

	Needs profile 0		Needs profile 1		Needs profile 2		Needs profile 3		Needs profile 4	
Physical Health / Medical	No needs in this area; physical development and general health within normal levels.		Shows limited fine and/or gross co-ordination skills. Independently mobile without the use of aids, etc., but requires assistance for some routines/self-care skills. May need support with administration of regular medication in setting.		Needs some 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. Not capable of running and jumping. Can sit on their own or require at most 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 limited participation. Needs access to wheelchair for movement either independent with chair or adult supported. Can sit when supported. Requires constant adult supervision to ensure health and safety.		Pupil can at best participate with a simple movement in special situations. Severe limitations in head and trunk control and require extensive assisted technology and physical assistance.	
Hearing	Hearing within normal limits.		Mild hearing loss (e.g. conductive or unilateral hearing loss) Can hear clear voice without amplification		Moderate hearing loss, uses post-aural aids, non-verbal cues for communication		Severe hearing loss needs aids e.g. radio aids/ sound filed systems for curriculum access May use signing as aid to communication		Very limited functional hearing for speech despite aids Signing indicated as appropriate / Signing as first language	
Vision	Vision within normal range, including when corrected by glasses 6/6-6/12		Mild impairment Mild bilateral field loss or adapted to monocular vision. Navigates safely Wears patch 1-2 hours daily Colour blind		Moderate impairment, partial sight e.g. needs enlarged print, minimum N14 Moderate bilateral field loss. Has safe navigable vision in familiar areas.		Severe impairment, partial sight, e.g. needs access to enlarged print N18+, most work modified Has limited navigable vision		Minimal or no sight (e.g. Braille) to access the curriculum. Needs adult support for safe navigation.	
Speech and Language (green columns relate to school age pupils)	Mild language delay	Language & communication skills within expected range or mild delay	Moderate / severe delay in expressive or receptive language or Mild language disorder or mild/moderate speech sound disorder/delay of any severity (without attention/listening difficulties)	Moderate delay in expressive and / or receptive language and or mild disorder in speech sound production	Pupil has severe language delay or moderate language disorder Or a severe speech sound disorder (with attention/listening difficulties)	Severe delay in expressive and / or receptive language and / or moderate language / speech sound disorder	Severe language disorder or diagnosed dyspraxia		Severely limited language skills, uses alternative communication systems to make needs/choices known	

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Emotional Development	No significant needs in this area.		Some difficulty forming healthy emotional attachments. Lacks self-confidence and self-esteem.		Difficulty in forming healthy emotional attachments. Fairly often shows lack of or inappropriate emotions and interaction with others.		Difficulty in regulating emotions (e.g. laughing at others distress) Shows extreme responses in when experiencing changes in routine/transition. Displays bizarre ritualistic/obsessive repetitive or stereotyped behaviours		Difficulty in regulating emotions (e.g. laughing at others distress) including self-harming and self-stimulation. Behaviour severely withdrawn, bizarre, obsessional.	
Cognitive Ability (green columns relate to school age pupils)	Cognitive abilities above or within broad average levels or with a mild delay. Working above, within or slightly below the age expectations of EYFS.	Cognitive abilities above or within broad average levels. Quotient scores on standardised assessments 85+	Some learning difficulties, shows some difficulties with conceptual understanding, (e.g. colours, shapes), symbolic, imaginative & make believe play. Some evidence of child working below age appropriate achievement within EYFS.	Cognitive assessment below the 15 th centile or a standardised score of 75 - 80	Moderate learning difficulties in acquiring basic conceptual understanding (e.g. colours, shapes), symbolic, imaginative and make believe play. Working below the age expectations of EYFS.	Mild to moderate learning difficulties. Cognitive assessment below the 5 th centile or a standardised score of 70 - 75	Moderate to severe learning difficulties, significant delay acquiring basic conceptual understanding (e.g. colours, shapes), symbolic, imaginative & make believe play. Rate of learning & acquiring new skills is slow. Significantly (½ chronological age) below age expectations of EYFS	Needs are long term. Cognitive assessment below 2 nd centile or a standardised score of 55 to 70	Severe learning difficulties and global delay, affecting self-help and ability to function independently Unable to access and make any progress within EYFS without significant interventions and adult support.	Needs are severe, long term and complex. Cognitive assessment below 0.5 centile or a standardised score of below 55
Social Development (green columns relate to school age pupils)	No significant needs in this area.		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 playing with peers.		Difficulties with forming relationships and social interaction skills, play and imagination skills and behaviours. Difficulty coping with changes in routine/environment.	Fairly often disrespectful to staff and or pupils Fairly often will interrupt and seek attention inappropriately Known to have bullied others in last 6 months	Significant difficulties with forming relationships and social interaction skills, play and imagination skills and behaviours. Extreme difficulty coping with changes in routine/environment.	Often disrespectful to staff and or pupils Often interrupts and seeks attention inappropriately Fairly often disrespectful of property Feared as a bully, having physically hurt others	Severe difficulties with forming relationships and social interaction skills, play and imagination skills and behaviours. Child shows little or no communicative intent.	Shows only minimal respect for adults and peers Very difficult to direct Often intimidates and readily resorts to physical aggression

