

Setting assessment structure - Early Years age groups

Domain of need	Cluster of indicators	Description of your setting does / can / can access	Score band	
Communication & Interaction	Culture, behaviours and ways of working	Repetition of all instructions as required	1-2	
		Ensures that parents are aware of what is being done to support their child and how they can support this		
		An understanding of the impact of communication needs on wider emotional wellbeing		
		Clear routines that are modelled by adults		
		Visual support such as signs, symbols, photographs used consistently to support routines		3-4
		Tools and approaches such as visual timetables and objects of reference understood and embedded		5-6
	Curriculum and quality teaching	Small group sessions take place following advice of specialists such as SALT delivered by setting staff	7-8	
		All verbal communication by staff is supported visually using sign, gesture or objects	9-10	
		Appropriate differentiation of task and teaching style	1-2	
		Use of a mixture of telling, explaining and directing to convey information and instructions	3-4	
		Some individualised strategies for communication / support by an adult	5-6	
		Support for language and learning such as Makaton, communication/ vocabulary mats	7-8	
	Flexible arrangements & adaptations	Intensive support and clearly identified strategies for the child to communicate	9-10	
		Provision of accessible information tailored to child's specific needs	1-2	
		Simplified grammar and instructions adapted to the level of the child	3-4	
		Adults slow down rate of speech to meet individual needs		
		Some individualised / small group activities		5-6
		Support with communication, adaptation and preparation of materials in tactile form		7-8
	An alternative curriculum built around difficulties with either language, communication or social skills	9-10		
	Tools, resources and interventions	Use of visual aids to reinforce instructions/ plans		1-2
		Use of Social Stories to develop interaction and participation	3-4	
		Individual alternative and/or augmentative communication strategies to allow access to learning opportunities including specialised software and technologies to support learning	5-6	
		Availability of alternative non-verbal system individualised for the child	7-8	
Total Communication approach which values any effective means of communication		9-10		
Alternative communication systems to support communication (low or high tech)				
Staff training and ability	Staff aware of differences between speech and language needs and social interaction needs and the differences between support strategies for each	1-2		
	Staff use generalised strategies to support development of communication and interaction skills	3-4		
	Staff implement pre-learning of vocabulary combined with visuals and consider processing time on an individualised basis	5-6		
	Frequent adult support available to monitor communication aids	7-8		
	Daily access to staff who are skilled in supporting communication needs through visual support, Augmentative and Alternative Communication (AAC) and other resources	9-10		
	Please enter a brief description for future reference	Why did you select the score that you did?		
What would your setting need to do to move to the next score up?				

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Cognition & Learning	Culture, behaviours and ways of working		1-2
		Use of role play to develop an awareness of self and others	3-4
		Opportunities for the child to make choices including using objects and pictures if the child is non- verbal	5-6
		Predictable environment and learning routines in place consistently	7-8
		A range of appropriate and relevant advisory and support services wrapping around to support Personalised resources modelled on individual children's interests and needs	9-10
	Curriculum and quality teaching	Continuous use of multisensory activities to reinforce learning and provide meaningful experiences	1-2
		Makes links between experiences or objects explicit using simple language, signs and photographs	3-4
		Strategies to extend concentration and listening	5-6
		Range of activities to develop visual discrimination skills including matching and sorting activities and classifying by colour, shape, size and texture	7-8
		Individualised support plans and differentiated activities	9-10
	Flexible arrangements & adaptations	Adult support for the child to access appropriately planned activities / curriculum	1-2
		Additional adult support in group activities to ensure participation	3-4
		Availability of support plan following 2-year progress check	5-6
		Regular modification of activities and specified times when adult supports structured learning	7-8
		Direct intense adult support or additional support mechanisms to enable child to function, participate and engage	9-10
	Tools, resources and interventions	Regular, timetabled support from staff working on specific, personalised targets	1-2
		Scaffolding of tasks is organised reactively and only on occasion	3-4
		Some short-term adult support to extend play sequences and imaginative skills	5-6
		Short-term adult support to extend play, extend imaginative skills and access activities, including to ensure active participation in practical tasks	7-8
		Personalised resources and displays to support learning and tasks scaffolded for individual needs of children	9-10
	Staff training and ability	Tactile support systems and alternative methods available in almost all areas of learning	1-2
		Some reasonable adjustments made to learning environment including displays and furniture	3-4
