**Appendix 3: Inclusion Support Funding SEND Descriptors**

|  |
| --- |
| **Cognition, Play and Learning Skills** |
| **Universal Offer**  | **SEN Support**  | **Band A**  | **Band B**  | **Band C**  |
| **Development within the Early Years Foundation Stage (EYFS) Framework is broadly within Age Related Expectations (ARE)** particularly within the Prime Areas. EYFS Learning and Development Summary and Health Visitor Ages and Stages Questionnaire (ASQ) at 2yrs and 3yrs indicate broadly ARE. Play and learning skills are broadly in line with peers.  | **Some learning delay evidenced in play and learning skills development** For children aged 3- 4 years assessments might indicate development is 6- 12 months below EYFS ARE, particularly within the Prime Areas. Child referred for any concern following evidence of not meeting EYFS ARE or ASQ screen e.g., to Speech and Language Therapist (SALT) or paediatrician  | **A significant learning delay evidenced in play and learning skills development** For children aged 3- 4 years assessments in EYFS indicate the child’s development is 12 – 18 months below ARE, particularly in the Prime Areas. The child finds it hard to use previously learnt skills in new and different situations. Some difficulties in retaining concepts over time Play activities are typically seen in younger children: they may be repetitive and limited to one or two simple actions. Can engage with self-directed play most of the time. Imaginative play is less developed than is typical for their age and is developing differently (e.g., has become persistently repetitive) The child is unable to maintain focus on self- directed play for an age-appropriate length of time. The child is able to imitate other children’s play only when it has been frequently observed and is simple e.g., consists of only a few steps  | **Severe learning difficulties showing significant and persistent delay in play and learning skills and development** Complex needs affect development in all areas. For children aged from birth to 2 years of age evidence that development is significantly behind that expected for the child’s age: development within the birth-11-month band of the EYFS in one or more of the prime areas. The child has significant difficulties learning basic concepts and retaining them over time despite repeated opportunities for learning. For example, in matching activities. Requires a great deal of structure and prompts to engage in play for a significant amount of time. Play skills are significantly limited and restricted in comparison to peers. Play is primarily sensory and exploratory, acting on toys for effect, investigating simple cause and effect. Imaginative play is showing significant delay; this may be limited to single actions in pretend play or more actions shown only in direct imitation. The child is unable to maintain a focus on self- chosen activities even with motivation from their key worker. The child is not yet learning through observing other children playing and incorporating these actions into their own play.  | **Profound learning difficulties showing significant delay in all areas of play and learning skills and development** Complex needs affect development in all areas. For children aged from birth to 2 years of age evidence that development is significantly behind that expected for the child’s age: development within the birth-11-month band of the EYFS in one or more of the prime areas. The child is not yet making the link between cause and effect when exploring toys.The child may engage in simple play, sensory exploration of objects and the immediate environment with a high level of adult support both verbal and physical. Child requires individual bespoke programmes of support to make very small learning steps.  |

