

Social, Emotional and Mental Health Needs Guidance

Threshold Descriptors Overview

Threshold 1	<ul style="list-style-type: none"> Using the EYFS as a guide and being mindful that every child is unique, the child’s developmental profile may broadly show the following level of delay: <ul style="list-style-type: none"> - At 2 years functioning at or below emerging 16-26 months - At 3 years functioning at or below emerging 22-36 months - At 4 years functioning at or below emerging 30-50 months - At 5 years functioning at or below emerging 40-60 months May present with some difficulties settling into setting. 	<ul style="list-style-type: none"> May display emotional distress (anxiety) and seek out peer/ adult support including ‘detached’ behaviours. Occasional and short term unwanted dysregulated behaviour resulting in adult intervention. Displays some attention seeking behaviours. Occasionally needs adult support in self-regulation.
Threshold 2	<ul style="list-style-type: none"> MILD but persistent difficulties and is not making expected progress despite a range of interventions and Quality First Teaching, implemented over time and reviewed regularly. Using the EYFS as a guide and being mindful that every child is unique, the child’s developmental profile may broadly show the following level of delay compared to chronologically aged peers: <ul style="list-style-type: none"> - At 2 years functioning at or below developing 8-20 months - At 3 years functioning at or below developing 16-26 months - At 4 years functioning at or below developing 22-36 months - At 5 years functioning at or below developing 30-50 months Frequently displays some difficulties entering in the setting and can be unsettled at periods throughout the day. Has difficulty seeking comfort from familiar adults and/or with self-soothing. 	<ul style="list-style-type: none"> Ongoing difficulties relating to separating from parent/carer. Can be highly distracted within activities and need some short-term individual adult direction to participate and engage in activities. Sits for shorter lengths of time than peers of the same chronological age. Does not consistently conform to routine and boundaries. Some difficulties with regulating emotions/behaviour. Some attention seeking or avoidant behaviours, likely to show reliance on adults. Some difficulties recognising and communicating emotions. Some difficulties managing change to routine and transitions. Frequently needs adult support in self-regulation.
Mild - Moderate		

Threshold 3

Moderate

- **MODERATE persistent difficulties** and is not making expected progress despite a level of focused intervention and implementation of advice and recommendations from external agencies and the provision of Quality First Teaching, implemented over time and reviewed regularly.
- Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay compared to chronologically aged peers:
 - At 2 years functioning at or below emerging 8-20 months
 - At 3 years functioning at or below emerging 16-26 months
 - At 4 years functioning at or below emerging 22-36 months
 - At 5 years functioning at or below emerging 30-50 months
- Displays some unusual behaviours or changes in behaviour requiring adult intervention.
- May display some difficulties in sharing, turn taking and social interaction.
- May display difficulties with attention and concentration.
- Displays some refusal to follow instructions, may run from adults.
- May display aggressive behaviour toward adults and peers when told 'no'.
- Displays some tendencies to withdraw from activities and some unwillingness to engage with others.
- Displays some difficulties forming relationships which impact upon development despite targeted intervention.
- Concerns regarding social and emotional health that require outside agency input and has an impact on development.
- Displays increased levels of anxiety and may be overly dependent on 'comfort objects'.
- Frequently detaches from others.
- Becoming increasingly isolated from peers.
- May display signs of hypervigilance.
- Only speaks or communicates a few words to a familiar adult in an altered voice such as a whisper or when withdrawn from the main group.
- Show signs of distress when faced with new people, places, events or when unsure what is going to happen.
- May find transitions difficult.
- Struggles to predict what will happen without adult prompts.
- Has difficulties understanding social and physical risks.

