

EARLY YEARS SETTING READINESS INFORMATION

Use the tool to guide you through a self-assessment of your setting, selecting the overall score that most closely applies for each domain

Communication and Interaction

<ul style="list-style-type: none"> • Appropriate differentiation of task and teaching style. • Provision of accessible information tailored to children's specific needs. • Repetition of all instructions as required. • Use of visual aids to reinforce instructions / plans. 	1-2
<ul style="list-style-type: none"> • Staff are able to use generalised strategies to support development of communication and interaction skills. 	3-4
<ul style="list-style-type: none"> • Individual alternative and/or augmentative communication strategies to allow access to learning opportunities. • Some individualised/small group activities. • Some individualised strategies for communication / support by an adult. 	5-6
<ul style="list-style-type: none"> • Support with communication, adaptation and preparation of materials in tactile form. • Frequent adult support available to monitor communication aids. • Availability of alternative non-verbal system individualised for the child. 	7-8
<ul style="list-style-type: none"> • Intensive support and clearly identified strategies for the child to communicate. 	9-10

Cognition and Learning

<ul style="list-style-type: none"> • Continuous use of multisensory activities to reinforce learning and provide meaningful experiences. • Additional adult support in group activities to ensure participation. • Short sequences (if any) in role play. 	1-2
<ul style="list-style-type: none"> • Availability of Support plan following 2-year progress check. • Some short-term adult support to extend play sequences and imaginative skills. 	3-4
<ul style="list-style-type: none"> • Short-term adult support to extend play, extend imaginative skills and access activities, including to ensure active participation in practical tasks. • Regular modification of activities and specified times when adult supports structured learning. • Individual support at times of transition. 	5-6
<ul style="list-style-type: none"> • Direct intense adult support or additional support mechanisms to enable child to function, participate and engage. • Adult support with alternative approaches to learning such as objects of reference, tactile methods of communication. • Individualised support plans and differentiated activities. • Adult support for the child to access appropriately planned activities / curriculum. 	7-8
<ul style="list-style-type: none"> • Tactile support systems and alternative methods available in almost all areas of learning. • Access to full-time support from an experienced adult offering differentiated activities for all aspects of learning, to support children who without which would not be able to participate in any learning opportunities 	9-10

Social, Emotional & Mental Health Needs

<ul style="list-style-type: none"> • Adult encouragement to engage in play. • Adult intervention to respond to behavioural difficulties. • Non-specialist support to manage anti-social behaviour. 	1-2
<ul style="list-style-type: none"> • Some short term individual adult direction to enable participation in activities. 	3-4
<ul style="list-style-type: none"> • Adult support on a regular basis to enable participation in learning and development of sustained concentration. • Behaviour support plan with adult interventions. 	5-6
<ul style="list-style-type: none"> • Significant level of support to engage and participate in learning. • Specific support from an adult at key points of the day to support with limited awareness of consequences of behaviour and / or safety. • High level of intervention from adults including specialist support to address social and emotional needs. • Structured support to provide prompting, to start and to maintain appropriate behaviour for most of the session. 	7-8
<ul style="list-style-type: none"> • Planning and monitoring for significant risk of harm to self, peers, adults and / or property. • Direct, intensive adult support / specific support mechanisms to enable child functioning / participating in education. • A safe designated area within the context of the setting which allows the child to undertake individualised activities and make progress with their learning. 	9-10

Physical or Sensory

<ul style="list-style-type: none"> • Monitoring of fine and gross motor development. • Support to monitor adjustments required to meet visual / hearing impairment needs (e.g. hearing aids, glasses etc.) • Some specialist equipment or adaptations to equipment but little adult support. 	1-2
<ul style="list-style-type: none"> • Appropriate early years training in Portage 'small steps' approach to learning. • Input /programmes from external professionals to develop fine / gross motor skills. • Regular support from an adult for some activities. • Adult support for monitoring of mobility. • Some adaptations to the environment to allow access. Staff are appropriately trained to use specialist equipment required by child. 	3-4
<ul style="list-style-type: none"> • Adult support to use identified communication aid and enable access to and adaptation of activities / curriculum due to sensory impairment. • Individual / small group work activities as part of support plan for specific interventions. • Adult capacity to distract child when they are seeking sensory experiences. • Varied and extensive specialist equipment and regular support with physical difficulties. • Adult support on a regular basis to facilitate medical and physical needs. Up to single daily physical / medical intervention requiring adult support able to be supported 	5-6
<ul style="list-style-type: none"> • Adult support to enable access to and adaptation of activities / curriculum. 	7-8

