

Draft Guidance on SEND in the Early Years: A Graduated Approach 2014



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GENERAL INTRODUCTION

Key References

This document provides guidance to all Families, Early Year's Practitioners and Health and Social Care Professionals. To support planning and decision-making for special educational needs and disability (SEND) in relation to children who are eligible for funded nursery education. In developing this guidance consideration has been given to the principles and processes outlined in the following key documents:

1. The Early Years Foundation Stage: *Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five. 2014*

The Early Years Foundation Stage

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and strengths as they grow up. (Introduction 1)

The Early Years Foundation Stage seeks to provide:

- Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;

- A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- Partnership working** between practitioners and with parents and/or carers;
- Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

(Introduction – 3)

Overarching Principles

Four guiding principles should shape practice in early years settings. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

(Introduction – 6)

A quality learning experience for children requires a quality workforce. Well-qualified,

skilled staff strongly increases the potential of any individual setting to deliver the best possible outcomes for children. (EYFS 1:11)

Most children will develop and make progress that is typical for their age. Early years practitioners provide appropriate support through daily activities that promote and support children's development and learning. The Early Years Foundation Stage requires early years practitioners to identify the need for additional support as early as possible.

2. Special educational needs and disability code of practice: 0 - 25 years - 2014

Providers of early years education, that is all early years providers in the maintained, private, voluntary and independent sectors that a local authority funds, are required to have regard to this Code including the principles set out in Chapter 1. (5.2)

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. All early years providers **must** follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements, unless an exemption from these has been granted. (5.3)

Providers **must** have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children. (5.4)

All those who work with young children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves. (5.5)

All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents. (5.12)

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioners observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical devel-

opment and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting this should also inform decisions about whether or not a child has SEN. All information should be brought together with the observations of parents and considered with them. (5.28)

The SEN Code of Practice emphasises that some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

3. Early Support

The Special educational needs and disability code of practice advises that: Early Support information found at <http://www.ncb.org.uk/early-support> aids a better delivery and co-ordination of services for disabled children, and their families, including training for professional or trained independent volunteers providing a single point of contact or key working. (5.17)

Early Support is a way of working, underpinned by **10 principles** that aim to improve the delivery of services for disabled children, young people and their families. It enables services to coordinate their activity better and provide families with a single point of contact and continuity through key working. Early Support ensures that service delivery is child, young person and family centered. It focuses on enabling services and practitioners to work in partnership with children, young people and

their families.

www.councilfordisabledchildren.org.uk

4. Early Help Assessment (EHA)

'A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted'. (5.29)

The Early Help Assessment (EHA) is a standardised approach to assessing children and young people's needs and deciding how they should be met. Central Bedfordshire Council states that '*the EHA is a key element of our strategy to delivering more effective early intervention and prevention and is a tool for the identification and initial assessment of children and young people considered to be in need of additional support*'.

Once completed the EHA will serve as a useful way to share information and to track and review a child or young person's progress. At the point an EHA is completed by a practitioner they are also encouraged to consider and identify any future likely or predictable difficulties a child may face.

The EHA form should be used by practitioners in all agencies who work with unborn babies, babies, children, young people and their families and have been trained in its use. www.centralbedfordshire.gov.uk/learning/schools/support-for-professionals/Common-assessment-framework.aspx

5. Medical Conditions

All early years providers should take steps to ensure that children with medical conditions get the support required to meet those needs. This is set out in the EYFS framework. (5.11)

A medical diagnosis or a disability does not necessarily imply SEND. It may not be necessary for a child or young person with any particular diagnosis or medical condition to need any form of additional educational provision at any phase of education. It is the child's **educational needs** rather than a medical diagnosis that must be considered. Some children may not require school based SEND provision or EHC plans but may have medical conditions that, if not properly managed, could hinder their access to education.

6. Partnership with Parents

The Special educational needs and disability code of practice recognises that 'Parents' early observations of their child are crucial... (5.14) and that 'Where a setting identifies a child as having SEN they **must** work in partnership with parents to establish the support the child needs.(5.37)

Part 3 of the Children and Families Act 2014, local authorities **must** have regard to the importance of providing children and their par-

ents and young people with the information and support necessary to participate in decisions. (2.1)

The Central Bedfordshire Local Offer website www.centralbedfordshire.gov.uk/learning/local-offer/default.aspx provides links to a range of services designed to inform and support children, young people and families in making choices and decisions regarding their individual needs.

NB: Parents should be taken to include all those with parental responsibility including carers and corporate parents, where not specifically stated.

The Structure of the Guidance

This guidance is divided into the four broad areas of need as described in the SEND code of practice.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/ or physical needs

The code of practice also advises early years practitioners to be aware that a child may have difficulties in more than one of the areas of need and that a child's needs may change over time.

Early years providers should assess children's progress in accordance with the seven areas of development and learning set out on the EYFS. Early Years practitioners will be famil-

iar with the Early Years Outcomes document which is a non statutory guide to help and inform understanding of children's development. It is widely used as a guide to making best fit judgements about whether a child is showing typical development for their age. These outcomes together with professionals' advice have been used as descriptors to indicate the level of SEND support will be appropriate to meet the needs of the child.

Settings should provide a **graduated approach** to assessing and reviewing children's SEN. Children who require a SEND support require action that is **additional to** or **different from** the usual range of differentiated activities within the setting. Some children may also require targeted interventions and specialist equipment. The effectiveness of these should be reviewed regularly with parents, practitioners and other professionals to plan the next steps..

To enable schools and settings to record the actions and steps taken to provide SEND support for individual children Central Bedfordshire have produced a SEND Support Plan – One planning for Education, Health and Care.

Courses of action within a graduated approach can be described as follows:-

Stage One

- *Some additional or different action within the setting will be needed to support the child's learning and development.*

Stage Two

- *This builds on the above but settings will be consulting outside agencies to support their own interventions*

Education, Health and Care Plan (EHC Plan)

- *This is only appropriate for children with very significant long term educational needs. The SEND of the great majority of children should be met effectively at Stage One and Stage Two without the support of an EHC plan.*

For each **area of need** there are:

- Indicators relating to **children's characteristics** at Stage 1 / Stage 2 and an additional level of indicators which might trigger a request for a needs assessment for an EHC plan.
- Indicators relating to the **provision characteristics** – that is the actions that settings should be taking at Stage 1 and Stage 2.

Deciding on a Child's Level of Need

The SEND Code of Practice 2014 advises that:

In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years. (5.27)

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them. (5.28)

Children's Characteristics

When deciding on a child's primary area of need, a good starting point are the descriptors within the area of need - 'Cognition and Learning'. Based on how these match a child's needs, the other sections of the Guidance should then be consulted.

The descriptors of **children's characteristics** should be read with the following in mind:

- Age of the child and stage of development plus experience;
- How recently he or she started at the setting;
- The behaviour and skills of the majority of his/her peers;
- Family background/history.

However, this should not preclude the possibility of a young child who has recently joined a setting being identified with additional needs that require immediate support at whatever level is appropriate.

When reading the descriptors it should be borne in mind that children may show some or all of the difficulties stated at each level of need. Difficulties at each level of need are expected to be in addition to those at a less severe level.

Provision characteristics

Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school must inform the parents. All settings should adopt a graduated approach with four stages of action: **assess, plan, do and review**. (5.38)

Decisions about a child's level of need should be part of a continuous and systematic cycle of **Assess, Plan, Do, and Review** within the setting, to help all children to develop, learn and progress. The range, type and intensity of interventions should not be seen as a fixed state but should be changed according to the progress the child makes over time.

Assess

In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCo and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is

Is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCo should contact them, with the parents agreement. (5.39)

Plan

Where it is decided to provide SEN support, and having formally notified the parents (see 5.38) the practitioner and the SENCo should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. (5.40). Parents should be involved in planning support and, where appropriate, in reinforcing the provision in reinforcing the provision or contributing to progress at home. (5.41)

Do

The early years practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in as-

sessing the child's response to the action taken, in problem solving and advising on the effective implementation of support. (5.42)

Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps. (5.43)

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times. (5.44)

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf. Further information about EHC plan reviews and the role of early years settings is in Chapter 9, Education, Health and Care needs assessments and plans. (5.46)

At **Stage 1** some additional or different action within the setting will be required to enable the child to access independent learning and the curriculum.

Stage 2 builds on the arrangements for Stage 1 to enable settings to match provision to meet children's needs. At this point settings should be consulting outside agencies to support their own interventions with children. Settings must seek parents' written consent before consulting any outside agency and tell them in advance when a professional is visiting the setting. They must always share with parents/carers reports produced by professionals. In many instances the professionals will themselves meet with parents/carers.

Stage 1 and Stage 2 **provision characteristics** are described under the following **strands of action**:-

- Assess, plan, do and review
- Grouping for teaching purposes
- Curriculum and teaching methods
- Additional human and other resources
- Parent/carers and child's participation
- Training and Advice

Additional funding for children with SEN

Maintained nursery schools and nursery classes:

All Nursery schools and Lower schools receive as part of their overall budget, funding to

meet the needs of children who have SEN at Stage 1 and 2. The amount of additional support that each child requires will depend on their level of need, but in all cases, schools should be able to identify how they are meeting the needs of individuals in line with the SEN Code of Practice from their existing budget.

Children at Stage 2 will require higher levels of support than children at Stage 1. On average a school's SEN budget should be able to provide SEND support for a child at Stage 2.

Currently, schools are eligible to receive Additional SEN funding from the Local Authority when all of the following three criteria are met:

1. The child's developmental needs can best be described by the descriptors that indicate a request to the local authority for an EHCP
2. They are able to demonstrate that a child requires a higher level of support than they are able to provide for each session and;
3. The child's chronological age places them in Nursery years 1 or 2.

Where children meet the above three criteria match funding for one hour per session will be provided up to a maximum of 5 sessions.

Private Voluntary and Independent (PVI) providers— Early Years Stage 2

Children aged 3—5 years:

Settings with a child who meets the indicators for SEND support at Stage 2 are eligible to apply for funding to assist in employing a member of staff for 1 hour per morning or af-

ternoon session that the child attends (up to a maximum of 5 hours). Funding is for a maximum of one term initially.

Exceptional needs funding is available for a small percentage of children whose needs are more severe and complex. Children requiring this level of support may be in one of the two following categories:

1. Children who have very significant needs (severe, complex, life-long), and would be unable to access the setting without one to one support.

2. Children who demonstrate extreme/unpredictable behaviour which is a danger to themselves and others who therefore require constant supervision.

Settings with a child meeting the above indicators are eligible to apply for funding to employ a member of staff to cover the morning or afternoon session the child attends (up to a maximum of 5 hours). Funding is for a maximum of one term initially.

Children under 3 years:

Settings with children under 3 years who meet the above indicators are eligible to apply for funding through their Childcare Development Officer.

Requesting an Education, Health and Care Plan

The special educational needs of the great majority of children should be met effectively within mainstream settings at Stage 1 or Stage 2 without the Local Authority needing to make an EHCP. The EHCP is appropriate only for chil-

ren with long term needs associated with major difficulties in one or more of the four areas of need. In these cases, the severity of the child's special educational needs indicates a need for the Local Authority to take responsibility and to become more actively involved. In such instances there will be a detailed SEND Support plan which has recorded the child and family involvement, a graduated approach to next steps, evidence based interventions tried and extensive multi-agency involvement.

It is expected that when a request for an EHCP is made, the child will have had SEND support at a high level over time. This would equate to a minimum of one hour of individual support for each funded session attended as described in the section **Funding for Children with SEN.**

The evidence provided to support a Needs Assessment Request for an EHC Plan should show clearly how additional support at Stage 2 has been targeted. It should show either that:

- The child is failing to make adequate progress (as defined above) despite appropriate intervention at Stage 2; or
- That there will be a need to sustain a high level of support over time to ensure the child continues to make adequate progress.

It should also provide clear evidence from the setting and from appropriate services and support professionals that the child's characteristics, are now such that an EHCP would be appropriate. For example, in the case of a child with speech and language difficulties, advice should

be submitted from the Speech and Language Therapy service in addition to the Psychology and Advisory Support Team or Early Years Support Team.

As stated in the SEN Code of Practice, in a very few exceptional cases of young children where there are severe and complex needs, the extent of the needs will be evident.

In such exceptional cases requests for an EHCP might be made prior to any intervention by a setting at Stage 1 or Stage 2. It is likely that such children will have a significant disability and have been supported by a multi disciplinary team. Examples may include children with profound sensory impairment or those with significant physical or learning disability.

The child's Send Support Plan together with up to date reports from the key professionals working with the child should be submitted with a Needs Assessment Request. Please refer to the Needs Assessment Pathway document for further guidance

COGNITION AND LEARNING

Introduction:

The SEN Disability Code of Practice 0-25

'In assessing progress of children in the early years, practitioners can use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning' (5.21.)

'Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development.

Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them' (5.28.)

Statutory Framework for the Early Years Foundation Stage 2014

Practitioners must consider the individual needs,

interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school.

It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate' (1.6.)

This guidance uses the Early Years Outcomes as the descriptors to help practitioners decide where the child's knowledge and skills are and the level of SEND Support that should be in place. In partnership with parents and carers, practitioners should plan interventions and strategies which are appropriate to the age and stage of the development of the child whilst having the highest expectations for the child's learning and development.

Cognition and Learning Provision Characteristics

Stage One

Parents/carers' and child's participation

- Parents/carers contribute to assessment.
- Parents/carers participate in setting targets for SEND Support Plan, monitoring progress and reviews, and be involved in supporting targets in the home.
- The views of child are taken account of.
- Opportunities for parents/carers to learn how to help their child further.
- Parents/carers are informed about the Local Offer and Parent Partnership Service.

Assess, plan, do review

- Assessment, planning and review may need to take account of the child's attendance at more than one setting:
- Setting supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child's current interests, development and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting). Observation takes place around different activities and environments within the setting, e.g. outdoor environment, at lunchtime.
- Planning of intervention involving the parent/carer, child, setting, SEN-Co, key person.
- SEND Support in place with SMART targets.
- Half-termly (approximately 6-weekly) review of child's progress towards targets.

Stage Two

Parents/carers' and child's participation

- Parents/carers contribute to assessment.
- Parents/carers participate in setting targets for SEND Support Plan, monitoring progress and reviews, and be involved in supporting targets in the home.
- The views of child are taken account of.
- Opportunities for parents/carers to work in partnership with practitioners and specialist support professionals to share knowledge and develop a consistent approach to developing the child's skills and independence.
- Enhanced contact for parents/carers with key person in setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting.
- Parents/carers are informed about the Local Offer and Parent Partnership Service.

Assess, plan, do review

- Assessment, planning and review may need to take account of the child's attendance at more than one setting:
- Ongoing observation undertaken in order to understand child's current interests, development and learning needs that are additional to or different from what is usually provided for all children within the setting.
- Planning and intervention involving the parent/carer, child, setting SENCo, key person, and advising agencies.
- SEND Support Plan in place with reviewed and planned SMART targets, which take accounts of specialist advice.
- Half-termly (approximately 6-weekly) review of child's progress towards targets.
- Input or attendance made by appropriate external agencies to reviews.

Cognition and Learning Provision Characteristics

Stage One

Stage Two

Quality learning experiences

- Strategies used flexibly to enhance play and learning activities and to focus available adult support where needed.
- Differentiation in planned activities where appropriate.
- Additional adult attention and/or support for 1:1 and group activities where relevant.

Additional human and other resources

- Additional adult attention and/or support for some activities, including SEND Support Plan targets, from practitioners already working in the setting.
- Supervision and monitoring of SEND Support Plan by SENCo.

Quality learning experiences

- Strategies used flexibly to enhance play and learning activities and to focus available adult support where needed.
- Differentiation to a wide range of planned activities.
- Additional adult attention and/or support for group activities.
- Access to individually supported activities. This may involve working as part of a small group or one-to-one with an adult on individual targets.

Additional human and other resources

- Additional adult attention and/or support for some activities, including SEND Support/One Plan targets.
- Supervision and monitoring of SEND Support Plan by SENCo.
- Time allocated for key professionals to liaise with external agencies.
- Access to ICT and specialist equipment/materials (e.g. scissors, sloping boards, pencil grips), if appropriate.
- Space for ICT, individual work, and storage facilities for child's specific equipment.

Cognition and Learning Provision Characteristics

Stage One

Stage Two

Early Years Foundation Stage – supporting development and learning

- Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them.
- Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, and on differentiation for access to activities.
- Account taken of the characteristics of the child's learning: play and exploration, active learning and creative and critical thinking and respond with strategies and interventions to strengthen success with SEND Support Plan targets.

Training and advice

- Staff training needs are addressed.
- New information passed to other staff and parents as appropriate.
- One-off advice may be sought from the Psychology & Advisory Support Team or Early Years Support Team to inform planning.
- Regular moderation by the setting staff group of the Early Years Outcomes.
- Setting SENCo attends SEN Professional Study Groups.
- Staff attend regular network meeting.

Early Years Foundation Stage – supporting development and learning

- Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them.
- Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of planned play and learning activities, to reflect child's developmental and language levels, with key learning outcomes identified in SEND Support Plan.
- Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication techniques, as identified through involvement of external agencies.