|  |
| --- |
| **Speech, Language and Communication Needs** |
| **Universal Offer**  | **SEN Support**  | **Band A**  | **Band B**  | **Band C**  |
| **Development within the Early Years Foundation Stage (EYFS) Framework is broadly within Age Related Expectations (ARE) in particular with Communication and Language (C&L)** Language and communication skills within average range General guide -18th percentile and above on standardised assessments. May have occasional, mild difficulties with receptive and/or expressive language, speech, social interaction, dysfluency, immature speech sounds Communicates well Occasional difficulties with comprehension and ability to follow instructions May have some difficulty communicating with certain people or new and unfamiliar situations  | **Mild / Moderate impairment** Child has difficulty following or understanding language without visual cues and is 6-12 months below EYFS ARE Difficulty with receptive and/or expressive language, speech, social interaction, dysfluency. May have significant speech difficulties Immature speech. Can make needs known. May need some extra processing time Child responds but others may struggle to understand the child’s communication Self -confidence and social integration affected by communication difficulties, may respond at times  | **Moderate impairment** Significant and consistent difficulty with receptive and /or expressive language skills. Single words may be clear but connected speech less so. Speech may be difficult to understand or only intelligible to familiar listeners Significant and consistent difficulty with speech, social interaction, and/ or dysfluency. Language abilities are impaired to a degree that considerably prevents effective age-appropriate communication Some support from adults required to facilitate communication with adults and children Considerable difficulty organising expressive language and making meaning clear Single words clear but connected speech poor, speech only intelligible to familiar adults Processing difficulties leading to difficulties in understanding and following instructions. even when language is simplified and may require active adult encouragement Could be evidence of frustration, withdrawal, or distress.  | **Moderate / severe impairment** Moderate / severe difficulty in receptive and/or expressive language, speech, social interaction, dysfluency. Persistent (developmental) language disorder which is at least 18 months below EYFS ARE and within C&L Limited functional communication causing significant barriers to learning and social relationships. Slow rate of progress Signals basic needs in verbal or non-verbal way which may be very idiosyncratic (e.g., own signs or pointing) and/or speech intelligibility limited to familiar words used in context Depends heavily on context and cues to understand and express self Child unlikely to participate in whole group activities without adult support. Child likely to withdraw from communication in groups, limited social interaction with peers and adults Child may show signs of distress and confusion. Slow rate of progress  | **Severe / profound impairment** Severe / profound difficulty in domain of speech, comprehension, expression, functional language, social interactions. May have no or minimal communicative intent. Persistent (developmental) language disorder Slow rate of progress High level of dependency on trained others Severely restricted involvement in whole group activities. High level of dependency on others to differentiate language in the learning environment and facilitate communication High level of dependency on adult to interpret communication for unfamiliar listeners Does not appear to be effectively understanding even with contextual cues Unable to participate without high level of trained adult support Potential for severe constant distress, upset, frustration, anger, withdrawal |

|  |
| --- |
| **Social Communication and Interaction Needs** |
| **Universal Offer**  | **SEN Support**  | **Band A**  | **Band B**  | **Band C**  |
| **Understanding and expressive language may show some delay**, and information may need to be repeated or broken down into shorter phrases with fewer key words. Subtle difficulties may be evident in the child’s voice, or in their interpretation of communication  | **Some understanding** of speech, situations and others’ body language or facial expression. Conversations may be one-sided or on a restricted number of interests. Speech and Language Therapy are involved and a care plan is in place to target significantly delayed language comprehension or expression  | **Limited understanding** of speech, situations and others’ body language or facial expression. Able to communicate in a basic way, but not converse. May have rote-learnt phrases which are not indicative of their real language level Regular support is required to develop through the stages of communication and/or manage alternative communication systems, which may need to involve other agencies  | **Very limited understanding** of speech, situations and others’ body language or facial expression. Occasionally makes requests to meet some of own needs through verbal or non-verbal communication, which can be interpreted by familiar communication partners Consistent support, throughout the day, is required to develop the early stages of communication and/or manage alternative communication systems, which may need to involve other agencies  | **Profound impairment in multiple areas of verbal/non-verbal communication.** Mute or restricted to a small number of words, phrases or sounds used repetitively. Unable to communicate effectively in any conventional way. Intensive support is required to develop the very early stages of communication and/or manage alternative communication systems, which involves other agencies  |

