

Speech and Language Descriptor Profile Summary

Name of child _____

Date of birth _____

Year group _____

Name of person completing descriptors _____

Date profile completed _____

Date discussed with parents/carers _____

| Language area | Descriptor level | Comments |
|-------------------------|------------------|----------|
| Attention and listening | | |
| Receptive language | | |
| Expressive language | | |
| Speech | | |
| Interaction skills | | |
| Overall level: _____ | IRNe: _____ | |

Speech and Language Descriptors Level 1
Early Years Foundation Stage Age 3 - 4 (EYFS 30 – 50 months)

Attention and listening

- Almost age appropriate, can easily pay attention to adult-led task
- Beginning to control own focus of attention
- Tires easily when listening or can sometimes appear inattentive or distracted in a small group, even with a practical activity

Receptive language

- Can understand a wide range of verbs, adjectives and prepositions but may occasionally be confused with longer instructions.
- Some delay in responding but does so appropriately

Expressive language

- Using a range of words and sentences but more limited than their peers
- Has occasional naming difficulties, may use words like 'thing' or 'that'
- Can relate an event but may need help to retell a short story

Speech

- Speech is clear to both unfamiliar and familiar listeners although at times clarity may be lost
- Errors are immature rather than disordered, e.g. 'f' for 'th'
- Immature production of multisyllabic words, e.g. 'efant' for 'elephant'

Interaction skills

- Mainly age appropriate – communicating with other children to share the experience
- Using some make-believe play which can involve other children
- Initiates conversation using short, simple sentences, needs support and encouragement to sustain interaction
- Needs encouragement to take part in large group conversations
- Does not always acknowledge responses (verbal and non-verbal) of others
- Language may have restricted focus or meaning

Speech and Language Descriptors Level 2

Early Years Foundation Stage Age 3 - 4 (EYFS 30 – 50 months)

Attention and Listening

- May need some reminders to listen when 1:1, more in a small group and frequently in a whole class group
- May need adult input to sustain attention, either one-to-one or in a group but can generally do so without help for short periods

Receptive language

- Difficulty in understanding spoken instructions with 3 or more information carrying words
- Longer sentences more difficult for child to follow – may need a repetition or for information to be ‘chunked’ into smaller parts
- Sometimes needs extra time to respond

Expressive language

- Able to put three or more words together in a sentence
- Using only simple sentences that may contain grammatical immaturities, e.g. ‘me got’
- Some hesitations when naming and may misname items e.g. orange for apple or use non-specific labels e.g. ‘stuff’. May need extra time to name
- May need some help to relate an event

Speech

- Speech is understood in context but sometimes is not clear to unfamiliar listeners

Interaction skills

- Needs support/encouragement to initiate speech or to take part in group conversations
- Joins in familiar play routines when prompted or directed by an adult
- May have reduced make-believe play
- Mild impairments in non-verbal communication such as eye contact, gesture and facial expression

Speech and Language Descriptors Level 3

Early Years Foundation Stage Age 3 - 4 (EYFS 30 – 50 months)

Attention and listening

- Short attention span better for practical activities than for language based activities even when 1:1
- May have single channelled attention – unable to listen to an instruction whilst looking at something else.
- Will need adult help to attend to a task
- Difficulty in sustaining attention in a group and will need prompting or reminders to listen

Receptive language

- Difficulty in consistently understanding spoken language containing 2 - 3 information carrying words and needs contextual support
- May need more than one repetition of short instructions or questions
- Limited ability to generalise simple concepts (e.g. size, colour)
- Can respond to “what?” “where?” and “who?” questions
- Often slow and inconsistent responses
- Does not respond to requests/instructions given to whole class/group

Expressive language

- Number of words used is limited and consists of only short two or three word phrases
- Confuses or omits position words (e.g. under) and has limited use of conjunctions, e.g. ‘and’ ‘because’.
- Rarely uses ‘wh’ question words, e.g. “where?” “who?” “when?”
- Cannot relate an event without support
- Frequently repeats what has been heard without understanding (echolalia) or is using learnt phrases
- Uses gesture and context alongside oral language to express ideas and needs

Speech

- Speech is difficult to understand, except when the context is clear – speech is usually intelligible to parents/carers but not unfamiliar listeners

