

Appendix 2a: Criteria for Additional Support

Criteria to use when applying for Inclusion Grant or Specialist Nursery Placement

How to use the Criteria

Use the criteria to complete the Decision Tool

Score using 0-4 scale where

0 and 1 equates to intervention at the Universal Wave

2 and 3 equates to intervention at the Targeted Wave

4 equates to intervention at the Specialist Wave

Use the EYFS Prime Areas and Characteristics of Effective Learning, Teaching Talking Profiles, progress reviews and reports from other agencies to complete the Additional / Supporting Evidence sheet

h:\shared ids\ids east\santina baddeley\inclusion grant paperwork\inclusion grant paperwork.docx

Impact of Individual need on Characteristics of Effective Learning

0	Playing and Exploring is at the age-appropriate stage. Child responding to resources, activities, environment, other people.
0	Active Learning is at the age-appropriate stage, child is able to maintain focus, persist when there are difficulties and enjoy their achievements
0	Creating and Thinking Critically are at the age-appropriate stage. Child is able to problem solve, make links in their learning, use previous experiences and shared thinking to move learning on.
1	Above areas require some individual support during active learning times
2	Beginning to show interest in and become involved with learning environment With adult support to make choices / maintain focus Child's needs requires individualised planning to support access to activities and ways to record involvement
3	Child experiments using trial and error/ May show little interest in toys and objects/ May be preoccupied with using toys in an unusual way Shows curiosity towards people objects and events Manipulates materials using a range of actions Child needs significant differentiation of resources. Child unable to generalise learning across areas. Presentation of new activities needs significant pre-planning
4	Child learns through inbuilt reflexes and reactions Interacts with learning environment at sensory level, or plays inappropriately with objects. Is difficult to distract when engaged in such activity Intensive Interaction approach used Child needs high level of adult support in order to access learning environment

Impact of Individual need on Group Times

0	Enjoys small and large group sessions, makes relevant contributions and listens and responds appropriately to others.
0	Is able to participate in small and large group activities though is more confident in a smaller group. Needs encouragement to participate fully in large group situations.
0	Needs some support to stay on task in large group situations. Responds to visual cues and adult instructions if repeated and given individually.
1	Needs group instructions repeating individually and additional adult support to stay focused in large group activities.
2	Copes better in small group, familiar with familiar shorter activities and clear group routines (2)
3	Child is beginning to take part in small group activities. Behaviours observed may include; withdrawing, signs of anxiety, tearfulness, very limited attention and concentration. May also demonstrate a range of avoidance techniques. This may include verbally expressing an unwillingness to participate.
4	Large and small group activities are inappropriate for child due to significant social /cognition delay. 1:1 activities offered as a reasonable adjustment.

Impact of Individual need on Routines

0	Child is able to follow all aspects of nursery/home routine and is happy to accept changes/unfamiliar events taking place.
0	Child can follow most of the nursery routines, may need some prompting from adult.
1	Child is having some difficulty in following the nursery routine. Needs individual visual timetable to help with this and choice making. Often on own agenda. May show signs of anxiety.
2	As above but showing signs of anxiety even though they have been given substantial warning that the routine will be different.
3	Child has introduced his/her own rituals to accompany routines e.g. Having to put toys away in a certain order, will show signs of distress if these do not happen.
4	To achieve some involvement they have to withdraw from unfamiliar situation if anxiety becomes too high, accompanied with aggressive/unpredictable behaviour. Even familiar routines cause stress and anxiety.

Impact of individual need on Access to full range of activities

0	Child able to access full range of learning inside and out
1	Child may need small amount of additional support, e.g. To reach items, suitable sized seating and tables Child may be unwilling to attempt certain activities, e.g. messy play, new activities.
2	Cognition / Interaction / communication / physical difficulties require some additional support and individualised planning.
3	Cognition / Interaction / communication / physical difficulties result in intervention at specific times of the session Manual Handling Plan in place for adult support to transfer from area to area Child may need individualised learning plan, pre-teaching of new learning, one to one support to access learning activities.
4	Cognition / Interaction / communication / physical difficulties require constant adult support to access environment and curriculum

INDIVIDUAL NEED

Cognition and Learning

0	Child is accessing curriculum at an age appropriate level.
0	Child is accessing the majority of the EYFS with minor differentiation.
0	Child is accessing EYFS with differentiation shown in weekly planning for setting.
0	Child is accessing EYFS with differentiation shown in weekly planning for setting but may need more repetition than peers
0	Child needs repetition of differentiated activities within small group.
1	Child is showing a delay of at least 6 months in EYFS Prime Areas / Teaching Talking Profile Needs differentiated activities with frequent repetition – at least 3 times a week.
2	Child will be showing developmental delay of at least 12 months in EYFS Prime Areas / Teaching Talking Profile Active learning is accessed in groups of less than 4 with daily repetition.
3	Child will be showing developmental delay of at least 18 months in EYFS Prime Areas / Teaching Talking Profile Active learning only accessed in 1:1 or 1:2 daily repetition activities which require individual planning. Beginning to actively engage in learning opportunities for 1-2 minutes.
4	Child will be showing developmental delay of at least 18 months + in EYFS Prime Areas / Teaching Talking Profile Active learning only accessed in 1:1 or 1:2 daily repetition activities which require individual planning.