<ul style="list-style-type: none"> • Support with communication adaptation and preparation of materials in tactile form for almost all areas of learning. • Frequent adult support to monitor communication aid. • Adult support for moving and positioning. Staff are appropriately trained to use specialist postural equipment for standing, seating. • Support for medical conditions which require adults to have additional training or receive advice to administer medication. • Ability to support care plans including tube feed and maintenance of gastrostomy, may include epilepsy and monitoring or seizures. 	
<ul style="list-style-type: none"> • All staff in direct contact with the child able to be trained to react to medical emergencies. • Daily monitoring of child's health, together with multiple sustained physical / medical interventions which go beyond medication and are likely to require specialist training and be invasive. 	9-10

Independence

<ul style="list-style-type: none"> • Prompting to remind of routine and new plans, e.g. visual cues, oral reminders. • Support with personal care and adaptive equipment for self-care. 	1-2
<ul style="list-style-type: none"> • Frequent and repeated prompting to remind of routine and new plans, e.g. visual cues, oral reminders. • Adult support in dressing / undressing. • Adult support when needs are not signalled e.g. when toileting. • Strategies to develop social skills e.g. creating small group situations to practice specific interactions e.g. sharing, turn-taking. 	3-4
<ul style="list-style-type: none"> • Adult support for development of independence skills in line with ages and stages of development. • Adult support in managing prescribed personal aids. • Regular monitoring / checking of health/ comfort. • Clear structure and guidance provided for social interactions, with the aim of developing independence. 	5-6
<ul style="list-style-type: none"> • Adult support to develop independence and interpersonal skills. • Adult oversight and management of personal aids for communication. • Regular checking and management of need for support with self-care. 	7-8
<ul style="list-style-type: none"> • Support of some form with all aspects of learning, social interaction, personal care and health management. 	9-10

EARLY YEARS CHILD NEED LEVEL INFORMATION

Select all of those descriptors that apply to the child

Communication & Interaction

Understanding of language

0	None of the statements below apply
1-2	Child has difficulty following or understanding instructions and everyday language with visual references
3-4	Receptive language delay is more than 12 months.
5-6	Unable to join in with familiar rhymes and songs
7-8	Cannot understand or follow a simple instruction in context e.g. 'come for snack'
9-10	Severe communication difficulties, often presents as non-verbal

0	None of the statements below apply
1-2	Child takes much longer to follow or understand instructions and everyday language at sentence level
3-4	Difficulties following instructions, understanding games and tasks, and making sense of what is being said to them without visual references. May be able to get by using clues from other children or guessing from the context.
5-6	Child has difficulty following or understanding sentences with more than one element in context, including everyday language without visual references
7-8	Significant Difficulties in understanding language for learning (conceptual language: size, time, shape, position)
9-10	Beginning to lose skills

0	None of the statements below apply
1-2	Child struggles to follow and learn daily routines.
3-4	Child has difficulties acquiring listening, attention skills and understanding spoken language
5-6	Finds it hard to listen to and retain instructions.
7-8	Has persistent difficulties with inference, using non-verbal communication such as eye contact or facial expressions; sensory integration
9-10	Does not understand conversational intention and content

Expressive spoken language

0	None of the statements below apply
1-2	Child has very few words at 15 months
3-4	Expressive language delay is more than 12 months.
5-6	Limited communication skills
7-8	Limited functional communication skills
9-10	Child uses gesture/signing to communicate limited concepts

0	None of the statements below apply
1-2	Ability to join in activities and tell people things, ask questions, relate stories, and form friendships is inhibited
3-4	Disordered expressive language (word order)

5-6	Severe language disorders affecting vocabulary, semantic/ organisation/ phonology
7-8	Frequent use of repetitive/echolalic speech
9-10	Little or no expressive language

0	None of the statements below apply
1-2	There is a discrepancy between the child's expressive language and verbal comprehension skills
3-4	Child still uses repeated syllables 'mm' 'dd' to communicate
5-6	Difficulty with words and sentence structure and struggles to express themselves in play and activities or tell people how they feel.
7-8	Severe difficulties recalling words with very limited attempts at starting to put words into sentences
9-10	Persistent difficulties recalling any words with no age-appropriate sentence formation attempted