|  |
| --- |
| **Social Communication and Interaction Needs** |
| **Universal Offer**  | **SEN Support**  | **Band A**  | **Band B**  | **Band C**  |
| **Development within the Early Years Foundation Stage (EYFS) Framework is broadly within Age Related Expectations (ARE).** particularly in Personal, Social and Emotional Development (PSED) and Communication and Language (C&L) May occasionally be reluctant to join in group situations. May need some adult encouragement to remain engaged in play.  | **Some difficulties evidenced in Social Communication and Interaction** May be below EYFS ARE, particularly in PSED and C&L. Interaction may sometimes be socially inappropriate Lack of expected progress In social skills for example as demonstrated in turn taking, joint attention and reciprocal interaction. May have difficulties recognising and communicating emotions. Has some difficulties managing change and transitions leading to higher than usual levels of anxiety? May show some difficulties forming and maintaining friendships with peers. Lack of awareness of social space which may require adult prompts to maintain appropriate distance. Some evidence of restricted play e.g., likes specific play activities or toys and prefers these over other play activities Self -confidence and social integration may be affected by communication difficulties. May engage in solitary play more than would be expected for their age and stage of development and which cannot be attributed to more general personality traits e.g., shyness May display moderate atypical responses to sensory stimuli  | **Significant difficulties in Social Communication and Interaction** Significant difficulties in following social norms and unable to tolerate usual attempts at interaction from peers. Attempts at interaction will be socially inappropriate and below EYFS ARE, particularly in PSED and C&L. Unaware of social rules in turn-taking and social interactions and may require direct intervention to teach and model appropriate social actions or behaviours Will have some difficulty expressing feelings or needs which are untypical of their age and stage of development. Limited ability to understand the impact of their actions on others Requires adult prompts and support to manage feelings and emotions Evidence of some frustration, or distress, which is different to that typical of EYFS ARE when faced with new people, places, events or when unsure what is going to happen. May show signs of distress when face with change or transitions. Change can be managed with appropriate individual strategies in place Some ability to understand the impact of their actions on others. Difficulty understanding social and physical risks. Child is becoming increasingly isolated with peers as a result. Will display some difficulty forming and maintaining friendships with peers. Limited initiation of social interaction but can take part in some imaginative play if supported by an adult. Cannot develop this independently. Plays alongside, but not with, other children. Displays unusual responses to sensory stimuli (can be easily distracted, upset by noise/touch/ Light,) which could lead to behaviours that challenge the norm Displays atypical responses to sensory stimuli which may cause distress  | **Significant and persistent difficulties in Social Communication and Interaction** Does not display understanding of social boundaries. Not able to tolerate social interaction Child unlikely to actively participate in whole group activities without adult support. Significant social isolation within the group and withdrawal from social and group learning activities which is below EYFS ARE, particularly in PSED and C&L. May observe peers but unlikely to attempt interaction Significant difficulty in expressing feelings and emotions which may lead to challenging behaviours. May show increased episodes of heightened emotional states atypical of age and circumstance. Child may show signs of distress and confusion, as a result of being faced with new people, places, events or when unsure what is going to happen. These may lead to unpredictable and challenging behaviours. Shows signs of distress over even small changes in the environment when faced with change or transitions with significant functional impacts. Displays rigid, repetitive, or obsessional behaviours make it difficult to cope with unexpected changes and to engage in learning Child likely to withdraw from communication in groups, limited social interaction with peers and adults Significant difficulties forming relationships Persistent patterns of repetitive play and restricted interests which lead to distress if obstructed. May copy adult modelled actions with items of interest Experiences significant difficulties in response to sensory experiences which impact on/ prevents joining in. May seek or avoid sensory experiences Displays atypical responses to sensory stimuli impacting on levels of anxiety  | **Significant difficulties in all areas of Social Communication and Interaction** Persistent and severe difficulties following social norms and expectations Does not participate in all activities without a high level of trained adult support. Persistent and severe social isolation within the group and withdrawal from social and group learning activities which are severely impacting on access to EYFS learning and environment and are below EYFS ARE, particularly in PSED and C&L. Significant and persistent difficulty in expressing and managing their emotions, which requires direct adult intervention to support their emotional state. Episodes of severe and persistent high levels of distress managed only with intensive adult support. May be severely and constantly distressed, upset, frustrated, angry, and withdrawn. Persistently anxious or frustrated, leading to frequent and unpredictable behaviours that jeopardizes the health and safety of self and others despite appropriate support in place. Shows signs of significant distress when faced with change or transitions with significant functional impacts. Frequently displays rigid, repetitive, or obsessional behaviours making it difficult to cope with unexpected change and to engage in learning Inability to form relationships / unable to tolerate social interaction other than to get needs met. Persistent and significant difficulties forming relationships Significant evidence of persistent repetitive play and restricted interests preventing access to learning. May copy adult modelled actions following the adult copying the child’s actions. Displays atypical responses to sensory stimuli May seek or avoid sensory experiences causing a high level of anxiety  |