		Consistency amongst staff including for rewards, routines and approaches	5-6
		Staff are confident in using a wide variety of resources to support individual needs of children, planning for the individual when necessary	7-8
		Adult support with alternative approaches to learning such as objects of reference, tactile methods of communication	9-10
	Please enter a brief description for future reference	Access to full-time support from an experienced adult offering differentiated activities for all aspects of learning, to support children who, without which, would not be able to participate in any learning opportunities	
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Social, Emotional & Mental Health	Culture, behaviours and ways of working	Adult intervention to respond to behavioural difficulties Non-specialist support to manage anti-social behaviour	1-2
		Support to identify and manage flashpoints	3-4
		Alternative ways for the child to express their anger e.g. using their words, showing an adult	5-6
		Small group working with highly skilled and experienced staff	7-8
		Planning and monitoring for significant risk of harm to self, peers, adults and/or property	9-10
	Curriculum and quality teaching	Staff offer support and reassurance, use multi-sensory approaches	1-2
		Emphasis on identifying and teaching to preferred learning style and developmental stage	3-4
		Adult support on a regular basis to enable participation in learning and development of sustained concentration	5-6
		Significant level of support to engage and participate in learning	7-8
		Specialised SEMH provision such as alternative provision, therapeutic support and counselling which support setting to support the children	9-10
	Flexible arrangements & adaptations	Adult encouragement to remain engaged in play	1-2
		Some short-term individual adult direction to enable participation in activities	3-4
		Behaviour support plan with adult interventions	5-6
		Structured support to provide prompting, to start and to maintain appropriate behaviour for most of the session	7-8
		Identify and plan for a child's personal boundaries, observable behaviours, vocal sounds and actions	9-10
	Tools, resources and interventions	Visual prompts to warn of changes to routine	1-2
		Setting ensures all adults use consistent strategies – sharing any additional planning for the child with the staff team	3-4
		Use of a safe quiet space when they are feeling overwhelmed e.g. a small tent, a box of familiar toys, a favourite book / activity, sensory toys	5-6
		Holistic curriculum tasks with a focus on key skills including structured interventions from outreach services	7-8
		Direct, intensive adult support / specific support mechanisms to enable child functioning / participation in education A safe designated area within the context of the setting which allows the child to undertake individualised activities and make progress with their learning	9-10
	Staff training and ability	Teaching approaches consider challenges in children adjusting to setting rules and expectations	1-2
		Staff who are confident in modifying teacher talk and pace of speech to child's developmental stage	3-4
		A range of trusted adults who can support children at vulnerable times	5-6
Specific support from an adult at key points of the day to support with limited awareness of consequences of behaviour and/or safety High level of intervention from adults including specialist support to address the child's social and emotional needs		7-8	
Staff who are able to plan and deliver completely individualised programmes Skilled staff with experience of SEMH		9-10	
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Physical or Sensory	Culture, behaviours and ways of working	Monitoring of fine and gross motor development	1-2	
		Ensure parents are aware of what is being done to support their child and how they can support this		
		Environmental considerations are made to meet the needs of all children		
		An understanding that the physical disability / medical need may have a wider impact on a child's wellbeing		
		Adaptations and reasonable adjustments to the environment to enable children to be independent		
		Information about the CYP's difficulties are shared with relevant staff		3-4
		Opportunities are created to meet with other deaf / VI peers		5-6
	Curriculum and quality teaching	Regular communication between the setting and specialist teachers	7-8	
		High levels of specialist support available to support access to the environment	9-10	
		Consideration given to individual learning styles	1-2	
		Classroom management strategies e.g., seating position, reducing background noise	3-4	
		Appropriate differentiation or modifications to the curriculum or to the environment		
		Appropriate differentiation for assessment and examination materials and recording of answers	5-6	
		Support with communication adaptation and preparation of materials in tactile form for almost all areas of learning		
	Specialist support available in targeted areas of the EYFS curriculum	7-8		
	Specialist support in appropriate areas and approaches including supporting development of, for example, braille skills, tactile learning resources, introducing long cane skills and broader social skills	9-10		
	Flexible arrangements & adaptations	Support to monitor adjustments required to meet visual / hearing impairment needs (e.g. hearing aids, glasses etc.)	1-2	
		Regular support from an adult for some activities	3-4	
		Some adaptations to the environment to allow access		
