.n-somerset.gov.uk/news/north-somerset-school-early-years-childcare-support-key-workers-vulnerable-learners</a>
Targeted	Local Authority	Occupational Therapist	Occupational Therapist	Free	<a href="https://www.nbt.nhs.uk/our-services/a-z-services/occupational-therapy/patient-information/a-guide-services-north-somerset">https://www.nbt.nhs.uk/our-services/a-z-services/occupational-therapy/patient-information/a-guide-services-north-somerset</a>
Targeted	Local Authority	Speech and Language	Speech and Language	Free	<a href="https://cchp.nhs.uk/cchp/explore-cchp/childrens-speech-language-therapy/services-north-somerset">https://cchp.nhs.uk/cchp/explore-cchp/childrens-speech-language-therapy/services-north-somerset</a>
Targeted	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	<a href="http://www.wema.org.uk">www.wema.org.uk</a>
Specialist	Charity	Springboard Opportunity Group	Springboard	Charge	<a href="https://www.springboardweb.org.uk/">https://www.springboardweb.org.uk/</a>
Specialist	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	<a href="http://www.wema.org.uk">www.wema.org.uk</a>
Specialist	Local Authority	Music Service	Music Service	Charge	<a href="https://www.nsmusic4you.org.uk/">https://www.nsmusic4you.org.uk/</a>

## Sensory and Physical

### Assessment and Planning

Universal	Targeted	Specialised
<p>The child is broadly working within the appropriate developmental learning phase, using the EYFS as guidance</p>	<p>The child is not making the expected progress within the EYFS in one or more of the prime areas. This needs some targeted support. However, this may be a transient difficulty</p>	<p>The child is showing a significant delay in one or more of the prime areas and has specialist interventions and approaches in place. Is making some progress but with a high level of intervention</p>
<p>The child may require support from time to time for age-appropriate activities and tasks (eg gross motor, fine motor, self-help tasks) but generally makes the required progress as a result</p>	<p>The child may need some targeted adult support and direction to access gross motor, fine motor or self-help activities. This may include signs, gestures and visuals, hand over hand or adult role modelling (eg eating, handwashing, dressing and when age-appropriate working towards using the toilet independently)</p>	<p>The child has a significant delay or physical condition/diagnosis/disability that considerably impairs their fine motor and/or their gross motor skills and requires specialist intervention and approaches to support them accessing the curriculum</p>
<p>The child has an awareness of and can attend to the daily routines with some additional prompts ie, using visual timetable</p>	<p>Daily routines may need to be altered for example the child may require more time outside or regular sensory breaks (eg movement breaks or calming area/resources)</p>	<p>Child's physical or sensory impairment affects their learning, communication, social interaction and interaction with the learning environment. Routines are highly individualised to meet the child's needs</p>

<p>The child can access and use age-appropriate resources independently within a clearly labelled and organised environment (for example signs/symbols of where resources should be, shadowing)</p>	<p>The child may have some difficulties with fine motor activities and require differentiated resources and activities</p>	<p>Child requires a significant level of adult support to access activities and additional time for completion of tasks. This may include hand over hand support, leading by the hand or access to specialist equipment and resources</p>
<p>The child can spend a short amount of time in age-appropriate group activities (with the use of interactive visual aids such as story sacks, song bags, actions, puppets)</p>	<p>Child can spend a short amount of time in group activities when they are differentiated to meet the child's multi-sensory needs, (this may include more active time prior to and during the activity, backward chaining or offering a fiddle toy or a smaller group)</p>	<p>The child requires significant differentiation and/or some modification to be able to participate in group activities. A child will need planned support for their sensory or physical needs, which may include sensory breaks or adult support to participate</p>
<p>The child is engaged with other people and their environment, can be seen to be playing and exploring, is an active learner and can create and think critically, with adult support at times</p>	<p>The child may find some aspects of the nursery day or the learning environment overwhelming and needs adult support and direction to access quieter areas or support at certain times of the day</p>	<p>The child may have significant difficulties and/or a diagnosis that affects their physical and/or sensory or multi-sensory development, which impairs their ability to interact with others, the routine, the learning environment and EYFS curriculum. Their difficulties may have affected their expected progress</p>