Training and advice

- Staff training needs are addressed.
- New information passed to other staff and parents as appropriate.
- Advice is sought on an ongoing basis from the Psychology & Advisory Support Team and informs planning.
- Regular moderation by the setting staff group of the Early Years Outcomes.
- Setting SENCo attends SEN Professional Study Groups.
- Staff attend regular network meeting.
- Practitioners knowledgeable about voluntary agencies / support groups who can give advice/support to parents/carers.

**Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 2 – 3 years**

| Early Years Foundation Stage 2014 | Stage One 16-26 months band | Stage Two 8-20 months band | Child meets criteria for request for an Education, Health and Care Plan Birth – 11 months band |
|---|---|---|---|
| <p><u>Communication and Language</u></p> <p>Listening and attention</p> | <ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear. | <ul style="list-style-type: none"> • Moves whole bodies to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • Concentrates intently on an object or activity of own choosing for short periods. • Pays attention to dominant stimulus – easily distracted by noises or other people talking. | <ul style="list-style-type: none"> • Turns towards a familiar sound then locates range of sounds with accuracy. • Listens to, distinguishes and responds to intonations and sounds of voices. • Reacts in interaction with others by smiling, looking and moving. • Quietens or alerts to the sound of speech. • Looks intently at a person talking, but stops responding if speaker turns away. • Listens to familiar sounds, words or finger plays. • Fleeting Attention – not under child's control, new stimuli takes whole new attention. |

**Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 2 – 3 years**

| Early Years Foundation Stage 2014 | Stage One 16-26 months band | Stage Two 8-20 months band | Child meets criteria for request for an Education, Health and Care Plan Birth – 11 months band |
|-----------------------------------|---|---|--|
| Understanding | <ul style="list-style-type: none"> • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. 'Throw the ball'). • Understanding is at a two information-carrying word level (e.g. can pick out 2 or more objects from a group of 4 in response to 'Give me the cup and the doll'). Follows instructions that relate to what they are doing, such as 'Sit down', 'Feed teddy', 'Kiss Daddy night-night. • Understands 50 words or more. | <ul style="list-style-type: none"> • Developing the ability to follow others' body language including pointing and gesture. • Responds to the different things said when a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). • Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'. • Understanding is limited to familiar language used in context (e.g. runs to the door when adult holds their keys and says 'it's time to go'). • Understands up to 50 names of some common objects (e.g. juice, teddy). Shows understanding by looking at object, pointing to it when asked by a familiar adult (e.g. 'Where's your shoes?'). | <ul style="list-style-type: none"> • Stops and looks when hears own name. • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. |

Cognition and Learning Descriptors

Foundation Stage Children's Characteristics 2 – 3 years

| Early Years Foundation Stage 2014 | Stage One 16-26 months band | Stage Two 8-20 months band | Child meets criteria for request for an Education, Health and Care Plan Birth – 11 months band |
|---|--|--|---|
| Speaking | <ul style="list-style-type: none"> • Copies familiar expressions e.g. 'Oh dear', 'All gone'. • Beginning to put two words together (e.g. 'want ball', 'more juice'). • Uses different types of every day words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). • Beginning to ask simple questions. • Beginning to talk about people and things that are not present. • Beginning to combine words, usually two at first, to comment on something that has just happened e.g. ('Fall down' if the blocks have just crashed over'), as well as for requesting (e.g. 'Want drink!', 'More!'), protesting (e.g. 'No!') and labelling objects and people. • Beginning to use a few action words or words to describe things (e.g. go, sleep, hot, big). | <ul style="list-style-type: none"> • Uses sounds in play, e.g. 'brrrm' for toy car. • Uses single words. • Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye). • Uses pointing with eye gaze to make requests, and to share an interest. • Creates personal words as they begin to develop language. • Use of language is limited to single words for requesting (e.g. 'No!') and labelling objects and people. • 'Own words' or sounds may be consistently used in a particular context to convey meaning and attempt to communicate. | <ul style="list-style-type: none"> • Communicates needs and feelings in a variety of ways including crying. • Makes own sounds in response when talked to by familiar adults. • Lifts arms in anticipation of being picked up. • Practices and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'. |

**Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 2 – 3 years**

| Early Years Foundation Stage 2014 | Stage One 16-26 months band | Stage Two 8-20 months band | Child meets criteria for request for an Education, Health and Care Plan Birth – 11 months band |
|---|--|---|--|
| <p><u>Physical Development</u></p> <p>Moving and Handling</p> | <ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make. | <ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Picks up small objects between thumb and fingers. • Enjoys the sensory experience of making marks in damp sand, paste or paint. • Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different | <ul style="list-style-type: none"> • Turns head in response to sounds and sights • Gradually develops ability to hold up own head • Makes movements with arms and legs which gradually become more controlled • Rolls over from front to back and back to front. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. • Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it to the mouth. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 2 – 3 years

| Early Years Foundation Stage 2014 | Stage One 16-26 months band | Stage Two 8-20 months band | Child meets criteria for request for an Education, Health and Care Plan Birth – 11 months band |
|------------------------------------|---|---|--|
| <p>Health and self care</p> | <ul style="list-style-type: none"> • Develops own likes and dislikes in food and drink. • Willing to try new food textures and tastes. • Holds cup with both hands and drinks without much spilling. • Clearly communicates wet or soiled nappy or pants. • Shows some awareness of bladder and bowel urges. • Shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/ undressing and hygiene routines. | <ul style="list-style-type: none"> • Opens mouth for spoon. • Holds own bottle or cup • Grasps finger foods and brings them to mouth. • Attempts to use spoon: can guide towards mouth but food often falls off. • Can actively cooperate with nappy changing (lies still, helps hold legs up) • Starts to communicate urination, bowel movement. | <ul style="list-style-type: none"> • Responds to and thrives on warm, sensitive physical contact and care. • Express discomfort, hunger or thirst. • Anticipates food routines with interest. |

**Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 2 – 3 years**

| Early Years Foundation Stage 2014 | Stage One 16-26 months band | Stage Two 8-20 months band | Child meets criteria for request for an Education, Health and Care Plan Birth – 11 months band |
|---|--|---|---|
| <p><u>Personal Social and Emotional Development</u></p> <p>Self confidence and self awareness</p> | <ul style="list-style-type: none"> • Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. • Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). • Demonstrates sense of self as an individual, e.g. wants to do things independently, says 'No' to adult. • Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others when playing independently. | <ul style="list-style-type: none"> • Enjoys finding own nose, eyes or tummy as part of naming games. • Learns that own voice and actions have effects on others. • Uses pointing with eye gaze to make requests, and to share an interest. • Engages other person to help achieve a goal, e.g. to get an object out of reach. | <ul style="list-style-type: none"> • Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions. • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. |
| <p>Managing feelings and behaviour</p> | <ul style="list-style-type: none"> • Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. • Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • Responds to a few appropriate boundaries, with encouragement and support. • Begins to learn that some things are theirs, some things are shared, and some things belong to other people. | <ul style="list-style-type: none"> • Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. • Growing ability to soothe themselves, and may like to use a comfort object. • Cooperates with caregiving experiences, e.g. dressing. • Beginning to understand 'yes', 'no' and some boundaries. | <ul style="list-style-type: none"> • Is comforted by touch and people's faces and voices. • Seeks physical and emotional comfort by snuggling into trusted adults. • Calms from being upset when held, rocked, spoken or sung to with soothing voice. • Shows a range of emotions such as pleasure, fear and excitement. • Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 2 – 3 years

| Early Years Foundation Stage 2014 | Stage One 16-26 months band | Stage Two 8-20 months band | Child meets criteria for request for an Education, Health and Care Plan Birth – 11 months band |
|--|---|---|--|
| Making relationships | <ul style="list-style-type: none"> • Plays alongside others. • Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. • Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. | <ul style="list-style-type: none"> • Seeks to gain attention in a variety of ways, drawing others into social interaction. • Builds relationships with special people. • Is wary of unfamiliar people. • Interacts with others and explores new situations when supported by familiar person. • Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them. | <ul style="list-style-type: none"> • Enjoys the company of others and seeks contact with others from birth. • Gazes at faces and copies facial movements, e.g. sticking out tongue, opening mouth and widening eyes. • Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. • Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. • Responds to what carer is paying attention to, e.g. following their gaze. • Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin. |

**Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 3 – 4 years**

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|---|--|---|--|
| <p><u>Communication and Language</u></p> <p>Listening and attention</p> | <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Singled channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. • Maintains attention for age-appropriate periods on self-chosen activities. • Attention can be focused by adults to complete a short activity with prompts (e.g. matching simple pictures of familiar objects, such as spoon, dog, banana). | <ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear. • Attention is typically fleeting for adult-led play, so that only part of a short activity can be completed, but sustained for more age-appropriate periods on a limited range of self-chosen activities. | <ul style="list-style-type: none"> • Moves whole bodies to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • Concentrates intently on an object or activity of own choosing for short periods. • Pays attention to dominant stimulus – easily distracted by noises or other people talking. • Attention is given only to self-chosen or highly motivating activities and then only briefly. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 3 – 4 years

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|--|---|---|--|
| Understanding | <ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g. “Who’s jumping?” • Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book’. • Understands ‘who, ‘what’, ‘where’ in simple questions (e.g. ‘who’s that?’, ‘what’s that?’, ‘where is?’). • Developing understanding of simple concepts (e.g. big/little). • Understanding is at a two to three information-carrying word level (e.g. responds to simple instructions or requests, such as ‘Get your shoes and put on your coat, ‘Pick up the ball and give it to Amy’). • Understands up to 200 words. | <ul style="list-style-type: none"> • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. ‘Throw the ball’). • Understanding is at a two information –carrying word level (e.g. can pick out 2 or more objects from a group of 4 in response to ‘Give me the cup and the doll’). Follows instructions that relate to what they are doing, such as ‘Sit down’, ‘Feed teddy’, ‘Kiss daddy night-night’. • Understands 50 words or more. | <ul style="list-style-type: none"> • Developing the ability to follow others’ body language including pointing and gesture. • Responds to the different things said when in a familiar context with a special person (e.g. ‘Where’s Mummy?’, ‘Where’s your nose?’). • Understanding of single words in context is developing, e.g. ‘cup’, ‘milk’, daddy’. Understanding is limited to familiar language used in context (e.g. runs to the door when adult holds their keys and says ‘It’s time to go’). • Understands up to 50 names of some common objects (e.g. juice, teddy). Shows understanding by looking at object, pointing to it when asked by a familiar adult (e.g. ‘Where’s your shoes?’). |
| Speaking | <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. | <ul style="list-style-type: none"> • Copies familiar expressions, e.g. ‘Oh dear’, ‘All gone’. • Beginning to put two words together (e.g. ‘want ball’, ‘more juice’). • Uses different types of every day words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). | <ul style="list-style-type: none"> • Uses sounds in play, e.g. ‘brrrrm’ for toy car. • Uses single words. • Frequently imitates words and sounds. |

**Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 3 – 4 years**

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|-----------------------------------|---|--|--|
| Speaking | <ul style="list-style-type: none"> • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences (e.g. 'Mummy gonna work'). • Beginning to use word endings (e.g. going, cats). • Beginning to make little 'sentences' by joining 2 or 3 words together, e.g. "Daddy gone", "Me got one". May produce occasional longer sentences (e.g. 'Mummy go shops now'). • Able to refer to events beyond the here and now (e.g. Me went.....). • Uses some action words (e.g. drink, play, finish), and words to describe things (e.g. hot, big, red, funny). | <ul style="list-style-type: none"> • Beginning to ask simple questions. • Beginning to talk about people and things that are not present. • Beginning to combine words, usually two at first, to comment on something that has just happened e.g. ('Fall down' if the blocks have just crashed over'), as well as for requesting (e.g. 'Want drink!' 'More!'), protesting (e.g. 'No!') and labelling objects and people. • Beginning to use a few action words or words to describe things (e.g. go, sleep, hot, big). | <ul style="list-style-type: none"> • Frequently imitates words and sounds • Uses sounds in play, e.g. 'brrrrm for toy car • Uses single words • Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye). • Uses pointing with eye gaze to make requests, and to share an interest. • Creates personal words as they begin to develop language. • Use of language is limited to single words for requesting (e.g. 'Drink!' 'More!'), protesting (e.g. 'No!') and labelling objects and people. • 'Own words' or sounds may be consistently used in a particular context to convey meaning and attempt to communicate. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 3 – 4 years

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|---|---|--|--|
| <p><u>Physical Development</u></p> <p>Moving and Handling</p> | <ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand | <ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make. | <ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to another. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Picks up small objects between thumb and fingers. • Enjoys the sensory experience of making marks in damp sand, paste or paint. • Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 3 – 4 years

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|-----------------------------------|---|--|---|
| Health and self care | <ul style="list-style-type: none"> • Feeds self competently with spoon. • Drinks well without spilling. • Clearly communicates their need for potty or toilet. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. • Beginning to be independent in self-care, but still often needs adult support. • Some awareness of own limitations or possible dangers in the environment, but may compromise the safety of themselves or others at times when playing independently. | <ul style="list-style-type: none"> • Develops own likes and dislikes in food and drink. • Willing to try new food textures and tastes. • Holds cup with both hands and drinks without much spilling. • Clearly communicates wet or soiled nappy or pants. • Shows some awareness of bladder and bowel urges. • Shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/undressing and hygiene routines. • Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others when playing independently. | <ul style="list-style-type: none"> • Opens mouth for spoon. • Holds own bottle or cup. • Grasps finger foods and brings them to mouth. • Attempts to use spoon: can guide towards mouth but food often falls off. • Can actively cooperate with nappy changing (lies still, helps hold legs up). • Starts to communicate urination, bowel movement. • Shows very little or no awareness of safety or possible dangers in the environment, which significantly compromises the safety of themselves or others when playing independently. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 3 – 4 years

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|---|---|---|---|
| <p><u>Personal Social and Emotional Development</u></p> <p>Self confidence and self awareness</p> | <ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult. • Expresses own preferences and interests. • May sit independently for a short group activity, where the activity is personally meaningful, (e.g. for song - or story-time, snack-time). • Independent play shows some organisation and purpose, but this is often limited for their age (e.g. fills container with sand, empties it into a smaller container and observes over-spill, then repeats and extends the action; builds a simple bridge using blocks; completes a two - to four-piece interlocking puzzle). | <ul style="list-style-type: none"> • Explores new toys and environments, but 'checks in' regularly with familiar adults as and when needed. • Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). • Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult. • May sit independently for a short group activity with some verbal or visual prompts to focus. • Additional structure and adult support needed for less intrinsically-motivating group activities. • Limited purposeful independent play for their age (e.g. briefly relates two or more objects in a purposeful way, such as putting the lid on a teapot; briefly explores properties of materials and items, such as filling a container with bricks, sand, putting rice in a truck, squashing play-dough and using a knife or cutter on it). | <ul style="list-style-type: none"> • Enjoys finding own nose, eyes or tummy as part of naming games. • Learns that own voice and actions have effects on others. • Uses pointing with eye gaze to make requests, and to share an interest. • Engages other person to help achieve a goal, e.g. to get an object out of reach. • Unable to benefit from group learning opportunities or play independently for sustained periods because of level of development. • Very limited purposeful play for their age (e.g. exploring objects using their senses, feeling them, banging them together to make sounds, mouthing, shaking, hitting them with a hammer, investigating cause and effect. May be beginning to relate two or more objects together once it has been modelled for them by an adult). |

**Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 3 – 4 years**

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|---|---|---|---|
| <p>Managing feelings and behaviour</p> | <ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed. • Can express their own feelings such as sad, happy, cross, scared, worried. • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others. • Tries to help or give comfort when others are distressed • Shows understanding and cooperates with some boundaries and routines. • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. • Growing ability to distract self when upset, e.g. by engaging in a new play activity. | <ul style="list-style-type: none"> • Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. • Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • Responds to a few appropriate boundaries, with encouragement and support. • Begins to learn that some things are theirs, some things are shared, and some things belong to other people. | <ul style="list-style-type: none"> • Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. • Growing ability to soothe themselves, and may like to use a comfort object. • Cooperates with caregiving experiences, e.g. dressing. • Beginning to understand 'yes', 'no' and some boundaries. |

**Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 3 – 4 years**

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|------------------------------------|---|---|--|
| Making relationships | <ul style="list-style-type: none"> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. | <ul style="list-style-type: none"> Plays alongside others. Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. | <ul style="list-style-type: none"> Seeks to gain attention in a variety of ways, drawing others into social interaction. Builds relationships with special people. Is wary of unfamiliar people. Interacts with others and explores new situations when supported by familiar person. Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them. |
| <u>Literacy</u> Reading | <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty' sat on a...' | <ul style="list-style-type: none"> Interested in books and rhymes and may have favourites. | <ul style="list-style-type: none"> Handles books and printed material with interest. |
| Writing | <ul style="list-style-type: none"> Distinguishes between the different marks they make. | <ul style="list-style-type: none"> Early mark-making is not the same as writing, it is a sensory and physical experience for babies and toddlers which they do not yet connect to forming symbols which can communicate meaning. | <ul style="list-style-type: none"> Early mark-making is not the same as writing, it is a sensory and physical experience for babies and toddlers which they do not yet connect to forming symbols which can communicate meaning. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 3 – 4 years