INDIVIDUAL NEED

Physical Disability and/or Health

0	The child has a diagnosed disability or medical condition. The child is able to access the curriculum at an age appropriate level.
0 M	A Risk Assessment or Health Care Plan may be in place. All staff within the setting have an awareness of their contents but no intervention is needed e.g. naso-gastric tube.
0 P	The child is able to manage their personal hygiene and self-care in an age appropriate manner. They may need some different equipment e.g. special scissors, sloping board.
1	Child has some stability and / or coordination difficulty Child may need some assistance with some activities e.g. delayed mobility – use of buggy for outings. Has some difficulty using fingers and thumbs together.
2	Physical development is slow due to long term nature of disability Has some independent movement Needs support to perform some physical skills Up and moving with supportive equipment Moves via crawling, bottom shuffling Weight bearing for short periods Needs support to manipulate objects using two hands. Has difficulty with control of individual fingers
3	Not independently mobile and/or balance and strength are reduced. Physical dependence on adult for hygiene, self-care and movement around the environment. Will need manual handling plan. May require specialist equipment e.g. chair, standing frame.
4 M	Constant adult supervision for life threatening or unstable medical conditions. This should be in partnership with Specialist Paediatric Nursing Team. NB Child should not be in attendance without Health Care Plan and appropriate training from medical specialists.
4 P	Needs likely to be long lasting due to nature of disability Has limited functional movement Needs assistance to reposition, maintain posture Needs support / equipment in all situations Non weight –bearing Can reach but not grasp, hold but not release May demonstrate some intention but has little or no functional movement for above

Communication Listening and Attention

0	Listening and attention skills are developing age appropriately.
0	May have developed skills in therapy which need to become generalised
1	<p>Begins to attend to meaningful language</p> <p>Sometimes needs prompting to listen to spoken language 1-1 and often needs prompting in small group.</p> <p>Gives more focussed attention when with adult rather than on own</p>
2	<p>Gives single channelled attention.</p> <p>Usually needs prompting to listen to spoken language 1-1.</p> <p>Needs specific signals to gain / maintain attention in group</p> <p>Gives better attention to activities involving non-verbal skills rather than language based tasks.</p>
3	<p>Begins to anticipate events from hearing a sound.</p> <p>Motivated to attend to familiar sounds.</p> <p>May look towards source of sound</p> <p>Tries to copy adult facial expressions.</p> <p>Demonstrates awareness of when things sound different (new people, objects etc.)</p> <p>Begins to choose own focus of attention</p>
4	<p>Has inbuilt reflexes and reactions</p> <p>Responds to familiar voice</p>

Communication Receptive Language (Understanding)

0	Receptive language skills are developing age appropriately.
0	May have developed skills in therapy which need to become generalised
1	Receptive language is more developed than expressive Poor generalisation of concepts Responds to simple instructions containing 2 ICW Responds to simple questions Can make verbal choice
2	Needs additional cues to support understanding of language Relies on visual cues to respond to simple requests Points to pictures in book when named Follows single word instructions
3	Responds to single words in context Responds to simple requests in imitation Recognises familiar objects and people when named.
4	Anticipates familiar routines in response to sounds, actions, smells

Communication Expressive Language and Speech

0	Expressive language and speech developing age appropriately. Using up to 200 words and short sentences May omit initial/final consonants
0	May have a mild delay in language or speech sound development May have developed skills in therapy which need to become generalised
1	Is slow to develop age- appropriate language skills
1	Speech and language difficulty impacts on curriculum access
2 E	Small but steadily increasing vocabulary to relate information and make requests 50+ words / signs Some echolalia Uses 2 word phrases (often telegraphic)
2 S	Speech is intelligible in context
3 E	Uses single words, signs, gestures, and learned phrases to communicate Copies representational noises or single words.
3 S	Difficult to understand even when context is known Disordered sound system Constant echolalia
4E	Uses a very small range of vocalisations to show feelings Expresses needs using different cries and facial expressions
4 S	No intelligible speech

