



## Profile of Need

### Early Years Version

This document is designed to give a clearer understanding of an individual's needs. Every child is different, so use this only as a 'best fit' profiling tool for the child.

Please be aware that there is some overlap between some of the descriptors in Communication and Interaction and SEMH. If social and communication needs are because of SEMH and / or environmental factors then these **should only be recorded and scored in the areas of SEMH.**

If social and communication needs are as a result of communication and interaction difficulties then needs should be recorded in C and I and may also be recorded in SEMH if applicable.

Level 2+ will tend to require a SEND plan and strategies within Ordinarily Available Provision and level 3 will require specific interventions following recommendations and advice from outside professionals.

The Needs Scores should be recorded against each area of need

Completed 01/07/21  
For review 01/07/24

## Sensory and/or Physical

Area of Need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs Score
<b>Physical Health/Medical</b>	No needs in this area; physical development and general health within normal levels	Shows mild difficulties with fine and/or gross co-ordination skills  Independently mobile without the use of aids, etc., but requires assistance for some specific routines/self-care skills	Needs regular help or requires adjustments to be made to learning environment to support fine and/or gross motor skills. Limited independence  Needs assistance on stairs, etc. Frequent trips and falls. Can sit on their own or requires some limited external support  Mobile with the use of walking aids  Needs daily adult support with self-care	Needs continuous help with fine and/or gross motor skills. Even with adaptations to the learning environment there is limited participation  Needs access to buggy for travelling any distance Either independent with chair or adult supported. Can sit when supported  Needs support to walk with walking frame and adult support required for full participation  Requires constant adult supervision to ensure health and safety	Has limited independent movement requiring full adult support.  Severe limitations in head and trunk control and requires extensive assisted technology and equipment and physical assistance	

Area of Need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs Score
<b>Hearing</b>	Hearing within normal limits	<p>Mild hearing loss (e.g. conductive or unilateral hearing loss)</p> <p>Can hear voice without amplification</p> <p>Child may not be able to hear well when there is a high level of background noise/environmental sounds.</p> <p>Child may not be able to locate the direction that sound is coming from</p>	<p>Moderate hearing loss, uses post-aural aids or Bone anchored hearing aid BAHAs could be using non-verbal cues for communication</p> <p>Child will not be able to hear well when there is a high level of background noise/environmental sounds</p> <p>Adults will need to perform daily visual and listening checks on their hearing equipment</p> <p>Adults will be following good communication strategies</p> <p>Will need use of visual aids/resources</p>	<p>Severe hearing loss needs aids</p> <p>May use signing/picture exchange/Makaton as aid to communication</p> <p>Child will not be able to hear well when there is a high level of background noise/environmental sounds</p> <p>Adults will need to perform daily visual and listening checks on the child's hearing equipment</p> <p>Adults will be following good communication strategies</p> <p>Adults will provide focussed work to develop listening and attention skills</p> <p>Will need Use of visual aids/resources</p> <p>SALT may be involved specialist programmes/interventions</p>	<p>Profound or subtotal hearing loss</p> <p>May have a Cochlear Implant</p> <p>May use signing which could be first language</p> <p>Total Communication approach followed</p> <p>Child will not be able to hear well when there is a high level of background noise/environmental sounds</p> <p>Adults will need to perform daily visual and listening checks on the child's hearing equipment</p> <p>Adults will be following good communication strategies</p> <p>Adults will provide focussed work to develop listening and attention skills</p> <p>Will need use of visual aids/resources</p> <p>SALT may be involved specialist programmes/interventions</p> <p>Involvement with specialist service (SAIS) if child has cochlear implant</p>	

