**Early Years HLN Form Completion Guide November 2023:**

You have been sent Early Years Application Pack V1.01 and this guidance document should support you to complete requests for all your EYFS children that you feel require High Level Needs Funding.

The Early years HLN application Grid is designed to provide a profile of the child’s SENs. It is not possible to produce a grid that covers all presentations of SENs – the principle behind the grid is for there to be enough information to ‘best fit’ the child.

Where you have identified an area of need under the 14 possibilities, we are asking you to write a brief description of the child’s needs in the ‘needs column’ and then select the most appropriate column from A-E that matches that need by placing a ‘1’ in the appropriate yellow box.

Everything written in the box doesn’t have to apply – if for example you have identified they have needs in speaking, use the pupil needs column to more accurately describe how their speaking difficulties present and then select which box best fits this description. Also, please use this guide to look at the examples given to help you in making your decision as to which column you should select.

This guidance is to support you in making that selection by showing a sample description of need and which column we would match it to. The sample descriptions of needs have been copied form real examples, they are not held up as examples of how to write your descriptions of needs but they are adapted from real examples and hopefully will help you see how we envisage the form working.

I have not included sample descriptors for all columns and needs. My intention is to use real examples as we go through the process to further expand on this as a guide, to help you as practitioners select the most appropriate column.

**Please remember the columns have been designed to reflect a continuum of need for a child having no needs or only low level needs at column A to the most significant needs you would find in the city at column E.**

In Early Years we are all aware that from ages 2-5 children can make huge amount of progress all of the areas, so it is quite difficult to provide a neat column descriptor that would equally apply to a two a year old in the same way it would apply say to a 5 year old. Therefore, when selecting columns we ask you to try and make comparisons against their peers when selecting columns.

For this reason, we have aimed the descriptors at a child who would be around 4 years old and about to enter Reception. This means if you are making a request for a much younger child the descriptors in the columns might not fit as well. As an example of this a typical 2 year old is not going to understand most verbal language but we would not necessarily be identifying them as having needs under listening attention and understanding, nor would they have established consistent friendship groups but we would also not consider them to not have needs under building relationships.

It may be that we need to adapt the form to have different descriptors for the younger children once we have gone through the entire process, but for this panel we will see how it goes.

The descriptors are in no means fixed and I welcome any suggestions as to how they can be adapted further to become more Early Years Friendly.

**Cognition and Learning**

1. **Play and Exploring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Child’s play and exploring is within expected levels in relation to their peers but they may require more time to practise their skills. | Play and Exploring is at a lower level than majority of peers. Child can participate in shared activities with an adult, showing a learnt response such as copying an action after seeing an adult model this. | Play and Exploring is significantly lower than peers (approximately half chronological age) Performs actions often by trial and error Shows some evidence of remembering or retaining learning responses over a short period time | Play and Exploring is very significantly delayed in comparison with peers. May accept and engage in exploration with a high level of adult intervention. | Young person would be considered as a child with profound and multiple learning difficulties. |

Example descriptors of needs matched to appropriate column:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Stays on some activities for very short periods of time; flits between areas |  | Will demonstrate very repetitive play without adult support | Child needs to be physically supported to investigate and explore sensory objects | Child may show some simple reflex responses such as starling or stilling at sudden noises, light or movement. |

1. **Making Independent Choices**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Is able to participate in all settings and routines with some additional adult intervention where required as appropriate to their age | Is able independently to participate in most settings and routines. Some difficulties with maintaining attention to task evident in comparison to peers | Is able independently to participate in some settings and activities. Needs ongoing support to start and finish a task | Is only able to independently participate in very limited settings and activities. | Totally dependent on adult support to engage with any play or learning. |

Example descriptors of needs matched to appropriate column:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Child is able to play independently but needs adult support to continuously prompt them back on task | Needs adult prompts at all time to maintain focus on the activity in front of him as he is easily distracted by what his peers and other adults are doing poor concentration | Is very disengaged with learning and play and will complete very little if not supported by an adult | Child needs support to engage and benefit from any activity- no matter how simple it is | A completely individualised curriculum based around his sensory needs - learning is achieved through activities of own choosing and completely sensory driven and experienced through pica (water, sand, playdough etc). |

**Communication and Interaction**

1. **Speaking**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. (Child at expected level for speaking in EYFS) | Some mild delay to expressive language in relation to their peers e.g. limited vocabulary or grammar immaturities in comparison with similar aged peers. | Uses verbal language spontaneously but language hard to understand in relation to their peers - some expressive language delay. | Significantly delayed communication and/or language development that inhibits regular participation and contribution to activities in classroom setting. | Uses gesture/signs or symbols/pictures/photos as main means of communication. | Not yet learnt a functional communication system. Behaviour is preferred method of communication. |

Example descriptors of needs matched to appropriate column:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Language is immature in comparison with peers | Reluctant to speak, even with familiar adult in setting | In F2, child uses a selective range of vocabulary or responses (learnt phrases). | Little or no functional expressive language, may name a few items but unable to make requests, echoes language without meaning. | Shows no understanding of PECS or photos and will not use them to make a choice |

1. **Listening, Attention and Understanding**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Understands most verbal language with occasional difficulties understanding ambiguities. Benefits from instructions being specific. | Understanding tends to literal or Some difficulties in following and understanding instructions. Requires instructions to be repeated/simplified. | Significant difficulties in following instructions. Requires instructions to be supported through signs and gestures. | Understands through signs/symbols/ gesture/pictures or photos. | No understanding of gesture or language. |

Example descriptors of needs matched to appropriate column:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Benefits from having instructions presented in small steps as not to overwhelm her | Can follow basic one-step instructions but needs visual support for full understanding | Needs gestures to understand simple instructions that occur on a routine basis e.g.” \*\*\*\*\* shoes on.' | Very limited receptive understanding but can follow 3 simples gestures- 'stop' and objects of reference - nappy for changing and coat to go outside | Does not consistently recognise or respond to his name and does not understand spoken words even when there are additional non-verbal cues available |

1. **Rigidity – Flexibility of Thought**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Evidence of some inflexible thought though In most situations able to adapt to change without more than a prompt | Some evidence of inflexible thought. Support is required to manage change in everyday setting situations e.g. from outside back into setting. Occasional repetitive behaviours seen which interfere with flexible play. | Evidence of rigid thought, making the child inflexible and unlikely to cope with change. Reliant on strategies such as objects of reference, visual timetable to move through day. | Evidence of rigid thought, making the child inflexible and unlikely to cope with change, resulting in an extreme response. | Evidence of rigid thought, making the child totally inflexible and unable to cope with change, resulting in an extreme response. |

Example descriptors of needs matched to appropriate column:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Can be inflexible when playing games with peers and wants things to be on her terms | Often on own agenda or shows little response to change - shows frustration when instructions are contrary to own wishes | Becomes extremely upset when the routine of the day changes, but adjusts to it with support | Becomes very upset when the routine changes or there is an unfamiliar adult. Will scream, kick out, drop to the floor | Completely inflexible and is unable to deal with change this can resulting in extreme response which includes highly vocal and physical outbursts endangering himself and others around him |

1. **Sensory Processing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Some sensory processing difficulties that have negligible interference with setting activities, once reasonable adjustments made. | Sensory processing impacts on learning e.g. resistant to touching certain textures. | Sensory processing interferes with day e.g. unable to tolerate messy hands, puts hand over ears to certain noises, constantly chewing toys / equipment. | Unusual and frequent response to some sensory stimuli. Requires major adjustment, linked to complex sensory profile. | Extreme and frequent response to a wide range of sensory stimuli. |

Example descriptors of needs matched to appropriate column:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Dislike of loud noises and busy places | Often uncomfortable with noise levels - uses ear defenders to reduce noise levels - prefers playing alone | Often sensory seeking - stomping feet, hits own head, pulls her hair |  | Is focused on rocking inside and spinning in the outside area. She is not aware of what her peers are doing and will sit and rock for extended times |

1. **Social Interaction Needs**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs – Aware of others needs | Can play and interact in a small group independently but has a limited range of interests. | Some difficulties with interaction but curious about and aware of the activities of others in the setting. Is able to play in small groups with some support. | Significant difficulties with interaction.  Does not play with other children but alongside. Following own agenda and unable to notice or attend to setting activities without support. | Significant difficulties with interaction. Lack of interest in peers. Poor toleration of others.  Following own agenda with at least 50% of time away from the main group. | Completely self-directed and largely unresponsive to adult attempts to engage child throughout the day.  Not able to be part of a group. All sessions spent in own space. |

Example descriptors of needs matched to appropriate column:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. |  | Unable to initiate play with other children. He can tolerate short interactions from others, but can be overwhelmed and upset | He will engage in parallel play, taking no notice of those around him. He can be directed towards an activity by an adult | He interacts with adults in school by directing them to do what he wants. He does not tolerate them doing something different or trying to direct him to do something | Shows no awareness of peers or desire to interact with them - will walk over/through them without acknowledging their presence |

**Social Emotional and Mental Health Needs**

1. **Self-Regulation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No risk to self or others | Occasional infrequent incidents where child in unable to regulate their behaviour accordingly. | Some behaviour which may be injurious or endanger self/others on an approximate weekly basis. | A pattern of frequent behaviours which may be injurious or endanger self/others. | A sustained pattern (daily) of behaviours resulting in significant risk of harm to self/others. | Exceptional safeguarding concerns. Evidence demonstrates a high risk of significant harm as a consequence of SEMH issues. |

Example descriptors of needs matched to appropriate column:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. |  | Becomes frustrated when he cannot do things. Crying, ranting and pushing others out of the way | Communicates feelings by lashing out and shoving others | Displays following behaviours towards adults and peers several times a day (hitting, scratching, kicking, punching, throwing objects). She will run at every opportunity and has no danger awareness. |  |

1. **Managing Self -** (note in the EYFS profile this includes managing own basic hygiene etc – for this form if needs in this area please enter under physical development)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Emotional health and wellbeing needs are not a significant barrier to learning. | Some periods of disruption to social and emotional wellbeing, resulting in an impact on play and learning. Without familiar & consistent adult support, anxiety significantly limits ability to recognise and manage emotional responses. | A pattern of frequent disruption to social and emotional wellbeing, resulting in regular impact on play and learning. Mood is frequently very low, affecting self-esteem and limiting ability to engage. Anxiety significantly affects ability to engage in everyday life, including family life. | A pattern of extreme and persistent disruption to social and emotional wellbeing, resulting in extreme unhappiness/ stress. Possible prolonged periods of absence/disengagement. | Complete disruption to social and emotional state, leading to extreme isolation and disengagement. |

Example descriptors of needs matched to appropriate column:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Becomes easily upset for no reason and is unable to express why. Will cry for periods of time | Extreme lack of confidence and poor self esteem - extremely reluctant to engage in play activities and learning tasks | Will make herself vomit in the morning to try and avoid coming into setting | Extreme levels of anxiety - lacks self confidence - poor self-esteem -extremely reliant on familiar adults, only feels safe with her parents and one of her sisters | Shows constant signs of distress through rocking and head banging. She does not engage for adults for extended periods i.e. will not respond to touch, voice in an effort to move her to a safe space |

1. **Building Relationships**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs – Positive Friendship groups | The child/young person often falls out with friends and peers, but does have a consistent group of friends or friendship | Some difficulties in making and maintaining friendships and relationships, despite adult support intended to prevent social isolation. | Frequent and persistent difficulties in making and maintaining appropriate relationships, despite adult support intended to prevent social isolation. | A pattern of extreme difficulties in making and maintaining relationships, resulting in frequent social isolation and vulnerability, with disengagement from education, social and family life. | Little evidence of positive social relationships, resulting in extreme social isolation, vulnerability and disengagement. |

Example descriptors of needs matched to appropriate column:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Has a close group of 2 friends. Will become upset when they are absent or play with others |  | Has no desire or motivation to interact with others, either children or adults | Unable to initiate play with other children. She can tolerate short interactions from others, but can be overwhelmed and upset |  |