Speech sounds

0	None of the statements below apply
1-2	Child has poor oral muscle control
3-4	Immature speech sounds and patterns
5-6	Reduced number of sounds available to them and difficulty making particular sounds in simple or longer words
7-8	Significant difficulties speaking and being understood by adults outside the family
9-10	Does not speak recognisable words and communicates mainly through physical actions or becoming upset when distressed

0	None of the statements below apply
1-2	Child has immature speech sounds and Adults have difficulty understanding speech without it being in context
3-4	Difficulty with adult understanding most of child's spoken language
5-6	Phonological processing disorder
7-8	Poor co-ordination of the tongue, lips and palate
9-10	Additional diagnosed verbal difficulties

Social Interaction

0	None of the statements below apply
1-2	Immaturity in socialisation. Looks towards adults rather than peers.
3-4	Actively withdraws from engagement with peers.
5-6	Has difficulties with social communication and developing relationships, including difficulties with turn-taking
7-8	Plays alongside, unwilling to share toys/activities, withdraws from the company of others.
9-10	Persistent difficulties in tolerating social interaction. Child may either vent frustration and anger in very obvious ways or become very quiet and withdrawn, limiting their participation in daily life

0	None of the statements below apply
1-2	Some difficulties with social interaction
3-4	Limited interest in surrounding environment

5-6	Does not actively explore the environment
7-8	Does not use eye direction or pointing with finger to share an interest
9-10	Shows no interest or engagement in environment around them

0	None of the statements below apply
1-2	Demonstrates limited understanding of nonverbal cues
3-4	Does not understand contextual clues, familiar gestures, words or sounds
5-6	Does not respond to familiar sounds, words - including their name - or finger play. Attention is fleeting and not under their control.
7-8	Does not respond to body language/ tone of voice/ familiar voice/ environmental stimulus
9-10	Understanding of non verbal cues is severely limited.

0	None of the statements below apply
1-2	Struggles to express their feeling and needs
3-4	Still communicates needs and feelings in ways like crying, babbling, squealing etc.
5-6	Does not make sounds in play e.g. 'brmm' for car
7-8	Displays habitual behaviours/ fixations, with significant distress caused by any changes to routine.
9-10	Persistent difficulties in coping in a wide range of social and learning situations and settings.

Cognition & Learning

0	None of the statements below apply
1-2	Minor developmental delay: 6 months delay at 3 – 4 years, using EYFS Development Matters
3-4	Developmental delay: 12 months delay at 3 – 4 years, using EYFS Development Matters
5-6	Difficulty in following/predicting a simple daily routine.
7-8	Developmental delay of 18 – 24 months below their chronological age in essential milestones – using EYFS Development Matters
9-10	Persistent and severe delays in acquiring skills across the system, with no or minimal progress

0	None of the statements below apply
1-2	Difficulties with sequencing, matching and naming
3-4	Continual difficulties with sequencing, matching and naming
5-6	Poor ability to focus and concentrate
7-8	Child is unable to function, participate and engage for a high proportion of their day
9-10	Little or no problem-solving skills, which impacts on all aspects of learning

0	None of the statements below apply
1-2	Does not extend play sequences or use imaginative language
3-4	Difficulties recognising letters, sounds and numbers
5-6	Shows no awareness of matching, sorting or categorising
7-8	Complex and long-term difficulties with play

9-10	Little or no understanding of routine and immediate environment
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0	None of the statements below apply
1-2	Short concentration span. Limited exploration through play preferences.
3-4	Minor developmental delay: 6 months delay at 2 years, (using Development Matters or equivalent developmental tool)
5-6	Does not engage in simple pretend play e.g. putting a doll to bed or driving a car
7-8	Cannot retrieve or request a toy if it is placed out of reach or hidden from view
9-10	Does not engage with play of any kind

0	None of the statements below apply
1-2	Schemas limited and play very repetitive
3-4	Slow progress with early learning, language acquisition, play and personal independence skills.
5-6	Long-term difficulties in acquiring pre-reading/ pre-writing skills
7-8	Does not engage with materials and objects e.g. filling and emptying containers
9-10	Shows no recognition of own face when shown

0	None of the statements below apply
1-2	Difficulties identified at 2-year progress check
3-4	Difficulties with sequencing
5-6	Poor memory skills and difficulty in acquiring knowledge
7-8	Evidence of significant difficulties retaining concepts over time
9-10	Doesn't remember where familiar things are kept or show anticipation for regular routine