<p>The child accesses the physical environment independently and uses resources that promote physical development</p>	<p>The child may require additional support to access the physical environment and some differentiation of activities to support their physical development</p>	<p>The child has a physical disability or ongoing physical difficulties that require significant on-going support and/or equipment (this may include a specialist chair, standing frame, foot and ankle orthotics, walking frame or splints) to ensure they have the same opportunities as their peers. In addition, child requires additional adult support for self-help skills (dressing, hand washing, feeding and using the toilet independently if appropriate). Their difficulties affect their expected progress</p>
<p>The child is broadly working within the appropriate developmental learning phase, using the EYFS as guidance</p>	<p>The child is not making the expected progress within the EYFS assessments in one or more of the prime areas because of their hearing and/or vision difficulties. This requires some targeted support. However, this may be a transient difficulty</p>	<p>The child is showing a significant delay in one or more of the prime areas and has specialist interventions and approaches in place. They may be making some progress but with a high level of intervention and specialist support</p>



<p>The child may require support from time to time for specific activities and tasks but generally make the required progress as a result</p>	<p>The child may have a combination of clinically identified hearing and vision impairment (eg eye patch, grommets). This may be unilateral (affect one ear or eye) or bilateral (both) and will affect some aspects of learning. Some of these difficulties may be transient (eg glue ear or a squint) or more persistent difficulties which could affect some aspects of learning</p>	<p>The child is clinically identified with permanent hearing and/or vision impairment which significantly affects learning.</p> <p>Hearing loss may be moderate (41-70dB) to severe (71-95dB) or max of 95dB.</p> <p>Vision is not within the normal range (6/6 to 6/12) despite wearing glasses, contact lenses or following surgery.</p> <p>There may be severe/profound impairment of vision with visual acuity measured at between 3/60 to 6/60 with a considerable reduced field of vision</p> <p>There may be severe hearing loss in excess of 95dB</p>
<p>The child has an awareness and can attend to the daily routine with some additional prompts (snack time, hand washing, story time) ie using visual timetables eg Do 2 Learn Widget</p>	<p>The child may need some differentiation and/or some modification in some routines that include signs, gestures and enlarged visuals or adults role modelling, repeating simple instructions or providing hand over hand support</p>	<p>The child requires significant and frequent support and/or adjustments to provision for participation in routines. Their difficulties may affect their ability to participate in routines independently and requires consistent adult support and adjustments to the provision, as recommended by other professionals</p>

<p>The child can mostly complete tasks and participate in learning activities (eg small group times, free play and independent play) but may need a small amount of adult intervention and differentiation at times</p>	<p>The child may require some additional support and differentiation of tasks and activities as they may tire more easily specifically with visual and hearing task</p>	<p>The child will need significant amount of differentiation and/or some modification and planned support to participate in tasks and activities with communication being clear and supported with appropriate visual or tactile reinforcement (eg keywords, pictures, objects)</p>
<p>The child can mostly follow group instructions but may sometimes appear to disregard or misunderstand and requires individual reinforcement or instructions</p>	<p>The child may need instructions to be delivered individually and in small steps to ensure they can be processed and followed that include signs (Makaton), gestures or visuals. This may be more noticeable in situations of more background noise</p>	<p>The child will need significant use of aids and technology and may use visual communication systems (BLS, SSE) to process information and follow instructions</p>
<p>The child may have slightly reduced interaction with peers and adults</p>	<p>The child may have more noticeable reduced interaction with peers and adults. May have difficulties with friendships</p>	<p>The child has significant adult support to initiate and maintain interaction with adults and peers. The child may be registered blind/deaf and experiences sustained difficulties with social interactions due to missed</p>
<p>The child is responsive to adults and their peers and uses age-appropriate gestures, signs keywords and/or appropriate vocabulary</p>	<p>The child may have speech and language delay and gaps in vocabulary or difficulties with social interaction or being understood</p>	<p>The child has significant speech and language difficulties due to diagnosed hearing and or vision impairment that requires intervention from specialists</p>

