

## Early Years Inclusion SEND funding descriptors

<b>COGNITION AND LEARNING NEEDS</b>			
<b>KEY THEME</b>	<b>UNIVERSAL SUPPORT (provider led)</b>	<b>TARGETED SUPPORT (Capped inclusion funding)</b>	<b>HIGH LEVEL NEEDS (EYIF funding)</b>
<b>Cognitive development, attainment and progress</b>	Attainment is at lower level than majority of peers even with some additional support. Progress is at slower rate than majority of peers.	Attainment is significantly lower than majority of peers – gaps in comparative attainment levels increasing. Slow progress, even with significant and increasing levels of intervention.	There is very little and very slow progress, even with high levels of intervention. Progress demonstrated through Portage or other specialist assessment tools.
<b>Communication and participation</b>	Some language and communication difficulties.	Significant communication difficulties inhibit regular participation, understanding and contribution to activities.	Extreme communication difficulties seriously inhibit participation, understanding and contribution to activities.
<b>Curriculum access/pupil participation</b>	Some difficulties with concentration and retention even with some intervention and curriculum modification. Limited ability to transfer skills and knowledge.	Significant difficulties with concentration and retention requiring adult intervention and curriculum modification. Little evidence of skill and knowledge transfer.	Requires extensive adult support and a highly adapted curriculum.
<b>Social development</b>	Some difficulties in making and maintaining friendships and relationships.	Significant difficulties in making and maintaining friendships and relationships, likely to occur as a result of delayed learning.	Extreme difficulties in making and maintaining friendships and relationships, resulting in frequent social isolation vulnerability, with some disengagement. Likely to occur as a result of delayed learning.
<b>Motor skills</b>	Some delay in fine and gross motor skills.	Significant delay in fine and gross motor skills, requiring some adult intervention.	Extreme delay in fine and gross motor skills, requiring extensive adult intervention.
<b>Self-help skills</b>	May need some additional support to develop independence in organisational skills and personal care needs.	Requires significant additional input to develop age-appropriate independence skills for daily living and personal care needs.	Requires extensive additional input to develop age-appropriate independence skills for daily living and personal care needs.

## Early Years Inclusion SEND funding descriptors

<b>COMMUNICATION AND INTERACTION NEEDS</b>			
<b>KEY THEME</b>	<b>UNIVERSAL SUPPORT (provider led)</b>	<b>TARGETED SUPPORT (Capped inclusion funding)</b>	<b>HIGH LEVEL NEEDS (EYIF funding)</b>
<b>Communication and participation</b>	Some language and communication difficulties.	Significant communication difficulties inhibit regular participation, understanding and contribution to activities in setting.	Extreme communication difficulties seriously inhibit participation, understanding and contribution to activities in setting.
<b>Social interaction</b>	Some difficulties in making and maintaining friendships and relationships.	Significant difficulties in making and maintaining relationships.	Extreme difficulties in making and maintaining relationships, resulting in frequent social isolation and vulnerability, with some disengagement.
<b>Child participation</b>	Some difficulties in following instructions and accepting adult direction, and maintaining attention to task.	Significant difficulties in following instructions and accepting adult direction, and maintaining attention to task.	Extreme and persistent difficulties following instructions and accepting adult direction, and maintaining attention to task. Requires highly adapted access to curriculum.
<b>Response to sensory stimuli</b>	Unusual response to some sensory stimuli, requiring adjustments.	Unusual response to some sensory stimuli, requiring significant adjustments.	Unusual and frequent response to some sensory stimuli. Requires major adjustments, linked to complex sensory profile.
<b>Flexibility of thought</b>	Some evidence of inflexible thought. Support is required to manage change in everyday situations.	Evidence of rigid thought, making the child inflexible and unlikely to cope with change, resulting in significant signs of stresses and anxiety.	Evidence of rigid thought, making the child inflexible and unlikely to cope with change, resulting in an extreme response.
<b>Developmental profile</b>	May have uneven developmental profile.	Uneven progress between developmental areas due to problems with particular aspects of communication development.	Limited progress across developmental areas due to problems with particular aspects of communication development which have an extreme impact on learning.