Social, Emotional & Mental Health Needs

0	None of the statements below apply
1-2	Short term difficulties settling into setting.
3-4	Severe separation anxiety that persists throughout the session over a period of weeks
5-6	Does not cooperate with care giving experiences
7-8	Involved in incidents where intense emotional distress and or impulsive behaviour can put themselves or others at risk
9-10	Child has persistent difficulties in functioning, and engaging in learning environment

0	None of the statements below apply
1-2	Some difficulties relating to separating from carer
3-4	Child takes considerable time to settle and focus at start of school day
5-6	Attachment to key carers not securely established
7-8	Significant separation difficulties that persist
9-10	Child Shows no awareness when parent/carers leave/arrive. Child unable to establish attachment to parent/ carers

0	None of the statements below apply
1-2	Some withdrawal from the company of others
3-4	Child sometimes disengages from play, and mostly does not play with others (but can play alongside others)
5-6	Child is often withdrawn, with very limited social interactions and relationships
7-8	Child is very withdrawn, does not engage in any communication or play with other children. May refuse to attend setting
9-10	Frequent high anxiety levels and is often totally withdrawn over a period of time.

0	None of the statements below apply
1-2	Can only remain engaged in play for a short time independently struggles to concentrate on adult-directed activities and has limited attention span
3-4	Cannot sustain concentration or participate independently with learning activities. Limited interest in what is happening around them
5-6	Appears passive and is isolated from peers. Seeks too little adult attention
7-8	Attention is fleeting and is either unfocused or over-focused on a detail/object
9-10	Very little/ no attention to activities and surrounding activity or environment

0	None of the statements below apply
1-2	Sits for shorter lengths of time compared to peers
3-4	Struggles to respond to appropriate boundaries when encouraged and supported. Struggles to tolerate delay when needs not immediately met
5-6	Struggles more than peers to regulate emotions on a weekly basis
7-8	Regular (daily) intensive disruption which breaks down the child's ability to continue with learning
9-10	Severe and persistent difficulties in regulating own emotions, evidenced by severe difficulties in social interaction

0	None of the statements below apply
1-2	Occasional and short term unwanted behavioural difficulties
3-4	Reluctant to participate or refuses to participate in play (withdraws, challenging behaviour, task refusal)
5-6	Limited awareness of consequences of behaviour and/or safety
7-8	Regular (daily) intensive episodes of behaviour (biting, spitting, kicking etc.) which are unpredictable, persistent and extreme in relation to the child's ages and stages of development
9-10	Documented evidence of foreseeable significant risk of harm to self, peers, adults and property and loss of learning for the child and others- child shows no awareness/ concern about risk of harm

0	None of the statements below apply
1-2	Exhibits behaviours designed to influence peers/adults to gain attention
3-4	Greater disruption to the play of others. Cannot negotiate and solve problems without physical demonstration of emotion
5-6	Sometimes (weekly) exhibits behaviour that can cause harm to others (e.g. biting, pinching) and this has become routine behaviour
7-8	Regularly (daily) exhibits unprovoked, unpredictable behaviour putting themselves and others in danger.
9-10	Consistently high levels of severe and challenging behaviour or obsessive behaviour which has the potential to prejudice the education of other children in the setting

0	None of the statements below apply
1-2	Struggles with age and stage appropriate play with other children
3-4	Unable to play alongside another child without interfering, upsetting or intimidating others' play
5-6	Difficulties understanding social boundaries and familiar routines
7-8	Difficulties in navigating social situations frequently lead to distress/ disruption
9-10	Persistent and significant difficulties forming relationships

0	None of the statements below apply
1-2	Struggles with age and stage appropriate turn taking and sharing, causing some disruption to the play of peers
3-4	Reluctant to engage with others sharing /turn taking and becomes distressed or passive during activity
5-6	Unable to sustain activities that require co-operative skills. Changes to routine can cause high levels of anxiety and/ or distress.
7-8	Frequent and significant difficulties with eye contact, turn taking and conversation
9-10	Severe difficulties recognising others' emotions e.g. difficulties in sharing, turn taking and social interaction

