



Guidance on SEND in the Early Years: A Graduated Approach 2018



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INTRODUCTION

This document provides guidance to all Families, Early Years Practitioners and Health and Social Care Professionals. To support planning and decision-making for children with Special Educational Needs and Disability (SEND) In developing this guidance consideration has been given to the principles and processes outlined in the following key documents:

Key References

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. (EYFS)

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 is 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 (SEND Code of Practice)

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 recognized – 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)

The EYFS framework requires Early Years providers to have arrangements in place for meeting children's SEN. Those in group provision are expected to identify a person to act as Special Education Needs Co-ordinator (SENCo) (5.53)

A maintained nursery must ensure that there is a qualified teacher designated as the SENCo (5.52)

3. Early Support

The SEND Code of Practice advises that: 'Early Support, supports the 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)

The SEND Code of Practice advises that: '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 standardized 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/school/professionals/information-practitioners/eha-forms.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 Education, Health and Care plans but may have medical conditions that, if not properly managed, could hinder their access to education.

6. Partnership with Parents

The SEND Code of Practice recognises that: 'Parents' early observations of their child are crucial' 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 parents and young people

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

The Central Bedfordshire Local Offer website <http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.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. 2014

- 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.

In each of the four areas of need there are:

- Indicators relating to the provision characteristics – that is the actions that settings should be taking at Stage 1 and Stage 2.

- 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 Education, Health and Care plan.

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 familiar 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 where appropriate to describe/indicate the level of SEND support appropriate to meet the needs of the child.

Identifying SEN

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)

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

The 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 characteristics, 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.

SEND Support

'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.

N.B. Schools in Central Bedfordshire expressed a wish to retain a graduated approach to meeting special educational needs. There are 2 stages of SEN support:

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 that settings are advised to adopt are described under the following strands of action: -

- Parent/carers and child's participation
- Assess, plan, do and review
- Quality learning experiences
- Additional human and other resources
- Supporting development and learning
- Training and Advice

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 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 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 assessing 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 'Assess, Plan, Do, Review' 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)

Recording SEND Support

All settings are required to record the amount and type of SEND Support a child receives.

The SEND Code of practice states: Practitioners **must** maintain a record of children under their care as required by the EYFS framework. Such records about their children **must** be available to parents and they **must** include how the setting supports children with SEN and disabilities. (5.50)

To enable schools and settings to record the actions and steps taken to provide SEND Support for individual children Central Bedfordshire use a SEND Support Plan – One planning for Education, Health and Care. A copy of the SEND Support Plan can be downloaded at http://www.centralbedfordshire.gov.uk/children/se_n-disability/local-offer/overview.aspx

Education, Health and Care (EHC) Needs Assessment

The Code of Practice advises that: 'Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education,

Health and Care needs assessment' (5.49)

The special educational needs of the great majority of children should be met effectively within mainstream settings at Stage 1 or Stage 2 without an EHC Needs Assessment. An EHC Needs Assessment is appropriate only for children 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 become more actively involved. In such instances there will be detailed record of the SEND Support the child has received and how the child and family have been involved, a graduated approach to next steps, evidence based interventions tried and multi-agency involvement.

Characteristics that may indicate the need for an EHC Needs Assessment can be found in each section of this document.

It is expected that when a request for an EHC Needs Assessment is made, the child will have had SEND Support at Stage 2 over time.

This would equate to a minimum of one hour of individual support for each funded session attended as described in the section **Additional funding for Children with SEND**.

The evidence provided to support a request for an EHC Needs Assessment should show clearly how additional support at Stage 2 has been targeted.

- The child is failing to make adequate progress 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.

This period would include at least two cycles of 'assess, plan, do, review'

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 EHC Needs Assessment would be appropriate. For example, advice should be submitted from outside agencies or services in addition to the advice from the Early Years SEND Team.

The SEND 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 a Needs Assessment Request 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'

A record of the child's Send Support with a minimum of two cycles of review 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 Central Bedfordshire Needs Assessment Pathway document for further guidance.

SEND funding for Education and Care:

Children aged 3—5 years:

Central Bedfordshire assists early years settings with additional funding to support children who have special educational needs. Settings can apply for this funding to employ an additional member of staff.

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.

Disability Access Funding (DAF):

For children aged three and four years old with SEND who are in receipt of Disability Living Allowance, settings are eligible to receive the government disability access funding, a one off lump sum paid per child per year.

Children under 3 years:

Settings with children under 3 years who have additional needs can apply for inclusion funding.

More details about all SEND funding and application forms can be found on the Central Bedfordshire Local Offer website.

<http://www.centralbedfordshire.gov.uk/children/sen-disability/local-offer/overview.aspx>

Communication and Interaction

The SEND Code of Practice 0-25 years

Identifying and assessing SEN for young children for whom their 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

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)

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.

Expressive language difficulty

Children may have difficulty accessing vocabulary, using complex grammar, organising ideas, structuring sentences and conveying intended meaning 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)

Speech, Language and Communication Provision

Stage One	Stage Two
<p>Parents/carers' and child's participation</p> <ul style="list-style-type: none"> • Parents/carers contribute to the assessment. • Parents/carers participate in planning their child's SEND Support setting outcomes for progress, agreeing strategies and interventions, monitoring progress and reviews. • Parents/carers participate in using strategies and interventions for progress to support their child at home. • The child's views are taken account of. • Parents/carers are aware of opportunities to learn how to help their child make progress e.g. useful websites. • Parents/carers are informed about Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service. 	<p>Parents/carers' and child's participation</p> <ul style="list-style-type: none"> • Parents/carers contribute to the assessment. • Parents/carers participate in planning their child's SEND Support setting outcomes, monitoring progress and reviews. • Parents/carers participate in using strategies and interventions for progress to support their child at home. • The child's views 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 their child's 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 Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service.

Speech, Language and Communication Provision

Stage One	Stage Two
<p>Assess, plan, do, review Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> • 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 or lunchtime. • Planning of intervention involving the parent/carer, child, setting, SENCo and child's key person. • SEND Support in place with long term outcomes and SMART short term outcomes • Half termly (approximately 6 weekly) reviews of child's progress to inform planning for further SEND Support 	<p>Assess, plan, do, review Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> • 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, child's key person, and advising agencies. • SEND Support in place with reviewed and planned SMART outcomes, which take account of specialist advice. • Half termly (approximately 6 weekly) reviews of child's progress to inform planning for further SEND Support. • Input or attendance made by appropriate external agencies to reviews of the SEND Support.

**Speech, Language and Communication
Provision**

Stage One	Stage Two
<p>Quality Learning Experiences</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. Differentiation for play and learning activities. Possibly some specific reinforcement or skill-development activities to support targeted progress. • Content and presentation of language-based activities and materials at times e.g. story, singing: <ul style="list-style-type: none"> ➢ Ensuring the child is appropriately placed. ➢ Checking that the child is giving attention by saying their name. ➢ Giving the child time to respond to comments and questions. ➢ Repeating instructions individually to child. ➢ Simplifying and/or reducing amount of language used. 	<p>Quality Learning Experiences</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. 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. • 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: <ul style="list-style-type: none"> ➢ 1:1 or small group activities. ➢ 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.

Speech, Language and Communication Provision

Stage One	Stage Two
<p>Additional human and other resources</p> <ul style="list-style-type: none"> • 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 child's key person and setting SENCo. 	<p>Additional human and other resources</p> <ul style="list-style-type: none"> • 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 by the setting SENCo. • Time allocated for key professionals to liaise with external agencies. • Access to ICT and specialist equipment/materials if appropriate.

Speech, Language and Communication Provision

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. • Information, advice posters and leaflets about speech and language development are displayed in the setting. • Advice may be sought from the Early Years SEND Team to inform planning. • Practitioners are familiar with the Inclusion Development Programme Supporting Children with Speech, Language and Communication Needs: Guidance for practitioners in the Early Years Foundation Stage. • Practitioners attend accredited Speech and Language course 'Talk for All' • Practitioners attend training on how to deliver language booster groups e.g. 'Lift off to Language groups' • Practitioners attend regular Communication Network Meetings. 	<p>Training and Advice</p> <ul style="list-style-type: none"> • Staff training needs are addressed (e.g. in the use of augmented forms of communication, such as Makaton signing), and information passed to other staff and parents. • Advice sought from the Early Years SEND Team to inform planning. • Consultation with or individual referral to external agencies, including the NHS Speech and Language Therapy Service and/or the Central Bedfordshire Early Communication Speech and Language Team. • Practitioners are knowledgeable about voluntary agencies/support groups/websites where parents/carers can seek advice and support.

Speech, Language and Communication
Early Years 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	EHC Needs Assessment Birth – 11 months band
<u>Communication and Language</u> Listening and attention	<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. • Can 'listen' or 'do', needs adult support to shift attention to another task. • 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. • Attention is fleeting or over focused on a detail/object. 	<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. • Quiets or alerts to the sound of speech. • Looks intently at a person speaking, 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 attention. • Unable to attend to a task , flits from one activity to another showing little interest.

Speech, Language and Communication
Early Years 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	EHC Needs Assessment 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' • 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 ball to teddy' • Understands the function of objects. • Understands 'where', 'what', 'who' questions. • Understands some basic action words, e.g. sleep, walk, go, jump. • Understands basic concepts, e.g. in/on/under/big/little/hot/cold/one/all. 	<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' • Can understand more words than they can say. • Consistently collects one item when requested. • Limited understanding of basic concepts. • Requires visual support to carry out instruction. 	<ul style="list-style-type: none"> • Does not respond to their name. • Unable to understand contextual clues, e.g. familiar gestures, words and sounds. • Unable to follow simple instructions, even with visual support. • Unable to point out family members/familiar people. • May appear isolated. • Interaction is limited. 	

