

Early Years / Year R Profile of Need

(Updated 12/7/21)

This document is designed to give a clearer understanding of an individual's needs to both the Early Years / School SENCo and the SEND Team. Each case is different, so use this only as a 'best fit' for the child.

The Needs Scores should be recorded against each area of need

A summary of scores can be collated at the end of this document. The highest score in each of the areas should give an indication of the child's primary and secondary need

Name of Child	
Date of Birth	
Name of Setting/School	
Date completed	

www.southampton.gov.uk/0-25sendservice

Communication and Interaction

Area of Need	Needs Point 0	Needs Point 1	Needs Point 2	Needs Point 3	Needs Point 4	Needs Point 5	Needs Score
Speech and Language (SLCN)	Speech and language skills appropriate to age	Mild - moderate delay in receptive or expressive language but following a typical pattern of development in speech and language e.g. at 36 months achieving a profile typical of 24 -30 months Speech may lack clarity and be difficult to understand	Moderate - severe delay in receptive or expressive language but following a typical pattern of development in speech and language e.g. at 36 months achieving a profile typical of 18 -24 months Speech unintelligible to unfamiliar listeners	Severe delay in receptive & expressive language e.g. at 36 months achieving a profile typical of 12 -18 months or disordered i.e. language development not following typical pattern e.g. learnt phrases, limited understanding, strong communicative intent and lots of gestures but no expressive language Speech unintelligible to familiar listeners (parents)	Severely limited language skills, uses alternative communication systems to make needs/choices known e.g. symbols, signs, high tech aids	Non-verbal. Shows extremely limited range of communication except through facial expression, whole body movement & vocalisation to express basic needs e.g. pain, pleasure, gain attention	
Play & Interaction	Is able to interact socially with a range of people Able to initiate and make requests using verbal and nonverbal means Play skills appropriate to age and/or developmental level	Is able to interact socially with familiar people Some difficulties with forming new relationships and sustaining social interaction in those new relationships. Play skills delayed and shows poor imagination Some difficulty coping with changes in routine / environment	Often unable to initiate interactions or initiates on own terms Unable to engage consistently in two way reciprocal social interaction about something not of interest in a variety of settings Finds it difficult to be part of a group Difficulty coping with changes in routine/environment	Unable to initiate interactions Significant difficulties with forming relationships and interacting socially Poor play and imagination skills Extreme difficulty coping with changes in routine/environment	Unable to form/maintain relationships and / or very minimal social interaction skills Limited imagination Play skills limited and may be repetitive and obsessive Unusual repetitive motor mannerisms that frequently impact on the child's ability to engage	Little or no awareness or interest in other people Self-directed, fixed and repetitive behaviours significantly impacting on child's ability to engage	

Primary need of ASD should only be used following a diagnosis

Cognition and Learning

Area of Need	Needs Point 0	Needs Point 1	Needs Point 2	Needs Point 3	Needs Point 4	Needs Point 5	Needs Score
Cognitive Ability (MLD, SLD, PMLD)	Child is on track or slightly below age related expectations.	Shows some difficulties with age appropriate conceptual understanding eg understanding cause and effect, identifying common objects, following routine Shows some difficulties with age appropriate symbolic, imaginative and make-believe play. Is responding to interventions and making some progress but not on track for age related expectations	Mild to moderate difficulties in acquiring basic conceptual understanding (e.g. colours, shapes), symbolic, imaginative and make-believe play. Working below age related expectations and despite appropriate interventions progress remains slow	Moderate to severe learning difficulties, significant delay acquiring basic conceptual understanding symbolic, imaginative and make-believe play. Rate of learning and acquiring new skills is slow. Significantly ($\frac{1}{2}$ chronological age) below age related expectations	Severe learning difficulties and global delay, affecting self-help and ability to function independently Unable to access the learning environment and make any developmental progress without significant adult support	Profound learning disability Even with significant adult support struggles to engage with learning and make developmental progress	

- Children who have not had access to a wide range of experiences may present with delayed development. The child is likely to make progress given a language and educationally rich environment.
- Some children with an ASC diagnosis may have an advanced understanding of a particular area but this may be mismatched with other areas e.g. number recognition, reading, facts relating to their fascinations may be very well developed in comparison to other areas.

