

## Cognition and Learning (EYFS Prime Areas)

	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
<b>Attainment / Access to Learning</b>	<p>Child is working broadly in range of age-related expectations within the Early Years Foundation Stage (EYFS) Curriculum.</p> <p>Child can access independently a broad range of activities showing interest, motivation and curiosity.</p> <p>Child can join in with others and has a positive 'can do' attitude to tasks and play activities.</p>	<p>Child is showing a slower rate of progress in relation to peers and age-related expectations within the EYFS curriculum.</p> <p>Attainment and tracking are beginning to show an uneven tracking profile.</p> <p>Child has some difficulties accessing activities/tasks.</p> <p>Child is motivated by their interests, maybe focusing on their scheme of play, certain toys/objects</p>	<p>Child is working below age expected levels with EYFS curriculum or maybe showing a clearer uneven learning profile.</p> <p>Child requires a balance of small group and additional adult support to provide adaptive learning activities supported with visuals, chunking of tasks and/or back chaining tasks to teach new skills.</p> <p>Gap is widening compared to peers, showing limited progress, showing retention difficulties with basic concepts, within the EYFS curriculum.</p>	<p>Child is working significantly below age expected levels, this may present at/up to working at 50% delay in the prime areas. Resulting in having a significant impact on accessing the EYFS curriculum over time.</p> <p>Child may present with significant limited and restricted play skills, interests, inflexible and repetitive play skills.</p> <p>Child requires a high level of adult support for planned/repeated opportunities tailored to their</p>	<p>Child is demonstrating complex learning difficulties. Tracking over time shows sustained learning difficulties/needs.</p> <p>Child is continuing to work at +50% delay in all areas showing minimal/no progress over time, despite receiving an individualised curriculum and substantial individual adult support.</p> <p>Child requires specialised interventions and adaptations to the EYFS curriculum, environment, self-care needs.</p> <p>A range of external professionals have provided a diagnosis linked to child's needs and this is documented in an official report which is</p>

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Continued ...  <b>Attainment / Access to Learning</b>		<p>limiting their play.</p> <p>Adults have adapted activities simplified tasks, routines, expectations and boundaries, to support the child.</p>	<p>Child has access to a limited range of resource/toys/activities due to their preferred interests and self-direction, resulting in a narrowing EYFS curriculum.</p> <p>Adults are encouraging new activities/skills linked to preferred interests.</p> <p>External professional reports indicate child is working within the lower age bands, (ASQ's, SOGS, COGS).</p>	<p>individual needs to support retention of language, knowledge, concepts and use of learnt skills.</p> <p>A range of external professionals have assessed/reviewed, provided reports which shows child has significant delay in learning with ongoing strategies provided. Strategies may be highly targeted and individual to the child needs.</p>	<p>included in and informs the settings graduated response.</p> <p>Child required ongoing external support through review/interventions.</p>

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<b>Perseverance and Focus</b>	<p>Child can concentrate and persist with chosen activities, for an age-appropriate amount of time.</p> <p>Engagement is meaningful, sustained and at times adult scaffolding extends their learning.</p> <p>Child shows varied attention during activities with peers, adults and other activities.</p>	<p>Child's focus is for shorter amounts of time and adult support is needed sometimes to engage/re-engage in chosen activity.</p> <p>Adults adapt language/activity to support engagement with chosen activity.</p> <p>Child can shift their attention when prompted by a familiar adult.</p>	<p>Child is showing a preference to certain repeated activities, showing varying levels of perseverance, attention and focus.</p> <p>Continued adult support is required for child to engage and remain at preferred activity This may be supported with visuals, reduced language and prompts.</p> <p>Child shows difficulties with shifting their attention to new activities.</p> <p>Adults use strategies of 'Shared Attention' and Intensive</p>	<p>Child's attention is often short, presenting as 'flitting' between preferred activities on offer. Limited time is spent at activities before moving on.</p> <p>Child shows lack of sustained interest or development of play skills.</p> <p>Child is at the 'exploratory play stage', using their senses and possibility casting items.</p> <p>Child is showing a lower level of play</p>	<p>Despite continued adult support, adaptive strategies being in place child's focus and attention remains limited at preferred activities for brief periods of time.</p> <p>Child is constantly active and exploring toys through mouthing, banging, tapping etc.</p> <p>Child may show resistance when a familiar adult attempts to join/extend their play/exploring.</p> <p>Sustained support required to engage child for brief moments of attention/focus through 'shared attention',</p>

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<b>Continued ... Perseverance and Focus</b>			Interaction to develop and build their attention through using highly motivating resources.	and attention skills compared to their chronological age.  Continued adults support is required to encourage 'shared attention', Intensive Interactions moments and highly motivating resources.	Intensive Interactions moments and highly motivating resources.

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<b>Adult-lead Activities</b>	<p>Child is keen to join an adult led activity linked to age expected learning/next steps for age-appropriate periods of time.</p> <p>Child demonstrates attention and interest in line with peers.</p>	<p>Child requires short periods of adult support to encourage engagement with an adult led activity.</p> <p>With regular prompts/visuals from the adult child can re-engage with activity for a short period of time.</p>	<p>Child requires planned small group learning with adaptive activities linked to their interests.</p> <p>Adults consistently use visuals to support engagement, use reduced language and motivating resources to maintain interest to promote learning.</p>	<p>Adults are planning more individualised activities/small group interventions to promote listening and attention skills, for short periods of time.</p> <p>Child requires both planned interventions and regular incidental opportunities to develop focus and attention with a familiar adult.</p> <p>Adults use attention grabbing resources linked to child's interests.</p> <p>Child may be reluctant for a familiar adult to join their play or show resistance when</p>	<p>Child shows sustained difficulties, reluctance and resistance joint play and learning.</p> <p>Adults are planning a more highly individualised activities/curriculum linked to their needs and interests for short periods of time, for example Shared Attention, Intensive Interaction, Attention Bucket, Work/Reward Baskets.</p> <p>A high level of adult support is required to enable the child to access adaptive activities to promote attention and focus.</p> <p>A range of external professionals have assessed/reviewed, provided reports detailing</p>

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<b>Continued ....</b>				encourage to join an adult led activity.	interventions required, over a period of time.
<b>Adult-lead Activities</b>				A range of external professionals have assessed, provided reports detailing interventions required.  APDR paperwork show impact of planned interventions.	APDR paperwork clearly show cycles of planned interventions detailing progress/impact/outcomes with adjustments made.