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| **Childcare Provider name:** |  | **Childs Name:** |  |

*‘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’. (SEND Code of Practice, 2014)*

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| **Complex**  Additional, enhanced, mild to moderate | **Complex/Severe**  Enhanced, frequent | **Severe**  Prolonged, profound, multiple, extensive, significant |
| Moderate Learning Difficulties  Approximately 12-month delay  Simple purposeful play  Does not extend play sequences or actions independently  Requires adult support to express own choices and preferences.    Child concentrates fleetingly on activities not of interest.    Daily difficulties turn taking, causing some disruption to play.    Needs prompts to share an adult initiated activity  Limited ability to focus and concentration  Some awareness of environment with limited interest  Sensory sensitivities impact on play and learning at times  Difficulties remembering or understanding can impact on play and learning at times | Moderate to Severe Learning Difficulties  Approx. 12-18 month delay    Predominantly cause and effect play  Repetitive functional play actions  Needs an adult present to support the child to self- motivate and engage.    Child requires prompting and refocus by an adult to maintain concentration at activities  Requires high level of adult support for turn taking.  High level support to share an adult initiated activity  Poor focus and concentration  Some awareness in environment but no interest  Sensory sensitivities directly interfere with play and learning  Difficulties with remembering or understanding consistently impacts on play and learning | Profound Multiple Learning Difficulties  More than 18 month delay  Early exploratory play  No interest or awareness in resources  Extremely difficult to motivate child    Child is unable to concentrate on activities outside own interests and this impacts on their engagement in learning.    Frequent difficulties with turn taking. Unable to take turns following targeted support.  Mostly unable to share an adult initiated activity  Unable to focus and concentration  Very little awareness of environment  It is difficult to distract child from sensory sensitivities which can be all consuming.  Difficulties with remembering or understanding significantly impacts on play and learning |