Social, Emotional and Mental Health

Consider whether the child's behaviour is as a result of an SEMH need or another identified need e.g. autism or frustration with communication

Area of Need	Needs Point 0	Needs Point 1	Needs Point 2	Needs Point 3	Needs point 4	Needs Point 5	Needs Score
Social, Emotional and Mental Health (SEMH)	<p>Settles quickly following separation from main carer</p> <p>At a developmentally appropriate level</p> <p>Is able to recognise and understand own emotions, likes and dislikes</p> <p>Is able to manage and regulate own emotions.</p> <p>Responds to adult instructions and boundaries</p> <p>Engages with, attends and is motivated to explore and learn.</p> <p>Is able to understand others' emotions and behaviour.</p> <p>Interacts socially with a range of people</p> <p>Is able to make and sustain relationships with peers/adults.</p> <p>Forms healthy emotional attachments and relationships with peers and adults</p>	<p>Separates with some support from 'an other' / distraction</p> <p>Some difficulties understanding and regulating own emotions</p> <p>Impulsive behaviour and inconsistency when responding to boundaries and adult direction but responds to appropriate adult interventions.</p> <p>Sometimes lacks curiosity and interest in the environment and is unmotivated to explore and learn but responds to adult encouragement and support.</p> <p>Shows some inappropriate responses in social situations and/or some difficulties in interacting with peers</p> <p>Some difficulty forming healthy emotional attachments</p> <p>Shows withdrawn behaviour eg chooses to spend time alone unless well supported by an adult</p>	<p>Separates with support from an adult</p> <p>Difficulties understanding and managing emotions which leads to frequent difficult/challenging behaviour.</p> <p>Despite adult interventions can be frequently disruptive</p> <p>Hyperactive. Has difficulty concentrating</p> <p>Occasionally physically/verbally aggressive</p> <p>Often lacks curiosity and interest in the environment and is unmotivated to explore and learn.</p> <p>Easily and regularly distracted from task</p> <p>Regular inappropriate responses in social situations and/or some difficulties in interacting with peers</p> <p>Resistant to resolution of conflict. Difficulties managing and repairing conflict situations with others.</p> <p>Persistent difficulty in forming healthy emotional attachments</p>	<p>Refuses to separate and needs constant reassurance throughout the session</p> <p>Significant difficulties managing emotions and behaviours which leads to frequent difficult/challenging behaviour</p> <p>Despite increasing adult interventions behaviour continues to be frequently disruptive</p> <p>Needs continual adult input to direct back to task</p> <p>Regularly shows physical/ verbally aggressive & intimidating behaviour to peers & adults</p> <p>Highly resistant to interventions/ adult support</p> <p>Shows little interest in their surroundings or activities and when learning new skills.</p> <p>Rarely includes others in their play, limited exploration and demonstrates repetitive play.</p> <p>Extreme difficulty in forming healthy emotional attachments</p>	<p>Unable to engage due to separation anxiety</p> <p>Social and emotional needs impact significantly on progress across all aspects of learning</p> <p>Show disruptive and aggressive behaviour directed towards themselves, peers, adults and environment on a daily basis</p> <p>Significant difficulty in concentration resulting in difficulty accessing the curriculum and making progress in learning despite additional input</p> <p>Impulsive, risk taking behaviour that has put self or others at significant risk or caused significant harm to self or others</p> <p>Highly uncooperative and very resistant to interventions and adult support.</p> <p>Shows no interest in new skills.</p> <p>Shows limited exploration and demonstrates an obsessive focus on their fascinations.</p>		

