

Communication & Interaction

Listening and Attention

	Setting offer		Early Years SEND Inclusion Fund		
	Universal	SEND Support	Low (EI09 – EI10) £1044.85 - £2089.70	Middle (EI11-13) £3134.55 - £5224.25	High (EI14-16) £6269.10 - £8,358.80
Focus and Attention	Child can independently access the setting environment and sustain focus on age-appropriate self-chosen activities and resources.	Child has some difficulty accessing the setting environment. Child may be easily distracted and need some adult support to enable them to access the environment and sustain focus on self-chosen activities and resources. Child may appear to enjoy more physical play, such as chasing games.	Child required ongoing support to access the setting environment. Child continued to be easily distracted, needing adult support to access environment, self-chosen activities and resources. Adult led learning experiences need to be tailored to child's preferred interest to prompt engagement.	<p>Child is showing significant difficulty accessing the setting environment.</p> <p>Child is easily distracted, flits between activities or finds it difficult to move on, showing repetitive obsessional behaviours.</p> <p>Child is withdrawing so social group activities.</p> <p>Child needs a high level of adult support through personalised activities to enable them to access the nursery environment, choose activities and sustain focus.</p> <p>Child shows limited play skills, may include significant patterns of repetitive play.</p>	<p>Child has sustained difficulty with developing focus and attention at activities of their choice and adult led activities linked to their interest.</p> <p>Child shows rigid, repetitive, obsessional behaviours which make it difficult to cope with learning and engaging.</p> <p>Child shows anxiety, aggression or withdrawal and/or distressed behaviours.</p>

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Following routines	<p>Child able to follow physical prompts or visuals of familiar routines independently</p> <p>Joins with songs, rhymes, stories using words and gestures at age-appropriate level of development</p>	<p>Child needs some adult support to follow routines due to some difficulty understanding instructions. Adults need to support child to follow routines using visual supports at a universal setting-based level</p>	<p>Child requires ongoing adult support with the continued use of visuals to better understand and follow daily routines from advice given by wider professionals</p>	<p>Child has significant difficulty understanding and following routines and instructions. Child requires 1-1 adult support through physical, visual and verbal prompting for everyday routines</p>	<p>Child has sustained difficulty understanding and following routines and instructions despite high levels of adult support, prompting and intervention</p>

Communication & Interaction Receptive and Expressive Language

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Understanding instructions/ Questions (Receptive Language skills)	<p>Child can understand and follow age-appropriate instructions and questions.</p> <p>With universal support strategies child can follow age-appropriate instructions and questions.</p>	<p>Child may demonstrate limited understanding of non-verbal cues.</p> <p>Child has some difficulty understanding and following age-appropriate instructions and questions, needing some adult support and the use of visual aids. Adults need to simplify language they use.</p>	<p>Child has reduced receptive vocabulary impacting on learning and retention of new words.</p> <p>Child continues to show difficulties in understanding and following age-appropriate instructions and questions; advice has been sought from wider professionals as communication gap is emerging between child and peers.</p>	<p>Child is showing significant difficulty understanding and following age-appropriate instructions and questions. Communication gap is widening with minimal progress.</p> <p>Child requires a high level of adult support using visuals such as OOR, Now & Next boards. Adults need to simplify/ reduce language, model and scaffold responses.</p> <p>Supporting evidence highlights significant delay in understanding language.</p>	<p>Child demonstrates sustained difficulty understanding and following age-appropriate instructions and questions despite a high level of adult support/ intervention.</p> <p>Child may need increased use of individual visual aids. Wider professional advice has been implemented for an extended period of time with little/no progress being made.</p>