Interaction Skills

- Difficulties in initiating and sustaining appropriate interaction and unable to take part in group conversations
- Unable to take turns without adult support
- Prefers to play alone and is resistant to other children intervening
- Some difficulty in understanding basic non-verbal communication, e.g. eye contact, facial expression and gesture
- Language used may be stereotyped or inappropriate

Speech and Language Descriptors Level 4

Early Years Foundation Stage Age 3 - 4 (EYFS 30 – 50 months)

Attention and listening

- Attention is fleeting and is either unfocused or over-focused on a detail/object
- Attention is not under the child's control and does not respond to adult intervention
- May only focus on activity of his/her own choosing and cannot be persuaded to change to another
- Needs constant prompting/reminders to listen, even when 1:1 with adult

Receptive language

- Little or no understanding of words and concepts (within child's own experience) and unable to understand more than 1 information carrying word phrase without substantial support
- Regularly needs supporting strategies or is wholly reliant on adult help to follow instructions/commands
- Does not understand "wh?" questions and often gives inappropriate answers to questions or directions, e.g. "What?" "Where?" "Who?"
- Inability to follow a simple conversation
- Alternative and augmentative communication may be required/essential to aid understanding

Expressive language

- Uses less than 50 words and does not put words together in short phrases or frequently uses jargon
- Frequently uses inappropriate language, including learnt words and phrases
- Relies on gesture rather than words or another form of augmentative communication

Speech

- Speech is difficult to understand, even in context with a limited or severely reduced number of speech sounds present – may only have vowel sounds
- Severely delayed/disordered sound system e.g. "bi" for fish, "ham" for Sam; "denplay" for birthday
- May use or need alternative/augmentative communication

Interaction Skills

- Interaction purely on child's own terms with both adults and children
- Finds it hard to tolerate any interaction from another child
- Severe difficulty in understanding or using basic non-verbal communication, e.g. eye contact, facial expression and gesture
- No initiation of conversations
- May use constant echolalia (repeating back sentences)

Speech and Language Descriptors Level 1
Early Years Foundation Stage Age 4 – 5 (EYFS 40- 60 months)

Attention and listening

- Almost age appropriate, can easily pay attention to adult-led task and beginning to concentrate on doing and listening at the same time
- Beginning to control own focus of attention
- Tires easily when listening or can sometimes appear inattentive or distracted in a small group setting, more so than peers

Receptive language

- Can understand a wide range of verbs, adjectives and prepositions but may occasionally be confused with more longer instructions
- Some delay in responding but then does so appropriately although may sometimes need a repetition

Expressive language

- sing a range of words and sentences but more limited than their peers
- Has occasional naming difficulties, may use words like 'thing' or 'that'
- Can retell a short story with some prompting
- Needs support to maintain a simple two-way conversation

Speech

- Speech is clear to both unfamiliar and familiar listeners although at times clarity may be lost
- Speech sounds are immature and may sound like a slightly younger child
- Immature production of multisyllabic words

Interaction skills

- Mainly age appropriate – communicating with other children to share the experience
- Using some make-believe play which can involve other children
- Initiates conversation using short, simple sentences, needs support and encouragement to sustain interaction
- Needs encouragement to take part in large group conversations
- Does not always acknowledge responses (verbal and non-verbal) of others
- Language may have restricted focus or meaning

Speech and Language Descriptors Level 2
Early Years Foundation Stage Age 4 – 5 (EYFS 40- 60 months)

Attention and Listening

- May need some reminders to listen when 1:1, more in a small group and frequently in a whole class group
- May need adult input to sustain attention, either one-to-one or in a group but can generally do so without help for short periods

Receptive language

- Difficulty in understanding spoken instructions with 3 or more information carrying words, but is not dependent on contextual support
- Longer sentences more difficult for child to follow – may often need a repetition or for information to be ‘chunked’ into smaller parts
- Does not fully understand questions like “why?” “when?” and “how?”
- Sometimes needs extra time to respond

Expressive language

- Using only simple sentences that may contain grammatical immaturities, e.g. ‘me got’
- Some difficulty in processing and naming and may misname items e.g. orange for apple or use non-specific labels e.g. ‘stuff’. May need extra time to name
- Will need help to retell a short story

Speech

- Speech is understood in context but sometimes is not clear to unfamiliar listeners
- Speech sounds very immature compared to peers

Interaction skills

- Needs support/encouragement to initiate speech or to take part in group conversations
- Joins in familiar play routines when prompted or directed by an adult
- Understanding of language is frequently literal
- May have reduced make-believe play
- Mild impairments in non-verbal communication such as eye contact, gesture and facial expression

