**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 monthsSpeech may lack clarity and be difficult to understand | Moderate - severe delayin 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 monthsSpeech unintelligible to unfamiliar listeners | Severe delay in receptive & expressive language e.g. at 36 months achieving a profile typical of 12 -18 months ordisordered i.e. language development not following typical pattern e.g. learnt phrases, limited understanding, strong communicative intent and lots of gestures but no expressive languageSpeech 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 peopleAble to initiate and make requests using verbal and nonverbal meansPlay skills appropriate to age and/or developmental level | Is able to interact socially with familiar peopleSome difficulties with forming new relationships and sustaining social interaction in those new relationships.Play skills delayed and shows poor imaginationSome difficulty coping with changes in routine / environment | Often unable to initiate interactions or initiates on own termsUnable to engage consistently in two way reciprocal social interaction about something not of interest in a variety of settingsFinds it difficult to be part of a groupDifficulty coping with changes in routine/environment | Unable to initiate interactionsSignificant difficulties with forming relationships and interacting sociallyPoor play and imagination skillsExtreme difficulty coping with changes in routine/environment | Unable to form/maintain relationships and / or very minimal social interaction skillsLimited imaginationPlay 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 peopleSelf-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 independentlyUnable 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 carerAt 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 boundariesEngages with, attends and is motivated to explore and learn.Is able to understand others’ emotions and behaviour.Interacts socially with a range of peopleIs 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’ / distractionSome difficulties understanding and regulating own emotionsImpulsive 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 peersSome difficulty forming healthy emotional attachmentsShows withdrawn behaviour eg chooses to spend time alone unless well supported by an adult | Separates with support from an adultDifficulties understanding and managing emotions which leads to frequent difficult/challenging behaviour.Despite adult interventions can be frequently disruptiveHyperactive. Has difficulty concentratingOccasionally physically/verbally aggressiveOften lacks curiosity and interest in the environment and is unmotivated to explore and learn.Easily and regularly distracted from taskRegular inappropriate responses in social situations and/or some difficulties in interacting with peersResistant 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 sessionSignificant difficulties managing emotions and behaviours which leads to frequent difficult/challenging behaviourDespite increasing adult interventions behaviour continues to be frequently disruptiveNeeds continual adult input to direct back to taskRegularly shows physical/ verbally aggressive & intimidating behaviour to peers & adultsHighly resistant to interventions/ adult supportShows 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 anxietySocial 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 basisSignificant difficulty in concentration resulting in difficulty accessing the curriculum and making progress in learning despite additional inputImpulsive, risk taking behaviour that has put self or others at significant risk or caused significant harm to self or othersHighly 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 supportWill 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 spaceNeeds encouragement to attempt unfamiliar tasksNegative thinkingIrrational 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 timeReluctant 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 situationsDifficulty in regulating emotions including self-harming and self-stimulationConsistent withdrawing from activities e.g. hiding under the tableObsessional, unusual (e.g. sexualised) behaviourHypervigilance impacts on their ability to engage with their environment.Reluctant to attempt unfamiliar tasks, doesn’t persevere and gives up even with adult supportShows very little motivation towards people, activities and / or environment.Suicidal thoughts | Never includes others in their play and / or never leads own exploration and playNo evidence of a healthy primary attachment.Unable to form relationships and very minimal social interaction skills, play and imagination skillsSeverely withdrawnNeeds constant adult reassurance e.g. hanging off adults’ legShows significant distress in daily situationsSevere self-harmThreats 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 skillsIndependently mobile without the use of aids etc. | Independence is limited by moderate difficulty with fine and / or gross motor skills | Limited independenceHas moderate difficulty with fine and / or gross motor skillsHas difficulty managing and accessing physical learning environment.Not capable of running and jumping.Can sit on their own with at most limited external supportMobile with the use of walking aids | Little or no independence in accessing the physical learning environmentSignificant 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 situationsSevere 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 averageFluctuating loss of hearing | Unaided moderate lossthreshold 41-70 dBHL averageCommunicates using SSE | Unaided severe loss threshold 71-95 dBHL averageModerate functional loss due to auditory neuropathyCommunicates using BSL/SSE | Unaided profound loss threshold in excess of 95 dBHL averageSevere/profound functional loss due to auditory neuropathyCommunicates using BSLHas 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 lossLess than 6/19-6/36 Snellen/Kay(distance vision)Reads font size N14-18 (near vision) | Severe vision lossLess than 6/36-6/120 Snellen/Kay(distance vision)Reads font size N24-36 (near vision) | Profound vision lossLess 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 cushionsAdult support required to manage sensory needs e.g. sensory breaksLack 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, eatingNeeds 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 stimuliExtreme 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 adjustmentsMay require administration of regular medication in settingIndividual Health Care Plan considered | Moderate health needs e.g. more complex allergies, asthma, diabetes etcIndividual Health Care Plan in placeCondition well managed with Care Plan | Severe health needs e.g. anaphylaxis, epilepsy, cystic fibrosis, or other chronic physical conditionsIndividual Health Care Plan in placeUnpredictable presentation and potential need for timely interventionEmergency 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 involvementIndividual Health Care Plan in place | Life limiting or life-threatening health needsIndividual Health Care Plan in placeEmergency 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 parentSingle parentFinancial problemsHealth of parentLearning needs of parentParental ill healthLifestyle choices of parent e.g. substance misuseLACAdditional 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 lifeCINChild’s behaviour is a risk to self or others on a regular basisFamily experiencing extreme exhaustion and stressAppointments frequently missedFamily not engaging with support servicesMultiple adults living in houseMultiple risk factorsDomestic abuse | Concerns about safety and well-being of childChild may be subject to a child protection planWithout 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 |  |  |  |  |