

Early Years Inclusion Banding

This document is to be used with children in the Early Years Foundation Stage (EYFS). Descriptors should be considered within the context of typical child development, reflecting what would be expected from a child of that age in an age-appropriate setting.

The banding document references the Language Enhancement and Empowerment Project (LEEP) Screening Tool and the Haringey Portage Checklist, which are included in the appendix.

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Early Years Inclusion Banding

Band 1:

Children make expected or better progress in a rich inclusive learning environment.

They may experience developmental delays in some areas but these resolve quickly with high quality teaching and short term interventions.

Band 2:

Children make expected or better progress with a personalised programme of targeted support or adapted early learning environment.

Needs are likely to be learning or language delay, sensory or medical needs that they do not yet have the maturity to manage independently.

Band 3:

Children make steady progress from their starting points when provided with personalised support and an adapted early learning environment more than 50% of the time.

Needs are likely to be persistent and significant and across all the prime areas of the EYFS

Band 4:

Children require the ongoing input of 3 or more specialist practitioners such as speech and language, occupational and physiotherapists, sensory support teachers in addition to a highly personalised early learning environment.

Needs will be persistent and significant across education, health and care.

Area of Need	Band 1	Band 2	Band 3	Band 4	Evidence
<p>Area of need for child.</p>	<p>Children make expected or better progress in a rich inclusive learning environment.</p> <p>They may experience developmental delays in some areas but these resolve quickly with high quality teaching and short term interventions.</p>	<p>Children make expected or better progress with a personalised programme of targeted support or adapted early learning environment.</p> <p>Needs are likely to be learning or language delay, sensory or medical needs that they do not yet have the maturity to manage independently.</p>	<p>Children make steady progress from their starting points when provided with personalised support and an adapted early learning environment more than 50% of the time.</p> <p>Needs are likely to be persistent and significant and across all the prime areas of the EYFS</p>	<p>Children require the ongoing input of 3 or more specialist practitioners such as speech and language, occupational and physiotherapists, sensory support teachers in addition to a highly personalised early learning environment.</p> <p>Needs will be persistent and significant across education, health and care.</p>	<p>Examples of evidence that can be provided.</p>
<p>Cognition and learning including play</p>	<p>Birth to Five Development Matters shows less than 12 month delay in play and learning skills.</p>	<p>Haringey Portage Checklist/Birth to Five Matters shows delay of 12 -24 months and making less than expected progress with high quality provision.</p>	<p>Haringey Portage Checklist shows delay of 24 months or more AND/OR Play skills are disordered and repetitive</p>	<p>Severe and multiple learning needs.</p> <p>Attainment levels likely to remain at early developmental stage throughout their education.</p>	<ul style="list-style-type: none"> • Haringey Portage Checklist • Educational Psychologist Advice • Paediatrician Report • 2-year-old Developmental Check
<p>Speech and language</p>	<p>Haringey LEEP Screen indicates AMBER needs.</p>	<p>Haringey LEEP screener indicates RED needs</p>	<p>Pre-verbal or emerging verbal language in the severe range.</p>	<p>Child has no functional communication system.</p> <p>Needs are likely to be complex, severe and life long</p>	<ul style="list-style-type: none"> • Haringey LEEP Screener • SALT Report