Area of Need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs Score
<b>Vision</b>	<p>Vision within normal range, including when corrected by glasses visual acuity 6/6-6/12</p> <p>Adapted to monocular vision</p>	<p>Mild visual impairment</p> <p>Mild bilateral field loss or not adapted to monocular vision</p> <p>Colour blind</p> <p>Poor use of functional vision skills such as discrimination, scanning and general visual processing of learning</p> <p>May need short term interventions to develop motor skills due to barrier of mild visual impairment</p>	<p>Functional vision within partial sight range (sight impaired)</p> <p>Moderate bilateral field loss</p> <p>Vision may impact on the development of age-appropriate fine motor skills, play, social and emotional skills in one or more of these areas. May need short term support as appropriate.</p> <p>Needs enlarged print with some modifications and adaptation of visual material</p> <p>Has safe navigable vision in familiar areas but may need initial support in unfamiliar areas</p>	<p>Functional vision at the lower end of partial sight (sight impaired) or in the range of severe sight impaired (blind)</p> <p>Level of vision acts as a barrier to the development of age-appropriate motor skills, play, social and emotional skills e.g. due to lack of incidental learning opportunities. Requires additional interventions and adult support as appropriate</p> <p>Needs enlarged print with modifications and adaptation of visual material this could include the need to use an iPad to access learning</p> <p>Requires Specialist Support (Habilitation) input to support and to develop age-appropriate independent movement skills such as body and spatial awareness, feeding skills, orientation of home and setting/school environment</p> <p>Has limited navigable vision in familiar and unfamiliar areas</p> <p>May need adaptations to the learning environment</p>	<p>Minimal or no sight will be using braille or ICT to access the Early Years curriculum</p> <p>Will have significant difficulties accessing print in learning</p> <p>Developing pre braille skills and braille literacy</p> <p>Developing motor skills to develop IT skills</p> <p>Level of vision acts as a significant barrier to the development of age-appropriate play, social and emotional skills e.g. due to lack of incidental learning opportunities</p> <p>Require ongoing specific interventions and ongoing adult support</p> <p>Will require specialist equipment and adapted resource</p> <p>Requires ongoing bespoke programme from Habilitation specialist and Specialist Teacher Adviser (Visual Impairment) to develop movement and self-care skills including encouraging early movement, body and spatial awareness, feeding skills, orientation of home and school environment appropriate guided movement</p> <p>May need adaptations to the learning environment</p> <p>Needs adult support for safe movement and navigation and accessing early years curriculum</p>	

Area of Need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs Score
<b>Sensory Reactivity</b>	<p>Is able to interact and respond without interfering with normal functioning</p> <p>Able to self-regulate their sensory needs</p>	<p>Some adverse responses to particular stimuli e.g. certain foods, clothing, loud noises etc.</p> <p>Some sensory seeking/avoiding behaviour that affects routine e.g. around eating, light, movement</p> <p>Needs generally met within the setting through minor changes to environment/activity</p>	<p>Specific difficulties with attention requiring identified supports e.g. chewy toys, ear defenders, wobble cushions</p> <p>Adult support required to maintain sensory needs e.g. sensory breaks, sensory integration type strategies</p> <p>Sensory reactivity impedes learning which can be managed through environment/task adjustments</p> <p>Generic advice and strategies required</p>	<p>Significant adverse responses to sensory inputs which impact on learning and accessing routine despite change to the environment/activity for example:</p> <ul style="list-style-type: none"> <li>• Inconsolable</li> <li>• Very difficult to calm down</li> <li>• Very difficult to "get going" (passive)</li> </ul> <p>Requires specialist input to develop targeted provision and intervention</p> <p>Unusual repetitive motor mannerisms seen frequently in a variety of situations (e.g. stimming, hand-flapping)</p>	<p>Adverse reactions to sensory stimuli have a significant impact on their daily routine e.g. unable to brush teeth, bath, eating</p> <p>Extreme adverse response to avoiding/accessing particular sensory stimuli e.g. inconsolable when faced with certain stimuli, puts self in danger when attempting to access stimuli</p> <p>Needs require specialist input from trained professionals and external agencies to meet daily need</p>	