Speech, Language and Communication
Early Years 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	EHC Needs Assessment 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. • 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. 	<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"> • Not talking or using few single words. • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. • Practises and gradually develops speech sounds (babbling to communicate with adults, says sounds like 'baba, nono, gogo' • Makes sounds in response when talked to by familiar adults. • May use gesture/facial expression/body language to communicate. • May show frustration when they are unable to get their message across.

Speech, Language and Communication
Early Years 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	EHC Needs Assessment Birth – 11 months band
Speaking - continued	<ul style="list-style-type: none"> • 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. 		
Play and interaction	All of the above may affect a child's ability to play and interact with peers	All of the above may affect a child's ability to play and interact with peers	All of the above may affect a child's ability to play and interact with peers

Speech, Language and Communication
Early Years 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	EHC Needs Assessment 8-20 months band
<u>Communication and language</u> Listening and attention	<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. • Unable to attend to a task, flits from one activity to another showing little interest.

Speech, Language and Communication
Early Years 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	EHC Needs Assessment 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 teddy kick the ball?' • 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 ball to teddy', but requires adult support for more complex instructions. • Understands object and basic action words but finds it difficult to understand more abstract language (words you could not represent with a picture) 	<ul style="list-style-type: none"> • Unable to follow simple instructions or collect one item when instructed, even with visual support. • Unable to point out familiar objects • Unable to understand and follow setting/home routine especially changes to the normal routine.

Speech, Language and Communication
Early Years 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	EHC Needs Assessment 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. • Uses simple sentences e.g. 'Mummy gonna work' • Beginning to use word endings (e.g. going, cats) 	<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. • Frequently asks simple questions, e.g. 'Where's my drink?' 'What's that?' • Uses speech sounds p,b,m,w. 	<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. • 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.

Speech, Language and Communication
Early Years 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	EHC Needs Assessment 8-20 months band
Speaking - continued	<ul style="list-style-type: none"> • 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"> • 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"> • Uses non-verbal communication (NVC) to make wants and needs known e.g. points, nods and shakes head, facial expression. • May show frustration when they are unable to get their message across.

Speech, Language and Communication
Early Years 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	EHC Needs Assessment 16-26 months band
<u>Communication and language</u> Listening and Attention	<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'. • Finds it difficult to 'listen and do' 	<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'. • Attention is fleeting and is either unfocused or over-focused on a detail/object. • Needs constant prompting/reminders to listen.

<p style="text-align: center;">Speech, Language and communication Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
Listening and Attention - continued			<ul style="list-style-type: none"> Has short attention span, better for practical activities than for language based activities even when 1:1. Difficulty in sustaining attention in a group and consistently needs prompts/reminders to listen.
Understanding	<ul style="list-style-type: none"> Understands more complex questions or instructions with two parts 'put your hat on the table and go and find a puzzle' 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'. 	<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 or 'how' 	<ul style="list-style-type: none"> Has restricted understanding of words and concepts. Is unable to collect two items on request. Is unable to follow discussion. Does not understand wh-questions.

Speech, Language and Communication
Early Years 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	EHC Needs Assessment 16-26 months band
Understanding - continued	<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. • 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"> • 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 teddy kick the ball? • Developing understanding of simple concepts (e.g. big/little). • May make impulsive responses to questions possibly due to focussing on key words rather than the whole sentence. • May show delay in responding but can do so appropriately. 	

Speech, Language and Communication
Early Years 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	EHC Needs Assessment 16-26 months band
Speaking	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts e.g. 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) 	<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) • Beginning to use word endings (e.g. going, cats) 	<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 using 'who', 'what', 'where' but not yet consistent. • 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?'

Speech, Language and Communication
Early Years 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	EHC Needs Assessment 16-26 months band
Speaking - continued	<ul style="list-style-type: none"> • 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 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"> • 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 fal当地下落了' • Finds it difficult to use connecting words, e.g. then, and, but. • Confuses pronouns, e.g. he/his/him. • Beginning to retell stories although may get events confused. • 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 Difficulties and Autistic Spectrum Disorder

Children with a social communication difficulties have persistent needs in the social use of verbal and non-verbal communication. Typical characteristics of this disorder are described under 'Area of need' headings; *Interaction and Relationships* and *Language and Communication*.

Children diagnosed with an Autistic Spectrum Disorder will also have difficulties in these two areas, but can be differentiated by the additional presence of characteristics 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 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.

The way in which these differences impact on how the child understands and interacts with the world around them will be unique to each individual. They can occur across the full ability range and for children with ASD are frequently associated with feelings of anxiety.

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 Difficulties/Autistic Spectrum Disorder Provision

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 planning their child's SEND Support setting outcomes for progress, agreeing strategies and interventions, monitoring progress and reviews. • Parents/carers participate by being involved in supporting planned outcomes for their child in the home. • The child's views 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 their child's social communication skills. • Enhanced contact for parents with their child's key person in the setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting. • Parents/carers are informed about Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service. 	<p>Parents/Carers' and child's participation</p> <ul style="list-style-type: none"> • Parents/carers participate in planning their child's SEND Support setting SMART outcomes, monitoring progress and reviews, and be involved in supporting outcomes for their child 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 their child's social-communication skills. • Enhanced contact for parents with their child's key person in the setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting. • Parents/carers are informed about Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service.

Social Communication Difficulties/Autistic Spectrum Disorder Provision

Stage One	Stage Two
<p>Assess, plan, do review</p> <p>Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> • Settings will supplement 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 their child's strengths and challenges. • Planned outcomes are informed by an understanding of social communication difficulties and Autistic Spectrum Disorders. • SEND Support planning involves child, parent/carer, SENCo and child's key person to inform expected outcomes. • Half termly (approximately 6 weekly) reviews of child's progress to inform SEND Support 	<p>Assess, plan, do review</p> <p>Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> • Ongoing observation undertaken in order to understand child's current interest's 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 planning involves the parent/carer, child, setting SENCo, child's key person, and external advisors. • Planned outcomes are informed by an understanding of social communication difficulties and autistic spectrum disorders and which take account of specialist advice. • Half termly (approximately 6 weekly) reviews of child's progress to inform further SEND Support. • Input or attendance by appropriate external advisors to review progress to inform SEND Support.

Social Communication Difficulties/Autistic Spectrum Disorder Provision

Stage One	Stage Two
<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>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 individual outcomes.

Social Communication Difficulties/Autistic Spectrum Disorder Provision	
Stage One	Stage Two
<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 individual outcomes identified, from practitioners already working in the setting. • Supervision and monitoring of SEND Support and SMART outcomes 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: <ul style="list-style-type: none"> - 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>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 outcomes identified in the SEND Support planning • Supervision and monitoring of SEND Support and SMART outcomes by SENCo. • 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. • 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 visual structures and strategies such as photographs, pictures, objects, picture schedules, now/next board, gestures and other visual forms to support spoken language. - Appropriate motivators

Social Communication Difficulties/Autistic Spectrum Disorder Provision

Stage One	Stage Two
<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 development and learning activities. Possibly some specific reinforcement for skill-development activities in support the SMART outcomes. 	<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 for development and learning activities and materials, to reflect child's language and social communication skill levels, with key learning outcomes identified in planning for SEND Support • 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), 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 Difficulties/Autistic Spectrum Disorder Provision

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 • Advice may be sought from the Early Years SEND Team to inform planning. • Access to network groups e.g. Early Years SENCo Professional Study Groups or Communication Forums for support and sharing of strategies. 	<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 Early Years 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 SEND Team. • Training delivered to practitioners by the Early Years SEND Team. • Access to network groups e.g. Early Years SENCo Professional Study Groups or Communication Forums 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 Difficulties/Autistic Spectrum Disorder Early Years Foundation Stage Children's Characteristics			
Areas of need	Stage 1	Stage 2	EHC Needs Assessment
Inflexibility in thinking and behaviour	<p>Depending on the age and stage of development and the experience of the child:</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 the experience of the child:</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 inflexible 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. 	<p>Depending on the age and stage of development and the experience of the child and despite support and interventions at stage 2 for a significant part of the daily session/s:</p> <ul style="list-style-type: none"> • 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 Difficulties/Autistic Spectrum Disorder
Early Years Foundation Stage Children's Characteristics

Areas of need	Stage 1	Stage 2	EHC Needs Assessment
Inflexibility in thinking and behaviour - continued		<ul style="list-style-type: none"> 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 	
Attention	Depending on the age and stage of development and experience of the child:	<p>Depending on the age and stage of development and experience of the child:</p>	<p>Depending on the age and stage of development and the experience of the child and despite support and interventions at stage 2 for a significant part of the daily session/s:</p>
Self-chosen activities	<ul style="list-style-type: none"> Demonstrates a preference for activities they find motivating: and for which they have a fixed focus and extended attention that is not present for other activities e.g. lining up cars/toys, trains and track etc.; and relies on adult intervention to extend their interest to another activity. 	<ul style="list-style-type: none"> Is reluctant to be moved on to another activity from their preferred interest. May demonstrate frustration and distress and/or distress and move away. Relies on adult support and/or additional strategies to move on from a preferred activity. 	<ul style="list-style-type: none"> Prefers solitary and/or parallel play. Play includes the child's motivators, preferred activities and/or obsessions e.g. vehicles; repetitive actions e.g. spinning, opening and closing, emptying and filling, transferring objects from place to place. Is unable to make a choice between different activities and relies on adults for direction.

