**Appendix A**

**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



|  |  |  |  |
| --- | --- | --- | --- |
| **ACCESS** | | |  |
| **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 | | | |



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ACCESS** | | | | |  | |
|  | |  |  |  | |
| **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. | | | | | | |



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACCESS** | | |  | | |
|  |  | | |  |  |
| **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. | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ACCESS** | | |  | | | |
| **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  Child able  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 | | | | | |

|  |
| --- |
| **INDIVIDUAL NEED** |

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

**Communication**

**Receptive Language (Understanding)**

|  |
| --- |
| **INDIVIDUAL NEED** |

|  |  |
| --- | --- |
| **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 |



|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **INDIVIDUAL NEED** | | | | | | | | | |
|  | |  | | | |  | | |
| **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 telegrammatic) | | | | | | | | | | | | |
| **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 | | | | | | | | | | | | |
|  | |  | | | |  | | |
|  | | | | | | | | | |  |
|  | | | | | | | | | |  |
|  | |  |  | | | |
|  | |  |  | | | |
| **INDIVIDUAL NEED** | | | | | | | | | |  | | | |
|  | |  | | | | | | | | | |  |  | | |
| **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. | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **INDIVIDUAL NEED** | |  | | |
| **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 1or 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 tolerate1-2 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. | | | |

|  |  |  |
| --- | --- | --- |
| **INDIVIDUAL NEED** | |  |
| **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 | |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **INDIVIDUAL NEED** | |  | | |
| **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 | | | |

**Setting Supporting Information for Inclusion Grant**

|  |  |  |
| --- | --- | --- |
| Child’s Name | DoB | Setting |
|  |  |  |

|  |  |
| --- | --- |
| How many hours does the child attend | How much funding do you receive per week? |
| How do you specifically use the funding provided?  *e.g funding provided give 1-1 intensive interaction 3x a session, PECS 2 x session,* | What is the impact of the funding in meeting positive outcomes for the child?  *e.g. progress, safety, communication, interaction,* |

Signed……………………………………….. Date……………………………………..