## Communication and Interaction

Area of Need	Needs Point 0	Needs Point 1	Needs Point 2	Needs Point 3	Needs Point 4	Needs Score
<b>Speech and Language</b>	Language & communication skills within expected range or mild functional difficulties with communication	<p>"Late talker" affecting functional expressive skills or speech sound delay/disorder with a mild or moderate functional impact on intelligibility</p> <p>May be behind EYFS expectations</p> <p>Impacts on functional communication with unfamiliar adults and other children. Requires some additional support by teaching staff</p>	<p>"Late talker" or unusual pattern of language development with functional impact on communication or a speech sound delay/disorder with a functional impact on intelligibility</p> <p>Impacts on functional communication / ability to have needs recognised, requires frequent additional support by adults</p> <p>Making some progress with advice and strategies required to support child in setting</p>	<p>Unusual pattern of language development with a severe functional impact on communication</p> <p>Or</p> <p>a speech sound delay/disorder with a severe functional impact on intelligibility</p> <p>Impacts on functional communication / ability to have needs recognised, requires frequent additional support by staff and may require intervention from a speech and language therapist</p> <p>Making limited progress. Targeted interventions required</p> <p>Working at half chronological age within EYFS</p>	<p>Severely limited language skills, uses alternative communication systems to make needs/choices known</p> <p>Making extremely limited or no progress</p>	

The primary need of ASD should only be recorded following a diagnosis  
 Bear in mind impact of English as an additional language

## Cognition and Learning

Area of Need	Needs Point 0	Needs Point 1	Needs Point 2	Needs Point 3	Needs Point 4	Needs Score
<b>Cognitive Ability</b>	Working broadly at age related expectations across all areas of development	<p>Mild delay in one or more areas of the EYFS profile</p> <p>Responding to strategies and support from ordinarily available provision (OAP) to support learning</p>	<p>Needs strategies and some adjustments to be made to the environment to support learning new skills and knowledge</p> <p>Making some progress with targeted support and/or strategies and adjustments in place external agency advice and/or assessment</p>	<p>Limited progress in tailored interventions and individualised learning activities, based on advice from relevant professionals</p> <p>Working at approximately half of chronological age in at least one area of the EYFS as well as play skills and problem solving skills</p>	<p>Very limited progress in highly tailored individual interventions. Dependent on high ratio (1:1) adult support for all learning activities even with an individualised developmental curriculum</p> <p>Very severe delays in most or all areas of development</p>	

## Social, Emotional and Mental Health

Area of Need	Needs Point 0	Needs Point 1	Needs Point 2	Needs Point 3	Needs Point 4	Needs Score
<b>Social &amp; Emotional</b>	<p>Is beginning to understand and manage and regulate own emotions</p> <p>Engages with, attends and is motivated to explore and learn</p> <p>Responds to adult instructions and boundaries</p> <p>interacts socially with familiar people</p> <p>Is able to make and sustain relationships with peers/adults</p>	<p>Some difficulties understanding and regulating own emotions which impacts on ability to express them appropriately</p> <p>Impulsive behaviour and inconsistency when responding to boundaries and adult direction</p> <p>Needs encouragement to engage to engage and attend to activities</p> <p>Some difficulties in forming healthy emotional attachments. Lacking in self confidence and self-esteem</p>	<p>Difficulties understanding and managing emotions which leads to frequent behaviours that challenge</p> <p>Behaviour can be frequently disruptive and/or unpredictable</p> <p>Occasional physical and/or emotional outbursts</p> <p>Often lacks curiosity and interest in the environment and is unmotivated to explore and learn</p> <p>Fairly often distracted from task</p> <p>Difficulties making and sustaining friendships</p> <p>Can have difficulties in engaging consistently in two-way conversation</p> <p>Finds group activities difficult.</p>	<p>Significant (more often or more severe) difficulties managing and regulating emotions which leads to frequent difficult/ challenging behaviour</p> <p>Disruptive behaviours occur frequently and on daily basis and/or is unpredictable</p> <p>Regularly becomes distressed which results in physical/ verbal outbursts to peers &amp; adults</p> <p>Highly resistant to interventions/ adult support</p> <p>Shows little interest in their surroundings or peers.</p> <p>Rarely leads own exploration and play</p> <p>Shows very little emotion</p> <p>Significant difficulties making and sustaining friendships, frequently in conflict with adults and peers</p> <p>Finds it very difficult to cope with most learning situations as an individual or as part of a group</p>	<p>Social and emotional needs are impacting significantly on all aspects of development and learning</p> <p>Frequent disruptive and emotional outbursts directed towards peers and adults</p> <p>Severe emotional outbursts causing themselves or others injury and harm</p> <p>Highly uncooperative and very resistant to interventions and adult support. Shows no interest in their surroundings and when learning new skills.</p> <p>Never leads own exploration and play</p> <p>Unable to form relationships and very minimal social interaction skills, play and imagination skills</p>	