Self Care and Independence

0	Self care skills are age appropriate – occasional accidents, may need some support with using utensils and dressing
1	Has growing level of competencies Self care skills are maximised despite disability Holds spoon and gets food safely to mouth Beginning to give notice of urgent toilet needs May know if wet or soiled Takes off clothing but unable to put them on
2	Is slow to develop self-care skills, disability limits amount of self-care Has no bowel or bladder control or awareness Cooperates with dressing Attempts to hold spoon, puts hands around cup / bottle when drinking
3	Has limited self care skills, disability prevents self-care in a significant range of tasks May attempt to grasp bottle / cup
4	Does not demonstrate self-care skills. Relies totally on others to meet care needs

INDIVIDUAL NEED

Interaction with Adults

0	Interacts appropriately and confidently with adults.
0	Will respond appropriately to familiar adults. Only initiates interaction with key worker.
0	Not consistently responding to adult/key workers' attempts to engage them in conversation or activities.
1	Rarely responds verbally to an adult, does not seek out adult for praise. Shows little interest in adult led/supported activities. On own agenda.
2	Responses to adults attempts at interaction are inappropriate (over familiar, on own agenda, negative/aggressive, or passive)
3	Lacks awareness of adults. Will tolerate adult intervention or support for very short periods.
4	Total inability to tolerate any social interaction other than meeting own basic needs. No recognition of own or others emotions.

Interaction with Peers

0	Interacts age appropriately and confidently with peers.
1	Will respond appropriately to other children though not yet initiating interaction, unless supported by an adult . May talk with peers.
1	Observes peers and shows an interest in their play. Not always responding to peers attempts to engage them in play activities. Occasional verbal responses. Has 1 or 2 special friends.
2	Play is very much on own agenda and contact with peers is limited. Will become upset and frustrated if other children join in activity or try to use the same resources.
3	Having difficulty forming relationships with peer group as unable to attend at an activity for any length of time. Will ignore others attempts to talk with him/her. Can be aggressive and unpredictable or withdrawn.
	Child is very much on own agenda, will tolerate 1-2 children near them in play situations. Will display passive or confrontational behaviours towards peers.
4	Lacks awareness of peers. Will tolerate peer presence for short periods with adult support. May occasionally display unpredictable behaviour but does not pose significant risk to self or others.
	Total inability to tolerate any social interaction other than meeting own basic needs. No recognition of own or others emotions.

Sensory Processing

0	Ability to sensory process is at an age/experience appropriate level.
1	Adapting the environment to reduce/increase sensory stimuli – to which the child can positively respond. Makes limited response or mildly overacts to some sensations May be distracted by sounds
2	Adapting environment, activities, to meet a child's individual needs by reducing/including sensory stimuli Persistently puts objects in mouth May smell or taste inedible objects Variable responses to a range of sensations Over / under reacts to pain. May avoid eye contact May stare off into space More interested in lighting / mirrors than peers.
3	Will tolerate focussed adult input in reducing/increasing the sensory stimuli. Is preoccupied with touching, smelling, tasting or looking at objects or people Shows extreme over or under reaction to sensory input May ignore pain or react strongly to slight discomfort May stare into space or look at objects from an unusual angle.
4	Severity of sensory needs that require a sensory assessment and/or sensory diet. Total inability to tolerate environment and curriculum due to sensory needs. Preoccupied with smelling, tasting, feeling or watching objects for the sensation rather than as exploration Consistently avoids looking at people or certain objects

Anxiety

0	Child copes with routines, new events and people with minimal support.
1	New situations cause anxiety, displayed by repetitive behaviours e.g. arm flapping., or withdrawal. Supported by input at Universal wave.
2	New situations cause high level anxiety which needs adult intervention.
3	Child manages routines and new events or people with significant preparation and support. May withdraw from situation or become upset Resists or show upset when routines change
4	Level of anxiety prevents child from engaging fully in environment. Child may completely withdraw, become severely distressed or angry posing risk to self or others Significant difficulties in managing change or unable to adapt to change Withdrawn, unwilling to engage or display disruptive / challenging behaviour

SAFETY



Impact of individual need on Risk to self, peers, adults and environment

0	No risk
1	Lack awareness of safety but is learning from experiences and setting rules.
2	Cognition / Interaction / communication / physical difficulties result in behaviours which could pose a risk to others, adults all aware. Risk Assessment in place
3	Cognition / Interaction / communication / physical difficulties cause risk at identified times of session Risk Assessment in place
4	Cognition / Interaction / communication / physical difficulties cause significant risk which needs constant adult support. Risk Assessment in place