<p style="text-align: center;">Social Communication Difficulties/Autistic Spectrum Disorder Early Years Foundation Stage Children's Characteristics</p>			
Areas of need	Stage 1	Stage 2	EHC Needs Assessment
Attention - continued	Depending on the age and stage of development and experience of the child:	Depending on the age and stage of development and experience of the child:	Depending on the age and stage of development and the experience of the child and despite support and interventions at stage 2 for a significant part of the daily session/s:
	<ul style="list-style-type: none"> Will join in with and cooperate with adult chosen activities on a 1:1 basis if it is of particular interest to them. <ul style="list-style-type: none"> Is able to sit with a group: however, may not be able to contribute to the activity in a meaningful way. Shows interest in other children's play if it is of particular interest to them. 	<ul style="list-style-type: none"> Is reluctant to join in and cooperate and relies on visual prompts and/or strategies to cooperate. Is reluctant to join in with an adult on a 1:1 basis or in a group and requires strategies to encourage cooperation. <ul style="list-style-type: none"> Is able to sit with a group with adult support and may require additional strategies to maintain presence and attention in the group e.g. holding a small toy or prop. 	<ul style="list-style-type: none"> Is consistently reluctant to join in and cooperate with adult chosen activities on a 1:1 basis. Is consistently passive or compliant and relies on adult direction and modelling; and may require additional prompting. <ul style="list-style-type: none"> Does not share an interest or maintain focus in the group activity. Is unable to sit as part of the group without additional support and strategies.

Social Communication Difficulties/Autistic Spectrum Disorder Early Years Foundation Stage Children's Characteristics			
Areas of need	Stage 1	Stage 2	EHC Needs Assessment
Interaction and Relationships	<p>Depending on the age and stage of development and experience of the child:</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: (see page 26)</p>	<p>Depending on the age and stage of development and experience of the child:</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: and despite support and intervention at stage 2 for a significant part of the daily session/s:</p> <ul style="list-style-type: none"> • 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.

<p style="text-align: center;">Social Communication Difficulties/Autistic Spectrum Disorder Early Years Foundation Stage Children's Characteristics</p>			
Areas of need	Stage 1	Stage 2	EHC Needs Assessment
Interaction and Relationships - continued	<p>Depending on the age and stage of development and experience of the child:</p> <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.</p> <p>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:</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 limits their progress.</p> <p>This may present as passivity, avoidance, reluctance to engage or unusual/inappropriate behaviour.</p>	<p>Depending on the age and stage of development and experience of the child: and despite support and intervention at stage 2 for a significant part of the daily session/s:</p> <ul style="list-style-type: none"> • Displays a repetitive repertoire of interests and play which further contributes to their social isolation. <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 Difficulties/Autistic Spectrum Disorder
Early Years Foundation Stage Children's Characteristics

Areas of need	Stage 1	Stage 2	EHC Needs Assessment
Language/ Communication	Depending on the age and stage of development and experience of the child:	Depending on the age and stage of development and experience of the child:	Depending on the age and stage of development and the experience of the child: and despite support and interventions at stage 2 for the majority of the day or daily sessions:
Understanding/ receptive language	<ul style="list-style-type: none"> • Has some difficulty with 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. 	<ul style="list-style-type: none"> • Has some difficulty with understanding and acting on verbal information or instructions which may be 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. 	<ul style="list-style-type: none"> • 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.

Social Communication Difficulties/Autistic Spectrum Disorder Early Years Foundation Stage Children's Characteristics			
Areas of need	Stage 1	Stage 2	EHC Needs Assessment
Language/ Communication - continued Speaking/ expressive language	<p>Depending on the age and stage of development and experience of the child:</p> <ul style="list-style-type: none"> • 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:</p> <ul style="list-style-type: none"> • Sometimes 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. • 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. 	<p>Depending on the age and stage of development and experience of the child: and despite support and interventions at stage 2 for the majority of the day or daily sessions:</p> <ul style="list-style-type: none"> • 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. • 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).

Social Communication Difficulties/Autistic Spectrum Disorder
Early Years Foundation Stage Children's Characteristics

Areas of need	Stage 1	Stage 2	EHC Needs Assessment
Language/Communication - continued	Depending on the age and stage of development and experience of the child:	Depending on the age and stage of development and experience of the child:	Depending on the age and stage of development and experience of the child: and despite support and interventions at stage 2 for the majority of the day or daily sessions:
Speaking/expressive language - continued			<ul style="list-style-type: none"> • May display as non-verbal, echolalia or talk exclusively in learnt phrases and language. • Onset of language may be delayed, or might only use language skills in a familiar context.
Non-verbal Communication			<ul style="list-style-type: none"> • Methods of non-verbal communication may vary and include more than one method depending on the situation, anxiety levels and the strategies and support available. <p>The above consistently impacts on their ability to access the play and learning experiences and to interact with others.</p>

Social Communication Difficulties/Autistic Spectrum Disorder Early Years Foundation Stage Children's Characteristics			
Areas of need	Stage 1	Stage 2	EHC Needs Assessment
Progress and Attainment	<p>Depending on the age and stage of development and experience of the child:</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:</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: and despite support and interventions at stage 2 for the majority of the day or daily sessions:</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 Difficulties/Autistic Spectrum Disorder Early Years Foundation Stage Children's Characteristics			
Areas of need	Stage 1	Stage 2	EHC Needs Assessment
Sensory processing	<p>He/she: 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 <p>This can at times lead to distraction from play and learning.</p>	<p>He/she: 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 <p>This can lead to distraction from play activities and learning with heightened anxiety levels</p>	<p>He/she: 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 <p>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.</p>

Social Communication Difficulties/Autistic Spectrum Disorder
Early Years Foundation Stage Children's Characteristics

Areas of need	Stage 1	Stage 2	EHC Needs Assessment
Personal, Social and Emotional Development (For social development see Interaction and Relationships Page 36/37)	<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>This may 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>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>This may present as:</p> <ul style="list-style-type: none"> • Passivity • Avoidance of behaviour • Reluctance to engage • Unusual and/or inappropriate behaviour. • Frequent anxiety <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>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>This may 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. • Frequent high levels of anxiety <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 style="text-align: center;">Social Communication/Autistic Spectrum Disorder Early Years Foundation Stage Children's Characteristics</p>			
Areas of need	Stage 1	Stage 2	EHC Needs Assessment
<p>Personal, Social and Emotional Development - continued (For social development see Interaction and Relationships Page 36/37)</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>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. • Taking longer than expected separate from parent/carer and to settle when starting at the setting. 	<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>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>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.

Cognition and Learning

SEND Code of Practice 0-25 years

'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.)

The Early Years Foundation Stage

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.)

The Guidance for SEND in the Early Years uses the Early Years Outcomes as the Cognition and Learning Children's Characteristics 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.

The age band characteristics are statements relating to a child's development. When using these statements either in the planning of SEND Support and/or as evidence in a Needs Assessment Request for an EHC Plan examples of parents, carers and practitioner's observations should be included to give a more detailed picture of the child's learning and development.

Practitioners should also consider the provision characteristics and use them to guide which strategies and interventions they use in planning SEND support for children.

Cognition and Learning Provision	
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 participate in setting long and short term outcomes for their child's SEND Support, monitoring progress and reviews, and be involved in supporting outcomes in the home. • The child's views are taken account of. • Opportunities for parents/carers to learn how to help their child further. • Parents/carers are informed about Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service. 	<p>Parents/carers' and child's participation</p> <ul style="list-style-type: none"> • Parents/carers contribute to assessment. • Parents/carers participate in setting long and short term outcomes for their child's SEND Support, monitoring progress and reviews, and be involved in supporting outcomes in the home. • The child's views 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 Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service.

Cognition and Learning Provision	
Stage One	Stage Two
<p>Assess, plan, do review</p> <p>Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> • 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, or at lunchtime. • Planning interventions involving the parent/carer, child, setting, SENCo and child's key person. • SEND Support in place with long term outcomes and SMART short term outcomes. • Half termly (approximately 6 weekly) reviews of child's progress to inform SEND Support. 	<p>Assess, plan, do review</p> <p>Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> • 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, child's key person, and advising agencies. • SEND Support in place with reviewed and planned SMART outcomes, which take account of specialist advice. • Half termly (approximately 6 weekly) reviews of child's progress to inform the SEND Support. • Input or attendance made by appropriate external agencies to review the SEND Support.

Cognition and Learning Provision	
Stage One	Stage Two
<p>Quality learning experiences</p> <ul style="list-style-type: none"> 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. <p>Additional human and other resources</p> <ul style="list-style-type: none"> Additional adult attention and/or support for some activities, including SEND Support outcomes from practitioners already working in the setting. Supervision and monitoring of SEND Support by SENCo. 	<p>Quality learning experiences</p> <ul style="list-style-type: none"> 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 specific planned outcomes. <p>Additional human and other resources</p> <ul style="list-style-type: none"> Additional adult attention and/or support for some activities, including SEND Support outcomes. Supervision and monitoring of SEND Support 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	
Stage One	Stage Two
<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 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 outcomes. 	<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 planned play and learning activities, to reflect child's developmental and language levels, with key learning outcomes identified in SEND Support. • 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.