0	None of the statements below apply
1-2	Has difficulty seeking comfort from familiar adults and/or with self-soothing.
3-4	Child regresses to rocking behaviour when upset
5-6	Child shows lack of flexibility in relationships and is very isolated.
7-8	Child has an aversion to touch and physical affection
9-10	Touch and/ or physical affection cause significant distress and disruption

0	None of the statements below apply
1-2	Ongoing but infrequent resistance to engaging in adult directed activities
3-4	Displays some occasional challenging behaviours, refusing "no" and routine boundaries.
5-6	Significant difficulties understanding social boundaries and familiar routines. Regularly tests and challenges
7-8	Strongly resists physical contact from adults
9-10	Unable to tolerate any social interaction other than in meeting own basic needs

Physical or Sensory

Physical Health Disabilities

0	None of the statements below apply
1-2	Minor delay in fine and gross motor development
3-4	Moderate delay with fine/ gross motor development
5-6	Poor muscle tone/ muscle strength
7-8	Ongoing delayed motor skills e.g. difficulties standing alone, pulling up on furniture, and bouncing up and down
9-10	Unable to walk, stand or sit independently

0	None of the statements below apply
1-2	Physical difficulties that require some specialist equipment but little adult support. Delayed standing/ walking
3-4	Reluctant to crawl or has unusual crawl. Requires adult support for monitoring of mobility. Some adaptations required to the environment to allow access
5-6	Not stable when walking after 2yrs old
9-10	Lack of movement, lack of strength, and poor eating.

0	None of the statements below apply
1-2	They have a short or long-term medical condition that requires monitoring and low-level support - this is managed and unlikely to be life-threatening
3-4	They have an unpredictable long-term medical condition that sometimes affects their ability to access daily activities
5-6	Child has a long-term medical condition that impacts on their ability to access daily life, including on their communication, understanding and/ or learning. Their medical needs require a significant level of therapy or medical intervention
7-8	Child has significant medical needs impacting on their ability to access daily life safely. When these conditions are at their most severe, they may be life-threatening. Child may be losing skills
9-10	Child has severe and complex medical needs that seriously limit their ability to access daily life safely and may be a persistent, life-threatening or life-limiting condition. May result from a developing neuro-muscular degenerative condition or traumatic incident resulting in an acquired brain or physical injury. Close monitoring required to ensure safety

0	None of the statements below apply
1-2	Delay in eye/hand coordination. Some difficulties caused by disability
3-4	Child has moderate difficulties with tasks requiring hand/ eye coordination and these will take much longer than for peers
5-6	Child has great difficulties tying shoelaces, doing up buttons and zips, using cutlery, and handwriting
7-8	Child delayed in coordinating body movement, including jumping, throwing, walking, running, and balance

9-10	The need for high level support for all personal care, mobility, daily routines and learning needs
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Hearing impairment

0	None of the statements below apply
1-2	Mild hearing impairment in one ear
3-4	Mild bilateral hearing loss
5-6	Moderate hearing loss
7-8	Severe hearing loss impacting on development.
9-10	Bilateral moderate/severe/profound permanent hearing loss

0	None of the statements below apply
1-2	Child may have transient or fluctuating hearing loss which may result in difficulty understanding what people are saying; speaking differently than other children of the same age; and/ or not replying when their name is called.
3-4	Experience difficulty when activities involve listening and following instructions eg appears to ignore, confuses the direction of sound, mishears
5-6	Difficulty with listening, attention, concentration and participation in learning and play activities.
7-8	Profound difficulty accessing spoken language and speech clarity may be profoundly affected. There may be associated difficulties with concentration.

Visual impairment

0	None of the statements below apply
1-2	Difficulties to determine if child has some useful vision. Child may be clumsy, have difficulties with hand-eye coordination and delayed early learning skills
3-4	Child may take longer to learn to communicate
5-6	Touch, taste, smell, balance, awareness of pressure, temperature and pain may be affected as well as sight and hearing
7-8	Gradual degenerating hearing/sight
9-10	Sensory loss(es) so severe as to prevent use of senses as the primary route for information acquisition and learning

0	None of the statements below apply
1-2	Mild visual impairment
3-4	Moderate visual difficulties/loss
5-6	Physical independence is impaired by visual impairment and requires assessments and programmes from relevant professionals
7-8	Significant visual impairment impacting on mobility and life skills
9-10	Profound visual loss which requires continuous support for mobility and self help skills