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|--|---|--|---|
| <p><u>Mathematics</u></p> <p>Numbers</p> | <ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities, such as 'more' and 'a lot'. • Knows that a group of things changes in quantity when something is added or taken away. • May show some understanding of some mathematical concepts (e.g. recognises 'two' buckets, a circle, and if someone has 'more'). Joins in with rote counting and number rhymes. May recognise a numeral that is particularly important to them (e.g. points to a numeral representing their age or house number and says 'I three!' 'There's four!'). | <ul style="list-style-type: none"> • Knows that things exist, even when out of sight. • Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles • Says some counting words randomly. • Beginning to say some numbers in rote-learnt ways (e.g. joins in with rhymes involving numbers, says some numbers when adult counts). | <ul style="list-style-type: none"> • Does not show understanding of number concepts or recognition of numerals. • Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. • Has some understanding that things exist, even when out of sight. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 3 – 4 years

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|---|---|--|--|
| <p>Shape, space and measures</p> | <ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures • Beginning to categorise objects according to properties such as shape or size • Begins to use the language of size • Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon' • Anticipates specific time-based events such as mealtimes or home time | <ul style="list-style-type: none"> • Attempts sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. • Uses blocks to create their own simple structures and arrangements. • Enjoys filling and emptying containers. • Associates a sequence of actions with daily routines. • Beginning to understand that things might happen 'now' | <ul style="list-style-type: none"> • Recognises big things and small things in meaningful contexts. • Gets to know and enjoy daily routines such as getting up time, mealtimes, nappy time and bed-time. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 3 – 4 years

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
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| <p><u>Understanding the World</u></p> <p>People and communities</p> | <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. | <ul style="list-style-type: none"> • Is curious about people and shows interest in stories about themselves and their family. • Enjoys pictures and stories about themselves, their families and other people. | <p>T</p> <ul style="list-style-type: none"> • The beginnings of understanding of people and communities lie in early attachment and other relationships. |
| <p>The world</p> | <ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, garage, or a train track. • Notices detailed features of objects in their environment. • Sometimes tries to self-correct without adult prompting, (e.g. when attempting to fit inset or interlocking jigsaw pieces). • Can imitate and show they have remembered actions demonstrated by more skilled child or adult with adult prompt or support. | <ul style="list-style-type: none"> • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. • Remembers where objects belong. • Matches parts of objects that fit together, e.g. puts lid on teapot. • Rarely self-corrects without adult prompting, (e.g. when attempting to fit inset jigsaw pieces). • Sometimes imitates and shows they have remembered actions demonstrated by more skilled child or adult in a familiar routine or context. | <ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. • Makes no attempts to self-correct, e.g. when attempting to fit inset jigsaw pieces. Needs adult to draw attention to problem and guide solution. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 3 – 4 years

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|--|---|---|--|
| The world | | | <ul style="list-style-type: none"> Shows very little or no spontaneous imitation and evidence of remembering actions demonstrated by more skilled child or adult. Needs modelling, support, and practice to learn new actions/skills. |
| <u>Technology</u> | <ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. | <ul style="list-style-type: none"> Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. | <ul style="list-style-type: none"> The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. |
| <u>Expressive Arts and Design</u> Exploring and using media and materials | <ul style="list-style-type: none"> Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks. | <ul style="list-style-type: none"> Imitates and improvises actions they have observed, e.g. clapping or waving. Begins to move to music, listen to or join in rhymes or songs. Notices and is interested in the effects of making movements which leave marks. | <ul style="list-style-type: none"> Explores and experiments with a range of media through sensory exploration, and using whole body. Move their whole bodies to sounds they enjoy, such as music or a regular beat. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 3 – 4 years

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|-----------------------------------|---|--|---|
| Being imaginative | <ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'. • Beginning to make-believe by pretending. • Pretend play sometimes shows representation and beginnings of role play, but the child doesn't typically develop or extend the play spontaneously and involve others (e.g. they use one object to represent another, especially when objects have characteristics in common, such as a brick as a car; a block on a plate as a cake; a banana as a telephone). They may use other people's belongings in pretend play, (e.g. Mum's bag and brush). May pretend play with small world toys. | <ul style="list-style-type: none"> • Expresses self through physical action and sound • Pretend play is limited to simple pretend with some elements of representation, (e.g. brushing dolls hair, pretending to be asleep (covers self with a blanket and closes eyes). • Pretends that one object represents another, especially when objects have characteristics in common. | <ul style="list-style-type: none"> • Pretend play lacks representation and is limited to showing understanding of functional use of real objects in relation to self, (e.g. using a hairbrush, drinking from a cup). |

**Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 4 – 5 years**

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
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| <p><u>Communication and language</u></p> <p>Listening and attention</p> | <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). • Maintains attention for age-appropriate periods on short adult-directed activities (e.g. will match and sort activities according to one characteristic, such as colour, shape, size; sequence three pictures in order to show a familiar activity or story). • May sit independently for a short group activity with some verbal or visual prompts to focus. | <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. • May sit independently for a short group activity, where the activity is personally meaningful, (e.g. for song - or story-time, snack-time). • Maintains attention for age-appropriate periods on self-chosen activities. Attention can be focused by adults to complete a short activity with prompts (e.g. matching simple pictures of familiar objects, such as spoon, dog, banana, shoes and so on). | <ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear. • May sit independently for a short group activity with some verbal or visual prompts to focus. Additional structure and adult support needed for less intrinsically - motivating group activities. • Attention is typically fleeting for adult-led play, so that only part of a short activity can be completed, but sustained for more age-appropriate periods on a limited range of self-chosen activities. |

**Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 4 - 5 years**

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|---|---|---|---|
| Understanding | <ul style="list-style-type: none"> • Understands use of objects (e.g. “What do we use to cut things?”). • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand ‘why’ and ‘how’ questions. • May need extra time to respond with understanding, (e.g. to questions, instructions). | <ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g. “Who’s jumping?” • Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book’. • Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. who’s that? What’s that? Where is?). • Developing understanding of simple concepts (e.g. big/little). Understanding is at a two to three information-carrying word level (e.g. responds to simple instructions and requests, such as “Get your shoes and put on your coat”, ‘Pick up the ball and give it to Amy’.) • Understands up to 200 words. | <ul style="list-style-type: none"> • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. ‘Throw the ball’.) • Understanding is at a two information-carrying word level (e.g. can pick out 2 or more objects from a group of 4 in response to ‘Give me the cup and the doll’.) Follows instructions that relate to what they are doing, such as ‘Sit down’, ‘Feed teddy’, Kiss Daddy night-night’. • Understands 50 words or more. |
| Speaking | <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell as simple past event in correct order (e.g. went down slide, hurt finger). | <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. | <ul style="list-style-type: none"> • Copies familiar expressions, e.g. ‘Oh dear’, ‘All gone’. • Beginning to put two words together (e.g. ‘want ball’, ‘more juice’). |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 4 – 5 years

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|--|---|--|---|
| Speaking | <ul style="list-style-type: none"> • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle'. • Uses simple statements and questions typically with 3-5 words (e.g. "I got new shoes". "Where Daddy gone?"), which they may support with gestures. May show hesitancy when speaking. • Able to recount events involving past tense, e.g. "I going pictures". • Consistently uses a range of action words (e.g. drink, play finish) and descriptive language (e.g. hot, big, red, funny). | <ul style="list-style-type: none"> • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences (e.g. 'Mummy gonna work'). • Beginning to use word endings (e.g. going, cats). • Beginning to make little 'sentences' by joining 2 or 3 words together, e.g. "Daddy gone", "Me got one". May produce occasional longer sentences (e.g. 'Mummy go shops now'). • Able to refer to events beyond the here and now (e.g. Me went.....). • Uses some action words (e.g. drink, play, finish) and words to describe things (e.g. hot, big, red, funny). | <ul style="list-style-type: none"> • Uses different types of every day words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). • Beginning to ask simple questions. • Beginning to talk about people and things that are not present. • Beginning to combine words, usually two at first, to comment on something that has just happened (e.g. 'Fall down' if the blocks have just crashed over.), as well as for requesting (e.g. 'Want drink!' 'More!'), protesting (e.g. 'No!') and labelling objects and people. • Beginning to use a few action words or words to describe things (e.g. go, sleep, hot, big). |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 4 – 5 years

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|---|---|---|--|
| <p><u>Physical development</u></p> <p>Moving and Handling</p> | <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control • Can copy some letters e.g. letters from their name. | <ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding on to a rail two feet to a step. • May be beginning to show preference for dominant hand. | <ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 4 – 5 years

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|--|--|---|---|
| Health and self care | <ul style="list-style-type: none"> • Can tell adults when hungry or tired • Observes the effect of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. | <ul style="list-style-type: none"> • Feeds self competently with spoon. • Drinks well without spilling. • Clearly communicates their need for potty or toilet. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. • Beginning to be independent in self-care, but still often needs adult support. • Some awareness of own limitations or possible dangers in the environment, but may compromise the safety of themselves or others at times when playing independently. | <ul style="list-style-type: none"> • Develops own likes and dislikes in food and drink. • Willing to try new food textures and tastes. • Holds cup with both hands and drinks without much spilling. • Clearly communicates wet or soiled nappy or pants. • Shows some awareness of bladder and bowel urges. • Shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/ undressing and hygiene routines. • Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others when playing independently. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 4 – 5 years

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|--|---|---|--|
| <p><u>Personal, Social and Emotional Development</u></p> <p>Self-confidence and self-awareness</p> | <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. • Independent shows organisation and purpose. | <ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult • Express own preferences and interests • Independent play shows some organisation and purpose, but this is often limited for their age (e.g. fills container with sand, empties it into a smaller container and observes over-spill, then repeats and extends the action; builds a simple bridge using blocks; completes a two - to four-piece interlocking puzzle). • Some awareness of own limitations or possible dangers in the environment, but may compromise the safety of themselves or others at times when playing independently | <ul style="list-style-type: none"> • Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. • Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). • Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult. • Limited purposeful independent play for their age (e.g. briefly relates two or more objects in a purposeful way, such as putting the lid on a teapot; briefly explores properties of materials and items, such as filling a container with bricks, sand, putting rice in a truck, squashing playdough and using a knife or cutter on it).. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 4 – 5 years

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|--|--|--|---|
| Managing feelings and behaviour | <ul style="list-style-type: none"> • Aware of own feelings, and knows that some action and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. | <ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed. • Can express their own feelings such as sad, happy, cross, scared, worried. • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others. • Tries to help or give comfort when others are distressed. • Shows understanding and cooperates with some boundaries and routines. • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. • Growing ability to distract self when upset, e.g. by engaging in a new play activity. | <ul style="list-style-type: none"> • Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. • Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • Responds to a few appropriate boundaries with encouragement and support. • Begins to learn that some things are theirs, some things are shared, and some things belong to other people |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 4 – 5 years

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|--|---|---|---|
| Making relationships | <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. | <ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Seeks out others to share experiences. • Shows affection and concern for people who are special to them. • May form a special friendship with another child. | <ul style="list-style-type: none"> • Plays alongside others. • Uses familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. • Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 4 – 5 years

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|---|--|---|---|
| <p><u>Literacy</u></p> <p>Reading</p> | <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principle characters. • Shows interest in illustrations and prints in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds the book the correct way up and turns the pages. • Knows print carries meaning . | <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game e.g. 'Humpty Dumpty sat on a...' | <ul style="list-style-type: none"> • Interested in books and rhymes and may have favourites. |

**Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 4 – 5 years**

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
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| Writing | <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint • Ascribes meanings to marks as they see in different places. | <ul style="list-style-type: none"> • Distinguishes between the different marks they make. | <ul style="list-style-type: none"> • Early mark-making is not the same as writing, it is a sensory and physical experience for babies and toddlers which they do not yet connect to forming symbols which can communicate meaning. |
| <u>Mathematics</u> Number | <ul style="list-style-type: none"> • Uses some number games and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. | <ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities, such as 'more' and 'a lot'. • Knows that a group of things changes in quantity when something is added or taken away. • May show some understanding of some mathematical concepts (e.g. recognises 'two' buckets, a circle, and if someone has 'more'). • Joins in with rote counting and number rhymes. | <ul style="list-style-type: none"> • Knows that things exist, even when out of sight. • Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. • Says some counting words randomly. • Beginning to say some numbers in rote-learnt ways (e.g. joins in with rhymes involving numbers, says some numbers when adult counts). |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 4 – 5 years

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|---|---|---|--|
| Number | <ul style="list-style-type: none"> • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps | <ul style="list-style-type: none"> • May recognise a numeral that is particularly important to them (e.g. points to a numeral representing their age or house number and says 'I three!' 'There's four!'). | |
| Shape, space and measures. | <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. '<i>round</i>' and '<i>tall</i>' | <ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. • Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. • Anticipates specific time-based events such as meal times or home time. | <ul style="list-style-type: none"> • Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. • Uses blocks to create their own simple structures and arrangements. • Enjoys filling and emptying containers. • Associates a sequence of actions with daily routines. • Beginning to understand that things might happen 'now'. |

**Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 4 – 5 years**

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|--|---|---|---|
| <u>Technology</u> | <ul style="list-style-type: none"> • Knows how to operate simple equipment. • Shows an interest in technological toys with knobs or pulleys, or real objects. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers. | <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. | <ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. |
| <u>Expressive Arts and Design</u> Exploring and using media and materials | <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. | <ul style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows and interest in the way musical instruments sound. • Experiments with blocks, colours and marks. | <ul style="list-style-type: none"> • Imitates and improvises actions they have observed, e.g. clapping or waving. • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 4 – 5 years

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
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| <p><u>Expressive Arts and Design</u></p> <p>Exploring and using media and materials</p> | <ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. | | |

Cognition and Learning Descriptors
Foundation Stage Children's Characteristics 4 – 5 years

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|---|---|--|--|
| <p><u>Expressive Arts and Design</u></p> <p>Being imaginative</p> | <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role play based on own first hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff' • Uses available resources to create props to support role play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. | <ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'. • Beginning to make-believe by pretending. Pretend play sometimes shows representation and beginnings of role play, but the child doesn't typically develop or extend the play spontaneously and involve others (e.g. they use one object to represent another, especially when objects have characteristics in common, such as a brick as a car; a block on a plate as a cake; a banana as a telephone). They may use other people's belongings in pretend play, (e.g. Mum's bag and brush). May pretend play with small world toys. | <ul style="list-style-type: none"> • Expresses self through physical action and sound. • Pretends that one object represents another, especially when objects have characteristics in common. • Pretend play is limited to simple pretend with some elements of representation, (e.g. brushing doll's hair, pretending to be asleep (covers self with a blanket and closes eyes). |

Communication and Interaction

Introduction:

The SEN Disability Code of Practice 0-25

Identifying and assessing SEN for young children who's first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN (5.30)

Children and young people with speech, language and communication needs (SLCN) have difficulty in communication with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. (6.28)

Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others. (6.29) **Statutory Framework for the Early Years Foundation Stage**

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. (1.6)

If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or

carer, to establish whether there is a cause for concern about language delay. (1.8)

Speech, language and communication

For the majority of children, communication skills develop naturally over the course of the Early Years Foundation Stage, and development of the speech sound system is typically not complete until 6 or 7 years of age. Communication and language skills in general will continue to develop throughout life. Communication and interaction difficulties cover a wide and complex range of needs that frequently overlap. These include:-

Developmental language delay

Children may have a delay in one or more aspect of language (understanding, expression, interaction) but progress, however slow, follows a typical pattern of development. ***Developmental language disorder***

- Children may show an uneven or unusual pattern in one or more aspects of language (understanding, expression, interaction).

Phonological/speech difficulty

- Children may have difficulty producing intelligible speech.

Receptive language difficulty

Children may have particular difficulty attaching meaning to words and developing concepts or have difficulties understanding complex grammar or implied meaning.

Communication and Interaction

Speech Language and Communication Needs

For the majority of children, communication skills develop naturally over the course of the Foundation Stage and the development of the speech sound system is typically not complete until 6 or 7 years of age. Communication and language skills in general will continue to develop throughout life.

The Practice Guidance for the Early Years Foundation Stage reminds us that babies and children “learn to talk by being talked to”. It outlines how positive relationships and enabling environments contribute to this development, and how learning and development can be supported.

Communication and interaction difficulties cover a wide and complex range of needs that frequently overlap. These include:

- **Developmental language delay**
Children may have a delay in one or more aspect of language (understanding, expression, interaction) but progress, however slow, follows a typical pattern of development.
- **Developmental language disorder**
Children may show an uneven or unusual pattern in one or more aspects of language (understanding, expression, interaction).
- **Phonological/ speech difficulty**
Children may have difficulty producing intelligible speech.

- **Receptive language difficulty**
Children may have particular difficulty attaching meaning to words and developing concepts or have difficulties understanding complex grammar or implied meaning.
- **Expressive language difficulty**
Children may have difficulty accessing vocabulary, using complex grammar, organising ideas, structuring sentences and conveying intended meaning.

Speech, Language and Communication Provision Characteristics

Stage One

Parents/carers' and child's participation

- Parents/carers will contribute to the assessment.
- Parents/carers will participate in SEND Support Plan setting outcomes for progress, agreeing strategies and interventions, monitoring progress and reviews.
- Parents/carers to participate in using strategies and interventions for progress to support their child at home.
- The views of the child are taken account of.
- Parents/carers are aware of opportunities to learn how to help their child further e.g. useful websites.
- Parents/carers are informed about the Local Offer and Parent Partnership Service.