Cognition and Learning Provision	
Stage One	Stage Two
<p>Training and advice</p> <ul style="list-style-type: none"> • Staff training needs are addressed. • New information passed to other staff and parents as appropriate. • Advice may be sought from the Early Years SEND Team to inform planning. • Regular moderation by the setting staff group of the Early Years Outcomes. • Setting SENCo attends SENCo Professional Study Groups. • Staff attend regular network meetings. 	<p>Training and advice</p> <ul style="list-style-type: none"> • Staff training needs are addressed. • New information passed to other staff and parents as appropriate. • Advice is sought on an ongoing basis from the Early Years SEND Team and informs planning. • Regular moderation by the setting staff group of the Early Years Outcomes. • Setting SENCo attends SENCo Professional Study Groups. • Staff attend regular network meetings. • Practitioners are knowledgeable about voluntary agencies / support groups who can give advice/support to parents/carers.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 2 – 3 years</p>			
Early Years Foundation Stage 2014	Stage One 16-26 months band	Stage Two 8-20 months band	EHC Needs Assessment Birth – 11 months band
<u>Communication and Language</u> Listening and attention	<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. • Quiets 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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 2 – 3 years</p>			
Early Years Foundation Stage 2014	Stage One 16-26 months band	Stage Two 8-20 months band	EHC Needs Assessment 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 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?' 	<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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 2 – 3 years</p>			
Early Years Foundation Stage 2014	Stage One 16-26 months band	Stage Two 8-20 months band	EHC Needs Assessment 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! Or protesting e.g. 'No!' and labelling objects and people. 	<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'.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 2 – 3 years</p>			
Early Years Foundation Stage 2014	Stage One 16-26 months band	Stage Two 8-20 months band	EHC Needs Assessment Birth – 11 months band
<u>Physical Development</u> Moving and Handling	<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. 	<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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 2 – 3 years</p>			
Early Years Foundation Stage 2014	Stage One 16-26 months band	Stage Two 8-20 months band	EHC Needs Assessment Birth – 11 months band
<u>Physical Development</u> Moving and Handling - continued		<ul style="list-style-type: none"> • 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. 	

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 2 – 3 years</p>			
Early Years Foundation Stage 2014	Stage One 16-26 months band	Stage Two 8-20 months band	EHC Needs Assessment Birth – 11 months band
Health and self-care	<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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 2 – 3 years</p>			
Early Years Foundation Stage 2014	Stage One 16-26 months band	Stage Two 8-20 months band	EHC Needs Assessment Birth – 11 months band
<u>Personal Social and Emotional Development</u> Self-confidence and self-awareness	<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.

Cognition and Learning
Early Years 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	EHC Needs Assessment Birth – 11 months band
Managing feelings and behaviour	<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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 2 – 3 years</p>			
Early Years Foundation Stage 2014	Stage One 16-26 months band	Stage Two 8-20 months band	EHC Needs Assessment 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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 3 – 4 years</p>			
Early Years Foundation Stage 2014	Stage One 22-36 months band	Stage Two 16-26 months band	EHC Needs Assessment 8-20 months band
<u>Communication and Language</u> Listening and attention	<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. • 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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 3 – 4 years</p>			
Early Years Foundation Stage 2014	Stage One 22-36 months band	Stage Two 16-26 months band	EHC Needs Assessment 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?'

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 3 – 4 years</p>			
Early Years Foundation Stage 2014	Stage One 22-36 months band	Stage Two 16-26 months band	EHC Needs Assessment 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. • Uses simple sentences e.g. 'Mummy gonna work' • Beginning to use word endings e.g. going, cats. 	<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. 	<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.

Cognition and Learning Early Years 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	EHC Needs Assessment 8-20 months band
Speaking - continued	<ul style="list-style-type: none"> • 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 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!' or 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"> • Use of language is limited to single words for requesting e.g. 'Drink! 'More!' or 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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 3 – 4 years</p>			
Early Years Foundation Stage 2014	Stage One 22-36 months band	Stage Two 16-26 months band	EHC Needs Assessment 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. 	<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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 3 – 4 years</p>			
Early Years Foundation Stage 2014	Stage One 22-36 months band	Stage Two 16-26 months band	EHC Needs Assessment 8-20 months band
Moving and Handling - continued	<ul style="list-style-type: none"> • 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"> • 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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 3 – 4 years</p>			
Early Years Foundation Stage 2014	Stage One 22-36 months band	Stage Two 16-26 months band	EHC Needs Assessment 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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 3 – 4 years</p>			
Early Years Foundation Stage 2014	Stage One 22-36 months band	Stage Two 16-26 months band	EHC Needs Assessment 8-20 months band
<u>Personal Social and Emotional Development</u> Self-confidence and self-awareness	<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. 	<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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 3 – 4 years</p>			
Early Years Foundation Stage 2014	Stage One 22-36 months band	Stage Two 16-26 months band	EHC Needs Assessment 8-20 months band
Self-confidence and self-awareness - continued		<ul style="list-style-type: none"> 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"> 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).

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 3 – 4 years</p>			
Early Years Foundation Stage 2014	Stage One 22-36 months band	Stage Two 16-26 months band	EHC Needs Assessment 8-20 months band
Managing feelings and behaviour	<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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 3 – 4 years</p>			
Early Years Foundation Stage 2014	Stage One 22-36 months band	Stage Two 16-26 months band	EHC Needs Assessment 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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 3 – 4 years</p>			
Early Years Foundation Stage 2014	Stage One 22-36 months band	Stage Two 16-26 months band	EHC Needs Assessment 8-20 months band
<u>Literacy</u>	<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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 3 – 4 years</p>			
Early Years Foundation Stage 2014	Stage One 22-36 months band	Stage Two 16-26 months band	EHC Needs Assessment 8-20 months band
<p>Mathematics</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. 	<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 Early Years 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	EHC Needs Assessment 8-20 months band
Numbers - continued	<ul style="list-style-type: none"> • 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!'. 		

Cognition and Learning Early Years 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	EHC Needs Assessment 8-20 months band
Shape, space and measures	<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 bedtime.

Cognition and Learning Early Years 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	EHC Needs Assessment 8-20 months band
<u>Understanding the World</u> People and communities	<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. 	<ul style="list-style-type: none"> • The beginnings of understanding of people and communities lie in early attachment and other relationships.

Cognition and Learning Early Years 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	EHC Needs Assessment 8-20 months band
The world	<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. • 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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 3 – 4 years</p>			
Early Years Foundation Stage 2014	Stage One 22-36 months band	Stage Two 16-26 months band	EHC Needs Assessment 8-20 months band
<p>Technology</p> <p><u>Expressive Arts and Design</u></p> <p>Exploring and using media and materials</p>	<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"> • 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"> • 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"> • 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"> • The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. <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 Early Years 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	EHC Needs Assessment 8-20 months band
<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 Early Years 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	EHC Needs Assessment 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).

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
<u>Communication and language</u> Listening and attention	<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). 	<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. 	<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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
Listening and attention - continued	<ul style="list-style-type: none"> 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"> 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"> Attention is typically fleeting for adult-led play, so that only part to of a short activity can be completed, but sustained for more age-appropriate periods on a limited range of self-chosen activities.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 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 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. 	<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! Or protesting e.g. 'No!' and labelling objects and people.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
Speaking - continued	<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 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. 	<ul style="list-style-type: none"> • 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 use a few action words or words to describe things e.g. go, sleep, hot, big.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
<u>Physical development</u> Moving and Handling	<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. 	<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. 	<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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
Moving and Handling - continued	<ul style="list-style-type: none"> • 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"> • 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. 	

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
<u>Personal, Social and Emotional Development</u> Self-confidence and self-awareness	<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 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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
Self-confidence and self-awareness - continued			<ul style="list-style-type: none"> 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).

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 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 Early Years 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	EHC Needs Assessment 16-26 months band
Literacy Reading	<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. 	<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 Early Years 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	EHC Needs Assessment 16-26 months band
Reading - continued	<ul style="list-style-type: none"> • 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. 		
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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
<p><u>Mathematics</u></p> <p>Number</p>	<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"> • Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. • Knows that things exist, even when out of sight. • 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).

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
Number - continued	<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!'). 	

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
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. 'round' and 'tall' 	<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'.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
<u>Understanding the world</u> People and communities	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<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 style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
The world	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talk about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> Enjoys playing with small-world models such as a farm, a 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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
Technology	<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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
Expressive Arts and Design 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.

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
Exploring and using media and materials - continued	<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. 		

<p style="text-align: center;">Cognition and Learning Early Years Foundation Stage Children's Characteristics 4 – 5 years</p>			
Early Years Foundation Stage 2014	Stage One 30-50 months band	Stage Two 22-36 months band	EHC Needs Assessment 16-26 months band
<u>Expressive Arts and Design</u> Being imaginative	<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).

Social, Emotional and Mental Health

The SEND Code of Practice 0-25 years

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)

The Early Years Foundation Stage

Personal, Social and Emotional Development (PSED) is one of the three primary areas of the Statutory Framework for the Early Years Foundation Stage.

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, in a stage of transition in the same setting and/or a change of key person may

mean some children 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 causes of a change in a child's behaviour. However, practitioners should also 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'

For some young children difficulties or delays in their personal, social and emotional development may mean they appear withdrawn or isolated, or that they prefer to be close to an adult at all times or that their behaviour is unusually disruptive and challenging.

Early Years practitioners have a range of strategies they use to help young children develop their self-confidence and awareness, manage their feelings and behaviour and to make good relationships. These apply to all children and are not a part of special education provision.

All children develop differently and have different experiences. Early Years practitioners apply an holistic approach in their care of young children. In accordance with the Early Years Framework for the Early Years Foundation Stage each child has a key person in the setting with whom they and their parents or carers can make a close relationship. The child's key person works together with the child's family and carers to be aware of any significant events or changes inside or outside of the setting that may affect the child's emotional well-being.