Area of Need	Needs Point 0	Needs Point 1	Needs Point 2	Needs Point 3	Needs Point 4	Needs Point 5	Needs Score
<p align="center">Social, Emotional and Mental Health (SEMH)</p>		<p>Levels of anxiety impact on ability to fully participate in the daily routine and all areas of the learning environment without adult support</p> <p>Will overreact to common occurrences in the daily routine but can be calmed by adult intervention.</p> <p>Appears lethargic and chooses to rest or more sedentary and quieter activities eg responds well to a safe space</p> <p>Needs encouragement to attempt unfamiliar tasks</p> <p>Negative thinking</p> <p>Irrational fears</p>	<p>Difficulties in engaging consistently in two-way reciprocal social interaction in a variety of settings.</p> <p>Finds group learning situations in a variety of situations difficult.</p> <p>Will overreact to common occurrences in the daily routine e.g. tidy up time</p> <p>Reluctant to attempt unfamiliar tasks, doesn't persevere and gives up easily unless supported by an adult.</p>	<p>Significant difficulties making and sustaining relationships frequently in conflict with adults and peers.</p> <p>Finds it very difficult to cope with most group learning situations</p> <p>Difficulty in regulating emotions including self-harming and self-stimulation</p> <p>Consistent withdrawing from activities e.g. hiding under the table</p> <p>Obsessional, unusual (e.g. sexualised) behaviour</p> <p>Hypervigilance impacts on their ability to engage with their environment.</p> <p>Reluctant to attempt unfamiliar tasks, doesn't persevere and gives up even with adult support</p> <p>Shows very little motivation towards people, activities and / or environment.</p> <p>Suicidal thoughts</p>	<p>Never includes others in their play and / or never leads own exploration and play</p> <p>No evidence of a healthy primary attachment.</p> <p>Unable to form relationships and very minimal social interaction skills, play and imagination skills</p> <p>Severely withdrawn</p> <p>Needs constant adult reassurance e.g. hanging off adults' leg</p> <p>Shows significant distress in daily situations</p> <p>Severe self-harm</p> <p>Threats of suicide</p>	<p>Has acted upon suicidal thoughts requiring medical attention</p>	

Sensory and/or Physical

Area of Need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs profile 5	Needs Score
Physical (PD)	No needs in this area, physical development within expected range	Shows mild difficulties with fine and/or gross co-ordination skills Independently mobile without the use of aids etc.	Independence is limited by moderate difficulty with fine and / or gross motor skills	Limited independence Has moderate difficulty with fine and / or gross motor skills Has difficulty managing and accessing physical learning environment. Not capable of running and jumping. Can sit on their own with at most limited external support Mobile with the use of walking aids	Little or no independence in accessing the physical learning environment Significant fine and/or gross motor skills. Wheelchair dependent. Can sit when supported	No independence. Pupil can at best participate with a simple movement in specific situations Severe limitations in head and trunk control	
Hearing (HI)	Hearing within normal limits	Now within normal limits or borderline, but with a history of glue ear and loss	Unaided mild loss threshold 20-40 dBHL average Fluctuating loss of hearing	Unaided moderate loss threshold 41-70 dBHL average Communicates using SSE	Unaided severe loss threshold 71-95 dBHL average Moderate functional loss due to auditory neuropathy Communicates using BSL/SSE	Unaided profound loss threshold in excess of 95 dBHL average Severe/profound functional loss due to auditory neuropathy Communicates using BSL Has a cochlear implant/BAHA	
Vision (VI)	Vision within normal range, including when corrected by glasses visual acuity 6/6-6/12	Monocular/Mild/Fluctuating VI with reasonable vision for a considerable amount of time	Mild vision loss within the range 6/12-6/18 Snellen/Kay (distance vision) Reads font size N14-18 (near vision)	Moderate vision loss Less than 6/19-6/36 Snellen/Kay (distance vision) Reads font size N14-18 (near vision)	Severe vision loss Less than 6/36-6/120 Snellen/Kay (distance vision) Reads font size N24-36 (near vision)	Profound vision loss Less than 6/120-Snellen/Kay (distance vision) Reads font size 36+/Braille or Moon user	