Assess, plan, do, review

- Assessment, planning and review may need to take account of the child's attendance at more than one setting:
- Setting supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child's current interests, development and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting). Observation takes place around different activities and environments within the setting, e.g. outdoor environment, at lunchtime.
- Planning of intervention involving the parent/carer, child, setting, SENCo, key person.
- SEND Support Plan in place with SMART targets.
- Half-termly (approximately 6-weekly) review of child's progress towards targets.

Stage Two

Parents/carers' and child's participation

- Parents/carers will contribute to the assessment.
- Parents/carers will participate in SEND Support Plan setting outcomes, monitoring progress and reviews.
- Parents/carers will be involved in using strategies and interventions for progress to support their child at home.
- The views of the child are taken account of.
- Parents/carers have opportunities to work in partnership with practitioners and specialist support professionals to share knowledge and develop a consistent approach to developing the child's speech and language skills.
- Enhanced contact for parents with key person in setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting.
- Parents/carers are informed about the Local Offer and Parent Partnership Service.

Assess, plan, do, review

- Assessment, planning and review may need to take account of the child's attendance at more than one setting:
- Ongoing observation undertaken in order to understand child's current interests, development and learning needs that are additional to or different from what is usually provided for all children within the setting.
- Planning and intervention involving the parent/carer, child, setting SENCo, key person, and advising agencies.
- SEND Support Plan in place with reviewed and planned SMART targets, which take accounts of specialist advice.
- Half-termly (approximately 6-weekly) review of child's progress towards targets.
- Input or attendance made by appropriate external agencies to reviews.

Speech, Language and Communication Provision Characteristics

Stage One

Stage Two

Additional human and other resources

- All adults are aware of child's language needs, and give consideration to modifying the language they use with the child, and/or how to facilitate the child's use of language.
- Additional adult attention and/or support for some activities, including, verbal exchanges and play with other children, from practitioners already working in the setting.
- Supervision and monitoring of the child's progress towards the Early Years Foundation Stage Early Learning Goals by key person and setting SENCo.

Quality Learning Experiences

- Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them.
- Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources. Differentiation for play and learning activities. Possibly some specific reinforcement or skill-development activities to support targeted progress.
- Adaptation of content and presentation of language-based activities and materials at group times e.g. story, singing times by:
- Ensuring the child is appropriately placed.
- Checking that the child is giving attention by saying their name.
- Repeating instructions individually to child.
- Simplifying and/or reducing amount of language used.

Additional human and other resources

- All adults are aware of child's language needs, and give consideration to modifying the language they use with the child, and/or how to facilitate the child's use of language in verbal exchanges and play with other children.
- Additional adult attention and/or support for a significant number of activities.
- Supervision and monitoring of SEND Support Plan by the setting SENCo.
- Time allocated for key professionals to liaise with external agencies.
- Access to ICT and specialist equipment/materials if appropriate.

Quality Learning Experiences

- Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them.
- Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources. Increased differentiation of access to learning and play activities and materials to reflect the child's developmental and language levels. Key learning outcomes are identified in SEND Support Plan.
- Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication techniques, as identified through involvement of external agencies.
- Thought is given to how all adults are modelling language, and supporting the child's understanding and use of language across the range of learning and play activities.
- 1:1 or small group activities.

Speech, Language and Communication Provision Characteristics

Stage One

Stage Two

Training and Advice

- Staff Training needs are addressed, and information passed to other staff and parents as appropriate.
- Information, advice posters and leaflets about speech and language development are displayed in the setting.
- One-off advice may be sought from the Psychology & Advisory Support Team and informs planning.
- Practitioners familiar with the Inclusion Development Programme Supporting children with speech, language and communication needs: Guidance for practitioners in the Early Years Foundation Stage (2008).
- Practitioners and regular Communication Network Meetings.

Quality Learning Experiences

- Modelling and supporting the child's communication and language.
- Varying pace of delivery.
- Giving the child time to respond to comments and questions.
- Using Visual cues.
- Supporting the child to focus and listen.
- Providing opportunities to repeat/practice speech.

Training and Advice

- Staff training needs are addressed (e.g. in use of augmented forms of communication, such as Makaton signing), and information passed to other staff and parents.
- Advice sought on an ongoing basis from the Psychology & Advisory Support Team and informs planning.
- Consultation with or individual referral to external agencies, including the NHS Speech and Language Therapy Service and/or the Central Bedfordshire Early years Speech and Language Team.
- Practitioners knowledgeable about voluntary agencies/support groups/websites where parents/carers can seek advice and support.

**Speech, Language and Communication Descriptors
Foundation Stage Children's Characteristics 2 – 3 years**

| Early Years Foundation Stage 2014 | Stage One 16-26 months band | Stage Two 8-20 months band | Child meets criteria for request for an Education, Health and Care Plan 0-11 months band |
|-----------------------------------|---|--|---|
| Speaking | <ul style="list-style-type: none"> • Copies familiar expressions, e.g. 'Oh dear', 'All gone'. • Beginning to put two words together (e.g. 'want ball', 'more juice'). • Uses different types of every day words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). • Beginning to ask simple questions. • Beginning to talk about people and things that are not present. • Using up to 50 words and is beginning to put 2-3 words together. • Frequently asks simple questions, e.g. 'Where's my drink?', 'What's that?' (towards two years of age). • Uses speech sounds p,b,m,w. • Own words" or sounds may be consistently used in a particular context to convey meaning and attempt to communicate. • Speech may be very difficult to understand, even for a familiar adult. | <ul style="list-style-type: none"> • Uses sounds in play, e.g. 'brrrm' for toy car. • Uses single words. • Frequently imitates words and sounds. • Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye). • Uses pointing with eye gaze to make requests, and to share an interest. • Creates personal words as they begin to develop language. • Progress from using babble and around 10 single words, although these will often not be clear. • Uses non-verbal communication (NVC) to make wants and needs known e.g. points, nods and shakes head, facial expression. | <ul style="list-style-type: none"> • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. • Makes sounds in response when talked to by familiar adults. Lifts arms in anticipation of being picked up. • Practises and gradually develops speech sounds (babbling to communicate with adults, says sounds like 'baba, nono, gogo). |

**Speech Language and Communication Descriptors
Foundation Stage Children's Characteristics 3 – 4 years**

| Early Years Foundation Stage 2014 | Stage One 22 – 36 months band | Stage Two 16 – 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 -20 months band |
|---|---|--|--|
| <p><u>Communication and language</u></p> <p>Listening and attention</p> | <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. • Beginning to listen to talk with interest, however easily distracted. • Listens to 'talk' addressed to self, but finds it difficult if prompts are not provided, e.g. use of name, 'stop and listen'. | <ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear. • Starting to focus on an activity of their choice, although finds it difficult to be directed by an adult. • Using the child's name helps them to attend to what the adult says e.g. 'Ben drink juice', 'Aysha, coat on'. | <ul style="list-style-type: none"> • Moves whole bodies to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • Concentrates intently on an object or activity of own choosing for short periods. • Pays attention to dominant stimulus – easily distracted by noises or other people talking. Interested in music and singing. |

**Speech Language and Communication Descriptors
Foundation Stage Children's Characteristics 3 – 4 years**

| Early Years Foundation Stage 2014 | Stage One 22 – 36 months band | Stage Two 16 – 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 -20 months band |
|-----------------------------------|---|---|---|
| Understanding | <ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g. “Who’s jumping?” • Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book’. • Understands ‘who, ‘what’, where in simple questions (e.g. Who’s that? What’s that? Where is?, but not why. • Understands a simple story when supported with pictures. • Beginning to understand instructions with 3 key words in a play context e.g. ‘Can you make <u>teddy</u> <u>kick</u> the <u>ball</u>’? • Developing understanding of simple concepts (e.g. big/little). | <ul style="list-style-type: none"> • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g.‘Throw the ball’.) • Understands simple instructions in context following the routine of the day e.g. ‘get mummy’s shoes’, ‘put your bricks away’, ‘Tell dad tea’s ready’. Beginning to understand instructions with 2 key words e.g. ‘give the <u>ball</u> to <u>teddy</u>’. | <ul style="list-style-type: none"> • Developing the ability to follow others’ body language, including pointing and gesture. • Responds to the different things said when in a familiar context with a special person (e.g. ‘Where’s Mummy?’, Where’s your nose?’). • Understanding of single words in context is developing, e.g. ‘cup’, ‘milk’, ‘daddy’. • Can understand more words than they can say. |

**Speech Language and Communication Descriptors
Foundation Stage Children's Characteristics 3 – 4 years**

| Early Years Foundation Stage 2014 | Stage One 22 – 36 months band | Stage Two 16 – 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 -20 months band |
|-----------------------------------|---|---|---|
| Speaking | <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. • Uses a variety of questions (e.g. what, where, who). | <ul style="list-style-type: none"> • Copies familiar expressions, e.g. 'Oh dear', 'All gone'. • Beginning to put two words together (e.g. 'want ball', 'more juice'). • Uses different types of everyday words (nouns, verbs, adjectives, e.g. banana, go, sleep, hot). • Beginning to ask simple questions. • Beginning to talk about people and things that are not present. • Using up to 50 words and is beginning to put 2-3 words together. | <ul style="list-style-type: none"> • Uses sounds in play, e.g. 'brrrm' for toy car. • Uses single words. • Frequently imitates words and sounds. • Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye). • Uses pointing with eye gaze to make requests, and to share and interest. |

**Speech Language and Communication Descriptors
Foundation Stage Children's Characteristics 3 – 4 years**

| Early Years Foundation Stage 2014 | Stage One 22 – 36 months band | Stage Two 16 – 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 -20 months band |
|-----------------------------------|--|---|--|
| Speaking | <ul style="list-style-type: none"> • Uses simple sentences (e.g 'Mummy gonna work.') • Beginning to use word endings (e.g. going, cats). • Uses up to 300 different words including descriptive language, space, function. Uses a range of 3-4 key word utterances (shows awareness of grammar but some grammatical immaturities present) e.g. 'daddy go work' and 'she falled down'. • Should be using t, d, k, but speech not always clear. May still find it difficult to say some speech sounds; l, r, w,y f, th, s, sh, ch, dz, j. • Uses gestures, sometimes with limited talk, e.g. Reaches towards toy, saying "I have it". • Speech is understandable from context. Child is understood most of the time. | <ul style="list-style-type: none"> • Frequently asks simple questions, e.g. 'Where's my drink?' 'What's that?' (towards 2 years of age). • Uses speech sounds p,b,m,w. • Own words" or sounds may be consistently used in particular context to convey meaning and attempt to communicate. • Speech may be very difficult to understand, even for a familiar adult. | <ul style="list-style-type: none"> • Creates personal words as they begin to develop language. • Progress from using babble and around 10 single words, although these will often not be clear. • Uses non-verbal communication (NVC) to make wants and needs known e.g. points, nods and shakes head, facial expression. |

**Speech Language and Communication Descriptors
Foundation Stage Children's Characteristics 4 – 5 years**

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|---|--|---|--|
| <p><u>Communication and language</u></p> <p>Listening and Attention</p> | <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). • Enjoys listening to short stories. • Still finds it difficult to attend to more than one thing at a time, so can't easily listen to a speaker while still carrying on an activity e.g. child may ignore the adult speaking if focused on an activity. | <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. • Beginning to listen to talk with interest, however easily distracted. • Listens to 'talk' addressed to self, but finds it difficult if prompts are not provided, e.g. use of name, 'stop and listen'. | <ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear. Starting to focus on an activity of their choice, although finds it difficult to be directed by an adult. • Using the child's name helps them to attend to what the adult says e.g. 'Ben drink juice', 'Aysha, coat on'. |

**Speech Language and Communication Descriptors
Foundation Stage Children's Characteristics 4 – 5 years**

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|-----------------------------------|--|--|---|
| Understanding | <ul style="list-style-type: none"> • Understands more complex questions or instructions with two parts '<u>put your hat on the table</u> and go and <u>find a puzzle</u>' Or 'Can you jump and clap?' • Now understands 'why' and 'how' questions and is aware of more abstract ideas including time in relation to past present and future e.g. including words such as 'yesterday' or 'tomorrow'. • Understands use of objects (e.g. "What do we use to cut things?"). • Shows understanding of prepositions such as "under", "on top", "behind" by carrying out an action or selecting correct picture. • Response to simple instructions, e.g. to get or put away an object. • May need extra time to respond with understanding (e.g. To questions and instructions). | <ul style="list-style-type: none"> • identifies action words by pointing to the right picture, e.g. "Who's jumping?" • Understands more complex sentences, e.g. "Put your toys away and then we'll read a book". • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is? But not why. • Understands a simple story when supported with pictures. • Beginning to understand instructions with 3 key words in a play context e.g. 'Can you make <u>teddy</u> kick the <u>ball</u>'? • Developing understanding of simple concepts (e.g. big/little). | <ul style="list-style-type: none"> • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. 'Throw the ball'). • Understands simple instructions in context following the routine of the day e.g. 'get mummy's shoes', 'put your bricks away', 'Tell dad tea's ready'. • Beginning to understand instructions with 2 key words e.g. 'give the <u>ball</u> to <u>teddy</u>'. |

**Speech Language and Communication Descriptors
Foundation Stage Children's Characteristics 4 – 5 years**

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|--|--|---|---|
| Speaking | <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. | <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communication. • Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences (e.g. 'Mummy gonna work'). | <ul style="list-style-type: none"> • Copies familiar expressions, e.g. 'Oh dear', 'All gone'. • Beginning to put two words together (e.g. 'want ball', 'more juice'). • Using different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). • Beginning to ask simple questions. • Beginning to talk about people and things that are not present. • Using up to 50 words and is beginning to put 2–3 words together. • Frequently asks simple questions, e.g. 'Where's my drink?', 'What's that?' (towards two years of age). |

**Speech Language and Communication Descriptors
Foundation Stage Children's Characteristics 4 – 5 years**

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|-----------------------------------|--|---|---|
| Speaking | <ul style="list-style-type: none"> • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play e.g. 'This box is my castle'. • Uses sentences of four to six words, e.g. 'I want to play with cars', 'what's that thingy called?' • Able to remember and enjoys telling long stories or singing songs. • Now using s and f in words in consonant- vowel-consonant (CVC) words e.g. sun or fan. May still find difficulty with r, j, th, ch, sh. Speech is easily understood. | <ul style="list-style-type: none"> • Beginning to use word endings (e.g. going, cats). • Uses up to 300 different words including descriptive language, space, function. Uses a range of 3 – 4 key word utterances (shows awareness of grammar but some grammatical immaturities present) e.g. 'daddy do work' and 'she falled down'. • Should be using t,d,k,g, but speech not always clear. May still find it • difficult to say some speech sounds; l, r,w,y,f, th, s, sh, ch, dz, j. • Uses gestures, sometimes with limited talk, e.g. Reaches towards toy, saying 'I have it'. • Speech is understandable from context. Child is understood most of the time. | <ul style="list-style-type: none"> • Uses speech sounds p, b, m, w. • Own words" or sounds may be consistently used in a particular context to convey meaning and attempt to communicate. • Speech may be very difficult to understand, even for a familiar adult. |

Communication and Interaction

Social Communication and Autistic Spectrum Disorder

Children/young people with a Social Communication Disorder have persistent difficulties in the social use of verbal and non-verbal communication. Typical pupil characteristics of this disorder are described under 'Area of Need' headings; *Interaction* and *Relationships* and *Language and Communication*. Children/young people diagnosed with an Autistic Spectrum Disorder will also demonstrate challenges in these two areas, but can be differentiated by the additional presence of pupil characteristic described under the 'Area of need' heading: *Inflexibility in Thinking and behaviour*. They may also experience difficulties in *Sensory processing*.

The combined challenges experienced by children/young people with Social Communication and Autistic Spectrum Disorders may impact on their *Personal, Emotional development and well-being*.

Social Communication and Autistic Spectrum Disorders are medical diagnosis based on Neurodevelopment Disorders, resulting in developmental differences in each of the relevant areas of need.

Other factors that affect the individual; presentation may include:

- Characteristics occurring with differing degrees of severity or an uneven profile.
- Possibility of changes occurring with increasing age and/or difficulties may become more apparent at times of increasing demand.
- The possible existence of associated needs, for example; learning difficulties, coordination and motor function difficulties or epilepsy.
- Education, social environment and personality.

All settings should be familiar with the Inclusion Development Programme Supporting Children on the Autistic Spectrum Guidance for practitioners in the Early Years (2009).