Speech and Language Descriptors Level 3

Early Years Foundation Stage Age 4 – 5 (EYFS 40- 60 months)

Attention and listening

- Short attention span better for practical activities than for language based activities even when 1:1
- May have single channelled attention – unable to listen to an instruction whilst looking at something else.
- Will need adult help to attend to a task
- Difficulty in sustaining attention in a group and will need prompting or reminders to listen

Receptive language

- Difficulty in consistently understanding spoken language containing 2 - 3 information carrying words without contextual support
- Understanding is restricted to literal/concrete interpretation of language
- May need more than one repetition of short instructions or questions
- Limited ability to generalise simple concepts (e.g. size, colour)
- Does not respond to “why?” “when?” and “how?” questions
- Often slow and inconsistent responses, even with prompting
- Does not respond to requests/instructions given to whole class/group

Expressive language

- Number of words used is limited and consists of only short two or three word phrases
- Confuses or omits position words (e.g. under) and has limited use of conjunctions, e.g. ‘and’ ‘because’.
- Rarely uses ‘wh’ question words, e.g. where, who, when
- Cannot relate events or maintain a simple conversation, even if supported
- Frequently repeats what has been heard without understanding (echolalia) or is using learnt phrases, including stereotypical words
- Uses gesture and context alongside oral language to express ideas and needs

Speech

- Speech is difficult to understand, except when the context is clear – speech is usually intelligible to parents/carers but not unfamiliar listeners
- Moderately delayed or disordered speech sounds, e.g. frequently missing final or initial sounds from words and frequent substitutions of one sound for another, e.g. ‘dun’ for ‘sun’ or ‘fars’ for ‘grass’

Interaction Skills

- Difficulties in initiating and sustaining appropriate interaction – language may be stereotyped or inappropriate
- Unable to take turns without adult support
- Prefers to play alone and is resistant to other children intervening
- Some difficulty in understanding basic non-verbal communication, e.g. eye contact, facial expression and gesture

Speech and Language Descriptors Level 4
Early Years Foundation Stage Age 4 – 5 (EYFS 40- 60 months)

Attention and listening

- Attention is fleeting and is either unfocused or over-focused on a detail/object
- Attention is not under the child’s control and does not respond to adult intervention
- May only focus on activity of his/her own choosing and cannot be persuaded to change to another
- Needs constant prompting/reminders to listen, even when 1:1 with adult

Receptive language

- Little or no understanding of words and concepts (within child’s own experience) and unable to understand more than 1 information carrying word phrase without substantial support
- Regularly needs supporting strategies or is wholly reliant on adult help to follow instructions/commands
- Does not understand “wh?” questions and often gives inappropriate answers to questions or directions
- Alternative and augmentative communication may be required/essential to aid understanding

Expressive language

- Unable to re-tell a simple story or have simple two-way conversation
- Frequently uses inappropriate language, including learnt words and phrases
- Relies on gesture rather than words or another form of augmentative communication

Speech

- Speech is difficult to understand, even in context with a limited or severely reduced number of speech sounds present – may only have vowel sounds
- Severely delayed/disordered sound system e.g. “bi” for fish, “ham” for Sam; “denplay” for birthday
- May use or need alternative/augmentative communication

Interaction Skills

- Interaction purely on child’s own terms with both adults and children
- Finds it hard to tolerate any interaction from another child
- Severe difficulty in understanding or using basic non-verbal communication, e.g. eye contact, facial expression and gesture
- Doesn’t initiate or take part in conversations

