

Banding Arrangements for children (0-5) with Additional and Special Educational Needs and Disability in the Early Years

August 2014

Guidance to Banding Matrix for children (0-5) with Additional and Special Educational Needs and Disability in the Early Years

“When a child appears to be behind expected levels, or where a child’s progress gives cause for concern, practitioners should consider all the information about the child’s learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child’s needs. From within the setting practitioners should particularly consider information on a child’s progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

All settings should adopt a graduated approach with four stages of action: assess, plan, do and review..... This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress”. (Code Of Practice for SEND Early Years section, June 2014)

This guidance has been produced to support the early years banding matrix in identifying provision required to support children with ASEND. The matrix aims to provide a guide for high quality practice and identify appropriate funding streams. The banding matrix is a tiered structure that builds on from the universal local offer.

Local/core offer sets out what is expected to be available in all early years settings.

Enhanced local offer determines the level at which more targeted support is required and may apply to Inclusion Support Grant

Band 1 determines specific individualised targeted support, possible application to discretionary funding and may meet the threshold for Education Health and Care Plan.

The following descriptions have been taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DFE 2014)

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the setting needs to take, not to fit a child into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Aspergers Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf blind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The following prompts cover all aspects of the four areas above.

Best practice prompts within the **Early Years Local offer**:

- Have you adapted your environment to meet individual needs e.g. calm, quiet or more accessible areas?
- Is there a rich sensory environment with a range of resources for all senses, and characteristics of learning, to be explored?
- Does your environment support communication friendly spaces?
- Do you have multiple items of favourite toys?
- Can all children engage in play opportunities, at all developmental stages?
- Is staff able to/have the skills to break down and simplify tasks/learning/language?
- Do staff model appropriate social interactions/play/language at all development levels?
- Do staff demonstrate good knowledge and understanding of child development?
- Do you regularly monitor record and plan to deliver individualised learning?
- Do you seek and value partnership with parents and children's home experiences, and link this into supporting each child's emotional well-being?
- Do you use individualised approaches to support transitions for children? e.g. arriving, lunch-time, moving between rooms
- Do you use familiar or favourite items to the child to ensure emotional well-being? e.g. comfort blankets, family photos
- Are all staff aware of any health needs and care plans?
- Have you discussed concerns with parents and/or your SENCO?
- Have you accessed and used key programs/resources? e.g. Occupational Therapy pack or Early Language monitoring tool
- Do staff receive on-going support and training on the Equality Act 2010?

Best practice prompts within **Enhanced Local Offer**

In addition to local offer.....

- Have you considered completing an Early Help Assessment?
- Have you referred to other agencies for advice and guidance?
- Are you including advice from agencies in the child's individual support plan?
- Are identified needs being targeted for additional support? e.g. from 2 year check
- Have you recorded the outcomes of any key programs/resources you have used? e.g OT pack/ELMT/Early Help Assessment/Inclusion Development Programs
- Do you use additional individualised communication methods? e.g. signing systems/picture prompts
- What training do staff attend to meet specific needs of individual children?
- Do you have areas for children to access low distraction activities? e.g. small group work or 1:1
- Do you have shared approaches to managing behaviour for learning?

- If needed, is a risk assessment in place and are all staff aware of this?

Best practice prompts for **Band 1 (may meet threshold for Education and Health Care Plan)**

In addition to Enhanced local offer.....

- Does evidence and reviewed individual support plans show that an Education Health Care Plan may be next step?
- Has the Early Help Assessment been reviewed and accessed/contributed to by all involved, and are all agencies working with parents to support this?
- Are Team around the Child/Multi agency meetings/approaches used for key information sharing and planning with families? Are the family at the centre of this?
- Are staff supported to work at this level of need?
- Are the SENCO and keyperson allocated time to deliver this level of support?
- Do staff receive on-going support and training in the SEN Code of Practice and Surrey's Graduated Response?
- Is there a holistic approach to support individualised plans for children so all staff are involved?

The following links can guide you through relevant processes:

Inclusion Support Grant - <http://www.surreycc.gov.uk/learning/early-years-and-childcare-service/early-years-practitioners-and-providers/managing-and-developing-your-early-years-business/inclusion-grant>

SEND EYCS – [Surrey County Council - Inclusion and special educational needs in early years](#)

Right Provision at the Right Time – [The-Right-Provision-at-The-Right-Time April-14.pdf](#)

Early Help – [Surrey County Council - Early help for professionals working with children and families](#)

Early Support – [Surrey County Council - Surrey Early Support Service for young children with disabilities](#)

Local Offer – [Surrey County Council - Our local offer - support and advice for children and young people with SEND](#)

SEND14 – [Surrey County Council - Changes to SEND support in 2014](#)

Portage – [Surrey County Council - Portage early education support service](#)

Physical and Sensory Support – [Surrey County Council - Physical and Sensory Support - aims and services](#)

Education and Health Care Plan – [Surrey EHCP 02-July-14 v4.1.pdf](#)

SEND Code of Practice - [SEND code of practice: 0 to 25 - Publications - GOV.UK](#)

Glossary of Terms

ASEND	Additional and Special Educational Needs and Disability
C of P	Code of Practice
DF	Discretionary Funding
EH/A	Early Help/Assessment
EHCP	Education and Health Care Plan
ELMT	Early Language Monitoring Tool
ES	Early Support
EYCS	Early Years and Childcare Service
EYP/T	Early Years Professional/Teacher
ISG	Inclusion Support Grant
ISP	Individual Support Plan
L & D	Learning and Development
OT	Occupational Therapist
PSS	Physical and Sensory Support
SENCO	Special Educational Needs Co-ordinator
SLT	Speech and Language Therapist
TA	Teaching Assistant

Banding Matrix for Children (0-5) with Additional and Special Educational Needs and Disability in the Early Years

Band/Range	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
Early Years Local Offer	<ul style="list-style-type: none"> ❖ Differentiated environment, activities and resources ❖ Requires task to be broken down into small steps ❖ Support required to follow instructions ❖ Repetition required to learn a concept ❖ Visual aids to support task and understanding e.g. Do 2 learn Widget ❖ Individualised planned support Early Years Foundation Stage – Development matters , EYCS – Learning journey , Individual Support Plan/ Pathway Plan ❖ Some delay identified through more detailed 	<ul style="list-style-type: none"> ❖ Differentiated environment, activities and resources ❖ Support required to interact with peers and adults ❖ Support required to facilitate listening and attention, understanding and speaking Early Language support tool and Early Language child monitoring tool ❖ Simplified language required to follow instructions ❖ Support required to access the language of learning and development. ❖ Communication and Language, and Personal, Social and Emotional areas of 	<ul style="list-style-type: none"> ❖ Differentiated environment, activities and resources ❖ Planned support required for key transitions e.g. settle/ separate for parent / carer and SEN transitions ❖ Support required to make positive relationships, manage feelings and behaviour and develop self confidence and self awareness Development matters ❖ Individualised planned support to develop age appropriate Social, Mental, Emotional Well being, empathy and awareness of others. ❖ Social and emotional aspects of development 	<ul style="list-style-type: none"> ❖ Differentiated environment, activities and resources ❖ Range of sensory approaches required to support individual child's Learning and Development ❖ Support required to develop age appropriate -self help and care - independence - every day routines. ❖ Development Matters – physical development , EYCS Physical development , Occupational Therapy information packs ❖ Intimate Care guidance ❖ Care / Health plan is in place and staff access specific training needed, this may include administration of

	<p>assessment e.g. 2 year check or other development profile (such as Ann Locke), but child is making progress</p> <p>Early Years and Childcare Service 2 year check guide Early Years Outcomes</p>	<p>Learning EYFS Development Matters</p> <ul style="list-style-type: none"> ❖ Individualised planned support including specific language targets and strategies: <ul style="list-style-type: none"> 2 year guidance Early language web pages -communication friendly spaces audit -Speech & Language advice packs ❖ Inclusion Development Programme- Speech, Language and Communication needs <p>National Strategies - Children learning English as an additional language</p> <p>Visual prompts support understanding routines and learning opportunities. Some listening and attention,</p>		<p>medication.</p> <ul style="list-style-type: none"> ❖ Policies and procedure guidance on Medication. Managing Medicines in schools and early years settings
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		understanding, or speaking and social interaction difficulty identified through more detailed assessment e.g Early language development, 2 year check, development profile.		
	<p>Staffing Support</p> <p>No additional staff support in private, voluntary and independent sector. Staff ratio of 1:8 for 3-5 year olds, 1:4 for 2 year olds and 1:3 for children 0 – 2. Where there is an Early Years Professional/Teacher there is a ratio of 1:13, as in maintained nursery classes. Reception class ratio of 1:30 with TA support.</p> <p>Key person to liaise with setting SENCO</p> <ul style="list-style-type: none"> ❖ Staff work in partnership with parents to share and review strategies, and signpost to relevant support ❖ Offer a settled secure relationship with key person approach. Ensure effective transition procedure. Working with Parents as partners ❖ Development Matters, Guidance for Personal, Social and Emotional Development and 5 to thrive ❖ Each setting to link/signpost to their Local Offer ❖ All settings to use the “assess, plan, do and review” cycle as outlined in the Code of Practice for SEND 2014 			
	<p>Staff training and qualification</p> <p>Early Years non – maintained settings are required to have a named SENCO and are supported by the Early Years and Childcare Service.</p> <p>Managers must have a minimum level 3 qualification and 50% of staff must be a minimum level 2 qualified. Training is</p>			

	offered through the Early Years and Childcare Service. The setting has a staff development plan in place. SENCO to access EYCS training.			
Band/Range	Cognition and Learning	Communication and Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical needs
Early Years Enhanced Local Offer Below the threshold for and Education Health Care Plan	In addition: <ul style="list-style-type: none"> ❖ Referral for specialist assessment and advice e.g. Speech and Language Therapy, Occupational Therapy, Health Visitor, GP Portage and permission for Area Sector Improvement Advisor ❖ Detailed differentiation of Learning and Development programmes required to set out smaller steps. ❖ Increased evidence of early intervention documented and reviewed in Early Help assessment and Individual Support Plan/Pathway 	In addition: <ul style="list-style-type: none"> ❖ Referral for specialist assessment and advice e.g. Speech and Language Therapy, Occupational Therapy, Health Visitor, GP Portage and permission for Area Sector Improvement Advisor ❖ Specialist advice incorporated into individualised planned support Occupational Therapy pack ❖ Actions from 2 year check put in place. ❖ Individualised communication strategies such as picture prompts for 	In addition: <ul style="list-style-type: none"> ❖ Referral for specialist assessment and advice e.g. SLT, OT, HV, GP portage and permission for Area Sector Improvement Advisor ❖ Specialist advice incorporated into individualised planned support Occupational Therapy pack ❖ Actions from 2 year check put in place ❖ Increased evidence of early intervention documented and reviewed - Early Help assessment, Individual Support Plan/pathway ❖ Individualised support to 	In addition: <ul style="list-style-type: none"> ❖ Referral for specialist assessment and advice e.g. SLT, OT, HV, GP, Physical and Sensory Support, Portage and permission for Area Sector Improvement Advisor ❖ Specialist advice incorporated into individualised planned support - OT pack ❖ Actions from 2 year check put in place ❖ Increased evidence of early intervention documented and reviewed Early Help assessment, Individual Support Plan/Pathway ❖ Identified support to