**Social Communication/Autistic Spectrum Disorder
Provision Characteristics**

| Stage One | Stage Two |
|--|---|
| <p>Parents/Carers' and child's participation</p> <ul style="list-style-type: none"> • Parents/carers contribute to assessment. • Parents/carers give informed written consent for the involvement of external agencies. • Parents/carers participate in SEND Support Plan setting SMART targets, monitoring progress and reviews, and be involved in supporting targets in the home. • The views of the child are taken account of. • Opportunities for parents/carers to work in partnership with practitioners and specialist support professionals to share knowledge and develop a consistent approach to developing the • Enhanced contact for parents with key person in setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting. • Parents/carers are informed about the Local Offer and Parent Partnership Service child's social-communication skills. | <p>Parents/Carers' and child's participation</p> <ul style="list-style-type: none"> • Parents/carers participate in SEND Support Plan setting SMART targets, monitoring progress and reviews, and be involved in supporting targets in the home. • The views of the child are taken account of. • Opportunities for parents/carers to work in partnership with practitioners to share knowledge and develop a consistent approach and developing the child's social-communication skills. • Enhanced contact for parents with key person in setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting. • Parents/carers are informed about the Local Offer and Parent Partnership Service. |

**Social Communication/Autistic Spectrum Disorder
Provision Characteristics**

| Stage One | Stage 2 |
|--|---|
| <p>Assess, plan, do review</p> <ul style="list-style-type: none"> • Assessment, planning and review may need to take account of the child's attendance at more than one setting. • Setting supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child's current interests, development and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting). Observation takes place around different activities and environments within the setting, e.g. outdoor environment, at lunchtime. Holistic assessment of how the areas of need impact on the individual child/young person's ability to access the Early Years Setting. • Ongoing communication with parent/carers to support the identification of child's strengths and challenges. • Use of SMART targets informed by an understanding of social communication difficulties and autistic spectrum disorders. • SEND Support Plan involving child/young person, parent/carer, SENCo and child's key person to inform expected outcomes. • Half termly (approximately 6 weekly) reviews of child's progress towards targets. | <p>Assess, plan, do review</p> <ul style="list-style-type: none"> • Assessment, planning and review may need to take account of the child's attendance at more than one setting. • Ongoing observation undertaken in order to understand child's current interests development and learning needs that are additional to or different from what is usually provided for all children within the setting. Observation relates specifically to social interaction, social communication, and imagination skills. • SEND Support Plan involving the parent/carer, child, setting SENCo, key person, and external advisors. • Use of SMART targets informed by an understanding of social communication difficulties and autistic spectrum disorders and which take account of specialist advice. • Half-termly (approximately 6-weekly) review of child's progress towards targets. • Input or attendance by appropriate external advisors and reviews. |

**Social Communication/Autistic Spectrum Disorder
Provision Characteristics**

| Stage One | Stage 2 |
|---|--|
| <p>Quality learning experiences</p> <ul style="list-style-type: none"> • Grouping strategies used flexibly to enhance learning and access to the adult planned and led group activities, and to focus available adult support where needed. • Support during less structured times and to achieve equal access to opportunities. For example, free choice play activities. <p>Additional human and other resources</p> <ul style="list-style-type: none"> • Adoption of a whole setting approach involving all staff who may come into contact with the child. • Additional adult attention and/or support for some activities, including SMART targets, from practitioners already working in the setting. • Supervision and monitoring of SEND Support Plan and SMART targets by SENCo. • Commitment to liaison with parents / carers to ensure consistency of approach. • Provision of the following as needed to accommodate child's learning characteristics: • Some additional prompting/support to focus attention and manage change of activities. • Support for social interactions, communication and play with other children. • Willingness to make minor adaptations to physical environment to support learning. • Awareness of need to simplify language and/or use visual cues to support child's understanding. | <p>Quality learning experiences</p> <ul style="list-style-type: none"> • Grouping strategies used flexibly to enhance learning and access to the curriculum, and to focus available adult support where needed. • Additional adult attention and/or support for group activities. • Access to individually supported activities. This may involve working as part of a small group or one-to-one with an adult on planned SMART targets. <p>Additional human and other resources</p> <ul style="list-style-type: none"> • Adoption of whole setting approach involving all staff who may come into contact with the child. • Additional adult attention and/or support for some activities, including SMART targets. • Supervision and monitoring of SEND Support Plan and SMART targets by SENCo. • Provision of the following as needed to accommodate child's learning characteristics:- <ul style="list-style-type: none"> - Designated quiet area to give child opportunities to withdraw from social situations to reduce stress and anxiety. - Clearly defined and marked areas within the setting identifying different activity areas. - Use of pictures, objects, gestures and other visual forms to support spoken language. - Appropriate motivators • Commitment to liaise with parents / carers to ensure consistency of approach. • Time allocated for key professionals to liaise with external agencies. • Additional access to ICT and specialist equipment/materials as necessary. |

**Social Communication/Autistic Spectrum Disorder
Provision Characteristics**

| Stage One | Stage 2 |
|---|--|
| <p>Early years foundation Stage – supporting development and learning</p> <ul style="list-style-type: none"> • Approaches used show acceptance and empathy for the child, support for their emotions and aims to build positive relationships with them. • Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, and differentiation for curriculum access. Possibly some specific reinforcement for skill-development activities in support the SMART targets. | <p>Early years foundation Stage – supporting development and learning</p> <ul style="list-style-type: none"> • Approaches used show acceptance and empathy for the child, support for their emotions and aims to build positive relationships with them. • Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child’s language and social communication skill levels, with key learning outcomes identified from the SMART targets. • Flexibility within the daily planning to make changes according to need. For example, planning participation or alternative provision at times of whole-group activities, physical activities, etc. as necessary. • Additional focus is given to activities which address the child’s difficulties, using specific teaching approaches as necessary (e.g. structured programme to develop social-communication skills regardless of language level), developed in consultation with the external advisors. • Focus is on developing the skills needed to function in the early years setting: <ul style="list-style-type: none"> - The ability to attend - To imitate others - To understand and use language - To play appropriately with toys - To interact socially with others |

**Social Communication/Autistic Spectrum Disorder
Provision Characteristics**

| Stage One | Stage Two |
|--|---|
| <p>Training and advice</p> <ul style="list-style-type: none"> • Staff training needs are addressed and information passed to other staff and parents as appropriate. • Training needs met through the Early Years Workforce Development program. • Information sought through www.autism.org.uk • One-off advice may be sought from the Psychology & Advisory Support Team to inform planning. | <p>Training and advice</p> <ul style="list-style-type: none"> • Staff training needs about the nature of social-communication difficulties/ASD are addressed (this should include lunch time supervisors, etc). In schools, preschools, Early Years settings staff are included in the whole school ASD Awareness Training, as delivered by the ASD Advisory Support Service every three years. • Advice is sought on an ongoing basis from the Psychology & Advisory Support Team and informs planning. Planning takes account of available advice from health professionals, such as the Speech and Language Therapist or Occupational Therapist and the Early Years Support Team. • Training delivered to practitioners by the Early Years Support Team. • Access to network groups for support and sharing of strategies. • Practitioners knowledgeable about the Local Offer, voluntary agencies/support groups who can give advice/support to parents/carers. |

**Social Communication/Autistic Spectrum Disorder
Early Years foundation Stage Children's Characteristics**

| Early Years Foundation Stage | Stage 1 | Stage 2 | Child meets criteria for a request for an Education Health and Care Plan |
|---|--|---|--|
| <p>Inflexibility in thinking and behaviour</p> | <p>Depending on the age and stage of development and experience of the child, he/she:</p> <ul style="list-style-type: none"> • Sometimes requires support in order to reduce anxiety, for example changes in daily routines, staff changes or transition periods. • Requires some intervention to effectively participate in particular activities during the sessions due to distractions related to their need for certain routines and areas of special interest. • Has inflexible thinking styles which sometimes impact on their accessing a range of activities, in particular imaginative activities. • Requires some support for creative and imaginative activities. • Requires some support for activities or routines that place a demand on organisational skills such as: making independent choices during free play, using the bathroom, finding and putting on their coat. | <p>Depending on the age and stage of development and experience of the child, he/she:</p> <ul style="list-style-type: none"> • Often requires support in order to reduce anxiety, for example changes in daily routines, staff changes or transition periods. • Often requires intervention to effectively participate in particular activities during the sessions due to distractions related to their need for certain routines and areas of special interest. • Has flexible thinking styles which often impact on their accessing a range of activities. • Often requires support for creative and imaginative activities. • Often requires support for self care activities that place a demand on organisational skills such as: making independent choices during free play, using the bathroom, finding and putting on their coat. • Will sometimes have difficulty making expected connections between different situations needing the same skills e.g. dipping a paint brush/glue spreader into a pot or putting a coat on a peg at home/ putting their coat on a peg at the setting | <p>Depending on the age and stage of development and experience of the child, he/she:</p> <ul style="list-style-type: none"> • Despite support and interventions at stage 2 for a significant part of the daily session/s: • Requires a consistent and ongoing high level of support and intervention in order to reduce anxiety, for example changes in daily routines or difficulty adapting to changing expectations from activity to activity. • Has ongoing difficulty effectively participating in most aspects of an early years setting due to inflexible adherence to routines or areas of special interest. • Has significant difficulty effectively accessing the activities provided without a high level of support. • Needs ongoing intervention and support for activities that place a demand on creative, planning and organisational skills. |

**Social Communication/Autistic Spectrum Disorder
Early Years foundation Stage Children's Characteristics**

| Early Years Foundation Stage | Stage 1 | Stage 2 | Child meets criteria for a request for an Education Health and Care Plan |
|---|--|---|--|
| <p>Interaction and Relationships</p> | <p>Depending on the age and stage of development and experience of the child, he/she:</p> <ul style="list-style-type: none"> • Sometimes has difficulty initiating social interactions. • Sometimes has difficulty noticing, interpreting and responding to social cues of others appropriately. • Sometimes has difficulty with recognising 'unwritten social rules'. • Sometimes has difficulty recognising their own and others personal space. • Displays a limited repertoire of interests and play activities. <p>The above can impact on the child's ability to attend and contribute during:</p> <ul style="list-style-type: none"> • Adult planned and led group activities. • Adult planned and led individual activities. • Sharing activities with other children. <p>This may present as a passive reluctance to join in activities or as unusual behaviour. This does not significantly limit the child's progress in learning and development.</p> | <p>Depending on the age and stage of development and experience of the child, he/she:</p> <ul style="list-style-type: none"> • Often has difficulty initiating and sustaining social interactions with peers. • Often has difficulty noticing, interpreting and responding to social cues of others appropriately which impacts on their developing ability to make friends. • Often has difficulty in understanding 'unwritten social rules' and adjusting their behaviour in various social contexts. • Often has difficulty recognising their own and others personal space. • Displays a limited repertoire of interests and play activities. | <p>Depending on the age and stage of development and experience of the child, he/she:</p> <ul style="list-style-type: none"> • Despite support and intervention at stage 2 for a significant part of the daily session/s: • Has consistent and ongoing difficulty in initiating and responding to social interactions leading to social isolation. • Has consistent significant difficulty in noticing, interpreting and responding to social cues of others appropriately which impacts on their developing ability to make friends and form relationships. • Has significant difficulty in acknowledging and understanding 'unwritten social rules'. • Has consistent and ongoing difficulty in coping with and adjusting their behaviour appropriately to various social contexts. • Displays a repetitive repertoire of interests and play which further contributes to their social isolation. |

**Social Communication/Autistic Spectrum Disorder
Early Years foundation Stage Children's Characteristics**

| Early Years Foundation Stage | Stage 1 | Stage 2 | Child meets criteria for a request for an Education Health and Care Plan |
|--------------------------------------|----------------|--|--|
| Interaction and Relationships | | <p>The above impacts on the child's ability to access and successfully participate in:</p> <ul style="list-style-type: none"> • Adult planned and led group activities. • Adult planned and led individual activities. • Sharing activities with other children. • Friendship groups. <p>To the degree that it limits their progress. This may present as passivity, avoidance, reluctance to engage or unusual/inappropriate behaviour.</p> | <p>The above impacts on the child's ability to access and successfully participate in:</p> <ul style="list-style-type: none"> • Adult planned and led group activities. • Adult planned and led individual activities. • Sharing activities with other children. • Friendship groups. <p>To the degree that it creates a barrier to their academic and social progress. This may present as passivity, avoidance, reluctance to engage or unusual/inappropriate behaviour.</p> |

**Social Communication/Autistic Spectrum Disorder
Early Years foundation Stage Children's Characteristics**

| Early Years Foundation Stage | Stage 1 | Stage 2 | Child meets criteria for a request for an Education Health and Care Plan |
|---------------------------------------|---|--|--|
| <p>Language/ Communication</p> | <p>Depending on the age and stage of development and experience of the child, he/she:</p> <ul style="list-style-type: none"> • Has some difficulty with misunderstanding or of understanding and acting on verbal information or instructions due to processing difficulties. • Has some difficulties interpreting no verbal clues such as facial expressions, body language and intonation of voice. • Has some difficulties with literal interpretation of language (including understanding of jokes, metaphors and idioms) when compared to peers. • Demonstrates some difficulties in developing skills for conversation due to a repetitive repertoire of conversational topics. • May use some clear articulate language but does not fully understand the content and/or implication of what they have said. • May present with an unusual or unexpected delivery when speaking. | <p>Depending on the age and stage of development and experience of the child, he/she:</p> <ul style="list-style-type: none"> • Often has difficulty with misunderstanding or of understanding and acting on verbal information or instructions due to processing difficulties. • Often has difficulties interpreting no verbal clues such as facial expressions, body language and intonation of voice. • Often has difficulties with literal interpretation of language (including understanding of jokes, metaphors and idioms) when compared to peers. • Often has difficulty discerning relevant information, understanding abstract concepts and maintaining focus on the speaker. • Sometime has difficulties in initiating and directing communication appropriately, for example asking for help or making their needs clear. • Has a tendency to dominate conversations, showing limited awareness of listeners needs and interests. | <p>Depending on the age and stage of development and experience of the child, he/she:</p> <ul style="list-style-type: none"> • Despite support and interventions at stage 2 for the majority of the day or daily sessions: • Has significant difficulty in understanding and acting on verbal information, due to processing difficulties. • Has significant difficulties interpreting non-verbal cues (e.g. facial expressions, body language and intonation of voice). • Has significant difficulties with literal interpretation of language (including understanding of jokes, metaphors and idioms) when compared to peers. • Has difficulty discerning relevant information, understanding abstract concepts and maintaining focus on the speaker. • Does not always recognise when communication is, or is not, being directed at them. • Does not always recognise when communication is, or is not, being directed at them. |

**Social Communication/Autistic Spectrum Disorder
Early Years foundation Stage Children's Characteristics**

| Early Years Founda- tion Stage | Stage 1 | Stage 2 | Child meets criteria for a request for an Education Health and Care Plan |
|------------------------------------|---------|---|--|
| Language/ Communication | | <ul style="list-style-type: none"> • May rely on learnt phrases and/or speak in an inappropriate tone or volume. • Onset of language may be delayed or might only use languages skills in a familiar context. | <ul style="list-style-type: none"> • May lack interest in conversing with other people or rarely initiate and direct their communication appropriately. • Have significant impairments in their conversational skills (e.g. shows little awareness of listener's needs and interests). • May display as non-verbal, echolalic or talk exclusively in learnt phrases and language. • Onset of language may be delayed, or might only use language skills in a familiar context. <p>The above consistently impacts on their ability to access the play and learning experiences and to interact with others.</p> |

**Social Communication/Autistic Spectrum Disorder
Early Years foundation Stage Children's Characteristics**

| Early Years Foundation Stage | Stage 1 | Stage 2 | Child meets criteria for a request for an Education Health and Care Plan |
|---------------------------------------|--|---|---|
| <p>Progress and Attainment</p> | <p>Depending on the age and stage of development and experience of the child, he/she:</p> <ul style="list-style-type: none"> • Has an uneven profile in the Early Years Foundation Stage. • May have a high level of skill or knowledge in a particular area of the Early Years Foundation Stage. | <p>Depending on the age and stage of development and experience of the child, he/she:</p> <ul style="list-style-type: none"> • Has an uneven profile in the Early Years Foundation Stage. • May have a high level of skill or knowledge in a particular area of the Early Years Foundation Stage. • Has difficulty making connections between concepts and generalising skills. • Response to planned interventions is slow. • Rate of development of knowledge and skills is slower than expected in the Early Years Foundation Stage. | <p>Depending on the age and stage of development and experience of the child, he/she:</p> <ul style="list-style-type: none"> • Has an uneven profile in the Early Years Foundation Stage. • May have a high level of skill or knowledge in a particular area of the Early Years Foundation Stage. • Response to planned interventions is significantly slower than expected. • Clear evidence of lack of attainment in the development of knowledge and skills expected in the Early Years Foundation Stage. |

**Social Communication/Autistic Spectrum Disorder
Early Years foundation Stage Children's Characteristics**

| Early Years Foundation Stage | Stage 1 | Stage 2 | Child meets criteria for a request for an Education Health and Care Plan |
|------------------------------|--|--|---|
| Sensory processing | <p>The child:</p> <p>May at times be affected by Sensory Processing difficulties related to one or more of the following areas:</p> <ul style="list-style-type: none"> • Under sensitivity • Sensory seeking • Sensory overload • Sensory avoidance • Perception difficulties • (Refer to page 1) <ul style="list-style-type: none"> • This can at times lead to distraction from play and learning. | <p>The child:</p> <p>May be affected by Sensory Processing difficulties relating to one or more of the following areas:</p> <ul style="list-style-type: none"> • Under sensitivity • Sensory seeking • Sensory overload • Sensory avoidance • Perception difficulties • (Refer to page 1) <ul style="list-style-type: none"> • This can lead to distraction from play activities and learning with heightened anxiety levels | <p>The child:</p> <p>May be affected by Sensory Processing difficulties relating to one or more of the following areas:</p> <ul style="list-style-type: none"> • Under sensitivity • Sensory seeking • Sensory overload • Sensory avoidance • Perception difficulties • (Refer to page 1) <ul style="list-style-type: none"> • This can have a significant impact on their ability to access play and learning. The ongoing impact of sensory processing and interaction difficulties can significantly affect the child's wellbeing and lead to acute anxiety. |