Early Years Action

| Assessment, planning and review | Parents/carers' and child's participation | Curriculum and teaching methods | Resources |
|---|--|--|--|
| <p>Assessment, planning and review may need to take account of the child's attendance at more than one setting.</p> <ul style="list-style-type: none"> Setting supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child's current interests, development and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting). Observation takes place around different activities and environments within the setting, e.g. outdoor environment, at lunchtime. Planning intervention involving the parent/carer, child, setting SENCO, key person, and takes account of any existing advice from the Speech and Language Therapist. Individual Child Plan (ICP*) drawn up with SMART targets. Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the IEP. | <ul style="list-style-type: none"> Parents/carers contribute to assessment. Parents/carers give informed written consent for the involvement of external agencies. Parents/carers invited to participate in ICP target setting, monitoring progress and reviews, and may be involved in supporting targets in the home. The ascertainable views of the child are taken account of. Opportunities for parents/carers to learn how to help their child further. | <ul style="list-style-type: none"> Grouping strategies used flexibly to enhance learning and access to the curriculum and focus available adult support where needed. Additional adult attention and/or support for group activities where relevant Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationship with them. Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, and on differentiation for curriculum access. Possibly some specific reinforcement or skill-development activities in support of ICP targets. Adaptation of content and presentation of language-based activities and materials at group times (e.g. story, singing times), such as seating child close to adult, checking that the child is giving attention by saying their name, repeating instructions individually to child, simplifying and/or reducing amount of language used. | <ul style="list-style-type: none"> One-off advice may be sought from the Early Years Support for Learning team All adults are aware of child's language needs, and give consideration to modifying the language they use with the child, and/or how to facilitate the child's use of language. Additional adult attention and/or support for some activities, including targets, verbal exchanges and play with other children, from practitioners already working in the setting. Supervision and monitoring of the ICP by SENCO. |

**An individual Child Plan (ICP) may take the form of an Individual Education Plan (IEP), Behaviour and/ or Care Plan*

Early Years Action Plus

| Assessment, planning and review | Parents/carers' and child's participation | Curriculum and teaching methods | Resources |
|--|---|--|---|
| <p>Assessment, planning and review may need to take account of the child's attendance at more than one setting.</p> <ul style="list-style-type: none"> • Ongoing observation undertaken in order to understand child's current interests, development and learning needs that are additional to or different from what is usually provided for all children within the setting, including samples of child's language. • Planning of intervention involving the parent/carer, child, setting SENCO, key person, and advising agencies. • Individual Child Plan (ICP*) drawn up with SMART targets, which take account of specialist advice. • Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the ICP. • Input or attendance made by appropriate external agencies to reviews. • Consideration given to using the Common Assessment Framework (CAF). | <ul style="list-style-type: none"> • Parents/carers contribute to assessment. • Parents/carers give informed written consent for the involvement of external agencies. • Parents/carers invited to participate in IEP target setting, monitoring progress and reviews, and may be involved in supporting targets in the home. • The ascertainable views of the child are taken account of. • Opportunities for parents/carers to work in partnership with practitioners and specialist support professionals to share knowledge and develop a consistent approach to developing the child's speech and language skills. • Enhanced contact for parents with key person in setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting. | <ul style="list-style-type: none"> • Grouping strategies used flexibly to enhance learning and access to the curriculum, and to focus available adult support where needed. • Additional adult attention and/or support for group activities. • Access to individually supported activities. This may involve working as part of a small group or one-to-one with an adult on ICP targets. Particular emphasis on supporting language understanding or expression as necessary. • Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationship with them. • Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child's developmental and language levels, with key learning outcomes identified from ICP. • Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials /communication techniques, as identified through involvement of external agencies. • Thought is given to how all adults are modelling language, and supporting the child's understanding and use of language across the curriculum, e.g. | <ul style="list-style-type: none"> • Staff training needs are addressed (e.g. in use of augmented forms of communication, such as Makaton signing), and information passed to other staff and parents as appropriate. • Advice is sought on an ongoing basis from the Early Years Support for Learning Team informs planning. • Consultation with or individual referral to external agencies, including the Speech and Language Therapy Service. All adults are aware of child's language needs, and give consideration to modifying the language they use with the child, and/or how to facilitate the child's use of language in verbal exchanges and play with other children. • Additional adult attention and/or support for some activities, including ICP targets. • Supervision and monitoring of the ICP by SENCO. • Time allocated for key professionals to liaise with external agencies. • Access to ICT and specialist equipment/materials if appropriate. |

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| | | through varying pace of delivery, time given to respond, use of visual cues, support to focus & listen, opportunities to repeat/practice speech. Implementation of IDP | |
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**An individual Child Plan (ICP) may take the form of an Individual Education Plan (IEP), Behaviour and/ or Care Plan*