Area of Need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs profile 5	Needs Score
Sensory Regulation	<p>Able to function within the learning environment</p> <p>Able to self-regulate sensory needs</p>	<p>Some adverse responses to particular stimuli e.g. certain foods, clothing, loud noises etc.</p> <p>Some inappropriate sensory seeking/avoiding behaviour e.g. around eating, light, sound, movement</p>	<p>Unable to regulate self within setting without additional resources to address sensory needs e.g. fiddle toys, ear defenders, wobble cushions</p> <p>Adult support required to manage sensory needs e.g. sensory breaks</p> <p>Lack of sensory regulation impedes learning which can be managed through environment/task adjustments e.g. messy play, snack time, clothing</p>	<p>Sensory needs impact on learning and accessing routine despite changes to the environment and additional resources.</p>	<p>Sensory needs have a significant impact on daily routine e.g. unable to brush teeth, bathe, eating</p> <p>Needs high level of sensory stimulation to elicit a reaction</p>	<p>Extreme adverse response to avoiding / accessing particular sensory stimuli e.g. inconsolable when faced with certain stimuli, puts self in danger attempting to access or avoid stimuli</p> <p>Extreme sensory behaviours e.g. PICA, smearing, stripping (NB these behaviours may be due to other reasons e.g. medical or behavioural)</p> <p>Unresponsive to sensory stimuli</p>	

Health

Area of Need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs profile 5	Needs Score
Health	<p>No needs in this area, general health good</p>	<p>Mild health need e.g. allergies, asthma.</p> <p>Manageable with reasonable adjustments</p> <p>May require administration of regular medication in setting</p> <p>Individual Health Care Plan considered</p>	<p>Moderate health needs e.g. more complex allergies, asthma, diabetes etc</p> <p>Individual Health Care Plan in place</p> <p>Condition well managed with Care Plan</p>	<p>Severe health needs e.g. anaphylaxis, epilepsy, cystic fibrosis, or other chronic physical conditions</p> <p>Individual Health Care Plan in place</p> <p>Unpredictable presentation and potential need for timely intervention</p> <p>Emergency plan in place</p>	<p>Severe and complex health needs which may impact on a child's ability to access education.</p> <p>Possible periods of acute illness requiring inpatient stays and frequent specialist team involvement</p> <p>Individual Health Care Plan in place</p>	<p>Life limiting or life-threatening health needs</p> <p>Individual Health Care Plan in place</p> <p>Emergency plan in place</p>	

Social Care

Area of Need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs profile 5	Needs Score
Social	No needs in this area	Strong stable family background but needs of child likely to add pressure	Risk factors in family e.g. Teenage parent Single parent Financial problems Health of parent Learning needs of parent Parental ill health Lifestyle choices of parent e.g. substance misuse LAC Additional caring responsibilities in home e.g. health of siblings	Risk factors in family and needs of child combined likely to add considerable pressure	Chaotic family life CIN Child's behaviour is a risk to self or others on a regular basis Family experiencing extreme exhaustion and stress Appointments frequently missed Family not engaging with support services Multiple adults living in house Multiple risk factors Domestic abuse	Concerns about safety and well-being of child Child may be subject to a child protection plan Without exceptional levels of support child will need to be accommodated to ensure safety of self and others. Parents/carers own support needs make it hard for them to support child's needs. Parents/carers experiencing exhaustion and severe stress to such a degree that the family is in crisis and professional support is required to sustain the family	

Summary of scores

Broad Area of need	SEN Type	SEN Codes	Needs Score	Primary need	Secondary need
Communication and Interaction	Speech, Language and Communication	SLCN			
	Play and Interaction	ASD (only to be used following diagnosis)			
Cognition and Learning	Cognitive Ability	MLD / SLD / PMLD			
Social, Emotional and Mental Health	Social, Emotional and Mental Health	SEMH			
Sensory and / or Physical	Physical Disability	PD			
	Hearing Impairment	HI			
	Visual Impairment	VI			
	Sensory Regulation				
Health	Health				
Social care	Social care				