	<ul style="list-style-type: none"> ❖ Specialist advice incorporated into individualised planned support ❖ Actions from 2 year check put in place ❖ Identified setting support and monitor of Individual Support Plan/Pathway for child ❖ Evidence needs to be recorded, measured and reviewed to demonstrate differentiated levels of support needed. 	<p>specific needs, signing systems e.g Makaton</p> <ul style="list-style-type: none"> ❖ Increased evidence of early intervention documented and reviewed Early Help assessment, Individual Support Plan/Pathway ❖ Planned language adapted environment to support individual needs for identified times of the day. ❖ Setting increases focus on language development of individual child (ISP) in both adult led and child initiated learning. ❖ Evidence needs to be recorded, measured and reviewed to demonstrate differentiated levels of support needed. 	<p>identify and plan for times of emotional need 'All about me' - Individual Support Plan workbook</p> <ul style="list-style-type: none"> ❖ Planned adaptations to the environment to meet the well-being needs of individual child, with access to adult support if required (e.g. calming spaces) ❖ Targeted individual support as identified through risk assessment and ISP (e.g. due to challenging / high risk behaviour) ❖ Identified staffing to support making relationships, managing feelings and behaviour, develop self confidence and self awareness for individual child ❖ Evidence needs to be recorded, measured 	<p>monitor physical and/or health need of a child</p> <ul style="list-style-type: none"> ❖ Individualised support for health and self care, and/or moving and handling, to ensure access to learning and development ❖ Individualised support to access L&D through a multi sensory approach. ❖ Evidence needs to be recorded, measured and reviewed to demonstrate differentiated levels of support needed.
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			and reviewed to demonstrate differentiated levels of support needed.	
	Staffing Support Increased staff ratios and 1:1 support when required. Additional SENCO time and specific resources may be required through Enhanced Local Offer, Inclusion Support Grant may be requested			
	Staff training and qualifications EYCS staff visit settings to support with observation, signposting where necessary to other services, chairing meetings with parents/carers and setting outcomes. Priority access to training offered by EYCS. Referral to Early Support if appropriate. Targeted setting support available.			
Band/Range of Top-Up Value	Cognition and Learning	Communication and Interaction	Social, emotional and mental health	Sensory and/or Physical
Band 1 May meet threshold for Education Health Care plan	In addition: <ul style="list-style-type: none"> ❖ Highly individualised learning and development programme in place ❖ Specialist advice incorporated into Individual Support Plan ❖ Individual programme needed for most of the 	In addition: <ul style="list-style-type: none"> ❖ Highly individualised communication and interaction programme in place ❖ Specialist advice incorporated into Individual Support Plan ❖ Specialist intervention approach required 	In addition: <ul style="list-style-type: none"> ❖ Highly individualised social, emotional and mental health programme in place ❖ Specialist advice incorporated into Individual Support Plan ❖ A planned safe and calming area is needed 	In addition: <ul style="list-style-type: none"> ❖ Highly individualised sensory and/or physical programme in place ❖ Specialist advice incorporated into Individual Support Plan ❖ A planned sensory environment is needed ❖ High level of adult

	<p>day</p> <ul style="list-style-type: none"> ❖ Staffing for individualised support may be needed 	<ul style="list-style-type: none"> ❖ A planned low distraction area within nursery environment needed ❖ Staffing for individualised support may be needed 	<p>in nursery environment</p> <ul style="list-style-type: none"> ❖ Positive handling plan in place ❖ Risk assessment carried out on a regular basis. Actions and strategies incorporated into planning ❖ Adult support maybe needed to scaffold appropriate social interaction in play ❖ Staffing for individualised support may be needed 	<p>support for equipment and/or transitions needed for child to access learning and development</p> <ul style="list-style-type: none"> ❖ Moving and handling plans and care plans incorporated into planning as advised by professionals.
<p>Increased staffing support</p> <p>May need to request discretionary funding, pro rata band 1 funding for hours attending pre-school – this may not always be support from the same person</p> <p>Evidence of outcomes is recorded, monitored and reviewed in Individual Support Plan/Pathway Plan. Please refer to ‘Right Provision at the Right Time’</p>				
<p>Staff training and qualifications</p> <p>EYCS staff continue to visit settings to support with evaluation, signposting where necessary to other services, chairing meetings with parents/carers, setting outcomes. Priority access to training offered by EYCS and INSET where appropriate</p> <p>Targeted support available from Improvement Advisors. May have regular visits by other professionals and provide input for staffing.</p>				