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<p>Communication needs</p> <p>(Expressive Language Skills)</p>	<p>Child can communicate using a range of age-appropriate language, gestures, key words etc.</p> <p>If child has English as additional language setting to use speech and language interventions to support development of English.</p>	<p>Adults may have difficulty in understanding what the child is saying without it being in context.</p> <p>Child shows some difficulties in communicating with others; this has been identified through language screening assessments e.g. SSO, EY TalkBoost.</p> <p>Child may not talk about significant events, or people of interest, or ask questions and ask why things happen.</p>	<p>Child continues to exhibit difficulties in communicating despite at least two rounds of intervention identified from internal speech screening assessments.</p> <p>Child has reduced expressive vocabulary impacting on learning, using, learning and retention of new words.</p> <p>Communication gap is widening and child has made minimal progress; advice has been sought and followed from wider professionals</p>	<p>Child is showing significant difficulties communicating with others compared to their peers.</p> <p>Child may have been identified as working significantly below age expected levels, from assessments from wider professionals.</p> <p>Child may be using pointing, hand guiding, intonations and body language to request their wants and needs.</p>	<p>Despite an individualised programme of support/ Intervention the child demonstrates sustained difficulties communicating with others in comparison to their peers.</p> <p>Child is reliant on the adult to interpret their wants and needs through behaviours and emotions.</p> <p>SLT Assessment and/or other professionals indicate a severe long-term delay/ difficulty. Child is reliant upon an adult to interpret basic wants and needs using additional aids</p>

**Communication & Interaction
Receptive and Expressive Language**

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Continued Communication needs (Expressive Language Skills)		Child requires targeted group interventions and is working below age-appropriate levels. Loss of previously demonstrated communication skills. Showing less attempts of engaging with communication with others.			

Communication and Interaction Social Communication

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Impact of Social/physical environment	<p>Child is comfort in exploring the settings environments to access a range of activities.</p> <p>Child can manage different levels of noise, numbers of children, transitions,</p> <p>Child can manage their self-care needs independently or with limited adult support.</p> <p>Child has strategies to emotionally regulate in relation to environmental changes.</p>	<p>Child experiences some difficulties / unusual responses to sensory experiences (can be easily distracted, upset by noise/touch/light.</p> <p>Child may need adult reassurance and support when behaviours show dysregulation.</p> <p>Adults monitoring the environments to support a child's needs.</p>	<p>Child continues to present with increased anxiety and unusual responses to the social/physical environment, despite continued adult support, environmental changes and resources.</p> <p>Child is needing frequent support from adults and the environmental adaptations to self-regulate (quiet space, sensory resources).</p> <p>Child is unable to communicate or understand their feelings/emotions and needs adult support to identify their needs.</p>	<p>Child is showing significant avoidance to activities, linked to their sensory differences, therefore narrowing experiences and learning.</p> <p>Child shows signs of disproportionate reactions over longer periods within the session to small changes within environment.</p>	<p>Child demonstrates sustained difficulty despite a comprehensive support programme over a period of time, for example:</p> <p>Setting has provided a tailored provision offer to suit the needs of the child (higher adult ratio, small group of children, inclusive communication support, increased levels of supervision).</p>

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<p>Continued...</p> <p>Impact of Social/physical environment</p>		<p>Adults to model self-regulation through the use of quiet spaces or visual choices of activities, comfort items.</p> <p>Adults to provide prompts to support self-care needs, e.g. giving them their drinks bottle.</p>	<p>Adults to monitor/record behaviours/responses to identify changes needed. This may lead to a sensory audit.</p> <p>Adults have completed a Risk Assessment, sharing with parents and adults in setting.</p>	<p>Child requires increased longer periods of time in a quieter space to support calming with a familiar adult using a range of strategies and resources.</p> <p>Child is unable to self-regulate and may not be able to keep themselves and others safe without adult support.</p> <p>Adults have completed and reviewed the Risk Assessment.</p>	<p>Setting has conducted a sensory audit and made adjustments to support child's needs.</p> <p>Adults have attended relevant training. This may include Neuro-inclusive Education Network (AET), Safety Intervention and de-escalation training.</p> <p>Support and advice has been gained from external professionals and acted on over time.</p> <p>Risk Assessment continue to be reviewed and updated.</p>

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Awareness of social cues and play alongside others	<p>Child shows interest in play with others, seeks out others to join their play.</p> <p>Child can demonstrate age-appropriate joint attention and generally able to turn take through play and games.</p>	<p>Child shows some difficulty engaging with other children and adults.</p> <p>Child may play alongside other children with little awareness of others play.</p> <p>Child needs some adults support to turn take with resources, play, games.</p> <p>Child shows lack of awareness of social space during social activities.</p>	<p>Child continues to show difficulties with peer interactions, required adult modelling and support.</p> <p>Child is showing difficulty in accepting new and familiar adult presence and input.</p> <p>Child continues to prefer solitary play focusing on their self-directive play.</p> <p>Child continues to need adult support with turn taking/sharing when they notice a toy of interest/motivating.</p>	<p>Child is showing significant difficulty engaging with peers and/or adults.</p> <p>Child is showing significant difficulty in sharing eye contact, avoiding others at motivating activities.</p> <p>Child will use loud vocalisations, body language, physical actions to remove peers/adults from their personal space at motivating activity.</p>	<p>Child demonstrates sustained difficulty despite a comprehensive support programme over a period of time e.g. Intensive Interactions, Share Attention Activities, Motivate to Communicate, Objects of Reference, visuals.</p> <p>APDR shows clear input, strategies, interventions from external professionals over period of time, unless exceptional circumstances.</p>

**Communication and Interaction
Social Communication**

	Setting offer		Early Years SEND Inclusion Fund		
	Universal	SEND Support	Low (EI09 – EI10) £1044.85 - £2089.70	Middle (EI11-13) £3134.55 - £5224.25	High (EI14-16) £6269.10 - £8,358.80
Continued ... Awareness of social cues and play alongside others				Child is unable to turn take/share with other due to rigid repetitive style of behaviours or actions through play, e.g. spinning, flapping, pacing	Child continues to: Avoids all eye contact. Engage in solitary play. Follows on agenda. Not able to share or turn take while playing. Not engaging in functional play, wanting to constantly move around environment. Strong exploratory impulse through large body movements e.g. swiping toys from low level surfaces. Demonstrating unsafe social behaviours.

Communication and Interaction Social Communication

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Imaginative Play	<p>Child demonstrates age-appropriate play skills. Play is functional and purposeful and imaginative.</p> <p>Adults support may be needed to provide challenge and extension to play.</p>	<p>Child is showing some difficulty with playing with toys purposefully.</p> <p>Adult support is needed to model basic play with a range of toys and resources.</p> <p>Child is showing some response to adult attempts to model play skills.</p>	<p>Child continues to show difficulties in understanding and using toys through imaginative play. They see the toys as objects and prefer to explore through banging, shaking, tapping or holding.</p> <p>Despite adult modelling child continues to follow their own play.</p>	<p>Child is showing significant difficulty in accessing/using suitable play items for intended purpose.</p> <p>Child is showing significant difficulty in stopping their play or noticing changes to the routine.</p> <p>Child is showing significant resistance to adult input and modelling play skills.</p>	<p>Child demonstrates sustained difficulty being rigid with the objects/toys they choose and the way that they play. Preventing their full curriculum access. They are resisting their attempts to broaden their skills, knowledge and experience.</p> <p>Child can come very distressed, passive, withdrawn or respond physically towards adults, due to the severity of their social communication difficulties.</p>