Threshold 4

Significant

- **SIGNIFICANT persistent difficulties** and is not making expected progress despite significant levels of focused intervention and implementation of advice and recommendations from external agencies and the provision of Quality First Teaching, implemented over time and reviewed regularly.
 - Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile shows at least the following broad levels of delay compared to chronologically aged peers:
 - At 2 years functioning at or below developing 0-11 months
 - At 3 years functioning at or below developing 8-20 months
 - At 4 years functioning at or below developing 16-26 months
 - At 5 years functioning at or below developing 22-36 months
 - Unpredictable extremes of demanding behaviour which affects the safety of self and others.
 - Severe and persistent difficulties in social interaction.
 - Severe attachment difficulties affecting development.
 - Struggles to sustain activities without significant, consistent adult attention and intervention.
 - Displays considerable difficulties with attention and concentration.
 - Regular refusal to follow instructions, may run from adults.
 - Displays aggressive behaviour toward adults and peers when told 'no'.
- Frequently displays high levels of anxiety.
 - May display signs of hypervigilance.
 - Finds transitions difficult.
 - Displays some social withdrawal and reluctance to engage with social activities.
 - May have suffered acute trauma or abuse, rendering them vulnerable, requiring a high level of multiagency involvement over a sustained period including CYPS referral.
 - Has social and emotional needs that significantly impact on child's ability to build and maintain successful relationships with adults and peers.
 - Displays difficulties managing emotions which may lead to challenging behaviours, increased anxiety, and episodes of heightened emotional state.
 - Is known to be able to speak to familiar adults outside of the setting but only communicates through gestures and is unable to speak freely to adults and/or peers within the setting.
 - Shows signs of distress over even small changes in the environment.
 - Rigid, repetitive, or obsessional behaviours make it difficult to cope with unexpected changes and to engage in learning. These can lead to severe anxiety, aggression, or withdrawals.

Threshold 5

Severe

- **SEVERE persistent difficulties** and is not making expected progress despite significant levels of focused intervention and implementation of advice and recommendations from external agencies and the provision of Quality First Teaching, implemented over time and reviewed regularly.
- Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile shows at least the following broad levels of delay:
 - At 2 years functioning at emerging 0-11 months
 - At 3 years functioning at or lower than emerging 8-20 months
 - At 4 years functioning at or lower than emerging 16-26 months
 - At 5 years functioning at or lower than emerging 22-36 months
- Involved in incidents where intense emotional distress and or impulsive behaviour can put themselves or others at risk.
- Cannot independently access play experiences.
- Requires a high level of intervention from adults including specialist support to address the child's social and emotional needs.
- Frequent emotional meltdowns due to non-tolerance of demands.
- Regular (daily) intensive episodes of behaviour (biting, spitting, kicking etc.) which are deemed unpredictable, persistent, and extreme in relation to the child's age and stage of development.
- Needs a calm, safe, designated area within the context of the setting which allows the child to undertake individualised activities and make progress with their learning.
- Struggles to function, participate and engage without direct intensive adult support or specific support mechanisms as identified in child's behaviour support/risk management plan.
- Persistent and severe social isolation.
- Severe and persistent high anxiety levels requiring intensive support.
- Frequent, and unpredictable, behaviours that jeopardise the health and safety of self and others.

Threshold 1 - Social, Emotional and Mental Health

Child's Presentation	Assessment and Planning	Teaching and Learning Strategies/ Curriculum and Interventions
<p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay:</p> <ul style="list-style-type: none"> • At 2 years functioning at or below emerging 16-26 months • At 3 years functioning at or below emerging 22-36 months • At 4 years functioning at or below emerging 30-50 months • At 5 years functioning at or below emerging 40-60 months <p>May present with some difficulties settling into setting.</p> <p>May display emotional distress (anxiety) and seek out peer/adult support including 'detached' behaviours.</p> <p>Occasional and short term unwanted dysregulated behaviour resulting in adult intervention.</p> <p>Displays some attention seeking behaviours.</p> <p>Occasionally needs adult support in self-regulation.</p>	<p>Setting to liaise with the family/ carer and gather information relating to the child.</p> <p>Discussion re family engagement with supporting agencies.</p> <p>Setting to supplement usual systems of assessment and planning with additional observations, and across a range of contexts e.g., outdoors, lunchtime. Progress to be monitored for at least 2 terms.</p> <p>Termly/half-termly (as appropriate) review of child's progress in relation to the EYFS.</p> <p>Good use of Quality First teaching with close reference to the EYFS developmental profile.</p> <p>Use of Early Support Developmental Journal as best practice to support small steps approach to learning.</p> <p>Observation by practitioner and SENDCo to assess next steps in liaison with parent/carers.</p> <p>May benefit from SALT referral if needs impact on SLC development. Referral for bumpy speech/ dysfluency.</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and child's learning journal alongside adult observation and assessments to enable monitoring.</p> <p>Effective differentiation of activities to enable learning at a level appropriate to the child.</p> <p>Any planned interventions involve the parent/carers, child, SENDCo and key person. Use of quality first teaching and monitoring through EYFS levels.</p> <p>Flexible grouping strategy to focus adult support where needed.</p> <p>Implementation of reasonable adjustments to the EYFS environments and curriculum.</p> <p>Nurture strategy activities.</p> <p>BLAST and TALKBOOST focus on confidence as well as SLC are useful at this point.</p> <p>Signposting points to support and training e.g., Incredible Years and Phoenix Cups.</p>