<p>The child can mostly access resources independently and move around a clearly labelled and organised learning environment</p>	<p>The child may experience some difficulties:</p> <ul style="list-style-type: none"> <li>• In seeing resources which may result in reduced engagement with the learning environment</li> <li>• In negotiating the physical environment and may bump into obstacles or trip over steps</li> <li>• With visual difficulties heightened by the glare of bright lights</li> <li>• In participating in fine/gross motor activities which leads to a lack of motivation and frustration</li> <li>• With concentrating on their vision leading to a distinct head or eye position</li> <li>• Adhering to routines, instructions and behaviour boundaries</li> </ul>	<p>The child has significant difficulties with visual impairment and/or hearing impairment that impedes access to the learning environment and resources and may require a high level of support to access the curriculum. They may require a highly structured and individualised play and learning environment, significant intervention, specialist equipment and/or adjustments</p>
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## Do (Provision and Support)

Universal	Targeted	Specialised
<p>All children will require access to the following Intervention and Support approaches:</p>	<p>As at prior phase/phases but also to include the following possible provision:</p>	<p>As at prior phase/phases but also to include the following possible provision:</p>
<ul style="list-style-type: none"> <li>The indoor and outdoor environment is planned and adapted to maximise accessibility to the curriculum and premises for every child e.g. toileting facilities, ramps and grab rails</li> </ul>	<ul style="list-style-type: none"> <li>A graduated approach which draws on increasingly detailed interventions and support approaches in successive cycles of assessment, planning, intervention and review</li> </ul>	<ul style="list-style-type: none"> <li>Co-production of EHC Plan will address needs and agree outcomes for targeted provision</li> </ul>
<ul style="list-style-type: none"> <li>Room layout and furniture consider the individual needs of children for example appropriate height of tables and chairs</li> </ul>	<ul style="list-style-type: none"> <li>In early years close monitoring by key person and the INCCO</li> </ul>	<ul style="list-style-type: none"> <li>All staff working with the child have read and understood EHC Plan</li> </ul>
<ul style="list-style-type: none"> <li>Level access and space to allow free flow aids mobility including for those who need specialist seating, walking or standing aids as advised</li> </ul>	<ul style="list-style-type: none"> <li>Advice and staff training from specialist professionals, e.g. Hearing and Vision Support Service (HVSS), audiologist, OT/Physio</li> </ul>	<ul style="list-style-type: none"> <li>Parents/carers understand and agree on the intervention, support and expected outcomes. Child's voice is reflected</li> </ul>
<ul style="list-style-type: none"> <li>There is good even lighting throughout the setting which can be controlled for example by using blinds</li> </ul>	<ul style="list-style-type: none"> <li>CPD for key staff about meeting sensory needs</li> </ul>	<ul style="list-style-type: none"> <li>Strategies and approaches to support differentiation including scaffolding of activities, are in place and based on specialists' advice</li> </ul>
<ul style="list-style-type: none"> <li>There has been consideration of colour contrast to define areas, steps, changes in levels, furniture</li> </ul>	<ul style="list-style-type: none"> <li>Further and specific adaptations to the physical environment – lighting, acoustics, reduction of background noise and physical layout</li> </ul>	<ul style="list-style-type: none"> <li>High quality training is provided for all staff involved in delivering and monitoring targeted provision</li> </ul>

