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

*‘Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder’. (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 |
| Has frequent increase in anxiety levels in busy, unfamiliar environments/ new situations  They have some self-image issues and may display a lack of confidence in their social skills and presentation  Child requires individual adult support for all care routines and support to follow familiar boundaries  Child tolerates other children and adults in their play for short periods of time  Has some difficulties navigating social situations and following rules.  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  Struggles to respond to boundaries  Acts on impulse  Unaware of consequences of behaviour | Unable to self-regulate during periods of stress throughout the day  Child requires significant adult support to participate in activities and routine changes.  Significantly limited social communication that impacts on engagement in play with others for short periods of time  Child withdraws from activities to avoid interactions with others    Needs an adult present in order 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  Intense physical outbursts and dysregulation on a weekly basis    Struggles to regulate emotions | Persistently unable to establish attachments and self-regulate with special people for the majority of the day  Shows extremely negative thoughts about themselves and others  Child becomes extremely distressed when engaging in familiar routines and following boundaries  Child follows own agenda, play is solitary, repetitive, obsessional and ridged  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.  Intense physical outbursts and dysregulation which impacts on safety, is prolonged and occurring on a daily basis  Daily dysregulation impacts on child’s engagement in learning |