Social Communication Difficulties Descriptors
Early Years Foundation Stage Children's Characteristics 36 – 60 months

| | Early Years Action | Early Years Action Plus | Significant and Complex needs |
|--|---|---|--|
| <p>Personal, Social and Emotional Development</p> <p><i>Capacity to share attention & interact with others</i></p> | <p>Is able to share attention with others, and make a response to others' social approaches or accept others joining in their play, but this is limited for their age (e.g. may look when name is called, accept toy offered by another child) or may be mostly on their own terms. Self-chosen activities are more solitary than is usual for their age.</p> | <p>Capacity to share attention with others or make a social response is limited to familiar situations, learnt sequences, or requires prompting and/or modelling by an adult, or other visual cues. Self-chosen activities are frequently solitary.</p> | <p>Has considerable difficulty sharing attention and responding to others socially. Intensive attempts and/or familiarly structured arrangements needed to gain their attention. Self-chosen activities are solitary.</p> |
| <p><i>Responding</i></p> | <p>Responses to others may be unusual for their age on occasions. Repeated use of name may be needed to gain their attention. At times they may seem unaware of peers playing alongside them.</p> | <p>Responses to others are often unusual for their age. Persistence may be needed to get the child's attention. They may cause disruption or distress to peers, e.g. pushing away, hitting, kicking, or may be inappropriately 'over-friendly', e.g. indiscriminate hugging.</p> | <p>Responses to others are mostly unusual, negative or absent. The child responds in a very unusual way: positively (e.g. leaning against them, hugging, staring at them closely & intently); negatively (e.g. pushing, slapping, kicking); passively, allowing themselves to be led and directed, (e.g. to sit in a particular place).</p> |
| <p><i>Initiating</i></p> | <p>Approaches to adults are limited to having needs met and some commenting.</p> | <p>Approaches to adults are limited to having needs met.</p> | <p>Approaches to adults are severely limited and unusual for their age, or absent. For example, the child may approach adults and lean against them, take their hand, sit on them.</p> |
| | <p>Approaches to other children are limited, e.g. confined to particular turn-taking games, or limited to outdoor chasing play. They may show difficulty accommodating other children's suggestions, so that adult attention is needed to enable turn-taking and shared play to occur.</p> | <p>Approaches to other children are often unusual or limited, e.g. repeatedly asking the same question, commenting without awaiting a response, getting too close, stroking. May be limited to running about with others or to participating in particular forms of familiar or rehearsed interaction under adult direction, e.g. structured, turn-taking games, limited film or TV programme scenarios. They may be frequently negative in nature, e.g. snatching, pushing, and often require adult attention.</p> | <p>Approaches to other children are unusual and very limited or absent. For example, they may be limited to watching others, running with them, showing excitement at others' singing or noisiness. They may be mostly negative in nature and cause disruption or distress to peers, e.g. pushing, licking, pulling hair, and require intensive adult attention.</p> |

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|--|---|---|---|
| <i>Imitating</i> | Able to spontaneously imitate or repeat adults' or other children's actions to participate in play, e.g. will copy another person pouring sand in a bucket, will continue placing marbles in a run, once their attention is gained and where the activity is motivating for them. | May not spontaneously imitate or repeat adult' or other children's actions to participate in play, but can copy actions when given encouragement and some visual or physical prompts, e.g. gestures or signs, hand-over-hand guidance. | Unable to learn new play routines through spontaneous imitation. Needs these to be taught through a structured approach involving, for example, visual prompts, routine, and meaningful motivators. |
| <i>Engaging in adult-led activities</i> | Responds to request to join adult in 1-1 or small group activity, e.g. collage, playdough activity, with minimum of persuasion. | Often resists participating in 1-1 or small group adult led activity, but will join in purposefully with some insistence, appropriate support structures (e.g. visual cues or objects of reference) if activity is part of daily routine or personally motivating (e.g. an action rhyme or other musical activity). | Resistant to 1-1 adult led activities, or unusually passive and accepting of adult direction and hand-over-hand guidance without particularly purposeful engagement with task or activity. A high level of exposure, adult persistence, and adaptation of presentation of the activity, is needed to engage the child meaningfully. |
| <i>Participating in whole-group activities</i> | Will sit with whole group for registration/story/circle time but needs some adult prompting to remain with the group, follow whole-group directions, participate | Needs more intensive individual visual prompts or structure to remain with the whole group and participate. | Unable to respond to whole-group directions. Needs individually-given visual prompts or structure to remain with the whole group, and then may still show difficulty participating in a meaningful way. Little awareness of being part of a group. |
| <i>Managing change</i> | May show some difficulty with managing change, e.g. moving from 'free choice' play to group time, moving from outdoor play to indoors, so that some additional verbal prompt or visual cue, is needed. | May show difficulty with managing change, so that additional individually-given visual support and structure is needed at certain times of change, e.g. coming in from outside play; at tidy-up time; change of planned activity. | Consistently shows difficulty with managing change, so that additional individually-given concrete support, e.g. an object of reference, and structure is needed to manage change. |
| Communication Language and Literacy <i>Non-verbal communication</i> | Shows some understanding and use of non-verbal signals (e.g. eye contact, facial expression, gesture) to respond to or make meaningful contact with peers and adults, but does not readily learn social language (e.g. to greet others with 'hello', or say 'bye-bye') or social behaviour (e.g. nodding, waving) from observing others, as is usual for their age. | Shows limited understanding and use of non-verbal signals (e.g. eye gaze, gestures, facial expression) in interaction with others. May have some learnt social language or gestures, such as waving 'bye-bye', nodding 'yes', giving a greeting, and needs teaching to acquire others. | Extremely limited use of non-verbal signals (e.g. eye gaze, gestures, facial expression) to socially interact with others. Profound lack of social language or gestures, such as waving 'bye-bye', nodding 'yes', giving a greeting. |