If a young child demonstrates persistent disruptive or withdrawn behaviour the child's key person will, together with parents and carers explore the cause(s) or reason(s) behind the behaviour. The child's key person will then support the child with different activities and strategies. A flexible approach is key with recognition that a change of routines and/or environment can often be most effective.

When a young child is identified as needing support practitioners should have regard to the provision characteristics when planning SEND support. It is necessary to observe and record the difficulties that are causing concern. Interventions can then be evaluated and further support planned.

The review cycle would typically take place over stages 1 and 2 with six weekly intervals at each stage. At stage 2 settings should consult with

relevant support services to consider the nature of the difficulty and advice.

If a child's behaviours escalate quickly, in spite of appropriate strategies being put in place, the review cycle may need to be shortened.

Needs assessment request

Some young children may display difficulties of an extreme nature that require a higher level of support than is reasonable for a setting to provide over a sustained period of time. In these cases, evidence will be judged on the degree to which social, emotional and mental health needs have an effect on:

- Practitioner/teacher time.
- Access to learning activities.
- The safety and welfare of the child, other children and staff.

The degree and complexity of these behaviours for any child will need to be measured against:

- The inappropriateness of the behaviour with regard to the age and stage of development and to the context in which the behaviour occurs.
- Frequency.
- Intensity.
- Duration.
- Persistence over time.

Social, Emotional and Mental Health Provision

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 participate in setting long and short term outcomes for their child's SEND Support, monitoring progress and reviews, and be involved in supporting outcomes in the home. • The child's views are taken account of. • Opportunities for parents/carers to discuss how to help their child further using a range of outside agencies. • Parents/carers are informed about Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service. 	<p>Parents/carers' and child's participation</p> <ul style="list-style-type: none"> • Parents/carers contribute to assessment and reviewing of strategies used in the setting and at home. • Parents/carers participate in planning outcomes for their child's SEND Support, monitoring progress and reviews, and be involved in supporting outcomes in the home. • The child's views 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 their 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 Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service.

Social, Emotional and Mental Health Provision	
Stage One	Stage Two
<p>Assess, plan, do review</p> <p>Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> • 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, or lunchtime. • Planning of intervention involving the parent/carer, child, setting, SENCo and child's key person. • SEND Support in place with SMART outcomes. • Half termly (approximately 6 weekly) reviews of child's progress to inform SEND Support. 	<p>Assess, plan, do review</p> <p>Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> • 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. • Setting implements, a behaviour log e.g. ABC chart to highlight patterns and to show frequency, intensity, duration and persistence over time. • Planning and intervention involving the parent/carer, child, setting SENCo, child's key person, and advising agencies. • SEND Support in place with reviewed and planned SMART outcomes, which take account of specialist advice. • Half termly (approximately 6 weekly) reviews of child's progress to inform SEND Support. • Input or attendance by appropriate external agencies or advisors to review the SEND Support.

Social, Emotional and Mental Health Provision

Stage One	Stage Two
<p>Quality learning experiences</p> <ul style="list-style-type: none"> • 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. • Support during less structured times. For example, free choice play activities and access to outside play. <p>Additional human and other resources</p> <ul style="list-style-type: none"> • Additional adult attention and/or support for some activities, including planned outcomes, from practitioners already working in the setting. • Time allocated for child's key person to liaise with parent/carers. • Supervision and monitoring of SEND Support by SENCo. • Commitment to liaison with parent/carers to ensure a consistent approach. 	<p>Quality learning experiences</p> <ul style="list-style-type: none"> • 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 planned individual outcomes. • Close support during less structured times. For example, free choice play activities and outside play. <p>Additional human and other resources</p> <ul style="list-style-type: none"> • Additional adult attention and/or support for some activities, including planned outcomes, from practitioners already working in the setting. • Time allocated for child's key person to liaise with parent/carers. • Supervision and monitoring of SEND Support by SENCo. • Commitment to liaison with parent/carers to ensure a consistent approach.

Social, Emotional and Mental Health Provision

Stage One	Stage Two
<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 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 to respond with strategies and interventions to strengthen success with SEND Support outcomes.	<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 planned play and learning activities, to reflect child's development and language levels, with key learning outcomes.• Increased focus on specific activities as identified in SEND Support.

Social, Emotional and Mental Health Provision

Stage One	Stage Two
<p>Training and advice</p> <ul style="list-style-type: none"> • 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 needs. • Knowledge of key working approaches for working in partnership with parents/carers. • Regular and reviewed risk assessments. • Review and update behaviour policy. • New information passed to other staff and parents as appropriate. • Advice sought from the Early Years SEND Team to inform planning. • Practitioners knowledgeable about Early Help Assessment, voluntary agencies and support groups who can give advice/support to parents/carers. 	<p>Training and advice</p> <ul style="list-style-type: none"> • 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 needs. • Regular and reviewed risk assessments. • Review and update behaviour policy. • New information passed to other staff and parents as appropriate. • Advice is sought on an ongoing basis from the Early Years SEND Team and informs planning. • Knowledge of key working approaches for working in partnership with parents/carers. • Practitioners knowledgeable about Early Help Assessment, Local Offer, voluntary agencies and support groups who can give advice/support to parents/carers.

<p style="text-align: center;">Social, Emotional and Mental Health Early Years Foundation Stage Children's Characteristics</p>			
Early Years Foundation Stage 2014	Stage One	Stage Two	EHC Needs Assessment
<u>Personal Social and Emotional Development</u>	<p>Depending on the age and stage of development and the experience of the child who is receiving support from all adults in the setting he/she:</p> <ul style="list-style-type: none"> • Often seeks attention inappropriately. • Requires frequent prompts and reminders to stay on task in adult led activities. • Seeks frequent contact with adults sometimes displaying anxiety • Finds it difficult to separate from main carer and is taking a longer period of time than most children to bond with their key person. • Often needs an adult to encourage them to take part in activities. • Is sometimes tearful and anxious in group activities. • Occasionally displays behaviour which interrupts other children's play. • Easily becomes frustrated and may display this as tantrums. • Occasionally refuses to conform with adult requests. 	<p>Despite the close individual adult support in place and a range of strategies tried he/she:</p> <ul style="list-style-type: none"> • Has social, emotional and/or mental health difficulties which substantially interfere with their development of knowledge and skills and that of their peer group. • Continues to make little or no progress despite interventions designed to improve aspects of their social and emotional and/or mental health. <p>The difficulties experienced may include:</p> <ul style="list-style-type: none"> • Refusal to follow routines/requests and/or directions from adults. • Frequent use of inappropriate language and physical contact causing harm to themselves or others. • Inability to play and socially interact with other children without adult support. • Needs frequent adult prompts to focus their attention during a short story or group activity e.g. additional adult is required to sit next to them. 	<p>Appropriate support over a period of time has taken a holistic approach which takes into account the age and stage of the child and the child's experiences. The support has included a range of appropriate interventions. Indicators will include:</p> <ul style="list-style-type: none"> • There is a demonstrable and significant effect on the child's progress with the appropriate advice being taken and the appropriate support being provided by the setting. <p>and</p> <ul style="list-style-type: none"> • The child's behaviours within the setting are regularly disruptive and unpredictable. <p>and</p> <ul style="list-style-type: none"> • Evidence has been collected and recorded over at least two reviewed cycles to show that the child's behaviours are qualitatively different from that of his or her peers and that there is a lack of significant response despite appropriate interventions to address the difficulties the child is experiencing.

<p style="text-align: center;">Social, Emotional and Mental Health Early Years Foundation Stage Children's Characteristics</p>			
Early Years Foundation Stage 2014	Stage One	Stage Two	EHC Needs Assessment
<u>Personal Social and Emotional Development</u>	<p>Depending on the age and stage of development and the experience of the child who is receiving support from all adults in the setting he/she:</p> <ul style="list-style-type: none"> • Sometimes gets too close to other children whilst playing alongside them. • Sometime uses an inappropriately loud voice to tell children what to do. • Often prefers to lead play in a group and will leave if not allowed to. • Can take turns in play in structured activities and share with adult supervision. • Sometimes needs adult support/distraction to recover from an outburst of temper. 	<p>Depending on the age and stage of development and the experience of the child and despite close adult support he/she:</p> <ul style="list-style-type: none"> • Reluctance to share or take turns even with adult support during most sessions. • Displays possessiveness with toys, often grabs and snatches toys from other children during a session. • Frequently displays behaviour which interrupts the play of other children. • Continues to be unable to separate from main carer after a prolonged 'settling in' program. • Withdrawn, tearful, unhappy and anxious behaviour especially when left alone. • Often reluctant to engage in activities. Requires a familiar adult nearby and can be very clingy. 	<p>Or</p> <p>All involved agree that a sudden and serious deterioration in a child's presentation has taken place requiring a high level of support on a consistent basis</p> <p>In addition to the above a setting should be able to demonstrate that:</p> <ul style="list-style-type: none"> • Relevant outside agency support has been accessed as necessary with advice being acted upon and regularly reviewed. • Outcomes are clearly evaluated and modified as appropriate to address the child's needs.

Sensory and/or Physical Needs

The SEND Code of Practice 0-25 years

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 rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. (6.34)

Equality Act 2010

All early years providers have duties under the Equalities Act 2010. In particular, they **must not** discriminate against, harass or victimise disabled children, and they **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at substantial disadvantage. This duty is anticipatory-it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. All publicly funded early years providers **must** promote equality of opportunity for disabled children

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 from the outer ear to 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 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.

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.