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Transitions and unstructured times	<p>Child demonstrates curiosity when exploring the environment. Engaging in a range of age-appropriate activities on offer. Child can select, settle and remain at activities.</p> <p>Child can extend, persist with play, skills using their full attention.</p> <p>Adults join their activities to provide scaffolding</p>	<p>Child may show difficulty in selecting, settling at a chosen activity. E.g. child may flit from or between activities. Child is not at an activity long enough for adult support/scaffolding.</p> <p>Child may not pick-up general signals to changes of routine. Adults may need to give individual cues/support at particular times, e.g. tidy up times, snack.</p>	<p>Child continues to show difficulties with engaging in activities at unstructured times, needed adults support to aid choice making, using objects of reference, with adults using simplified language.</p> <p>When a choice has been made, an adult is required to gently guide child to chosen activity and encourage to remain for a short period of time.</p>	<p>Child is showing significant resistance and difficulty broadening their experience when exploring the environment during unstructured times. E.g. selecting toys/activities of interest repeatedly.</p> <p>Child requires more adult support to understand changes to the routine, through individual objects of reference, photographs and/or Now/Next boards.</p> <p>Adult support frequently required to encourage and model choice making through objects of reference, photographs, choice boards or staff lanyards.</p>	<p>Child demonstrates sustained difficulty despite an individualised, comprehensive support programme over a period of time e.g. Objects of Reference, photographs, staff lanyards, Now/next, choice boards, advance warnings, sand timers, prompting, reduced language, high level of adult support.</p> <p>APDR shows clear input, strategies, interventions from external professionals over period of time, unless exceptional circumstances.</p>

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Continued	and challenges.			When there is a change in routine, child requires adult support with appropriate visual/verbal, objects of reference and physical prompt.	Despite use of visuals and advance warning given child still shows significant difficulties at points of transitions, resulting in changes to behaviour. E.g anxiety, distress, dysregulation, avoidance, resistance, physical actions, passivity, or withdrawing from situation.	Child continues to: Be unaware of familiar daily routines, focusing on their preference of play/interests.
Transitions and unstructured times	Universal visuals are consistently used to support all children, showing daily routine, enforcing when changes will happen.			Adults are providing advanced warnings of change through using reduced language to support with Makaton/gestures ensuring child's attention has been gained.	There may be occasions when child, children, adults may be injured as a result of distressed behaviours (sensory overload, communication difficulties). Adults are required to provide an appropriate space to support regulation with appropriate resources suited to the child's need. E.g. visuals, sand timers, emotions, comforters, extra time.	Not respond or resists support from familiar adults using consistent visuals and support methods. Be distressed or dysregulated for frequent, persistent, long periods of times within a calm space with appropriate resources to support regulation. Frequent, persistent, incidents increasing with severity of child showing unsafe behaviours with themselves, others and the environment.

**Communication and Interaction
Social Communication**

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	Universal	SEND Support	BAND (EI09 – EI10) £1044.85 - £2089.70	BAND (EI11-13) £3134.55 - £5224.25	BAND (EI14-16) £6269.10 - £8,358.80
Turn-taking and sharing	<p>Child enjoys and participates in turn-taking and sharing activities at an age-appropriate level.</p> <p>Child can wait for a turn during play and games/activities. There may be a need to provide adult support on occasions.</p>	<p>Child is showing some difficulties, with taking turn and sharing during play opportunities.</p> <p>Child is showing some difficulties waiting for their turn.</p> <p>Adults are needed to negotiate, model and support with sand times, visuals, e.g. waiting, turn taking.</p>	<p>Child continues to show difficulties in understanding interactions with others when sharing resources.</p> <p>Child can show upset when having to wait, take turns, share with the support of an adult and visuals.</p> <p>Interventions through small groups are provided to practice, waiting, taking turns, sharing supported with visuals.</p>	<p>Child is showing significant difficulties or showing limited interest engaging/joining play opportunities that include waiting, turn taking, sharing.</p> <p>Child is not understanding toys/resources within setting belong to all children. Adult support is needed to model, use visuals to provide a positive outcome.</p> <p>Interventions are in place to practice waiting, turn taking skills, linked to child's interest, with adult and child, supported with visuals.</p>	<p>Child demonstrates sustained difficulty and is dysregulated during unstructured, structured activities involving waiting, sharing, turn taking.</p> <p>Despite a high level of adult support and individualised approach, child shows limited progress with waiting, turn taking and sharing skills.</p> <p>Child is unable to tolerate other children in turn taking games. Interventions are short in duration involving child and familiar adult, strongly linked to child's interests.</p> <p>APDR shows clear input, strategies, interventions from external professionals over period of time, unless exceptional circumstances.</p>