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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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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 situationsThey have some self-image issues and may display a lack of confidence in their social skills and presentationChild requires individual adult support for all care routines and support to follow familiar boundariesChild tolerates other children and adults in their play for short periods of timeHas some difficulties navigating social situations and following rules.Requires adult support to express own choices and preferencesChild concentrates fleetingly on activities not of interestDaily 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 dayChild 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 timeChild withdraws from activities to avoid interactions with others Needs an adult present in order to support the child to self- motivate and engageChild requires prompting and refocus by an adult to maintain concentration at activitiesRequires high level of adult support for turn takingIntense 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 dayShows extremely negative thoughts about themselves and othersChild becomes extremely distressed when engaging in familiar routines and following boundariesChild follows own agenda, play is solitary, repetitive, obsessional and ridgedExtremely difficult to motivate childChild is unable to concentrate on activities outside own interests and this impacts on their engagement in learningFrequent 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 basisDaily dysregulation impacts on child’s engagement in learning |