Sensory, Physical and Neurological (Multi-Sensory) Impairment

Some children who experience sensory, physical or neurological impairments have no difficult in attaining the expected outcomes in the Early Years Foundation Stage or in accessing the learning opportunities offered in play and teaching activities. Other children do have difficulty accessing the teaching and learning activities due to their sensory loss and/or their physical disability. Settings must make suitable adaptations wherever possible and seek the advice of any other professionals (e.g. Qualified Teacher for the Multi-Sensory Impaired,

Qualified Teacher for the Deaf, Qualified Teacher for the Visually Impaired, Physiotherapist, Occupational Therapist) engaged in supporting the child and family.

If the child has a sensory and/or physical difficulties and is unable to maintain the expected progress despite differentiated teaching, learning and play activities, including the availability of additional equipment the setting should consider what SEN action they need to take to meet the child's learning and development needs. The advice in the provision characteristics for all of the areas of sensory impairments and difficulties should be used as a guide for settings and parents/carers.

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 Special Educational Needs and Disability Code of Practice 0 -25 2014)

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.

Medical conditions may have a significant impact on a child's experience and the way they function in an early years setting. The impact may be direct in that the condition may affect cognitive or physical abilities, behaviour or emotional state. The impact may also be indirect, perhaps disrupting regular attendance through unwanted effects of treatments or through the psychological effects that serious or chronic illness or disability can have on a young child and their family. The effects of a medical condition may be intermittent and the impact on a child's functioning in an early years setting can vary.

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

Stage One	Stage Two
<p>Parent's/carers' and child's participation</p> <ul style="list-style-type: none"> • Parents/carers contribute to assessment. • Parents/carers participate in planning their child's SEND Support, monitoring progress and reviews, and be involved in supporting outcomes in the home. • The child's views are taken account of. • Opportunities for parents/carers to learn how to help their child further. • Enhanced contact for parents with their child's key person in the setting. Contact book or diary might be used to facilitate discussion of activities at home and in sitting. • Parents/carers are informed about Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service. <p>Assess, plan, do review</p> <p>Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> • 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 which takes account of specialist advice. • Half termly (approximately 6 weekly) reviews of child's progress to inform SEND Support. 	<p>Parent's/carers' and child's participation</p> <ul style="list-style-type: none"> • Parents/carers contribute to assessment. • Parents/carers participate in planning their child's SEND Support, monitoring progress and reviews, and be involved in supporting outcomes in the home. • The child's views 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 their child's 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 Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service. <p>Assess, plan, do review</p> <p>Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> • 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 takes account of any existing advice from a Qualified Teacher of the Deaf (QTOD). • SEND Support Plan which take account of specialist advice. • Half termly (approximately 6 weekly) reviews of child's progress to inform the SEND Support. • Input or attendance made by appropriate external agencies to reviews.

Hearing Impairment Provision

Stage One	Stage Two
<p>Quality learning experiences</p> <ul style="list-style-type: none"> • 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. 	<p>Quality learning experiences</p> <ul style="list-style-type: none"> • 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.
<p>Additional human and other resources</p> <ul style="list-style-type: none"> • 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 by SENCo/Qualified Teacher of the Deaf (QTOD). • Support for some activities, including planned targets, from practitioners already working in the setting, to ensure access and encourage independence. 	<p>Additional human and other resources</p> <ul style="list-style-type: none"> • Additional adult attention and/or support for some activities, including planned and agreed short term outcomes • Supervision and monitoring of SEND Support by SENCo/Qualified Teacher of the Deaf (QTOD). • Time allocated for child's key person and SENCo to liaise with parents/carers and external agencies. • Space for storage facilities for child's specific equipment. • Regular staff support and/or specialist teaching needed.

Hearing Impairment Provision	
Stage One	Stage Two
<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 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. <p>Training and advice</p> <ul style="list-style-type: none"> • Staff training needs are addressed by Qualified Teacher of the Deaf (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>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 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 Qualified Teacher of the Deaf (QTOD). • The child may need individual materials to ensure appropriate access. <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 Qualified Teacher of the Deaf (QTOD). This informs planning. • Staff attend training and disseminate information to appropriate members of staff. • Advice sought on an ongoing basis from a Qualified Teacher of the Deaf (QTOD). • Ongoing parental involvement and support. • Practitioners knowledgeable about voluntary agencies/support groups who can give advice/support to parents/carers.

Hearing Impairment Early Years Foundation Stage Children's Characteristics			
Early Years Foundation Stage 2014	Stage 1	Stage 2	EHC Needs Assessment Request
<u>Degree of Hearing loss</u>	<ul style="list-style-type: none"> • Fluctuating, conductive.(temporary) hearing loss (may be aided). • Mild bilateral hearing loss (may be aided). • Unilateral hearing loss. • Hearing aids • Annual review by Qualified Teacher of the deaf. 	<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., Education Audiologist or Clinical Audiologist. • Termly or more frequent reviews by Qualified Teacher of the Deaf are in place. 	<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>Clear evidence that the child's hearing loss significantly impairs his/her access to the EYFS</p> <p>Termly or more frequent reviews by Qualified Teacher of the Deaf in place.</p>
<u>Personal, Social and Emotional Development</u>	<p>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>	<p>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>	<p>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>

<p style="text-align: center;">Hearing Impairment Early Years Foundation Stage Children's Characteristics</p>			
Early Years Foundation Stage 2014	Stage 1	Stage 2	EHC Needs Assessment Request
<u>Personal, Social and Emotional Development</u> <u>Language and communication</u> Listening and attention	<ul style="list-style-type: none"> This may be expressed in ways that appear withdrawn, aggressive, destructive or oppositional in nature. Listening skills may be less developed than other same-age children. Speaker may need to ensure that they have the child's attention and eye contact and visual cues before speaking, particularly in busy or noisy environments. May need additional visual aids when listening in a busy or noisy environment. May have short attention span. May need attention redirecting/focusing in listening situations. May find concentrating/listening difficult where there is background noise. 	<ul style="list-style-type: none"> This may be expressed in ways that appear withdrawn, aggressive, destructive or oppositional in nature. Listening skills may be less developed than other same-age children. Speaker may need to ensure that they have the child's attention and eye contact and visual cues before speaking, particularly in busy or noisy environments. May show some delay in responding to spoken language and need encouragement to respond. May have short attention span. May need attention redirecting/focusing in listening situations. May find concentrating/listening difficult where there is background noise. 	<ul style="list-style-type: none"> This may be expressed in ways that appear withdrawn, aggressive, destructive or oppositional in nature. Needs constant simplification and repetition with clear grammatical language, visual cues and redrafting. Will need 1:1 support to help with access and supplement information to aid understanding

Hearing Impairment Early Years Foundation Stage Children's Characteristics			
Early Years Foundation Stage 2014	Stage 1	Stage 2	EHC Needs Assessment Request
Understanding of language	<ul style="list-style-type: none"> • Understanding of language is age appropriate or close to age appropriate. • May need two-part instructions breaking down into component parts and repeating. • Child benefits from 1:1 support and additional advice from Qualified 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') • May need objects, pictures, gestures or other visual information to enable understanding in less familiar contexts 	<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. • Understanding of new words may not be maintained unless over-learnt. • 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.

Hearing Impairment
Early Years Foundation Stage Children's Characteristics

Early Years Foundation Stage 2014	Stage 1	Stage 2	EHC Needs Assessment Request
Use of language	<ul style="list-style-type: none"> Generally age appropriate language structure Generally age appropriate or close to age appropriate language and communication strategies 	<p>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. Use some single words or learnt phrases appropriately, and some 'gobbledygook' to convey meaning. Some of these may be 'own words' which only familiar adults are able to interpret <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). 	<ul style="list-style-type: none"> Utterances may be single words and 2 or 3 words which are unintelligible to all but a familiar listener - incomplete articulation and lacking intonation, appropriate pitch or volume. Demonstrates improvement with developing auditory discrimination. Use of language is limited to naming and commenting in relation to familiar activities and routines. Use of any known language accompanied by pointing and showing objects, gestures and taking a familiar adult by the hand.

<p style="text-align: center;">Hearing Impairment Early Years Foundation Stage Children's Characteristics</p>			
Early Years Foundation Stage 2014	Stage 1	Stage 2	EHC Needs Assessment Request
Speech	<ul style="list-style-type: none"> • Child is understood most of the time. • Child may appear reserved or may use an over-loud voice. 	<p>Can range from:</p> <ul style="list-style-type: none"> • 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"> • Speech may be difficult to understand, even for familiar adult. Demonstrates improvement with developing auditory discrimination. • Speech may show minimal development despite targeted work.

Stage One	Stage Two
Parents/carers' and child's participation	Parents/carers' and child's participation
<p>Parents/carers' and child's participation</p> <ul style="list-style-type: none"> Parents/carers contribute to assessment. Parents/carers participate in planning their child's SEND Support, monitoring progress and reviews, and be involved in supporting outcomes in the home. The 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 Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service. 	<p>Parents/carers' and child's participation</p> <ul style="list-style-type: none"> Parents/carers contribute to assessment. Parents/carers participate in planning their child's SEND Support, monitoring progress and reviews, and be involved in supporting outcomes in the home. The child's views 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 their child's key person in the setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting. Parents/carers are informed about Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service.
<p>Assess, plan, do review</p> <p>Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> 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, child's key person, and takes account of any existing advice from a Qualified Teacher of the Visually Impaired (QTVI). Parents/carers participate in SEND Support monitoring progress and reviews. Half termly (approximately 6 weekly) reviews of child's progress to inform SEND Support. 	<p>Assess, plan, do review</p> <p>Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> 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 e.g. Qualified Teacher of the Visually Impaired (QTVI). Parents/carers participate in the SEND Support, monitoring progress and reviews. Half termly (approximately 6 weekly) reviews of child's progress to inform SEND Support. Input or attendance made by appropriate external agencies to reviews.