<ul style="list-style-type: none"> <li>• Strategies are employed to reduce background noise such as use of soft furnishings and turning off music</li> </ul>	<ul style="list-style-type: none"> <li>• Labels and teaching materials in classroom clear and appropriate size for example large books, clear type face, matt laminating pouches</li> </ul>	<ul style="list-style-type: none"> <li>• Time and place for targeted support is established and adhered to</li> </ul>
<ul style="list-style-type: none"> <li>• Awareness of seating arrangements during carpet time, at the table and when in other parts of the setting e.g. lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure contrast where necessary to identify hazards in environment or on stairs</li> </ul>	<ul style="list-style-type: none"> <li>• INCCO will oversee the child's targeted support, including how this is being delivered</li> </ul>
<ul style="list-style-type: none"> <li>• Staff are aware of sensory processing difficulties and adjust environment, routines/timetables to meet individual needs</li> </ul>	<ul style="list-style-type: none"> <li>• Some class resources may need to be individualised e.g. name labels etc. and the provision of high contrast on whiteboards</li> </ul>	
<ul style="list-style-type: none"> <li>• The child has opportunities to be active and develop their co- ordination, control, and movement. They are supported to work towards independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of resources and new technologies to support learning and recording (e.g. adapted books, interactive books, magnifying equipment, assistive listening devices)</li> </ul>	
<ul style="list-style-type: none"> <li>• Activities, materials, and communication methods are adapted for individual needs and interests and include regular access to practical, hands on activities with real objects and a multi-sensory approach</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of appropriate equipment e.g. graded resources, pencil grips, squeeze scissors and adaptations to resources</li> </ul>	
<ul style="list-style-type: none"> <li>• Well planned small group work when needed that is resourced to support child at their assessed stage of learning and emotional development</li> </ul>	<ul style="list-style-type: none"> <li>• Small group intervention or fine/gross motor programmes</li> </ul>	

<ul style="list-style-type: none"> <li>• Sessions may require adaptation if the child experiences physical fatigue, which impacts upon their ability to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and staff training from specialist professionals e.g. OT, Physiotherapist or SALT for swallowing difficulties.</li> </ul>	
<ul style="list-style-type: none"> <li>• Staff working with child have basic manual handling training and follow child's individual manual handling plan if required</li> </ul>	<ul style="list-style-type: none"> <li>• Use of strategies to promote social inclusion</li> </ul>	
<ul style="list-style-type: none"> <li>• Risk assessments are in place, if appropriate and necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Support with developing independent self-help skills and preparation for transitions and next stage</li> </ul>	
<ul style="list-style-type: none"> <li>• Health care plan (HCP) in place, if appropriate and necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of motor skill or therapeutic programmes as prescribed by a Children's Occupational Therapist or Children's Physiotherapist</li> </ul>	
<ul style="list-style-type: none"> <li>• Child wears hearing aids or glasses if these are required. Ongoing assessment of hearing and vision needs</li> </ul>	<ul style="list-style-type: none"> <li>• May need to further differentiate the physical curriculum and incorporate exercises into general class/PE lessons</li> </ul>	
<ul style="list-style-type: none"> <li>• Staff have on-going training to meet the needs of their children including VI, HI and MSI</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time and equipment may be required for respectful support with toileting and personal care</li> </ul>	
	<ul style="list-style-type: none"> <li>• Assistance may be required for eating and drinking at break or lunchtimes. Additional resources may be used such as "caring cutlery" and lipped plates</li> </ul>	

	<ul style="list-style-type: none"> <li>• Planning of trips and visits with reasonable adjustments to ensure inclusion</li> </ul>	
	<ul style="list-style-type: none"> <li>• Consideration of a referral to Early Help services depending on family circumstances or to health services if further medical assessment is needed</li> </ul>	
	<ul style="list-style-type: none"> <li>• Consider requesting North Somerset Area SENCO involvement</li> </ul>	
	<ul style="list-style-type: none"> <li>• Consider making a referral to MAISEY</li> </ul>	

