**Early Years / Year R Profile of Need**

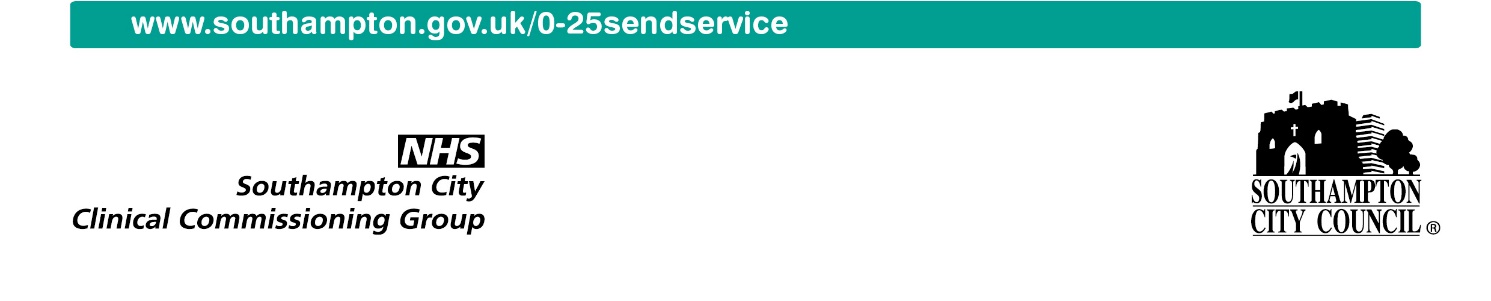
(Updated 12/7/21)

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

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

**Communication and Interaction**

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| **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**

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| **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 (½ 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*

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and/or some difficulties in interacting with peers  Some difficulty forming healthy emotional attachments  Shows withdrawn behaviour eg chooses to spend time alone unless well supported by an adult | Separates with support from an adult  Difficulties understanding and managing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

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

**Sensory and/or Physical**

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| **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 |  |

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

**Health**

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

**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** |
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| **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**

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| **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 |  |  |  |  |