**Visual Impairment
Provision**

Stage One	Stage Two
<p>Quality learning experiences</p> <ul style="list-style-type: none">• 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.	<p>Quality learning experiences</p> <ul style="list-style-type: none">• 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.
<p>Additional human and other resources</p> <ul style="list-style-type: none">• Additional adult attention and/or support for some activities, from practitioners already working in the setting.• Supervision and monitoring of SEND Support by SENCo.• Support for some activities, including outcomes identified, 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.	<p>Additional human and other resources</p> <ul style="list-style-type: none">• Additional adult attention and/or support for some activities to achieve outcomes.• Supervision and monitoring of SEND Support by SENCo/ Qualified Teacher for the Visually Impaired (QTVI)• Space for storage facilities for child's specific equipment.• Regular staff support and/or specialist teaching needed.• Access to specialist VI equipment and resources, as appropriate.• Suitable lighting and seating.

Stage One	Stage Two
<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 relationship with them. Emphasis on providing and enabling environment both inside and outside, with increased differentiation of access to play and learning activities and materials, to reflect child's visual needs. Limited modifications to and differentiation of the setting to ensure access. <p>Training and advice</p> <ul style="list-style-type: none"> Staff training needs are addressed by Qualified Teacher for the Visually Impaired (QTVI) and information is passed to other staff and parents as appropriate. This will help to inform planning. Liaison with other agencies as appropriate. 	<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 relationship with them. Emphasis on providing and enabling environment both inside and outside, with increased differentiation of access to play and learning 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. <p>Training and advice</p> <ul style="list-style-type: none"> Support and advice concerning the educational impact of the child's visual impairment for staff from a Qualified Teacher for the Visually Impaired (QTVI) This informs planning. Staff attend training and disseminate information to appropriate members of staff. Advice sought on an ongoing basis from a Qualified Teacher for the Visually Impaired (QTVI) Ongoing parental involvement and support. Practitioners knowledgeable about voluntary agencies/support groups who can give advice/support to parents/carers.

<p style="text-align: center;">Visual Impairment Early Years Foundation Stage Children's Characteristics</p>			
Early Years Foundation Stage 2014	Stage 1	Stage 2	EHC Needs Assessment Request
<u>Degree of Visual Impairment</u>	<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.
<u>Personal, Social and Emotional Development</u>	<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.

<p style="text-align: center;">Visual Impairment Early Years Foundation Stage Children's Characteristics</p>			
Early Years Foundation Stage 2014	Stage 1	Stage 2	EHC Needs Assessment Request
<u>Expressive art and design</u>	<ul style="list-style-type: none"> May need verbal prompts or occasional physical support from an adult. Child may not often choose craft and other fine motor activities. Explores and uses a range of materials safely. Can operate and use all equipment safely with initial adult support. May need enlarged screen environment and some modified equipment e.g. dark pens. 	<ul style="list-style-type: none"> Needs some individual physical support and verbal prompts from an adult. Child may not choose craft and other fine motor activities spontaneously. Needs help to use a range of materials safely and encouragement to use soft / messy materials. Needs help or support to operate and use equipment safely. May need enlarged screen environment and/or specialist software to increase access to computers. 	<ul style="list-style-type: none"> May need support to operate and use a range of materials and equipment safely.
<u>Physical Development</u>	<ul style="list-style-type: none"> Can explore the environment independently and can negotiate the space and objects around them. 	<ul style="list-style-type: none"> Can explore the environment independently and is becoming aware of how to negotiate the space and objects around them. Sometimes needs adult support. 	<ul style="list-style-type: none"> Individual support needed to learn skills for independence / mobility.

<p style="text-align: center;">Visual Impairment Early Years Foundation Stage Children's Characteristics</p>			
Early Years Foundation Stage 2014	Stage 1	Stage 2	EHC Needs Assessment Request
<u>Physical Development</u> <u>continued</u> Moving and handling Health and self-care	<ul style="list-style-type: none"> Showing increasing control in using equipment for climbing, scrambling, sliding and swinging. May need some additional supervision when using unfamiliar equipment. Shows awareness of own needs with regard to eating and hygiene but may need some initial adult support. 	<ul style="list-style-type: none"> Needs adult support or supervision to safely use equipment for climbing, scrambling, sliding and swinging. Shows awareness of own needs with regard to eating and hygiene but needs some adult support to meet those needs. 	<ul style="list-style-type: none"> Needs specific guidance due to visual impairment to attend to these needs and to develop independence.

<p style="text-align: center;">Visual Impairment Early Years Foundation Stage Children's Characteristics</p>			
Early Years Foundation Stage 2014	Stage 1	Stage 2	EHC Needs Assessment Request
<u>Physical Development</u> <u>continued</u>			
Health and self-care continued			
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	<ul style="list-style-type: none"> • Can wash and dry hands but may need verbal prompts. 	<ul style="list-style-type: none"> • Actively co-operates with washing and drying hands but may need adult support, e.g. to find hook / soap. 	
Dressing	<ul style="list-style-type: none"> • Can dress and undress self, in line with sighted pupils. 	<ul style="list-style-type: none"> • Needs help to organise clothes and help with fastenings etc. 	
Toileting	<ul style="list-style-type: none"> • Can use facilities with minimal help from adult. 	<ul style="list-style-type: none"> • Can use facilities with help from adult. 	

Multi-Sensory Impairment Provision

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 contribute to their child's Health Care plan with regular reviews.• Parents/carers participate in planning their child's SEND Support, monitoring progress and reviews, and be involved in supporting outcomes in the home.• The child's views are taken account of.• Opportunities for parent/carers to learn how to help their child further.• Enhanced contact for parents with their child's key person in the setting. Contact book or diary might be used to facilitate discussion of activities at home and in sitting.• Parents/carers are informed about Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service.	<p>Parents/carers' and child's participation</p> <ul style="list-style-type: none">• Parents/carers contribute to assessment.• Parents/carers contribute to their child's Health Care plan with regular reviews.• Parents/carers participate in planning their child's SEND Support, monitoring progress and reviews, and be involved in supporting outcomes in the home.• The child's views 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 the child's key person in the setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting.• Parents/carers are informed about Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service.

Multi-Sensory Impairment Provision

Stage One	Stage Two
<p>Assess, plan, do review</p> <p>Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> • 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 SENCo, child's key person, and takes account of any existing advice from health and education professionals (e.g. Qualified Teacher for the Multi-Sensory Impaired, Qualified Teacher for the Deaf, Qualified Teacher for the Visually Impaired, Physiotherapist, Occupational Therapist). • SEND Support, which takes account of specialist advice. • Half termly (approximately 6 weekly) reviews of child's progress to inform SEND Support. <p>Quality learning experiences</p> <ul style="list-style-type: none"> • 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. 	<p>Assess, plan, do review</p> <p>Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> • 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 SENCo, key person and external agencies. • Planning intervention involves the parent/carer, child, setting SENCo, child's key person, and takes account of any existing advice from health and education professionals (e.g. Qualified Teacher for the Multi-Sensory Impaired, Qualified Teacher for the Deaf, Qualified teacher for the Visually Impaired, Physiotherapist, Occupational Therapist). • Half termly (approximately 6 weekly) reviews of child's progress to inform SEND Support. • Input or attendance made by appropriate external agencies to reviews. <p>Quality learning experiences</p> <ul style="list-style-type: none"> • 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 outcomes.

**Multi-Sensory Impairment
Provision**

Stage One	Stage Two
<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 relationship with them. • Emphasis on providing and enabling environment both inside and outside, with developmentally appropriate resources, and or adjustment to equipment for access to all play and learning activities. Possibly some specific activities. • Differentiation through setting of appropriate learning and development outcomes. • Allowance of additional time to respond, complete activities and consolidate learning. <p>Training and advice</p> <ul style="list-style-type: none"> • Staff training needs are addressed and information passed to other staff and parents. • Advice sought from the Early Years SEND Team to inform assessment and planning. 	<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 relationship with them. • Emphasis on providing and enabling environment both inside and outside, with increased differentiation of access to play and learning materials, to reflect child's multi-sensory needs. • Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials, as identified through involvement of external agencies. <p>Training and advice</p> <ul style="list-style-type: none"> • Staff training needs are addressed, including moving and handling training if appropriate, and information passed to other staff and parents. • Advice is sought on an ongoing basis from the Early Years SEND Team and from Health and Education Professionals (e.g. Qualified Teacher for the Multi-Sensory Impaired, Qualified Teacher for the Deaf, Qualified Teacher for the Visually Impaired, Physiotherapist, Occupational Therapist), and informs planning. • Practitioners are knowledgeable about voluntary agencies / support groups who can give advice/support to parents/carers.

<p style="text-align: center;">Multi-Sensory Impairment Early Years Foundation Stage Children's Characteristics</p>			
Early Years Foundation Stage 2014	Stage 1	Stage 2	EHC Needs Assessment Request
Degree of Multi-Sensory Impairment	<ul style="list-style-type: none"> Combination of mild HI and VI fluctuating conductive hearing loss with slightly reduced visual acuities in one or both eyes which could affect learning. 	<ul style="list-style-type: none"> Combination of moderate hearing impairment and partial visual impairment, moderate visual impairment (e.g. nystagmus or visual field defects which may affect learning), and conductive hearing loss which affects learning. 	<ul style="list-style-type: none"> 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>And</p> <ul style="list-style-type: none"> Child has a significant visual impairment and/or is registered as Sight Impaired or Severely Sight Impaired. <p>And</p> <ul style="list-style-type: none"> Child levels of development are at least 12 months below the expected norm for their age group.