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|--|--|---|---|
| <i>Using language</i> | If spoken language is present there may be difficulties with using it or responding to others' language in age-appropriate ways, e.g. it may be used mostly to have needs met rather than to engage socially, or it may be superficially 'advanced' but use may not be socially meaningful. Child shows difficulty initiating or sustaining a conversational exchange. | If spoken language is present it may involve jargon or echolalia, and may not be used in socially meaningful ways, as used by typically-developing children. For example, is not naming things & people, commenting on what is happening, telling someone something, responding to an adult's questions or comments, protesting, expressing likes & dislikes, feelings, describing actions. Child shows marked difficulties initiating and/or sustaining a conversational exchange. | If spoken language is present, it is very limited and is not used or responded to in age-appropriate and socially-meaningful ways. Child is not able to initiate a conversational exchange (at whatever level of language skill is present). |
| Creative Development <i>Imagination</i> | Self-chosen play may be limited and repetitive rather than creative, but can develop and change over time, with some adult attention. | Self-chosen play is repetitive rather than creative, and may not develop and change over time. Child may engage in sequences of play with toys but these are likely to be learnt and may be inflexible. With adult attention and structure, child can widen range and nature of play and repeat this when playing alone. | Self-chosen play is severely limited in scope for their age, and lacks creativity or purposefulness. Patterns of interest may be unusual in terms of intensity or focus, e.g. child may be more interested in the non functional elements of a toy, or may mouth a lot. With adult attention, child still shows significant difficulty widening range of self-chosen play, so that structured teaching is needed to extend play skills. |
| Sensory difficulties | May show unusual responses or high level of distractibility to light, sound, smell, tactile materials. | | |
| Attainment and learning response | Children with social-communication difficulties show attainments at any level. They may show an uneven profile, for example, high level of skill or knowledge in one or two limited areas, or may have general and severe learning difficulties. | | |

Early Years Action

| Assessment, planning and review | Parents/carers' and child's participation | Curriculum and teaching methods | Resources |
|--|--|---|--|
| <p>Assessment, planning and review may need to take account of the child's attendance at more than one setting.</p> <ul style="list-style-type: none"> Setting supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child's current interests, development and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting). Observation takes place around different activities and environments within the setting, e.g. outdoor environment, at lunchtime. Planning of intervention involving the parent/carer, child, setting SENCO, key person. Individual Child Plan (ICP*) drawn up with SMART targets. At least half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the IEP. | <ul style="list-style-type: none"> Parents/carers contribute to assessment. Parents/carers give informed written consent for the involvement of external agencies. Parents/carers invited to participate in target setting, monitoring progress and reviews, and may be involved in supporting targets in the home. The ascertainable views of the child are taken account of. Opportunities for parents/carers to work in partnership with practitioners to share knowledge and develop a consistent approach to developing the child's social-communication skills. | <ul style="list-style-type: none"> Grouping strategies used flexibly to enhance learning and access to the curriculum, and to focus available adult support where needed. Additional adult attention and/or support for group activities where relevant. Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationship with them. Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, and on differentiation for curriculum access. Possibly some specific reinforcement or skill-development activities in support of targets. | <ul style="list-style-type: none"> Staff training needs are addressed and information passed to other staff and parents as appropriate. One-off advice may be sought from the Support for Learning Teams to inform planning. Adoption of a whole setting approach involving all staff who may come into contact with the child. Additional adult attention and/or support for some activities, including ICP targets, from practitioners already working in the setting. Supervision and monitoring of the ICP by SENCO. Provision of the following as needed to accommodate child's learning characteristics: <ul style="list-style-type: none"> Some additional prompting, support to focus attention, manage change of activities Support for social interactions, communication, play with other children Willingness to make minor adaptations to physical environment to support learning <p>Awareness of need to simplify language and/or use visual cues to support child's understanding</p> |

*An individual Child Plan (ICP) may take the form of an Individual Education Plan (IEP), Behaviour and/ or Care Plan

Early Years Action Plus

| Assessment, planning and review | Parents/carers' and child's participation | Curriculum and teaching methods | Resources |
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| <p>Assessment, planning and review may need to take account of the child's attendance at more than one setting.</p> <ul style="list-style-type: none"> • Ongoing observation undertaken in order to understand child's current interests, development and learning needs that are additional to or different from what is usually provided for all children within the setting. Observation relates specifically to social interaction, social communication, and imagination skills • Planning intervention involving the parent/carer, child, setting SENCO, key person, and advising agencies. • Individual Child Plan (ICP*)is drawn up with SMART targets, which take account of specialist advice. • At least 6-weekly reviews of child's progress towards targets recorded on the ICP. • Input or attendance made by appropriate external agencies to reviews. • Consideration given to using the Common Assessment Framework (CAF). | <ul style="list-style-type: none"> • Parents/carers contribute to assessment. • Parents/carers give informed written consent for the involvement of external agencies. • Parents/carers invited to participate in ICP target setting, monitoring progress and reviews, and may be involved in supporting targets in the home. • The ascertainable views of the child are taken account of. • Opportunities for parents/carers to work in partnership with practitioners and specialist support professionals to share knowledge and develop a consistent approach to developing the child's social-communication skills. • Enhanced contact for parents with key person in setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting. | <ul style="list-style-type: none"> • Grouping strategies used flexibly to enhance learning and access to the curriculum, and to focus available adult support where needed. • Additional adult attention and/or support for group activities. • Access to individually supported activities. This may involve working as part of a small group or one-to-one with an adult on ICP targets. • Additional focus is given to activities which address the child's difficulties, using specific teaching approaches as necessary (e.g. a structured programme to develop social-communication skills regardless of language level), developed in consultation with the Early Years Support for Learning Team • Focus is on developing the skills needed to function in the early years setting: <ul style="list-style-type: none"> - the ability to attend - to imitate others - to understand and use language - to play appropriately with toys - to interact socially with others • Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationship with them. • Emphasis on providing an enabling environment both inside | <ul style="list-style-type: none"> • Staff training needs about the nature of social-communication difficulties/ASD are addressed (this should include lunch time supervisors, etc). • Advice is sought on an ongoing basis from the Early Years Support for Learning Teams and informs planning. Planning takes account of available advice from health professionals, such as the Speech and Language Therapist or Occupational Therapist. • Access to network groups for support and sharing of strategies. • Practitioners knowledgeable about voluntary agencies / support groups who can give advice/support to parents/carers. • Adoption of a whole setting approach involving all staff who may come into contact with the child. • Additional adult attention and/or support for some activities, including targets. • Supervision and monitoring of the Child's Plan by SENCO. • Provision of the following as needed to accommodate child's learning characteristics: <ul style="list-style-type: none"> - Designated quiet area to give child opportunities to withdraw from social situations to reduce stress and anxiety - Clearly defined and marked areas within the setting identifying different activity |

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| | | <p>and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child's language & social-communication skill levels, with key learning outcomes identified from ICP.</p> <ul style="list-style-type: none"> • Flexibility within the curriculum to make changes according to need. For example, planning participation or alternative provision at times of whole-group activities, physical activities, etc. as necessary. | <p>areas</p> <ul style="list-style-type: none"> - Use of pictures, objects, gestures and other visual forms to support spoken language - Appropriate motivators • Commitment to liaison with parents / carers to ensure consistency of approach. • Time allocated for key professionals to liaise with external agencies • Additional access to ICT and specialist equipment/materials as necessary. |
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**An individual Child Plan (ICP) may take the form of an Individual Education Plan (IEP), Behaviour and/or Care Plan*