|  |
| --- |
| **Social, Emotional and Mental Health** |
| **Universal Offer**  | **SEN Support**  | **Band A**  | **Band B**  | **Band C**  |
| **Development within the Early Years Foundation Stage (EYFS) Framework is broadly within Age Related Expectations (ARE) in Personal Social Emotional Development (PSED**) Short term difficulties settling into setting, Evidence of emotional distress which subsides with key person support. Needs adult encouragement to remain engaged in play. Struggles to concentrate on adult directed activities. Short attention span for certain activities Occasional and short term unwanted behavioural difficulties resulting in adult intervention. Periods of being out of ARE (with regard to PSED) are short term  | **Some delay evidenced in Social, Emotional and Mental Health** Has recurrent or longer-term difficulties settling into setting, in relation to peers, and is 6-12 months below EYFS, ARE, particularly in PSED The child shows emotional distress for extended periods that are supported by nurturing care from key person. The child seeks more contact and more assurance from key adults throughout play sessions than is typical for a child of their age. EG the child shows very little resilience or self- soothing when faced with a challenge.The child has some difficulty seeking support from adults when in need. EG when upset or hurt. The child cannot engage in setting routines consistently flits between activities and needs some short-term individual adult direction to participate and engage in them. EG child-initiated play, adult directed play, and small group activities.  | **Some delay evidenced in Social, Emotional and Mental Health** Some persistent challenging behaviours requiring adult intervention, which is different to and 12 - 18 months below that typical of EYFS, ARE Significant frequent unusual behaviours or changes in behaviour requiring adult intervention, which is different to and 12 - 18 months below that typical of EYFS, The child becomes distressed when separated from main carer or key person and this persistently prevents them from engaging in activities available in the settings. The child shows significant difficulties in sharing turn taking and social interaction in numerous activities and this has persisted over time. The child shows frequent withdrawal from both child- initiated and adult led activities. Often shows an unwillingness to engage in 1:1 play and small group activities even when encouraged by an adult. The child may be able to make positive initial approaches to children and key adults but has difficulty maintaining relationships with peers and adults. Levels of emotional distress or behavioural challenge mean the child usually requires adult support and intervention to enable engagement with play and other activities.  | **Significant and persistent delay in Social, Emotional and Mental Health** Frequent unpredictable extremes of demanding behaviour which affects the safety of self and others and is at least 18 - 24 months below EYFS, ARE, High levels of emotional distress mean child engages with play and learning activities only with significant, consistent adult attention and intervention The child has not yet developed the social and emotional skills needed to form and maintain relationships with peers and key adults in the setting. The child shows significant and frequent withdrawal from both child- initiated and adult led activities and shows an unwillingness to engage in 1:1 play and small group activities even when encouraged by an adult, and requires specialist advice from outside agencies Attachment difficulties have been identified by an appropriately qualified professional and are negatively affecting the child’s ability to build relationships and engage meaningfully in their environment. The child requires a high level of nurturing and skilful intervention to meet their social and emotional needs. This is likely to be with advice from outside agencies.  | **Significant delay in all areas of Social, Emotional and Mental Health** Involved in incidents where intense emotional distress and or impulsive behaviour can put themselves or others at risk and is severely impacting on access to EYFS learning and environment. Child is at least 24+ months below EYFS, ARE, and particularly in PSED. The child requires a high level of nurturing and skilful intervention to meet their social and emotional needs. This is likely to be with support and advice of specialist services and therapeutic intervention. The child is frequently unable to engage with solitary, parallel or small group play activities within a familiar setting and social context. This persists despite the support of a familiar adult providing consistent nurturing support. The child is not yet responding to skilful adults when interactions are initiated and so they are not yet able to build warm relationships outside of their family.  |

|  |
| --- |
| **Vision Impairment** |
| **Universal Offer**  | **SEN Support**  | **Band A**  | **Band B**  | **Band C**  |
| **Vision within normal range, including when corrected by glasses 6/6 – 6/12.** All reasonable adjustments Are/ have been made for the pupil to access the EYFS and environment according to the Equality Act 2010 and development within the EYFS is broadly within Age Related Expectations (ARE). Monocular vision, temporary vision difficulties such as squint requiring patching. Mild vision loss where there are no resulting functional difficulties.  | **Permanent visual condition impacting on access** to EYFS environment and curriculum e.g.: * **Mild or Moderate vision impairment**: 6/18-6/36 (LogMAR0.5-0.78
* Predicted N14-18
* Mild bilateral field loss.
* Colour blindness.

Mild or moderate vision loss where there are minor functional difficulties arising from this and where only written, access advice, is required from a specialist VI teacher. May have difficulties with spatial awareness, but independently mobile in familiar areas.Assessments in EYFS should be in line with peers. EYFS access possible with setting-based intervention and support. Implementation of strategies as advised by specialist VI Teachers/Health professionals to ensure access to the EYFS curriculum in accordance with the Equality Act 2010 Some modification of resources and materials, where required on advice from VI specialist to ensure access.  | **Permanent visual condition impacting on learning and access to EYFS environment and curriculum e.g.*** **Moderate vision impairment:** 6/18-6/36 (LogMAR0.5-0.78)
* Severe vision impairment: 6/36-6/60 (LogMAR0.8-1.00) N24.
* Predicted N18-N24 with significant functional difficulties arising from this.
* Progressive sight loss and deteriorating visual conditions.