<p style="text-align: center;">Multi-Sensory Impairment Early Years Foundation Stage Children's Characteristics</p>			
Early Years Foundation Stage 2014	Stage 1	Stage 2	EHC Needs Assessment Request
<u>Communication and language</u>	<ul style="list-style-type: none"> • Speech is readily understood. • Communication is spontaneous. • May require opportunities to develop use and understanding of language. 	<ul style="list-style-type: none"> • Some delay in use and understanding of language and communication. • Requires adult support in play and learning activities due to language delay. 	<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. • Child requires on-body signing, signing or PECs non-verbal symbol system as a means to communicate.
<u>Personal, social and emotional development</u>	<ul style="list-style-type: none"> • Some concern about social inclusion (see section on Social, Emotional and Mental Health difficulties) 	<ul style="list-style-type: none"> • Requires specific support in play and group activities (see section on Social, Emotional and Mental Health difficulties) 	<p>or</p> <ul style="list-style-type: none"> • May be reluctant or have difficulty in playing with other children, joining in group situations such as confidence, self-esteem, anxiety or frustration.
<u>Physical Development</u>	<ul style="list-style-type: none"> • Able to move independently around the setting. 	<ul style="list-style-type: none"> • Some support required or modifications made to the physical environment to enable the child full mobility in the environment and access to the play and learning activities. 	And
<u>Mobility</u>			
<u>Specialist environment, equipment and resources</u>	<ul style="list-style-type: none"> • May use hearing aids and/or glasses and LVAs. 	<ul style="list-style-type: none"> • Uses hearing aids/glasses and/or other amplification equipment such as textual modifications and enlarged materials. 	<ul style="list-style-type: none"> • Child's levels of development are at least 12 months below the expected norm for their age group.

Physical Difficulties Provision	
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 contribute to their child's Health Care plan with regular reviews. • Parents/carers participate in planning their child's SEND Support, monitoring progress and reviews, and be involved in supporting outcomes in the home. • The child's views are taken account of. • Opportunities for parent/carers to learn how to help their child further. • Parents/carers are informed about Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service. 	<p>Parents/carers' and child's participation</p> <ul style="list-style-type: none"> • Parents/carers contribute to assessment. • Parents/carers contribute to their child's Health Care plan with regular reviews. • Parents/carers participate in planning their child's SEND Support, monitoring progress and reviews, and be involved in supporting outcomes in the home. • The child's views 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 the child's key person in the setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting. • Parents/carers are informed about Central Bedfordshire's Local Offer website and CBC SEND Parent and Young Person Partnership Service.

Physical Difficulties Provision	
Stage One	Stage Two
<p>Assess, plan, do review</p> <p>Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> 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 SENCo, child's key person, and takes account of any existing advice from Health professionals (e.g. Physiotherapist, Occupational Therapist). SEND Support, which take account of specialist advice. Half termly (approximately 6 weekly) reviews of child's progress to inform SEND Support. <p>Quality learning experiences</p> <ul style="list-style-type: none"> 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. 	<p>Assess, plan, do review</p> <p>Assessment, planning and review will need to take account of whether the child attends more than one setting: -</p> <ul style="list-style-type: none"> 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 SENCo, key person and external agencies. SEND Support which take account of specialist advice (e.g. Physiotherapist, Occupational Therapist). Half termly (approximately 6 weekly) reviews of child's progress to inform SEND Support. Input or attendance made by appropriate external agencies to reviews. <p>Quality learning experiences</p> <ul style="list-style-type: none"> 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 outcomes.

Physical Difficulties Provision	
Stage One	Stage Two
<p>Additional human and other resources</p> <ul style="list-style-type: none"> • Additional adult attention and/or support for some activities, including planned and agreed outcomes, from practitioners already working in the setting. • Where necessary health professionals contribute to a child's Health Care Plan. • Supervision and monitoring of SEND Support 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. 	<p>Additional human and other resources</p> <ul style="list-style-type: none"> • Additional adult attention and/or support for some activities, including planned and agreed outcomes, and the development of independence. • Where necessary health professionals contribute to a child's Health Care Plan. • Supervision and monitoring of SEND Support 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 providing additional space as necessary.

Physical Difficulties Provision Characteristics	
Stage One	Stage Two
<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 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 outcomes. • Differentiation through setting of appropriate learning and development outcomes. • Allowance of additional time to respond, complete activities and consolidate learning. <p>Training and advice</p> <ul style="list-style-type: none"> • Staff training needs are addressed and information passed to other staff and parents. • One-off advice may be sought from the Early Years SEND Team and informs planning. 	<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 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 as part of the child's SEND Support. • Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials, as identified through involvement of external agencies. <p>Training and advice</p> <ul style="list-style-type: none"> • Staff training needs are addressed, including moving and handling training if appropriate, and information passed to other staff and parents. • Advice is sought on an ongoing basis from the Early Years SEND 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 Difficulties Early Years Foundation Stage Children's Characteristics			
Early Years Foundation Stage 2014	Stage 1	Stage 2	EHC Needs Assessment Request
<u>Physical Development</u> Moving and Handling	<p>Depending on the age and stage of development and the experience of the child:</p> <ul style="list-style-type: none"> Can move independently (i.e. has control of their whole body is aware of how to negotiate the space and objects around them) but may need aids such as orthotics (splints) and may have stability problems. Sometimes needs adult support. Shows increasing control in using equipment for climbing, scrambling, sliding and swinging. He/she may need some additional adult supervision when using unfamiliar equipment. 	<p>Depending on the age and stage of development and the experience of the child:</p> <ul style="list-style-type: none"> Can move independently (i.e. is gradually gaining control of their whole body and are becoming aware of how to negotiate the space and objects around them) but has stability problems and needs aids such as orthotics (splints) or a posture walker, and may need equipment such as a wheelchair to move independently for some of the time, Needs some daily adult support. Needs adult support or supervision to safely use equipment for climbing, scrambling, sliding and swinging. 	<p>There is clear and substantiated evidence that the child's physical or medical condition prevents them from accessing and participating fully in Early Years provision, he/she. Indicators may include</p> <ul style="list-style-type: none"> Dependence on walking aids e.g. a wheelchair, buggy or extensive range of equipment to access the learning or play environment. Dependence on a substantial amount of daily support to enable them to have the same degree of access to activities as their peers. Inability to physically access equipment for climbing, scrambling, sliding without an adult physically holding them. Inability to access stairs even with adult support.

<p style="text-align: center;">Physical Difficulties Early Years Foundation Stage Children's Characteristics</p>			
Early Years Foundation Stage 2014	Stage 1	Stage 2	EHC Needs Assessment Request
<p><u>Physical Development</u></p> <p>Fine motor skills</p>	<p>Depending on the age and stage of development and the experience of the child:</p> <ul style="list-style-type: none"> Shows some difficulty with gripping, placing, manipulating items and tools in line with the expectations for their age and stage of development. A child may wear a hand splint or need adapted equipment such as a pencil grip, adapted scissors, sloping board. May need prompts or occasional physical support from an adult. May not choose craft and other fine motor activities. 	<p>Depending on the age and stage of development and the experience of the child:</p> <ul style="list-style-type: none"> Shows difficulty with gripping, placing, manipulating items and tools as expected for their age and stage of development. He/she may be learning to use a keyboard to access early learning software and IT equipment may be need to be adapted for this purpose (e.g. the use of a rollerball mouse or touch screen). Will need some individual physical support from an adult. May not choose craft and other fine motor activities. 	<p>There is clear and substantiated evidence that the child's physical or medical condition prevents them from accessing and participating fully in Early Years provision, he/she. Indicators may include</p> <ul style="list-style-type: none"> Demonstrates considerable difficulty using individual fingers and with reaching, holding and releasing objects. Is unable to use these actions for a functional purpose. Dependant on a high level of individual physical support from an adult to manipulate items/tools to play and for self-care.

<p style="text-align: center;">Physical Difficulties Early Years Foundation Stage Children's Characteristics</p>			
Early Years Foundation Stage 2014	Stage 1	Stage 2	EHC Needs Assessment Request
<p><u>Physical Development</u> continued</p> <p>Health and self-care</p>	<p>Depending on the age and stage of development and the experience of the child:</p> <ul style="list-style-type: none"> Shows awareness of own needs with regard to eating and hygiene but may need some adult support to meet those needs. Can feed using their fingers or utensils, but may need some adult support (e.g. verbal encouragement to use both hands) Can pour drink from a jug with some spillage. May need verbal encouragement to use both hands to drink from a beaker. Can wash and dry hands but may need some verbal prompts or minimal adult support. May still be wearing nappies and need an adult to provide intimate care. 	<p>Depending on the age and stage of development and the experience of the child:</p> <ul style="list-style-type: none"> Shows some awareness of own needs with regard to eating and hygiene and needs frequent adult support to meet those needs. Is able to feed independently but may need special utensils and some individual physical support and/or supervision. Is able to drink unaided but may need assistance to pour a drink and may need a special beaker and/or verbal prompts to use both hands and avoid spillage. Actively cooperates with washing hands but may need physical support. May still be wearing nappies and need an adult to provide intimate care. 	<p>There is clear and substantiated evidence that the child's physical or medical condition prevents them from accessing and participating fully in Early Years provision, Indicators:</p> <ul style="list-style-type: none"> Highly dependent on adults to provide care and support for their ongoing medical needs to ensure their full participation in Early Years education. Highly dependent on adults to administer to their long term medical needs to ensure that they can safely participate in Early Years education.

NOTES:

