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| **Band 1 - Description of Child & Areas of Need** | | | | |
| **Cognition and Learning**  **(including elements from play)** | **Social, Emotional and Mental**  **Health** | **Communication and Interaction** | **Sensory and/or Physical Development** | |
| **Physical Development and Medical** | **Sensory**  **Visual and Hearing** |
| Slow progress with language acquisition, early learning, play and personal independence skills  Up to 12 months delay – see Development Matters in EYFS' and/or assessments by relevant professionals.  Reinforcing and modelling by adult does not result in child engaged with learning activities *e.g*. completing an inset puzzle, putting teddy to bed, rolling a car along the floor *etc.*  Does not retain concepts over time *e.g*. size, colour *etc*.  Ability to learn concepts, but difficulty with the understanding.  . | Difficult to settle on entry into session over a number of weeks; seeks frequent reassurance of adult contact, tearful, wanders *etc*.  Sits for a much shorter length of time than peers.  Disrupts play of other children by snatching, wanting to take over, sabotaging play *e.g*. persistent knocking down/breaking up of toys *etc*. Unable to take turns/share.  Inappropriate behaviours that require calming strategies, specific behaviour programmes.  Immaturity in socialisation – looks towards adults rather than peers.  Lacks confidence – holds back, reluctant or refuses to participate. Diverts attention by behaviour.  Withdrawn, uncommunicative – tends to play alone, and reluctant to engage with adults; overly compliant/controlled.  Limited awareness of others.  Reluctant to explore objects or try new activities.  Separation difficulties *e.g*. attachment, which persists throughout the session (crying, distressed, clingy) and persist for more than half a term and is severe compared to peers. Child who is unable to regulate emotions, needing adult intervention.  Social immaturity for their age affecting appropriate independence or interpersonal skills.  Significant reluctance to engage with routine and activities by withdrawal or exhibiting challenging behaviour.  Needs adult support to sustain concentration and build relationships with peers.  Anxiety expressed through behaviour that creates a barrier to learning.  Unusual habitual behaviours *e.g*. rocking, mouthing, hiding, inappropriate preoccupation with bodily fluids.  Attachment to key carers not securely established.  Difficulty in coping with planned changes to routine or unfamiliar transitions. | Speech incomprehensible without a supporting context.  Difficulty following or understanding instructions and everyday language without a visual reference.  Difficulties with communication and interaction *e.g*. selective mute, some social and communication difficulties or possible difficulties relating to attachment.  Poor oromotor skills (difficulty in using lips, tongue and jaw) which affect enunciation of sound.  Fluency difficulties.  Little or no speech.  Disordered expressive language *e.g*. word order including severe phonological difficulties/delay *i.e*. production of sound as identified by a speech and language therapist.  Significant difficulty with understanding spoken language as identified by a speech and language therapist.  Actively withdraws from engagement and does not seek out others – *e.g*. averts eyes, does not respond to name, solitary play, often seeks out own space.  Significant difficulties in processing information, specifically verbal information. | Up to 6 months delay in fine and gross motor development.  Delay with physical coordination as identified by relevant professional's *e.g*. occupational therapist, physiotherapist, *etc*.  Ambulant (unstable or slow movements) requiring support and interventions.  Difficulties with sequencing, visual and/or auditory perception, coordination.  Difficulties (more than others at this age) dressing self.  Difficulties (more than others at this age) cutting up food/feeding self, drinking from a cup.  Physical impairment may require some special equipment, but needs little intensive support.  Difficulties with spatial awareness or social proximity.  Child wears orthotics needing occasional intensive support *e.g*. during PE. | History of conductive hearing loss.  Family history of visual loss.  Minor visual loss (squints)  Associated speech and language difficulties.  Mild to moderate hearing impairment *e.g*. hearing aids fitted.  Hearing in one ear.  Mild to moderate visual loss.  Significant difficulty with sensory processing.  Developing awareness of possible indicators of sensory differences (*i.e*. tactile sensitivity, sensitive to sound or visual stimuli). |