**Social Communication/Autistic Spectrum Disorder
Early Years foundation Stage Children's Characteristics**

| Early Years Foundation Stage | Stage 1 | Stage 2 | Child meets criteria for a request for an Education Health and Care Plan |
|--|---|--|---|
| <p>Personal, Emotional Development and Well being</p> | <p>The combined challenges experienced due to the areas of need outlined above may affect the child's overall wellbeing, impacting on their confidence and self-esteem.</p> <p>The child:</p> <p>This <u>may</u> lead to difficulties in transition between home and setting; and/or significant discrepancies between typical behaviours at home compared to typical behaviours in the Early Years setting.</p> <p>Some needs related to personal development may include:</p> <ul style="list-style-type: none"> • Difficulties in acquiring age-appropriate self help skills and age appropriate independence. <p>Some needs related to emotional development may include:</p> <ul style="list-style-type: none"> • Difficulties in being able to understand their own and others emotions. • Difficulty with managing their own emotions depending on their age and stage of development. | <p>The combined challenges experienced due to the areas of need outlined above may affect the child's overall wellbeing, impacting on their confidence and self-esteem.</p> <p>The child:</p> <p>This <u>may</u> present as:</p> <ul style="list-style-type: none"> • Passivity • Avoidance of behaviour • Reluctance to engage • Unusual and/or inappropriate behaviour. <p>Some needs related to personal development may include:</p> <ul style="list-style-type: none"> • Limited age-appropriate life skills and independence. • Limited ability to manage age-appropriate self-care. <p>Some needs related to emotional development may include:</p> <ul style="list-style-type: none"> • Limited ability to recognise and understand their own and the emotions of others. • Limited ability to manage their own emotions depending on their age and stage of development. | <p>The combined challenges experienced due to the areas of need outlined above may affect the child's overall wellbeing, impacting on their confidence and self-esteem.</p> <p>The child:</p> <p>This <u>may</u> present as:</p> <ul style="list-style-type: none"> • An extreme level of passivity • Avoidance of behaviour • Refusal to engage • Unusual and/or inappropriate behaviour. <p>Some needs related to personal development may include:</p> <ul style="list-style-type: none"> • Significant difficulty in developing age-appropriate life skills and independence. • Significant difficulty in their ability to manage age-appropriate self-care. • Significantly limited awareness of safety and dangers. <p>Some needs related to emotional development may include:</p> <ul style="list-style-type: none"> • Inability to recognise and understand emotions of self and others. • Inability to manage their own emotions depending on their age and stage of development. |

Social, Emotional and Mental Health

Introduction:

The SEN & Disability Code of Practice 2014 taken into account when assessing and planning for progress.

A delay in learning and development in the early years may or may not indicate that a child has SEN that is that they have a learning difficulty or disability that calls for special educational provision. Equally difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multiagency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted. (5.29)

Statutory Framework for the Early Years Foundation Stage 2014:

Personal, Social and Emotional Development (PSED) is one of the three primary areas of development in the framework for the early years. The Early Years Outcomes for PSED provide the descriptors for assessment. However, all seven areas are interconnected and assessment across the areas should be

A delay in development in language and communication or cognition and learning may cause a child to present as either withdrawn or over enthusiastic.

Children new to the setting or in a stage of transition and a change of key person may take time to settle and feel secure. Settings should take this into account giving children time to become familiar with new routines and expectations.

A strong partnership with parents/carers is key to planning and reviewing successful outcomes for children.

Settings should take a holistic view when a child presents with unusual patterns of behaviour. Children's responses to changes in their circumstance, e.g. the arrival of a new baby or if a member of staff leaves can be quite common. However, practitioners should be aware that sudden changes in a child's behaviour could be indicative of issues requiring a response under the guidelines for 'Safeguarding and Welfare Requirements'

Social, Emotional and Mental Health Provision Characteristics

Stage One

Parents/carers' and child's participation

- Parents/carers contribute to assessment.
- Parents/carers participate in setting targets for SEND Support Plan, monitoring progress and reviews, and be involved in supporting targets in the home.
- The views of child are taken account of.
- Opportunities for parents/carers to discuss how to help their child further including a range of outside agencies.
- Parents/carers are informed about Early Help Assessment (EHA), the Local Offer and Parent Partnership Service.

Assess, plan, do review

- Assessment, planning and review may need to take account of the child's attendance at more than one setting:
- Setting supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child's current interests, development and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting). Observation takes place around different activities and environments within the setting, e.g. outdoor environment, at lunchtime.
- Planning of intervention involving the parent/carer, child, setting, SEN-Co, key person.
- SEND Support in place with SMART targets.
- Half-termly (approximately 6-weekly) review of child's progress towards targets.

Stage Two

Parents/carers' and child's participation

- Parents/carers contribute to assessment.
- Parents/carers participate in setting targets for SEND Support Plan, monitoring progress and reviews, and be involved in supporting targets in the home.
- The views of child are taken account of.
- Opportunities for parents/carers to work in partnership with practitioners and specialist support professionals to share knowledge and develop a consistent approach to developing the child's skills and independence.
- Enhanced contact for parents/carers with key person in setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting.
- Parents/carers are informed about Early Help Assessment (EHA), the Local Offer and Parent Partnership Service.

Assess, plan, do review

- Assessment, planning and review may need to take account of the child's attendance at more than one setting:
- Ongoing observation undertaken in order to understand child's current interests, development and learning needs that are additional to or different from what is usually provided for all children within the setting.
- Planning and intervention involving the parent/carer, child, setting SENCo, key person, and advising agencies.
- SEND Support Plan in place with reviewed and planned SMART targets, which take accounts of specialist advice.
- Half-termly (approximately 6-weekly) review of child's progress towards targets.
- Input or attendance made by appropriate external agencies to reviews.

Social, Emotional and Mental Health Provision Characteristics

Stage One

Stage Two

Quality learning experiences

- Strategies used flexibly to enhance play and learning activities and to focus available adult support where needed.
- Differentiation in planned activities where appropriate.
- Additional attention from key person and/or support for 1:1 and group activities where relevant.

Additional human and other resources

- Additional time for child's key person for support in some activities, including SEND Support Plan targets.
- Time allocated for key person to liaise with parent/carers
- Supervision and monitoring of SEND Support Plan by SENCo.

Quality learning experiences

- Strategies used flexibly to enhance play and learning activities and to focus available adult support where needed.
- Differentiation to a wide range of planned activities.
- Additional attention from key person and/or support for group activities.
- Access to individually supported activities. This may involve working as part of a small group or one-to-one with an adult on individual targets.

Additional human and other resources

- Additional time for child's key person to spend a significant amount of time in setting to achieve SEND Support Plan targets.
- Supervision and monitoring of SEND Support Plan by SENCo.
- Time allocated for key professionals to liaise with parent/carers

Social, Emotional and Mental Health Provision Characteristics

Stage One

Stage Two

Early Years Foundation Stage – supporting development and learning

- Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them.
- Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, and on differentiation for access to activities.
- Account taken of the characteristics of the child's learning: play and exploration, active learning and creative and critical thinking and respond with strategies and interventions to strengthen success with SEND Support Plan targets.

Training and advice

- Staff training needs are addressed; staff are aware of the emotional needs of babies and young children, their need for good attachments to their key person and strategies for helping children to manage their own social and emotional development.
- Knowledge of key working approaches for working in partnership with parents/carers.
- New information passed to other staff and parents as appropriate.
- One-off advice may be sought from the Psychology & Advisory Support Team or Early Years Support Team to inform planning.
- Practitioners knowledgeable about Early Help Assessment, voluntary agencies and support groups who can give advice/support to parents/carers.

Early Years Foundation Stage – supporting development and learning

- Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them.
- Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of planned play and learning activities, to reflect child's developmental and language levels, with key learning outcomes identified in SEND Support Plan.
- Increased focus on specific activities as identified in the SEND Support Plan.

Training and advice

- Staff training needs are addressed; staff are aware of the emotional needs of babies and young children, their need for good attachments to their key person and strategies for helping children to manage their own social and emotional development.
- New information passed to other staff and parents as appropriate.
- Advice is sought on an ongoing basis from the Psychology & Advisory Support Team and informs planning.
- Knowledge of key working approaches for working in partnership with parents/carers.
- Practitioners knowledgeable about Early Help Assessment, voluntary agencies and support groups who can give advice/support to parents/carers.

**Social, Emotional and Mental Health Descriptors
Foundation Stage Children's Characteristics 2 – 3 years**

| Early Years Foundation Stage 2014 | Stage One 16-26 months band | Stage Two 8-20 months band | Child meets criteria for request for an Education, Health and Care Plan Birth – 11 months band |
|---|--|---|---|
| <p><u>Personal Social and Emotional Development</u></p> <p>Self confidence and self awareness</p> | <ul style="list-style-type: none"> • Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. • Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). • Demonstrates sense of self as an individual, e.g. wants to do things independently, says 'No' to adult. • Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others when playing independently. | <ul style="list-style-type: none"> • Enjoys finding own nose, eyes or tummy as part of naming games. • Learns that own voice and actions have effects on others. • Uses pointing with eye gaze to make requests, and to share an interest. • Engages other person to help achieve a goal, e.g. to get an object out of reach. | <ul style="list-style-type: none"> • Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions. • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. |
| <p>Managing feelings and behaviour</p> | <ul style="list-style-type: none"> • Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. • Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • Responds to a few appropriate boundaries, with encouragement and support. • Begins to learn that some things are theirs, some things are shared, and some things belong to other people. | <ul style="list-style-type: none"> • Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. • Growing ability to soothe themselves, and may like to use a comfort object. • Cooperates with caregiving experiences, e.g. dressing. • Beginning to understand 'yes', 'no' and some boundaries. | <ul style="list-style-type: none"> • Is comforted by touch and people's faces and voices. • Seeks physical and emotional comfort by snuggling into trusted adults. • Calms from being upset when held, rocked, spoken or sung to with soothing voice. • Shows a range of emotions such as pleasure, fear and excitement. • Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying. |

**Social, Emotional and Mental Health Descriptors
Foundation Stage Children's Characteristics 2 – 3 years**

| Early Years Foundation Stage 2014 | Stage One 16-26 months band | Stage Two 8-20 months band | Child meets criteria for request for an Education, Health and Care Plan Birth – 11 months band |
|--|---|---|--|
| Making relationships | <ul style="list-style-type: none"> Plays alongside others. Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. | <ul style="list-style-type: none"> Seeks to gain attention in a variety of ways, drawing others into social interaction. Builds relationships with special people. Is wary of unfamiliar people. Interacts with others and explores new situations when supported by familiar person. Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them. | <ul style="list-style-type: none"> Enjoys the company of others and seeks contact with others from birth. Gazes at faces and copies facial movements, e.g. sticking out tongue, opening mouth and widening eyes. Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. Responds to what carer is paying attention to, e.g. following their gaze. Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin. |

**Social, Emotional and Mental Health Descriptors
Foundation Stage Children's Characteristics 3 – 4 years**

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|---|---|---|---|
| <p><u>Personal Social and Emotional Development</u></p> <p>Self confidence and self awareness</p> | <ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult. • Expresses own preferences and interests. • May sit independently for a short group activity, where the activity is personally meaningful, (e.g. for song - or story-time, snack-time). • Independent play shows some organisation and purpose, but this is often limited for their age (e.g. fills container with sand, empties it into a smaller container and observes over-spill, then repeats and extends the action; builds a simple bridge using blocks; completes a two - to four-piece interlocking puzzle). | <ul style="list-style-type: none"> • Explores new toys and environments, but 'checks in' regularly with familiar adults as and when needed. • Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). • Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult. • May sit independently for a short group activity with some verbal or visual prompts to focus. • Additional structure and adult support needed for less intrinsically-motivating group activities. • Limited purposeful independent play for their age (e.g. briefly relates two or more objects in a purposeful way, such as putting the lid on a teapot; briefly explores properties of materials and items, such as filling a container with bricks, sand, putting rice in a truck, squashing play-dough and using a knife or cutter on it). | <ul style="list-style-type: none"> • Enjoys finding own nose, eyes or tummy as part of naming games. • Learns that own voice and actions have effects on others. • Uses pointing with eye gaze to make requests, and to share an interest. • Engages other person to help achieve a goal, e.g. to get an object out of reach. • Unable to benefit from group learning opportunities or play independently for sustained periods because of level of development. • Very limited purposeful play for their age (e.g. exploring objects using their senses, feeling them, banging them together to make sounds, mouthing, shaking, hitting them with a hammer, investigating cause and effect. May be beginning to relate two or more objects together once it has been modelled for them by an adult). |

**Social, Emotional and Mental Health Descriptors
Foundation Stage Children's Characteristics 3 – 4 years**

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|---|---|---|---|
| <p>Managing feelings and behaviour</p> | <ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed. • Can express their own feelings such as sad, happy, cross, scared, worried. • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others. • Tries to help or give comfort when others are distressed • Shows understanding and cooperates with some boundaries and routines. • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. • Growing ability to distract self when upset, e.g. by engaging in a new play activity. | <ul style="list-style-type: none"> • Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. • Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • Responds to a few appropriate boundaries, with encouragement and support. • Begins to learn that some things are theirs, some things are shared, and some things belong to other people. | <ul style="list-style-type: none"> • Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. • Growing ability to soothe themselves, and may like to use a comfort object. • Cooperates with caregiving experiences, e.g. dressing. • Beginning to understand 'yes', 'no' and some boundaries. |

**Social, Emotional and Mental Health Descriptors
Foundation Stage Children's Characteristics 3 – 4 years**

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|-----------------------------------|---|---|--|
| Making relationships | <ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Seeks out others to share experiences. • Shows affection and concern for people who are special to them. • May form a special friendship with another child. | <ul style="list-style-type: none"> • Plays alongside others. • Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. • Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. | <ul style="list-style-type: none"> • Seeks to gain attention in a variety of ways, drawing others into social interaction. • Builds relationships with special people. • Is wary of unfamiliar people. Interacts with others and explores new situations when supported by familiar person. • Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them. |

**Social, Emotional and Mental Health Descriptors
Foundation Stage Children's Characteristics 4 – 5 years**

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|--|---|---|--|
| <p><u>Personal, Social and Emotional Development</u></p> <p>Self-confidence and self-awareness</p> | <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. • Independent shows organisation and purpose. | <ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult • Express own preferences and interests • Independent play shows some organisation and purpose, but this is often limited for their age (e.g. fills container with sand, empties it into a smaller container and observes over-spill, then repeats and extends the action; builds a simple bridge using blocks; completes a two - to four-piece interlocking puzzle). • Some awareness of own limitations or possible dangers in the environment, but may compromise the safety of themselves or others at times when playing independently | <ul style="list-style-type: none"> • Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. • Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). • Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult. • Limited purposeful independent play for their age (e.g. briefly relates two or more objects in a purposeful way, such as putting the lid on a teapot; briefly explores properties of materials and items, such as filling a container with bricks, sand, putting rice in a truck, squashing playdough and using a knife or cutter on it).. |

**Social, Emotional and Mental Health Descriptors
Foundation Stage Children's Characteristics 4 – 5 years**

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|--|--|--|---|
| Managing feelings and behaviour | <ul style="list-style-type: none"> • Aware of own feelings, and knows that some action and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. | <ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed. • Can express their own feelings such as sad, happy, cross, scared, worried. • Responds to the feelings and wishes of others. • Aware that some actions can hurt of harm others. • Tries to help or give comfort when others are distressed. • Shows understanding and cooperates with some boundaries and routines. • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. • Growing ability to distract self when upset, e.g. by engaging in a new play activity. | <ul style="list-style-type: none"> • Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. • Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • Responds to a few appropriate boundaries with encouragement and support. • Begins to learn that some things are theirs, some things are shared, and some things belong to other people |

**Social, Emotional and Mental Health Descriptors
Foundation Stage Children's Characteristics 4 – 5 years**

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|--|---|---|---|
| Making relationships | <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. | <ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Seeks out others to share experiences. • Shows affection and concern for people who are special to them. • May form a special friendship with another child. | <ul style="list-style-type: none"> • Plays alongside others. • Uses familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. • Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. |

SENSORY AND/OR PHYSICAL NEEDS

Introduction:

The SEN & Disability Code of Practice 2014

Some children and young people require special educational provision because they have disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. 6.34

Hearing Impairment

Some children are born deaf and others may become deaf later in life, for example as a result of an illness. The two main types of deafness are Conductive Deafness and Sensorineural Deafness. Conductive deafness is the most common amongst young children and is usually but not always caused by fluid building up in the middle ear, preventing sounds from passing through the middle ear to the outer ear in the inner ear, this type of deafness is also referred to as 'glue ear' and will generally be a mild to moderate loss.