## Early Years Inclusion SEND funding descriptors

<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS</b>			
<b>KEY THEME</b>	<b>UNIVERSAL SUPPORT (provider led)</b>	<b>TARGETED SUPPORT (Capped inclusion funding)</b>	<b>HIGH LEVEL NEEDS (EYIF funding)</b>
<b>Child participation in activities</b>	Some SEMH inhibit participation, understanding and contribution to activities and learning, which results in limited progress in many areas.	A pattern of frequent SEMH inhibiting regular participation, understanding and contribution to activities and learning which results in very limited progress in most areas.	Persistent SEMH inhibit most participation, understanding and contribution to activities and learning, which results in extremely limited progress in all areas.
<b>Emotional health and wellbeing</b>	Some periods of disruption to social and emotional wellbeing, resulting in an impact on learning. Without familiar & consistent adult support, anxiety significantly limits ability to recognise and manage emotional responses.	A pattern of frequent disruption to social and emotional wellbeing, resulting in regular impact on learning. Mood is frequently very low, affecting self-esteem and limiting ability to engage. Anxiety significantly affects ability to engage in everyday life, including family life.	Extreme and persistent disruption to social and emotional wellbeing, resulting in extreme unhappiness/stress. Possible prolonged periods of absence/disengagement.
<b>Child response to education</b>	Some unpredictable responses to learning tasks, resulting in periods of uncooperative behaviour and/or emotional withdrawal.	A pattern of frequent unpredictable responses to learning tasks, resulting in periods of uncooperative behaviour and/or emotional withdrawal.	Persistent extreme responses, resulting in prolonged periods of uncooperative behaviour and/or emotional withdrawal.
<b>Impact on self and others</b>	Some behaviour which may be injurious or endanger others.	A pattern of frequent behaviours which may be injurious or endanger others, resulting in some social isolation and rejection.	Repeated extreme behaviours which are injurious or endanger others. High level of rejection and social isolation.
<b>Social interaction</b>	Some difficulties in making and maintaining friendships and relationships, despite adult support intended to prevent social isolation.	A pattern of significant difficulties in making and maintaining appropriate relationships, despite adult support intended to prevent social isolation.	Extreme difficulties in making and maintaining relationships, resulting in frequent social isolation and vulnerability, with some disengagement.
<b>Intervention</b>	Some modification of teaching styles. Increasing incidents of disruption/ disaffection despite the provision of an appropriate curriculum and the strengthening of other setting strategies. Support requires parent's/carer's active participation.	A pattern of significant modification of teaching styles and an individualised curriculum in some areas are in place. Teaching and learning is disrupted frequently.	Teaching and learning is persistently disrupted despite an individualised curriculum being provided for most of the time. Support needs to be flexible and responsive, to reflect changes in need that may occur even on a daily basis.
<b>Exceptional, complex circumstances</b>			Exceptional safeguarding evidence demonstrates a high risk of significant harm as a consequence of SEMH issues not previously supported through SEN procedures.

## Early Years Inclusion SEND funding descriptors

PHYSICAL AND MEDICAL NEEDS			
KEY THEME	UNIVERSAL SUPPORT (provider led)	TARGETED SUPPORT (Capped inclusion funding)	HIGH LEVEL NEEDS (EYIF funding)
<b>Curriculum access/child participation</b>	Is able independently to participate in most activities. Progress requires some additional adult support.	Is able independently to participate in some activities. Progress requires significant adult support. Curricular information requires repetition/rephrasing/visual reframing. Environmental information and curriculum materials require significant modification to enable access.	Is only able to participate in limited activities. Progress requires extensive adult support. Environmental information and curriculum materials require extensive modification to enable access mostly using tactile and multi-sensory approaches. Child requires BSL interpretation to access much of the curriculum.
<b>Care/Mobility needs</b>	Has care or mobility needs requiring some adult intervention. Child may have a personal and intimate care plan/ manual handling plan	Has care or mobility needs requiring significant adult intervention. Child will have a personal and intimate care plan / manual handling plan	Has care or mobility needs requiring extensive adult support.
<b>Medical needs</b>	Has medical needs requiring some adult intervention. Child may: <ul style="list-style-type: none"> <li>• need regular medication</li> <li>• receive funding from medical needs panel</li> <li>• have a health care plan</li> </ul>	Has medical needs requiring significant adult intervention. Child will have a health care plan. Child requires supervisory support as there is a predictable risk of harm requiring immediate adult intervention e.g. child with heart condition will need supervisory support during aerobic activities, outside play etc.	Has medical needs requiring extensive adult support. Child will require supervisory support to ensure immediate intervention is available in foreseen, life-threatening circumstances which may occur at any time. Child's age and / or cognitive ability may impact upon their ability to self-manage their condition.
<b>Social interaction</b>	Some difficulties in making and maintaining friendships and relationships, requiring some additional adult support.	Significant difficulties in making and maintaining appropriate relationships, requiring significant adult support.	Extreme difficulties in making and maintaining relationships, resulting in frequent social isolation and vulnerability, with some disengagement requiring extensive adult support.
<b>Language and/or written/oral communication</b>	Communication/language difficulties requiring some specialist support and approaches.	Communication/language difficulties requiring significant specialist support and approaches.	Communication/language difficulties requiring extensive specialist support and approaches.