Sensory processing

0	None of the statements below apply
1-2	Reacts to physical aspects of environment (e.g. heat, noise, smells)
3-4	Child actively seeking sensory experiences (spinning, licking windows etc.) within the environment
5-6	Strong reactions to a range of sensory stimuli (this could be intense avoidance of particular stimuli or seeking particular stimuli)
7-8	Significant sensory difficulties impacting on daily life
9-10	A range of continuous sensory difficulties with a severe impact on daily life including an extremely high tolerance for or indifference to pain

0	None of the statements below apply
1-2	Fearful of surprise touch, and avoids hugs and cuddling even with familiar adults
3-4	May be very fidgety and unable to sit still, enjoys movement-based play like spinning, jumping, etc.
5-6	Very restricted diet resulting from sensory preferences
7-8	Seeks out excessive stimulatory experiences and constantly touching, pushing, grabbing, shouting, jumping, biting and on the move.
9-10	Shows signs of over or under stimulation most of the time

Independence

Transitions to next stage of education

0	None of the statements below apply
1-2	Child can recognise and remember elements of routine with some prompts, e.g. their own place in the classroom/ what happens at playtime
3-4	Child recognises elements of routine with prompts and clear signalling far greater than that required by peers, e.g. their own place in the classroom/ what happens at playtime
5-6	Child follows instructions when clearly signalled
7-8	Child cannot independently manage personal aids to communication, impacting on learning
9-10	The child cannot independently participate in any learning opportunities

0	None of the statements below apply
1-2	Child signals when they need support e.g. with toileting
3-4	Child can signal when they need support e.g. with toileting, with some lapses
5-6	Child will communicate their need for support when asked
7-8	Child acknowledges need for support on occasion and can exhibit challenging behaviour in response to adult requests
9-10	Child experiences significant difficulties with following requests from adults and can become extremely anxious and distressed; may be danger to self or others

Friends, relationships and community

0	None of the statements below apply
1-2	Child is developing social skills that are mostly in line with age and stage expectations, with infrequent difficulties
3-4	Child is developing social skills that are mostly in line with age and stage expectations, with some difficulties in specific circumstances
5-6	Child finds social interactions difficult without clear guidance
7-8	Child has significant difficulties understanding social cues and interactions
9-10	The child cannot independently participate in any social setting

0	None of the statements below apply
1-2	Child interacts happily with adults within the family but is less willing with other adults and sometimes with peers
3-4	Child will undertake practical everyday communication with peers but struggles with social communication, social interaction and imagination
5-6	Child will sometimes express their needs when questioned and can take manage turn-taking with reminders and guidance.
7-8	Child shows limited interest in interacting with others
9-10	Child shows little/ no interest in world around them

Independent living skills

0	None of the statements below apply
1-2	Difficulties at 46 – 60 months in independently dressing/undressing
3-4	Unable to dress/undress independently as expected at age and stage, but requests support with some recognised elements, e.g. pointing to shoes
5-6	Child can follow single step instructions in relation to personal care but will not signal need for support independently
7-8	Independent skills (e.g. elements of dressing) are not secure by 48-60 months
9-10	Personal care functions are all undertaken by an adult

0	None of the statements below apply
1-2	Difficulties with self-help skills i.e. drinking from a cup, eating, sleeping
3-4	Child has restricted diet and is reluctant to try new foods
5-6	Persistent difficulties introducing balanced diet
7-8	Concerns about child's health resulting from difficulties in developing varied diet
9-10	The child has profound multiple and complex needs in relation to all self help skills

0	None of the statements below apply
3-4	Difficulties settling for rest/ nap sessions
5-6	Child is late to bed and/ or wakeful during the night
7-8	Child does not have established sleep pattern which impacts on ability to engage during the day.

0	None of the statements below apply
1-2	Delayed toilet training at home and in setting

3-4	Continence not secure by 36 months
5-6	Child not responding to toileting prompts after age 3 years
7-8	Continence not achieved by 48 – 60 months.
9-10	Persistent incontinence throughout early years

Good health

0	None of the statements below apply
1-2	Child mostly communicates when they feel discomfort/ need assistance
3-4	Child sometimes communicates when they feel discomfort/ needs assistance - this might be delayed
5-6	Child can usually indicate discomfort/ need for support with health when questioned
7-8	Child occasionally signals discomfort/ need for support when questioned but often other signs must be read. May have a high pain threshold.
9-10	Monitoring of health and wellbeing must be undertaken by an adult