## Review (Outcomes)

Universal	Targeted	Specialised
<p>All children’s progress must be monitored through regular reviews.</p> <p>Use of development matters/0-5 to inform professional judgement about where children need additional support to meet developmental milestones and identify those children who may have a Special Educational Need</p>	<p><i>As at prior phase/phases but also to include the following:</i></p> <p>Any agreed EY SEND Top-up Funding has been used fully and appropriately to make provision for the child to enable progress towards agreed outcomes</p>	<p><i>As at prior phase/phases but also to include the following:</i></p> <p>Any agreed EY SEND Top-up Funding has been used fully and appropriately to make provision for the child to enable progress towards agreed outcomes</p>
<p>Progress Check at Age Two carried out by Key Person in consultation with parents/carers and in line with guidance</p>	<p>IPP/Health care plans reviewed regularly in partnership with parents/carers using specialist advice</p>	<p>IPP/Health care plans reviewed regularly in partnership with parents/carers using specialist advice</p>
<p>Reviews should involve the child and capture the voice of the child for example likes and dislikes</p>		<p>EHC Plan reviewed every 3-6 months</p>
<p>Reviews should be carried out in partnership with parents/carers.</p>		



## Sensory and/or Physical Needs

Level of Need	Provider Type	Provider's Name	Provision Name	Costs	Contact Detail
Universal	Health	Sirona	Occupational Therapy Team	Free	<a href="http://www.cchp.nhs.uk">www.cchp.nhs.uk</a>
Universal	Health	Sirona	Therapies Commissioned Service	Charge	<a href="mailto:sirona.cs@nhs.net">sirona.cs@nhs.net</a>
Universal	Health	Sirona / NSPCWT	Sensory video	Free	<a href="http://www.nspcwt.org">www.nspcwt.org</a>
Universal	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	<a href="http://www.wema.org.uk">www.wema.org.uk</a>
Targeted	Health	Sirona	Therapies Commissioned Service	Charge	<a href="mailto:sirona.cs@nhs.net">sirona.cs@nhs.net</a>
Targeted	Health	Health	Childrens Continence team	Free	<a href="https://cchp.nhs.uk/cchp/explore-cchp/childrens-continence-service-north-somerset">https://cchp.nhs.uk/cchp/explore-cchp/childrens-continence-service-north-somerset</a>
Targeted	Health	Weston Hospital	Community Paediatricians	Free	<a href="https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=y8guu1x1oK0">https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=y8guu1x1oK0</a>
Targeted	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	<a href="http://www.wema.org.uk">www.wema.org.uk</a>
Specialist	Health	Sirona	Therapies Commissioned Service	Charge	<a href="mailto:sirona.cs@nhs.net">sirona.cs@nhs.net</a>
Specialist	Health	Sirona	Occupational Therapy Team	Free	<a href="http://www.cchp.nhs.uk">www.cchp.nhs.uk</a>
Specialist	School	Baytree	Baytree Outreach Team	Charge	<a href="http://www.baytreeschool.co.uk">www.baytreeschool.co.uk</a>

Specialist	Non-Governmental Organisation	Sensory Support Service	Sensory Support Service	Free	<a href="http://www.bristol.gov.uk/sensory-support-service">www.bristol.gov.uk/sensory-support-service</a>
Specialist	Charity	Sensory Support	SENSE (specialist sensory Occupational therapists)	Charge	<a href="http://www.sense.org.uk">www.sense.org.uk</a>
Specialist	Health	Sirona	Physiotherapy Team	Charge	<a href="http://www.cchp.nhs.uk">www.cchp.nhs.uk</a>
Specialist	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	<a href="http://www.wema.org.uk">www.wema.org.uk</a>
Specialist	Local Authority	North Somerset Council/Sirona	Children with disabilities team / OT / Physiotherapy	Charge	<a href="http://Children with Disabilities Team   North Somerset Online Directory (n-somerset.gov.uk)">Children with Disabilities Team   North Somerset Online Directory (n-somerset.gov.uk)</a>
Specialist	Local Authority	North Somerset Council	DAF (Disability Access Fund) Grant	Charge	<a href="https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/device.page?id=YYqmy2-Ftsc">https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/device.page?id=YYqmy2-Ftsc</a>