NB; a moderate hearing loss can have a significant impact on language acquisition especially if the loss is over a long time period and/or has gone un-diagnosed during the

child's formative years. Antibiotics or grommets can alleviate this, at least temporarily, and most children will out-grow middle-ear infection. Whilst the child is subject to 'glue ear' (congested), they will have a hearing-impairment. Sensorineural hearing loss is caused by damage to the inner ear or auditory nerve and cannot be treated, so the hearing loss is permanent. Sensorineural hearing loss can range in severity described depending on the degree of the loss, as mild, moderate, severe or profound. In the majority of cases hearing aids will be prescribed by the child's audiology department. This will amplify sound but will not necessarily improve the quality of the speech heard. Children with a Sensorineural hearing loss can also suffer from 'glue ear'. When this happens residual aided hearing will be affected resulting in a further reduction in access to sounds. Children with a combination of both types of deafness will be referred to as suffering a sensorineural loss with a conductive overlay.

Within the learning environment good acoustics are crucial if the child is to access directed speech and incidental (overheard) language effectively. If the environment is subject to high levels of background noise, such as the radio playing loudly all day or external sources of noise, speech will be masked, which will impact on the hearing impaired child's access and therefore their ability to develop language competency.

Further information regarding acoustics can be found within the National Deaf Children's Society (NDCS) or via Harlington Area School Trust's (HAST) peripatetic hearing impairment service.

The National Deaf Children's Society, in their Deaf Friendly Teachers Training Pack says, 'Children develop communication, learning and social skills in their day-to-day activities. The impact of deafness on these areas will be different for individual children. No two deaf children are the same and any levels of deafness can affect a child's access to their environment.

Deafness is likely to affect a child's ability or willingness to:

- Initiate conversations.
- Use appropriate language.
- Express their feelings and emotions.
- Be fully included in large groups.
- Develop confidence and self-esteem.
- Learn appropriate social behaviour incidentally.

Visual Impairment

Some children are born with a severe visual impairment; others may become visually impaired during their school years, for example due to genetic causes or accidents. The severity of the visual impairment can differ widely

SENSORY AND/OR PHYSICAL NEEDS

The SEN & Disability Code of Practice 2014

amongst children who have the same condition. Prescription glasses may help improve a child's vision but may not fully correct the child's vision. Glasses may not be easily tolerated by a child. A visual impairment may be caused by a problem in the eye itself (e.g. cornea, retina), the optic nerve, visual cortex or the muscles surrounding the eye.

"Vision acts as a bridge between information from our other senses.

Sight unifies, co-ordinates and is informed by input from touch and hearing. Vision perception is a major area of activity for the human brain. It has been estimated that between 70% - 80% of the total information the brain receives comes from the visual pathways".

Olga Miller: Supporting Children with Visual Impairment in mainstream schools.

A severe visual impairment might affect a child's opportunity to:

- Move about freely.
- Learn about the immediate environment.
- Learn about the wider environment.
- Access learning in and out of school.
- Be completely independent.
- Be an active member of a peer group.

- Develop confidence and self esteem.
- Learn appropriate social behaviour.

Physical Difficulties

Children with physical difficulties are all affected in different ways. Some children can walk, sit up and talk, although they may take longer to develop these skills. Other children may require a high level of support to enable them to be fully included.

Some children with physical difficulties may also have learning difficulties or other difficulties such as a hearing or visual impairment, or speech, language and communication difficulties. They may also have a medical condition, for example, epilepsy.

A physical difficulty might affect a child's opportunity to:

- Make use of the furniture and equipment generally available in the nursery.
- Move about freely.
- Communicate effectively.
- Be an active member of a peer group.
- Be included in all areas of the curriculum.

SENSORY AND/OR PHYSICAL NEEDS

The SEN & Disability Code of Practice 2014

Many of these children will require some of the following:

- Appropriate seating.
- Adaptations to the physical environment of the setting.
- Access to alternative or augmented forms of communication.
- Access to specialist equipment/materials.
- Adult support.
- Regular and frequent access to specialist support.

It is important for children with physical disabilities to be supported in gaining as much independence as possible and, therefore, they may need a high level of adult support initially. For example, a child may need help in learning to use the toilet independently, to safely use outdoor equipment or to change footwear.

If a child has a medical condition a detailed **care plan** should be written in consultation with parents and the outreach nurse or other suitable medical practitioner. It should be kept up to date, and a copy held in the setting.

Hearing Impairment Provision Characteristics

Stage One

Stage 2

Parent's/carers' and child's participation

- Parents/carers contribute to assessment.
- Parents/carers participate in SEND Support Plan, setting targets, monitoring progress and reviews, and be involved in supporting targets in the home.
- The views of the child are taken account of.
- Opportunities for parents/carers to learn how to help their child further.
- Enhanced contact for parents with key person in setting. Contact book or diary might be used to facilitate discussion of activities at home and in sitting.
- Parents/carers are informed about the Local Offer and Parent Partnership Service.

Assess, plan, do review

This process of Assessment, planning and review may need to take account of the child's attendance at more than one setting.

- Setting supplements their normal systems of assessment, planning and reviewing by further observation in order to understand child's current interests, developments and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting), e.g. outdoor environment, at lunchtime.
- Planning of intervention involving the parent/carer, child, setting SENCo, key person, and takes account of any existing advice from a Qualified Teacher of the deaf (QTOD).
- SEND Support Plan with SMART targets, which take account of specialist advice.
- Half termly (approximately 6 weekly) review of child's progress.

Parent's/carers' and child's participation

- Parents/carers contribute to assessment.
- Parents/carers participate in SEND Support Plan, setting targets, monitoring progress and reviews, and be involved in supporting targets in the home.
- The views of the child are taken account of.
- Opportunities for parents/carers to work in partnership with practitioners and specialist support professionals to share knowledge and develop a consistent approach to developing the child's skills and experience.
- Enhanced contact for parents with key person in setting. Contact book or diary might be used to facilitate discussion of activities at home and in sitting.
- Parents/carers are informed about the Local Offer and the Parent Partnership Service.

Assess, plan, do review

Assessment, planning and review may need to take account of the child's attendance at more than one setting.

- Ongoing observation undertaken in order to understand the child's current interests, development and learning needs that are additional to or different from what is usually provided for all children within the setting
- Planning of intervention involving the parent/carer, child, setting SENCo, key person, and advising agencies (QTOD).
- SEND Support Plan with SMART targets, which take account of specialist advice.
- Half-termly review of child's progress.
- Input or attendance made by appropriate external agencies to reviews.

Hearing Impairment Provision Characteristics

Stage One

Stage 2

Quality learning experiences

- Grouping strategies used flexibly to enhance learning and access to the daily activities and to focus available adult support where needed.
- Additional adult support and/or attention for group activities where relevant.
- Consideration given to acoustic environment minimising background noise.

Additional human and other resources

- Additional adult attention and/or support for some activities, including planned and agreed targets, from practitioners already working in the setting.
- Supervision and monitoring of SEND Support Plan by SENCo/QTOD.
- Support for some activities, including planned targets, from practitioners already working in the setting, to ensure access and encourage independence.

Early Years Foundation Stage – supporting development and learning

- Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them.
- Emphasis on providing an enabling environment both inside and out, with increased differentiation of activities, availability of resources and materials, to reflect child's hearing needs.
- Limited modifications to, and differentiation of the setting, to ensure access.

Quality learning experiences

- Grouping strategies used flexibly to enhance learning and access to the daily activities and to focus available adult support where needed.
- Additional adult attention and/or support for group activities.
- Access to individually supported activities. This may involve working as part of a small group or one-to-one with an adult on planned targets.
- Consideration given to acoustic environment / minimise background noise.
- Consideration given to the position of the child in relation to the speaker giving the child the best opportunity to see speaker's face and hear at optimal level.

Additional human and other resources

- Additional adult attention and/or support for some activities, including planned and agreed short term targets.
- Supervision and monitoring of SEND Support Plan by SENCo/QTOD.
- Time allocated for key person and SENCo to liaise with external agencies.
- Space for storage facilities for pupil's specific equipment.
- Regular staff support and/or specialist teaching needed.

Early Years Foundation Stage – supporting development and learning

- Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them.
- Emphasis on providing an enabling environment both inside and out, with increased differentiation of activities, availability of resources and materials, to reflect child's hearing needs.
- Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication techniques, as identified through QTOD.
- The child may need individual materials to ensure appropriate access.

Hearing Impairment Provision Characteristics

| Stage One | Stage 2 |
|--|--|
| <p>Training and advice</p> <ul style="list-style-type: none">• Staff training needs are addressed by QTOD and information is passed to other staff and parents as appropriate. This will help to inform planning.• Ongoing parental involvement and support.• Liaison with other agencies as appropriate. | <p>Training and advice</p> <ul style="list-style-type: none">• Support and advice concerning the educational impact of the child's hearing impairment for staff from a QTOD. This informs planning.• Staff attend training and disseminate information to appropriate members of staff.• Advice sought on an on going basis from a QTOD.• Ongoing parental involvement and support.• Practitioners knowledgeable about voluntary agencies/support groups who can give advice/support to parents/carers. |

**Hearing Impairment Descriptors
Foundation Stage Children's Characteristics**

| Early Years Foundation Stage | Stage 1 | Stage 2 | Child meets criteria for request for an Education, Health and Care Plan if described by one or both of the shaded descriptors in this column |
|---|--|--|---|
| Degree of Hearing loss | <p>Child may have:</p> <ul style="list-style-type: none"> • Fluctuating, conductive (temporary) hearing loss (may be aided). • Mild bilateral hearing loss (may be aided). • Unilateral hearing loss. • Annual review by Qualified Teacher of the deaf. | <p>Child has:</p> <ul style="list-style-type: none"> • Permanent conductive hearing loss (usually associated with a particular syndrome). • Moderate/severe hearing loss (aided). • Deteriorating hearing loss. • The nature of the hearing loss must be clarified by a Qualified Teacher of the Deaf. • Termly or more frequent reviews by Teacher of the Deaf are in place. | <p>Child:</p> <p>Has a permanent hearing loss of greater than 40dBHL in the better ear. The child's hearing loss, or hearing loss in conjunction with additional difficulties e.g. language disorder, conductive hearing loss overlay, developmental delay, significantly impairs his/her access to the curriculum.</p> <p>Termly or more frequent reviews by Qualified Teacher of the Deaf in place.</p> |
| Personal, Social and Emotional Development | <p>Child:</p> <ul style="list-style-type: none"> • May be reluctant or have difficulty in playing with other children, joining in group situations because of background noise, language content, concept formation and issues such as confidence, self esteem, anxiety or frustration. | <p>Child:</p> <ul style="list-style-type: none"> • May be reluctant or have difficulty in playing with other children, joining in group situations because of background noise, language content, concept formation and issues such as confidence, self esteem, anxiety or frustration. | <p>Child:</p> <ul style="list-style-type: none"> • May be reluctant or have difficulty in playing with other children, joining in group situations because of background noise, language content, concept formation and issues such as confidence, self esteem, anxiety or frustration. |

**Hearing Impairment Descriptors
Foundation Stage Children's Characteristics**

| Early Years Foundation Stage | Stage 1 | Stage 2 | Child meets criteria for request for an Education, Health and Care Plan if described by one or both of the shaded descriptors in this column |
|---|--|--|---|
| Personal, Social and Emotional Development | <p>Child:</p> <ul style="list-style-type: none"> • May express their difficulty in ways that appear withdrawn, aggressive, destructive or oppositional in nature | <p>Child:</p> <ul style="list-style-type: none"> • This may be expressed in ways that appear withdrawn, aggressive, destructive or oppositional in nature. | <p>Child:</p> <ul style="list-style-type: none"> • This may be expressed in ways that appear withdrawn, aggressive, destructive or oppositional in nature. |
| Language and communication Listening and attention | <p>Child:</p> <ul style="list-style-type: none"> • Have less developed listening and attention skills than other same-age children. • Need the speaker to ensure that they have the child's attention and eye contact and visual cues before speaking, particularly in busy or noisy environments. • Need additional visual aids when listening in a busy or noisy environment. • Have short attention span. • Need attention redirecting/focusing in listening situations. • Finds concentrating/listening difficult where there is background noise. | <p>Child:</p> <ul style="list-style-type: none"> • Will have listening skills which are less developed than other same-age children. • Need to have eye contact and visual cues when required to listen particularly in a busy or noisy environments. • Present with some delay in responding to spoken language and need encouragement to respond. | <p>Child:</p> <ul style="list-style-type: none"> • Needs constant simplification and repetition with clear grammatical language, visual cues and redrafting. |

**Hearing Impairment Descriptors
Foundation Stage Children's Characteristics**

| Early Years Foundation Stage | Stage 1 | Stage 2 | Child meets criteria for request for an Education, Health and Care Plan if described by one or both of the shaded descriptors in this column |
|--|---|---|---|
| <p>Language and communication</p> <p>Listening and attention</p> | | <p>Child:</p> <ul style="list-style-type: none"> • May have short attention span. He/she may need attention redirecting/focussing and listening situations. • May find concentrating/listening difficult where there is background noise. | <p>Child:</p> <p>Will need 1-1 support to help with access and supplement information to aid understanding.</p> |
| <p>Understanding of language</p> | <p>Child:</p> <ul style="list-style-type: none"> • May have age appropriate understanding of language. • May need two-part instructions breaking down into component parts and repeating. • May benefit from 1:1 support and additional advice from teacher of the deaf. | <p>Can range from being able to:</p> <ul style="list-style-type: none"> • Follow simple directions relating to what they are doing (e.g. 'Sit down', 'Feed Teddy', 'Kiss Daddy night-night'). <p>TO</p> <ul style="list-style-type: none"> • Understanding sentences such as 'Put away your toys and we'll read a book', and responding to simple two-part instructions or requests (e.g. 'Get your shoes and put on your coat'). | <p>Child:</p> <ul style="list-style-type: none"> • Takes longer than other same age children to acquire the meaning of new words for daily items or routines. • Needs daily planned activities to repeat the language associated with familiar objects and routines in order to show understanding of them. • Demonstrates that their understanding of new words may not be maintained unless over-learnt. |

Hearing Impairment Descriptors
Foundation Stage Children's Characteristics

| Early Years Foundation Stage Area of Learning: | Stage 1 | Stage 2 | Child meets criteria for request for an Education, Health and Care Plan if described by one or both of the shaded descriptors in this column |
|---|---|---|--|
| Understanding of language | | <ul style="list-style-type: none"> • May need objects, pictures, gestures or other visual information to enable understanding in less familiar contexts. | <ul style="list-style-type: none"> • Needs repeated exposure to new activity with visual support to reinforce language, e.g. objects, pictures, gestures, before able to show consistent understanding of language used in that context. |
| Speaking | <p>Child:</p> <ul style="list-style-type: none"> • Generally has age appropriate language structure. • Generally has age-appropriate use of language and communication strategies. • Is understood most of the time. • May appear reserved or may use an over-loud voice. | <p>Child's use of language can range from being able to:</p> <ul style="list-style-type: none"> • Produce utterances consisting of single words. <p>TO</p> <ul style="list-style-type: none"> • Producing utterances where length, intonation, etc are more age-appropriate. Intelligibility may vary. <p>OR</p> <ul style="list-style-type: none"> • Use some single words or learnt phrases appropriately, and some 'gobbledegook' to convey meaning. Some of these may be 'own words' which only familiar adults are able to interpret. | <p>Child:</p> <ul style="list-style-type: none"> • May use single words and 2 or 3 words which are unintelligible to all but a familiar listener. • Has incomplete articulation and lacking intonation, appropriate pitch or volume. Demonstrates improvement with developing auditory discrimination. <p>OR</p> <ul style="list-style-type: none"> • Uses language which is limited to naming and commenting in relation to familiar activities and routines. |

**Hearing Impairment Descriptors
Foundation Stage Children's Characteristics**

| Early Years Foundation Stage | Stage 1 | Stage 2 | Child meets criteria for request for an Education, Health and Care Plan if described by one or both of the shaded descriptors in this column |
|------------------------------|---------|--|---|
| Speaking | | <p>TO</p> <ul style="list-style-type: none"> • Beginning to use little 'sentences' by joining 2 or 3 words together, e.g. "Daddy (has gone to) work". • May occasionally use longer sentences (e.g. 'Mummy go shops now'). Asks simple questions (e.g. 'Where's Mummy?'). • Often making attempts to get their meaning across in new situations, e.g. by pointing, showing objects, gestures, taking adult by the hand). • Having speech that is very difficult to understand, except by a familiar adult in context and/or unless accompanied by gestures and other cues. <p>TO</p> <ul style="list-style-type: none"> • Speech that is understandable from context and child being understood most of the time. | <ul style="list-style-type: none"> • Uses any known language accompanied by pointing and showing objects, gestures and taking a familiar adult by the hand. <p>OR</p> <ul style="list-style-type: none"> • Speech may be difficult to understand, even for familiar adult. Demonstrates improvement with developing auditory discrimination. • Speech may show minimal development despite targeted work. |

**Visual Impairment
Foundation Stage Provision Characteristics**

Stage One

Stage Two

Parents/carers' and child's participation

- Parents/carers contribute to assessment.
- Parents/carers participate in SEND Support Plan, setting targets, monitoring progress and reviews, and be involved in supporting targets in the home.
- The ascertainable views of the child are taken account of.
- Opportunities for parents/carers to learn how to help their child further.
- Parents/carers are informed about the Local Offer and Parent Partnership Service.