<b>Interaction</b>	<p>Is able to interact socially with familiar people</p> <p>Able to initiate and make requests using verbal and nonverbal means</p> <p>Play skills appropriate to age and/or developmental level</p>	<p>Some difficulties with forming relationships and social interaction skills, play and imagination skills and behaviours e.g. shows some inappropriate responses in social situations and/or some difficulties in interacting with peers</p>	<p>Difficulties with forming relationships and social interaction skills</p> <p>Needs adult support when coping with changes in routine/environment</p> <p>Finds it difficult to initiate interactions</p> <p>Finds it difficult to engage consistently in two way conversation</p>	<p>Significant difficulties with forming relationships and social interaction skills, play and imagination skills and behaviours</p> <p>Extreme difficulty coping with changes in routine/environment</p> <p>Only engages in self-directed play. Extremely self-led</p>	<p>Unable to form/maintain relationships and very minimal social interaction skills, play and imagination skills</p>	
<b>Mental Health</b>	<p>Forms positive relationships with other children and adults</p> <p>Generally happy and separates from carer at the setting</p>	<p>Some difficulty forming positive relationships with adults and children</p> <p>Sometimes lacking in self-confidence and self-esteem</p> <p>Can be reticent</p> <p>Lacking energy / feeling tired</p> <p>Easily unsettled</p> <p>Can appear sad</p>	<p>Difficulties in forming positive relationships with adults and children</p> <p>Reluctant to try new things or persevere</p> <p>Appears distressed</p> <p>Some difficulty in regulating behaviour</p> <p>Withdrawn</p>	<p>Persistent difficulty in forming positive relationships with adults and children</p> <p>Significant difficulty in regulating emotions (e.g. displays extreme emotion to mild triggers)</p> <p>Withdrawn behaviour and some obsessional behaviours linked to distress</p> <p>Finds it very difficult to cope with most situations as an individual or as part of a group</p> <p>Very little motivation to engage in play and learning</p>	<p>Shows significant distress in all daily situations</p> <p>Behaviours such as head banging or biting or scratching that may harm the child themselves, or others</p>	

**Profile outline:**

<b>0</b>	Universal services. Support expected from within existing resources
<b>1</b>	Needs met from within own resources
<b>2</b>	SEN Support needs met from own resources and Ordinarily Available Provision, with support from outside agencies. Emerging SENDIF may apply
<b>3</b>	Additional needs identify longer-term support required to ensure child is able to fully access learning. Education, Health and Care Assessment may be appropriate in readiness for the child starting school. Needs are likely to be beyond the setting's own resources. SENDIF+ may apply
<b>4</b>	At this level it is highly likely that the child will require an EHC needs assessment which could lead to an EHC Plan when they transition to school due to severe, complex, long-term needs SENDIF+ will apply.