**Registered sight impaired.** EYFS access not possible without some mediation and/or some adaptations of learning materials. Setting **may be required** to follow advice gathered from an Environmental Audit carried out by VI Specialist, if required, making all reasonable adjustments to the setting environment as required by the Equality Act 2010. . Impact of the vision impairment **may** be reflected in assessments below EYFS ARE particularly in Prime Areas. Setting staff may require training to produce specialist resources where required. Setting staff will need to provide additional support and targeted intervention to meet VI need. Requires on-going specialist advice and intervention from a qualified VI specialist teacher. Ongoing direct input from medical specialists – orthoptist/ophthalmologist/ optician.  | **Permanent visual condition impacting on learning and access to EYFS environment and curriculum e.g.** * **Severe vision impairment:** 6/36-6/60 (LogMAR0.8-1.00) N24.
* Cortical/cerebral visual impairment impacting on learning.
* Progressive sight loss and deteriorating visual conditions.

**Registered sight impaired or severely sight impaired** Able to access EYFS curriculum and environment only with substantial mediation and adaptations of learning materials. To be able to access the EYFS curriculum and environment may: * need to access information using braille/tactile methods which require specialist training to produce resources.
* require tactile resources or pre-Braille skills because of deteriorating sight.
* require assistive devices to access curriculum depending on age and development
* require orientation and habilitation support

Assessment of development is likely to be below EYFS ARE particularly in Prime Areas. Staff will require training to produce specialist resources. May need to access information using braille/tactile methods which require specialist training to produce resources. Requires frequent and on-going specialist advice and direct intervention from a qualified VI specialist teacher. May require short, time-limited, targeted intervention to safely access the whole environment. Following environmental audit, setting will need to follow specialist advice and make all reasonable adjustments to the environment as required by the Equality Act 2010. to ensure equality of access with peers. Ongoing direct input from medical specialists – orthoptist/ophthalmologist/ optician.  | **Permanent visual condition impacting on learning and access to EYFS environment and curriculum e.g.** * **Severe vision impairment:** 6/36-6/60 (LogMAR0.8-1.00) N24 or **Profound vision impairment:** Less than 6/60 (LogMAR 1.02)
* N36.
* Cortical/cerebral visual impairment impacting on learning.
* Progressive sight loss and deteriorating visual conditions.
* Additional or complex needs impacting on lower level (mild/moderate) vision impairment.

**Registered severely sight impaired.** Educationally blind/pre-Braille requirement. Will require tactile resources and pre-Braille skills. Assessment of development is likely to be below EYFS, ARE particularly in Prime Areas. Only able to access EYFS curriculum and environment with all learning materials adapted, including the requirement for use of tactile means of communication. Able to access EYFS only with substantial mediation support. Will always require intervention and support to ensure safety and equal access to indoor and outdoor play opportunities High likelihood of requiring tactile resources or pre-Braille skills because of deteriorating sight. Will require direct teaching of pre-Braille skills. May require tactile resources or pre-Braille skills because of deteriorating sight. Will need access to multi-sensory resources. High likelihood of requiring specialist equipment to access EYFS depending on age and development. Able to move around the setting only with regular and individual formal teaching of orientation and mobility. Requires frequent specialist advice and on-going direct intervention from a qualified VI specialist teacher. Following environmental audit, setting will need to follow specialist advice and make all reasonable adjustments to the environment as required by the Equality Act 2010. to ensure equality of access with peers. Ongoing direct input from medical specialists – orthoptist/ophthalmologist/ optician.  |