Assess, plan, do review

Assessment, planning and review may need to take account of the child's attendance at more than one setting:-

- Setting supplements their normal systems of assessment, planning and reviewing by further observation in order to understand child's current interests, developments and learning needs (i.e. needs that are additional or different from what is usually provided for all children within the setting), e.g. outdoor environment, at lunchtime.
- Planning and intervention involving the parent/carer, child, setting SENCo, key person, and takes account of any existing advice from a Qualified Teacher of the Visually impaired (QTVI).
- Parents/carers participate in SEND Support Plan, setting targets, monitoring progress and reviews.
- Half termly (approximately 6 weekly) review of child's progress.

Parents/carers' and child's participation

- Parents/carers contribute to assessment.
- Parents/carers participate in SEND Support Plan, setting targets, monitoring progress and reviews, and be involved in supporting targets in the home.
- The ascertainable views of the child are taken account of.
- Opportunities for parents/carers to work in partnership with practitioners and specialist support professionals to share knowledge and develop a consistent approach to developing the child's skills and independence.
- Enhanced contact for parents with key person in setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting.
- Parents/carers are informed about the Local Offer and Parent Partnership Service.

Assess, plan, do review

Assessment, planning and review may need to take account of the child's attendance at more than one setting:-

- Ongoing observation undertaken in order to understand the child's current interests, development and learning needs that are additional to or different from what is usually provided for all children within the setting.
- Planning and intervention involving the parent/carer, child, setting SENCo, key person, and advising agencies (QTVI).
- Parents/carers participate in SEND Support Plan, setting targets, monitoring progress and reviews.
- Half-termly review of child's progress.
- Input or attendance made by appropriate external agencies to reviews.

**Visual Impairment
Foundation Stage Provision Characteristics**

Stage One

Stage Two

Quality learning experiences

- Grouping strategies used flexibly to enhance learning and access to the daily activities and to focus available adult support where needed.
- Additional adult support and/or attention for group activities where relevant.
- Appropriate position considered for each activity.

Additional human and other resources

- Additional adult attention and/or support for some activities, including IEP targets, from practitioners already working in the setting.
- Supervision and monitoring of SEND Support Plan by SENCo.
- Support for some activities, including targets, from practitioners already working in the setting, to ensure access and encourage independence.
- Use of standard and some modified materials.
- Modification to the visual environment, e.g. lighting, contrast.

Quality learning experiences

- Grouping strategies used flexibly to enhance learning and access to the daily activities and to focus available adult support where needed.
- Additional adult attention and/or support for group activities.
- Access to individually supported activities. This may involve working as part of a small group or one-to-one with an adult on planned targets.
- Appropriate position considered for each activity.

Additional human and other resources

- Additional adult attention and/or support for some activities, including IEP targets.
- Supervision and monitoring of SEND Support Plan by SENCo/QTVI.
- Space for storage facilities for pupil's specific equipment.
- Regular staff support and/or specialist teaching needed.
- Access to specialist VI equipment and resources, as appropriate.
- Suitable lighting and seating.

Visual Impairment Foundation Stage Provision Characteristics

Stage One

Early Years Foundation Stage – supporting development and learning

- Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationship with them.
- Emphasis on providing and enabling environment both inside and outside, with increased differentiation of curriculum access and materials, to reflect child's visual needs.
- Limited modifications to and differentiation of the setting to ensure access.

Training and advice

- Staff training needs are addressed by QTVI and information is passed to other staff and parents as appropriate. This will help to inform planning.
- Liaison with other agencies as appropriate.

Stage Two

Early Years Foundation Stage – supporting development and learning

- Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationship with them.
- Emphasis on providing and enabling environment both inside and outside, with increased differentiation of curriculum access and materials, to reflect child's visual needs.
- Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication techniques, as identified by QTVI.
- The child may need individual materials to ensure appropriate access.

Training and advice

- Support and advice concerning the educational impact of the child's visual impairment for staff from a QTVI. This informs planning.
- Staff attend training and disseminate information to appropriate members of staff.
- Advice sought on an ongoing basis from a QTVI.
- Ongoing parental involvement and support.
- Practitioners knowledgeable about voluntary agencies/support groups who can give advice/support to parents/carers.

Visual Impairment Descriptors

| Early Years Foundation Stage 2014 | Stage One | Stage Two | Child meets criteria for request for an Education, Health and Care Plan if described by one or both of the shaded descriptors in this column |
|---|---|--|---|
| Degree of Visual Impairment | <ul style="list-style-type: none"> Slightly reduced vision in one or both eyes which could affect learning. | <ul style="list-style-type: none"> Correct vision is 6/18 or worse in both eyes. Child has a known deteriorating visual condition. Child has a significant visual field defect which could affect learning. | <ul style="list-style-type: none"> Child has a significant visual impairment and/or is registered as Sight Impaired or Severely Sight Impaired. Requires the need for extensively modified materials. For example print size of 24 and above, enlarged screen environment and/or specialist software to enable access to computers. |
| Personal, Social and Emotional Development | <ul style="list-style-type: none"> Shows increasing confidence in new situations. Expresses needs and feelings appropriately. Has a sense of personal identity. Forms good relationships with other children and staff. | <ul style="list-style-type: none"> Needs some adult support to help form good relationships with other children, for example to learn their names; to appreciate personal space. | <ul style="list-style-type: none"> Specific attention to social [care] support needed. There may be concern about the child's ability to initiate and maintain social relationships due to the visual impairment. |

Visual Impairment Descriptors

| | Stage One | Stage Two | |
|----------------------------------|---|---|--|
| Expressive art and design | May need verbal prompts or occasional physical support from an adult. Child may not often choose craft and other fine motor activities. | Needs some individual physical support and verbal prompts from an adult. Child may not choose craft and other fine motor activities spontaneously. | Child may need support to operate and use a range of materials and equipment safely. |
| | Child explores and uses a range of materials safely. | Child needs help to use a range of materials safely and encouragement to use soft / messy materials. | |
| | Child can operate and use all equipment safely with initial adult support. | Child needs help or support to operate and use equipment safely. | |
| | Child may need enlarged screen environment and some modified equipment e.g. dark pens. | Child may need enlarged screen environment and/or specialist software to increase access to computers. | |
| Physical Development | Child can explore the environment independently and can negotiate the space and objects around them. | Child can explore the environment independently and is becoming aware of how to negotiate the space and objects around them. Sometimes needs adult support. | Individual support needed to learn skills for independence / mobility. |
| Moving and handling | Showing increasing control in using equipment for climbing, scrambling, sliding and swinging. May need some additional supervision when using unfamiliar equipment. | Needs adult support or supervision to safely use equipment for climbing, scrambling, sliding and swinging. | |
| Health and self care | Shows awareness of own needs with regard to eating and hygiene but may need some initial adult support. | Shows awareness of own needs with regard to eating and hygiene but needs some adult support to meet those needs. | Needs specific guidance due to visual impairment to attend to these needs and to develop independence. |

Visual Impairment Descriptors

| | Stage One | Stage Two | |
|------------------|--|---|--|
| Feeding | <ul style="list-style-type: none"> • Feeds self using fingers or utensils but may need some adult support (e.g. verbal encouragement). • Can place used crockery on table. | <ul style="list-style-type: none"> • Is able to feed self using fingers or utensils but may need individual physical support and/or supervision. • May need assistance or verbal prompts to place used crockery in correct place. | |
| Washing | Can wash and dry hands but may need verbal prompts. | Actively co-operates with washing and drying hands but may need adult support, e.g. to find hook / soap. | |
| Dressing | Can dress and undress self, in line with sighted pupils. | Needs help to organise clothes and help with fastenings etc. | |
| Toileting | Can use facilities with minimal help from adult. | Can use facilities with help from adult. | |

Physical Difficulties Provision Characteristics

Stage One

Stage Two

Parents/carers' and child's participation

- Parents/carers contribute to assessment.
- Parents/carers participate in SEND Support Plan, setting targets, monitoring progress and reviews, and be involved in supporting targets in the home.
- The views of the child are taken account of.
- Opportunities for parent/carers to learn how to help their child further.
- Parents/carers are informed about the Local Offer and Parent Partnership Service.

Assess, plan, do review

Assessment, planning and review may need to take account of the child's attendance at more than one setting.

- Setting supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child's current interests, development and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting). Observation takes place around different activities and environments within the setting, e.g. outdoor environment, at lunchtime.
- Planning intervention involves the parent/carer, child, setting SEN-Co, key person, and takes account of any existing advice from Health professionals (e.g. Physiotherapist, Occupational Therapist).
- SEND Support Plan with SMART targets, which take account of specialist advice.
- Half termly (approximately 6 weekly) review of child's progress towards planned outcomes...

Parents/carers' and child's participation

- Parents/carers contribute to assessment.
- Parents/carers participate in SEND Support Plan, setting targets, monitoring progress and reviews, and be involved in supporting targets in the home.
- The views of the child are taken account of.
- Opportunities for parent/carers to work in partnership with practitioners and specialist support professionals to share knowledge and develop a consistent approach to developing the child's skills and independence.
- Enhanced contact for parents/carers with key person in setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting.
- Parents/carers are informed about the Local Offer and Parent Partnership Service.

Assess, plan, do review

Assessment, planning and review may need to take account of the child's attendance at more than one setting.

- Ongoing observation undertaken in order to understand child's current interests, development and learning needs that are additional to or different from what is usually provided for all children within the setting.
- Planning of intervention involving the parent/carer, child, setting SEN-Co, key person and external agencies.
- SEND Support Plan with SMART targets, which take account of specialist advice.
- Half termly (approximately 6 weekly) review of child's progress towards planned outcomes.
- Input or attendance made by appropriate external agencies to reviews.

Physical Difficulties Provision Characteristics

Stage One

Quality learning experiences

- Grouping strategies used flexibly to enhance learning and access to all play and learning activities and focus available adult support where needed.
- Additional adult attention and/or support for group activities where relevant.

Additional human and other resources

- Additional adult attention and/or support for some activities, including planned and agreed targets, from practitioners already working in the setting.
- Supervision and monitoring of SEND Support Plan by SENCo.
- Adaptations to buildings as appropriate (e.g. ramps, handrails in toilets).
- Storage space for specialist equipment (e.g. wheelchair, standing frame).
- Other children are supported in understanding the child's needs and engaging respectfully and helpfully with them.
- Access to some specialist equipment/materials (e.g. scissors, sloping boards, pencil grips) if appropriate.

Stage Two

Quality learning experiences

- Grouping strategies used flexibly to enhance learning and access to all play and learning activities and focus available adult support where needed.
- Additional adult attention and/or support for group activities.
- Access to individually supported activities. This may involve working as part of a small group or one-to-one with an adult on planned SMART targets.

Additional human and other resources

- Additional adult attention and/or support for some activities, including planned and agreed targets, and the development of independence.
- Supervision and monitoring of SEND Support Plan by SENCo.
- Adaptations to buildings as appropriate (e.g. ramps, handrails in toilets).
- Storage space for specialist equipment (e.g. wheelchair, standing frame).
- Other children are supported in understanding the child's needs and engaging respectfully and helpfully with them.
- Access to ICT and specialist equipment/materials (e.g. scissors, sloping boards, pencil grips) if appropriate.
- Consideration given to enabling access, through ensuring resources are at an appropriate level and additional space is provided, as necessary.

Physical Difficulties Provision Characteristics

Stage One

Stage Two

Early Years Foundation Stage – supporting development and learning

- Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationship with them.
- Emphasis on providing and enabling environment both inside and outside, with developmentally appropriate resources, and or differentiation for access to all activities. Possibly some specific reinforcement or skill-development activities in support of planned SMART targets.
- Differentiation through setting of appropriate learning and development targets.
- Allowance of additional time to respond, complete activities and consolidate learning.

Training and advice

- Staff training needs are addressed and information passed to other staff and parents.
- One-off advice may be sought from the Psychology & Advisory Support Team and informs planning.

Early Years Foundation Stage – supporting development and learning

- Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationship with them.
- Emphasis on providing and enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation for access to all activities and materials, to reflect child's developmental and language levels, with key learning outcomes identified in the child's SEND Support Plan.
- Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials, as identified through involvement of external agencies.

Training and advice

- Staff training needs are addressed, including lifting and handling training if appropriate, and information passed to other staff and parents.
- Advice is sought on an ongoing basis from the Psychology & Advisory Support Team and from Health Professionals (e.g. Physiotherapist, Occupational Therapist), and informs planning.
- Practitioners knowledgeable about voluntary agencies / support groups who can give advice/support to parents/carers.

**Physical Difficulty Descriptors
Foundation Stage Children's Characteristics 2 – 3 years**

| Early Years Foundation Stage 2014 | Stage One 16-26 months band | Stage Two 8-20 months band | Child meets criteria for request for an Education, Health and Care Plan Birth – 11 months band |
|---|--|---|--|
| <p><u>Physical Development</u></p> <p>Moving and Handling</p> | <ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make. | <ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Picks up small objects between thumb and fingers. • Enjoys the sensory experience of making marks in damp sand, paste or paint. • Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different | <ul style="list-style-type: none"> • Turns head in response to sounds and sights • Gradually develops ability to hold up own head • Makes movements with arms and legs which gradually become more controlled • Rolls over from front to back and back to front. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. • Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it to the mouth. |

**Physical Difficulty Descriptors
Foundation Stage Children's Characteristics 2 – 3 years**

| Early Years Foundation Stage 2014 | Stage One 16-26 months band | Stage Two 8-20 months band | Child meets criteria for request for an Education, Health and Care Plan Birth – 11 months band |
|------------------------------------|---|---|--|
| <p>Health and self care</p> | <ul style="list-style-type: none"> • Develops own likes and dislikes in food and drink. • Willing to try new food textures and tastes. • Holds cup with both hands and drinks without much spilling. • Clearly communicates wet or soiled nappy or pants. • Shows some awareness of bladder and bowel urges. • Shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/ undressing and hygiene routines. | <ul style="list-style-type: none"> • Opens mouth for spoon. • Holds own bottle or cup • Grasps finger foods and brings them to mouth. • Attempts to use spoon: can guide towards mouth but food often falls off. • Can actively cooperate with nappy changing (lies still, helps hold legs up) • Starts to communicate urination, bowel movement. | <ul style="list-style-type: none"> • Responds to and thrives on warm, sensitive physical contact and care. • Express discomfort, hunger or thirst. • Anticipates food routines with interest. |

**Physical Difficulty Descriptors
Foundation Stage Children's Characteristics 3 – 4 years**

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|---|---|--|--|
| <p><u>Physical Development</u></p> <p>Moving and Handling</p> | <ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand | <ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make. | <ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to another. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Picks up small objects between thumb and fingers. • Enjoys the sensory experience of making marks in damp sand, paste or paint. • Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. |

**Physical Difficulty Descriptors
Foundation Stage Children's Characteristics 3 – 4 years**

| Early Years Foundation Stage 2014 | Stage One 22 - 36 months band | Stage Two 16 - 26 months band | Child meets criteria for request for an Education, Health and Care Plan 8 – 20 months band |
|--|---|--|---|
| Health and self care | <ul style="list-style-type: none"> • Feeds self competently with spoon. • Drinks well without spilling. • Clearly communicates their need for potty or toilet. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. • Beginning to be independent in self-care, but still often needs adult support. • Some awareness of own limitations or possible dangers in the environment, but may compromise the safety of themselves or others at times when playing independently. | <ul style="list-style-type: none"> • Develops own likes and dislikes in food and drink. • Willing to try new food textures and tastes. • Holds cup with both hands and drinks without much spilling. • Clearly communicates wet or soiled nappy or pants. • Shows some awareness of bladder and bowel urges. • Shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/undressing and hygiene routines. • Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others when playing independently. | <ul style="list-style-type: none"> • Opens mouth for spoon. • Holds own bottle or cup. • Grasps finger foods and brings them to mouth. • Attempts to use spoon: can guide towards mouth but food often falls off. • Can actively cooperate with nappy changing (lies still, helps hold legs up). • Starts to communicate urination, bowel movement. • Shows very little or no awareness of safety or possible dangers in the environment, which significantly compromises the safety of themselves or others when playing independently. |

**Physical Difficulty Descriptors
Foundation Stage Children's Characteristics 4 – 5 years**

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|---|---|---|--|
| <p><u>Physical development</u></p> <p>Moving and Handling</p> | <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control • Can copy some letters e.g. letters from their name. | <ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding on to a rail two feet to a step. • May be beginning to show preference for dominant hand. | <ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make. |

Physical Difficulty Descriptors
Foundation Stage Children's Characteristics 4 – 5 years

| Early Years Foundation Stage 2014 | Stage One 30 – 50 months band | Stage Two 22 – 36 months band | Child meets criteria for request for an Education, Health and Care Plan 16 – 26 months band |
|--|--|---|---|
| Health and self care | <ul style="list-style-type: none"> • Can tell adults when hungry or tired • Observes the effect of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. | <ul style="list-style-type: none"> • Feeds self competently with spoon. • Drinks well without spilling. • Clearly communicates their need for potty or toilet. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. • Beginning to be independent in self-care, but still often needs adult support. • Some awareness of own limitations or possible dangers in the environment, but may compromise the safety of themselves or others at times when playing independently. | <ul style="list-style-type: none"> • Develops own likes and dislikes in food and drink. • Willing to try new food textures and tastes. • Holds cup with both hands and drinks without much spilling. • Clearly communicates wet or soiled nappy or pants. • Shows some awareness of bladder and bowel urges. • Shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/ undressing and hygiene routines. • Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others when playing independently. |