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Dispositions and Attitudes	No significant needs in this area.	Impulsive behaviour and inconsistency when responding to boundaries and correction. Occasionally disruptive. Sometimes lacks curiosity and interest in the environment and is unmotivated to explore and learn.	Frequently disruptive. Behaviour is variable dependent on context. May be in conflict with peers/adults. Occasionally physically/verbally aggressive Often lacks curiosity and interest in the environment and is unmotivated to explore and learn.	Fairly often distracted from task Sometimes inattentive to teacher and other support staff Finds group learning activities in a variety of situations difficult	Highly resistant to interventions/adult support. Regularly shows physical/verbally aggressive & intimidating behaviour to peers & adults. Disruptive on daily basis. Shows little interest in their surroundings and when learning new skills. Rarely leads own exploration and play.	Finds it very difficult to cope with most learning situations as an individual or as part of a group Shows very little interest in school work at all	Highly uncooperative and very resistant to interventions and adult support. Behaviour regularly aggressive on a frequent and sustained basis to peers and adults. Shows no interest in their surroundings and when learning new skills. Never leads own exploration and play.
Specific Learning Difficulties (green columns relate to school age pupils)	Cognitive abilities within broad average levels and above Reasoning skills fine No EAL	Some difficulty with subject specific / polysyllabic words Notable phonic versions of spellings Reading 2-3 yrs behind CA May have fine and/or gross motor difficulties Dyslexia screening test at risk quotient (DST ARQ) 1.0 – 1.4	Mild learning difficulties Needs differentiated work and support with conceptual understanding and reasoning across the core curriculum. Cognitive assessment below the 5 th centile or a standardised score of 70-75 or presents with a very uneven cognitive profile	Very uneven profile of skills Difficulty in all literacy based subjects Severe difficulties with HF words Reading 6-7 years behind CA Severe fine or gross motor difficulties DST ARQ 2.0+	Severe difficulties in accessing any written material.		

Profile outline:

	Foundation years pupils	School aged pupils
0	Universal services (support expected from within existing resources)	'Quality First Teaching - Universal services'. Support expected from within existing resources
1	'SEN Support - universal services (support expected from within existing resources)	'SEN Support or Wave 2/3 intervention. Needs met from within own and delegated resources
2	'SEN Support' - some additional short-term support for setting to fully assess needs and meet within existing resources longer term	'SEN Support' or Wave 2/3 needs met from schools own and delegated resources, with support from outside agencies. Education, Health and Care Assessment may be appropriate.
3	'SEN Support- Additional needs identify longer term support required to ensure child is able to fully access EYFS. Education, Health and Care Assessment may be appropriate.	Education, Health and Care Assessment may be appropriate. Needs likely to be beyond school's own and delegated resources. Support identified through a Statement / EHCP likely required for pupil to fully access curriculum in mainstream or special school
4	Complex needs - may not be able to access EYFS without specialist support. Where the setting is able to demonstrate capacity longer term support required	'Statement / EHC Plan' Complex, long-term needs that would reasonably be met through a statement / EHCP and most likely placement in special school