**Sensory and Physical Needs**

1. **Visual Impairment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Diagnosed Visual Impairment that has no implications to access to curriculum | Mild visual impairment requiring simple measure to modify the classroom environment, and requiring some modification of near vision materials if below N12 font size. | Moderate Visual Impairment requiring specialist measures with regard to modification to setting environment and for access to near and/or distance curriculum resources. | Severe Visual Impairment requiring significant modification for all curriculum resources and specialist measures to ensure safe access to the setting environment. | Tactile learner. Uses tactile or alternative approaches to learning. Typically will require significant adaptions to the setting environment and to the curriculum. |

Example descriptors of needs matched to appropriate column:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. |  | Has cerebral visual impairment that affects her ability to process and respond to visual information in the distance and at close range. | Has a cortical visual impairment for which she is supported by a Teacher of the Visually Impaired. Therefore she requires staff to modify access to near resources to ensure that her vision is optimised |  | Complete visual impairment with no useful sight available to him |

1. **Hearing Needs**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Mild hearing loss in both ears - able to access the curriculum through audiological equipment. | Moderate hearing loss - can access the curriculum through audiological equipment. | Moderate to severe HI - Requires some additional communication strategies and language modification to access the curriculum. | Severe Hearing Loss - Requires significant additional communication strategies, language modification or SSE/BSL interpretation to access much of the curriculum. | Profound HI. Requires intensive specialist and targeted support to develop language. Requires fulltime BSL or SSE interpretation to access the curriculum. |

Example descriptors of needs matched to appropriate column:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. |  | Wears hearing aids which support her moderate hearing loss and support access to the curriculum | Moderate sensory neural hearing loss, this is compounded by late and inconsistent use of hearing aids | Without her hearing aids she has very limited sound and is severely deaf. |  |

1. **Physical Development Needs / Self-Help**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Some delay in fine and gross motor skills requiring some adult intervention. | Has care or mobility needs requiring some daily adult intervention. Child may have a personal and intimate care plan/ manual handling plan. | Has care or mobility needs requiring significant adult intervention more than once a day. Child will have a personal and intimate care plan / manual handling plan | Has care or mobility needs requiring extensive adult support. Requires support for access to play/ activities in the curriculum | Pupil is totally dependent on adult support to meet all care or mobility needs. Some interventions will require support from more than one adult e.g. hoisting |

Example descriptors of needs matched to appropriate column:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. |  | Has limited co-ordination and gross motor skills despite sensory circuits programme | Wears bi-lateral splints. Needs reasonable adjustments to be made in setting e.g: support up step, access to outside area | Walks unaided but is very unstable, struggles to walk for more than 10 minutes without needing to rest | Cerebral palsy affects all four limbs, but her legs are more affected than her arms and her left side is more affected than her right side. She cannot sit independently, and is not yet walking |

1. **Medical Needs –** (note a diagnosis such as ADHD, ASD does not need to be recorded here)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Weekly minor medical intervention required | Has medical needs requiring adult intervention of no more than 30 minutes per day | Has medical needs requiring significant adult intervention (up to 1 hour per day). Child will have a health care plan. | Child has medical needs requiring extensive adult support. Pupil will require supervisory support to endure immediate intervention is available in foreseen, life threatening circumstances which may occur at any time. | Child is totally dependent on adult support to meet all medical needs. Some interventions will require support from more than one adult. |

Example descriptors of needs matched to appropriate column:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No SENS** | **A** | **B** | **C** | **D** | **E** |
| No identified needs. | Dribbles excessively has to be reminded to swallow. This is impacting on his speech as he often spits and struggles to say several sounds | Has Type 1 Diabetes. She has her blood glucose levels tested 3 times daily at a minimum and receives insulin injections daily | Has seizures – undergoing assessment for epilepsy & On warfarin to thin his blood – needs close monitoring in case he cuts himself | Has a gastrostomy button for feeding and fluids 3 times a day. 2 for her water and 1 for her food over lunch time. lunch and food takes 2 hours and needs 2 adults for at least 30 mins. | Has a tracheostomy fitted for oxygen and to maintain airway. Needs 2 skilled fully trained members of staff to maintain her health. 1:1 required to constantly monitor to ensure airway does not become blocked and 2:1 required when cleaning/ unblocking/ changing for putting on PPE and fetching equipment, |