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

*‘Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties’. (SEND Code of Practice, 2014)*

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| **Sensory - Visual**  Visual impairment, or vision loss, is a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses. | | |
| **Complex**  Additional, enhanced, mild to moderate | **Complex/Severe**  Enhanced, frequent | **Severe**  Prolonged, profound, multiple, extensive, significant |
| The child needs glasses all or some of the time.  They require some support/modification to the environment.  The child may use magnification aids.  The child requires support with interactions and making relationships with peers.  The child may require assistance in navigating unfamiliar environments, to reduce risk of injury. | The child needs glasses all the time.  They require frequent specialist support/modification to the environment and adaptations to the curriculum to enhance learning.  The child regularly uses magnification aids.  Frequent adult support is required during social interactions, which may involve adapted environment and resources.  The child often requires adult assistance/support with navigating unfamiliar and familiar environments, to reduce risk of injury. | The child has little functional sight or is educationally blind.  They require an individualised curriculum to meet their need(s). This is likely to involve access to an interactive environment and specialised IT resources following the advice of a Teacher of the Visually Impaired.  Without significant and continuous adult support the child would be isolated and unable to participate socially.  For safety, the child needs continual adult support in navigating all environments, which may involve physical support or intervention. |

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| **Sensory - Hearing**  Hearing Impairment is when the hearing loss is permanent. The use of hearing aids to amplify residual hearing may be used. However, the more profound the hearing loss, the greater the likelihood that the child will have a cochlear implant, which allows electrical signals to be sent directly to the auditory nerve, providing a sensation of hearing. | | |
| **Complex**  Additional, enhanced, mild to moderate | **Complex/Severe**  Enhanced, frequent | **Severe**  Prolonged, profound, multiple, extensive, significant |
| The child has mild/Moderate hearing loss and needs hearing aid/s all or some of the time, which enable them to communicate effectively.  They require enhanced visual support for following daily routines which may include consistent use of Makaton, objects of reference.  The child requires a differentiated curriculum to access learning in the setting. Some support/modification to the environment may be required.  The child requires support with interactions and making relationships with peers. | The child has moderate/severe hearing loss and needs hearing aid/s all the time and other technology such as a hearing loop.  They use Makaton and/or BSL to communicate with adults who support the child with following daily routines.  The child requires an enhanced learning environment, specialist support/modification to the environment, for example sound field production.  The child requires frequent adult support during social interactions, which may involve adapted environment and resources. | The child has a profound hearing loss and uses hearing aids and/or a cochlear implant.  They are reliant on using BSL, symbol exchange and gesture to communicate their wants and needs and to follow daily routines.  They need 1:1 specialist support with involvement of a Teacher of the Deaf for direct work and advice for planning, monitoring, environment modification and staff training.  Without significant and continuous adult support the child would be isolated and unable to participate socially. |

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| **Sensory (other) Needs**  A condition which could include sight and hearing impairment, and/or may include sensory processing impairment affecting smell, taste, touch or spatial awareness. | | |
| **Complex**  Additional, enhanced, mild to moderate | **Complex/Severe**  Enhanced, frequent | **Severe**  Prolonged, profound, multiple, extensive, significant |
| The child has sensory differences that may require some support and/or enhancements to the environment and curriculum.  The child has sensory differences that affects interactions and making relationships with peers | The child has sensory differences that require a modified learning environment and specialist support to enable access to the curriculum.  The child requires frequent adult support during social interactions, which may involve adapted environment and resources. | The child displays extreme reactions to sensory stimuli such as noise, light, movement. The behaviours linked to sensory needs are significantly injurious to self or others. An individualised curriculum is required to meet their need(s). This may involve access to a high level of interactive environments and specialised IT resources following the advice of specialist teacher.  Without significant and continuous adult support the child would be isolated and unable to participate socially. |

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| **Physical/Medical conditions** | | |
| **Complex**  Additional, enhanced, mild to moderate | **Complex/Severe**  Enhanced, frequent | **Severe**  Prolonged, profound, multiple, extensive, significant |
| The child has a medical condition and/or physical difficulties that regularly affects some aspects of their daily life.  Please give details of a diagnosis in the box below: | The child has a medical condition and/or physical difficulties that frequently affect many aspects of their daily life.  Please give details of a diagnosis in the box below: | The child has a medical condition and/or physical difficulties that continually affect every aspect of daily life. There may be a need for speedy / emergency response for medical / health needs.  Please give details of a diagnosis in the box below: |
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| The child requires additional adult monitoring of their condition and the indicators of risk related to the condition, for example, changes in skin colour, seizures, change in temperature.  The child has mild to moderate motor skill difficulties, for example hemiplegia, cerebral palsy, hyper/hypo mobility. Their ability to manage personal independence tasks and is still wearing nappies.  The child’s physical needs may require some enhancements to be made to the environment and early years curriculum.  The child may require assistance in navigating the learning environment, to reduce risk of injury. | The child requires frequent adult intervention and monitoring to ensure their safety. Staff require additional training and/or receive advice in understanding the medical condition and how to manage this in the setting.  The child has moderate/severe motor skill difficulties which affects their mobility and ability to perform everyday tasks. The child needs frequent adult support with personal independence tasks and is still wearing nappies.  The child’s physical needs require a modified learning environment and specialist support to enable access to the curriculum.  The child requires frequent adult support and intervention including specialist equipment to navigate the learning environment. | Staff are required to carry out repeated medical intervention throughout the day. Staff require specific specialist training and medical advice to ensure the safety of the child in the setting.  The child has severe and/or multiple motor skill difficulties which significantly impacts on their mobility and ability to perform everyday tasks and personal independence tasks. The child needs ongoing adult support with personal independence tasks, including nappy changing.  The child’s medical condition requires an individualised curriculum to meet their need(s). This may involve access to specialist equipment following the advice of Occupational Therapist/Physiotherapist.  The child needs ongoing adult advocacy for all aspects of participation in the setting. |