Area of Need	Band 1	Band 2	Band 3	Band 4	Evidence
<p>Social Communication</p>	<p>Child has 4 or 5 ticks on Step 1 of LEEP screen.</p>	<p>Child has 0-3 ticks on Step 1 of LEEP screen.</p>	<p>Child has 0-3 ticks on Step 1 of LEEP screen and Severe difficulties for age in attention and concentration and staying on task even for highly motivating activities.</p>	<p>Severe and multiple learning and communication needs.</p> <p>Attainment levels likely to remain at early developmental stage throughout their education.</p>	<ul style="list-style-type: none"> • Haringey LEEP Checklist • Haringey Portage Checklist • Educational Psychologist Advice • Paediatrician Report • 2-year-old Developmental Check
<p>Personal, Social and Emotional Development</p>	<p>Some periods of difficulties with transitions</p> <ul style="list-style-type: none"> • AND/OR accessing activities independently. 	<p>Separation difficulties which persist throughout the session after settling in period</p> <ul style="list-style-type: none"> • AND/OR Child needs frequent adult intervention to regulate emotions. • AND/OR Difficulties engaging in routine leading to withdrawal or challenging behaviour. • AND/OR lack of awareness of danger leading to risky behaviour compared to other children of their age. 	<p>Child has not formed a strong relationship with any significant adult in the setting.</p> <ul style="list-style-type: none"> • AND/OR unable to regulate emotions even with a high level of adult support • AND/OR no awareness of danger which causes harm to self or others. 	<p>Severe and multiple and complex needs.</p> <p>Child is unable to access EYFS even with bespoke curriculum and personalised intervention.</p>	<ul style="list-style-type: none"> • Educational Psychologist Advice • Personal Risk Assessment

Area of Need	Band 1	Band 2	Band 3	Band 4	Evidence
<p style="text-align: center;">Vision</p>	<p>Prescribed glasses and needs encouragement to wear them.</p> <p>Patches/treatment for squint.</p>	<p>Moderate to severe vision loss.</p>	<p>Registered Severe Sight Impaired.</p>	<p>Dual sensory loss. Sensory loss plus complex needs.</p>	<ul style="list-style-type: none"> • Medical Reports • QTVI Recommendations
<p style="text-align: center;">Sensory</p>	<p>Child's Sensory Regulation Needs can be met by adjustments to the environment.</p>	<p>Child's Sensory Processing Needs regularly require adult intervention to be regulated and access the EYFS.</p>	<p>Child's Sensory Processing Needs significantly limit their ability to access EYFS</p> <ul style="list-style-type: none"> • AND/OR frequently cause the child to be distressed • AND/OR child needs high levels of adult supervision due to risk of danger to self or others. 	<p>Sensory Processing Needs are severe and multiple and complex needs.</p> <p>Child is unable to access EYFS even with bespoke curriculum and personalised intervention.</p>	<ul style="list-style-type: none"> • Sensory Profile • OT Advice • Medical Reports
<p style="text-align: center;">Hearing</p>	<p>History of conductive deafness, temporary/mild deafness (no hearing aids).</p>	<p>Moderate/severe deafness requiring hearing aids and possible radio aid system.</p>	<p>Profound deafness.</p>	<p>Dual sensory needs.</p> <p>Sensory needs plus complex needs.</p>	<ul style="list-style-type: none"> • Audiology Report • QTOD recommendations

Area of Need	Band 1	Band 2	Band 3	Band 4	Evidence
<p style="text-align: center;">Physical</p>	<p>Any identified needs are well managed and do not impact access to EYFS.</p>	<p>Physical needs require specialist interventions or equipment which require adult support.</p>	<p>Non-mobile or restricted movements.</p> <p>Child needs high levels of adult supervision due to risk of danger to self or others.</p>	<p>Requires constant supervision or assistance with long term medical/physical needs,</p> <ul style="list-style-type: none"> • AND/OR requires 24hr positioning and reliant on adult support for all intimate and self-care needs. 	<ul style="list-style-type: none"> • Therapy Advice • Vale Mobility Service Report • Medical Report
<p style="text-align: center;">Medical</p>	<p>Medical condition managed within adult ratio in setting</p> <ul style="list-style-type: none"> • e.g., mild asthma, anaphylaxis. 	<p>Medical condition which limits child's ability to access EYFS</p> <ul style="list-style-type: none"> • e.g., moderate to severe epilepsy or diabetes • AND/OR eating or drinking difficulties requiring a modified diet • AND/OR persistent toileting problems requiring close adult supervision. 	<p>Medical condition which requires continuous adult support to access EYFS.</p> <p>Significant eating and drinking difficulties</p> <ul style="list-style-type: none"> • e.g., gastronomy fed. 	<p>Significant health needs</p> <ul style="list-style-type: none"> • e.g., tracheostomy which require continuous support from medically trained professionals. 	<ul style="list-style-type: none"> • Health Care Plan • Medical Reports