		Adult support to use identified communication aid and enable access to and adaptation of activities / curriculum due to sensory impairment	5-6	
		Adult support to enable access to and adaptation of activities / curriculum	7-8	
		Wide adaptations made to include concrete objects, first hand experiences and multi sensory learning	9-10	
	In class support from specialist teachers which may include BSL			
	Tools, resources and interventions	Some specialist equipment or adaptations to equipment but little adult support	1-2	
		Input / programmes from external professionals to develop fine / gross motor skills	3-4	
		Individual / small group work activities as part of support plan for specific interventions	5-6	
		Varied and extensive specialist equipment and regular support with physical difficulties		
Technology and/ or ICT equipment such as Sound Buttons, Talking Books or voice recorders		7-8		
Daily monitoring of child's health, together with multiple sustained physical / medical interventions which go beyond medication and are likely to require specialist training and be invasive		9-10		
Staff training and ability	Staff awareness of supporting children to wear glasses and regularly clean them and which children may need support with seating arrangements	1-2		
	Appropriate early years training in Portage 'small steps' approach to learning	3-4		
	Adult support for monitoring of mobility			
	Staff are appropriately trained to use specialist equipment required by children	5-6		
	Training, advice			
	Adult support on a regular basis to facilitate medical and physical needs. Up to single daily physical / medical intervention requiring adult support			
	Frequent adult support to monitor communication aids	7-8		
Adult support for moving and positioning. Staff are appropriately trained to use specialist postural equipment for standing, seating				
Support for medical conditions which requires adults to have additional training or receive advice to administer medication	9-10			
Ability to support care plans including tube feed and maintenance of gastrostomy, may include epilepsy and monitoring of seizures				
Please enter a brief description for future reference	All staff in direct contract with children are able to be trained to react to medical emergencies			
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Independence	Culture, behaviours and ways of working	Prompting to remind of routine and new plans, e.g. visual cues, oral reminders	1-2
		Frequent and repeated prompting to remind of routine and new plans, e.g. visual cues, oral reminders	3-4
		Adult support for development of independence skills in line with ages and stages of development	5-6
		Adult support to develop independence and interpersonal skills	7-8
		Highly personalised and targeted support for independent learning, self-care and self-help skills	9-10
	Curriculum and quality teaching	Far reaching awareness of importance of routines and environmental adaptations to support 'school readiness'	1-2
		Strategies to develop social skills e.g. creating small group situations to practice specific interactions e.g. sharing, turn-taking	3-4
		Partnered play opportunities to improve social skills, interaction, communication skill and self-esteem	5-6
		Targeted work on emotional regulation strategies and self-care (support with personal routines such as hand washing, pouring own drink, organising own books and bags)	7-8
	Flexible arrangements & adaptations	Highly personalised approach working with children and parents/ carers to develop self-help and self-care skills	9-10
		Support with personal care and adaptive equipment for self-care	1-2
		Adult support in dressing / undressing	3-4
		Adult support when needs are not signalled e.g. when toileting	
		Regular monitoring / checking of health / comfort	5-6
		Clear structure and guidance provided for social interactions, with the aim of developing independence	
	Adult oversight and management of personal aids for communication	7-8	
	Regular checking and management of need for support with self-care		
	Tools, resources and interventions	Support of some form with all aspects of learning, social interaction, personal care and health management	9-10
		Topics and curriculum materials delivered around areas of self-care including, for example, teeth brushing and 'getting ready'	1-2
		All staff aware of strategies and approaches to building independence	3-4
		A range of tools, resources and approaches are used around self help and self-care	5-6
		Guest speakers, support with transitions and topics around school readiness and growing up including personalised approaches and plans for children to ensure they are school ready	7-8
		Ongoing support from specialist services to ensure children are building their skills for independence using specialist resources and approaches despite high levels of need such as HI, VI or physical needs	9-10
Staff training and ability	Staff encourage independence within learning tasks and wider self-help skills	1-2	
	All staff aware of strategies and approaches to building independence	3-4	
	Adult support in managing prescribed personal aids	5-6	
	All staff understand importance of promoting and supporting children's independence and it is embedded across the setting	7-8	
	Staff are aware of children's individual targets related to independence and plans towards achieving these are in place and followed - including self-care, self-help, personal hygiene and school readiness as appropriate to each individual child	9-10	
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