|  |
| --- |
| **Hearing Impairment** |
| **Universal Offer**  | **SEN Support**  | **Band A**  | **Band B**  | **Band C**  |
| **Hearing within normal range** All reasonable adjustments made for EYFS access and environment according to the Equality Act 2010 and development within the EYFS is broadly within Age Related Expectations (ARE). Temporary or fluctuating hearing-loss or glue-ear even if a hearing-aid is fitted leading to minor misunderstanding of some spoken information.  | **Mild or Moderate permanent or persistent hearing-loss** with consequent functional difficulties or language delay. Assessments might indicate development below EYFS ARE particularly in Communication and Language and PSE Late diagnosis of permanent hearing-loss. Hearing aid user. May need assistive listening technology to support learning. Implementation of strategies advised by specialist HI Teachers, Educational Audiologist, or clinical audiologist.  | **Permanent bi-lateral moderate or severe hearing loss with on-going functional difficulties and language delay** **Persistent and long-term conductive hearing-loss resulting in speech/language delay, progress, or ability to access the curriculum.** **Hearing-aid user** Assessments might indicate development below EYFS ARE particularly in Communication and Language and PSE EYFS access not possible without some mediation and/or adaptations of EYFS resources and materials. Requires frequent specialist advice and/or direct intervention from a qualified HI specialist teacher. Communication support or mediation of language-based activities may be required for a significant part of the daily routine.  | **Permanent bi-lateral severe or profound hearing loss resulting in severe functional difficulties, language delay or access requirements e.g., BSL communication support** **Progressive hearing loss** **Hearing aid/speech processor (cochlear implant) user.** Assessment might indicate development below EYFS ARE particularly in Communication and Language and PSE EYFS curriculum access not possible without the use of assistive devices, mediation and/ substantial adaptations of learning materials. Requires adult support to mediate communication, either through speech or sign, to access all aspects of the EYFS curriculum. May require communication using sign support e.g., Sign Supported English, or alternative methods of communication. Requires frequent specialist advice and direct intervention from a qualified HI specialist teacher  | **Permanent bi-lateral severe or profound hearing loss resulting in significant functional difficulties, language delay or access requirements, e.g., BSL communication support** **Progressive hearing loss** **Hearing aid/speech processor (cochlear implant) user.** Assessments might indicate development below EYFS ARE particularly in Communication and Language and PSE Able to access EYFS **only** with assistive devices and requires substantial mediation and/or adaptations of materials. Requires adult support to mediate communication, either through speech or sign, at all times throughout the day to ensure access to all aspects of EYFS, including lunchtimes, outdoor play and after/out of school activities. May require communication using sign support e.g., Sign Supported English, or alternative methods of communication Requires specialist advice and direct intervention/teaching support from a qualified HI specialist teacher.  |

|  |
| --- |
| **Physical Disability** |
| **Universal Offer**  | **SEN Support**  | **Band A**  | **Band B**  | **Band C**  |
| **Development within the Early Years Foundation Stage (EYFS) Framework is broadly within Age Related Expectations (ARE).** Temporary short term physical need e.g., broken arm.  | **Some delay evidenced physical development** Fine and/or gross motor skills impact on function and need specific input. Able to use mobility aid competently to overcome physical difficulties, e.g., walking frame. May have needs in undertaking practical tasks, reducing the level of independence. e.g., requires additional assistance time to change for toileting and mealtimes. May have a physical/ medical condition which impacts on access to the EYFS and requires a care plan or medication to stabilise condition. Condition may require monitoring e.g., diabetes, epilepsy. Child may tire more quickly than peers.  | **Some delay evidenced physical development** Physical and / or medical difficulties that require specialist equipment and considered environment e.g., furniture rearranged to accommodate needs. Specific physical and or medical difficulties that require close monitoring to ensure safety. Physical independence is impaired and requires specific, regular input and programmes from relevant professionals. A therapy programme may be provided by a professional to be carried out by the setting. Child may tire more quickly than peers.  | **Significant delay in physical development** Physical and/ or medical difficulties that require specialist equipment, and a considered environment. Physical independence is impaired and requires specific regular input by an adult to promote physical independence and programmes from relevant professionals. The child is likely to require a high level of adult support. e.g., to access play and/or health care regimes, and/or to support or enable position changes (moving from sitting to standing or indoor to outdoor play). A therapy programme/ or advice may be provided by professionals to be carried out by the setting daily. High levels of specified self-care needs. Child may tire more quickly than others.  | **Significant delay in all area’s physical development** Physical and /or medical difficulties that require specialist equipment, a considered environment and is highly reliant on adult support for moving, position changes, personal care including changing, drinking, and eating. The child will require a high level of adult support to engage in activities. A therapy programme/ advice is highly likely to be provided by professionals to be carried out daily by the setting. Long Term: Progressive/regressive condition(s). Profound physical, condition/needs. Requires continuous monitoring and support throughout the day and includes complex medical interventions. Child is highly likely to tire more quickly than peers.  |