Threshold 2 - Social, Emotional and Mental Health

Child's Presentation	Assessment and Planning	Teaching and Learning Strategies/ Curriculum and Interventions
<p>MILD but persistent difficulties and is not making expected progress despite a range of interventions and Quality First Teaching, implemented over time and reviewed regularly.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay compared to chronologically aged peers:</p> <ul style="list-style-type: none"> • At 2 years functioning at or below developing 8-20 months • At 3 years functioning at or below developing 16-26 months • At 4 years functioning at or below developing 22-36 months • At 5 years functioning at or below developing 30-50 months <p>Frequently displays some difficulties entering the setting and can be unsettled at periods throughout the day.</p> <p>Has difficulty seeking comfort from familiar adults and/or with self-soothing.</p> <p>Ongoing difficulties relating to separating from parent/carer.</p> <p>Can be highly distracted within activities and need some short-term individual adult direction to participate and engage in activities. Sits for shorter lengths of time than peers of the same chronological age.</p> <p>Does not consistently conform to routine and boundaries.</p> <p>Some difficulties with regulating emotions/behaviour.</p> <p>Some attention seeking or avoidant behaviours, likely to show reliance on adults.</p> <p>Some difficulties recognising and communicating emotions.</p> <p>Some difficulties managing change to routine and transitions.</p> <p>Frequently needs adult support in self-regulation.</p>	<p>As Threshold 1 plus:</p> <p>SENDCo involved in ongoing observation as EYFS profile shows child is not making expected progress towards age related expectations.</p> <p>Support plan with SMART targets in place, if moving to SEND support level from quality first teaching, otherwise continue with EYFS developmental records. Supervision and monitoring of the support plan by SENDCo. Professionals to be involved in the termly review process.</p> <p>Clear assessment relating to IMPACT of the intervention strategies to guide next steps.</p> <p>Setting to liaise with parent/carer.</p> <p>Seek informal advice from Area SENDCo.</p> <p>Consider referral to 0-4 Referral Meeting.</p> <p>Consider SALT involvement.</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and child's learning journal alongside adult observation and assessments to enable monitoring of progress.</p> <p>Staff trained in 'nurture programme' and 'Friends'.</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on implementing key learning outcomes.</p> <p>Planned interventions involve the parent/carer, child, SENDCo, key worker and other professionals.</p> <p>Planned adult deployment to target support within continuous provision and any other appropriate areas.</p> <p>Flexible grouping strategy, evidenced in support plan, to focus adult support where needed.</p> <p>Additional adult support may be required for some activities (group and individual), and to implement support plan targets or EYFS targeted areas.</p> <p>Access to ICT and specialist equipment/materials.</p> <p>Implementation of reasonable adjustments to the EYFS environment and curriculum.</p> <p>Staff training needs are addressed including attachment and behaviour management.</p> <p>Environment provides 'space for one' for a child to withdraw.</p>

Threshold 3 - Social, Emotional and Mental Health

Child's Presentation	Assessment and Planning	Teaching and Learning Strategies/ Curriculum and Interventions
<p>Presentation to be considered in line with child's age and appropriate developmental stage.</p> <p>MILD but persistent difficulties and is not making expected progress despite a level of focused intervention and implementation of advice and recommendations from external agencies and the provision of Quality First Teaching, implemented over time and reviewed regularly.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile may broadly show the following level of delay compared to chronologically aged peers:</p> <ul style="list-style-type: none"> • At 2 years functioning at or below developing 8-20 months • At 3 years functioning at or below developing 16-26 months • At 4 years functioning at or below developing 22-36 months • At 5 years functioning at or below developing 30-50 months <p>Displays some unusual behaviours or changes in behaviour requiring adult intervention.</p> <p>May display some difficulties in sharing, turn taking and social interaction.</p> <p>May display difficulties with attention and concentration.</p> <p>Displays some refusal to follow instructions, may run from adults.</p> <p>May display aggressive behaviour toward adults and peers when told no.</p> <p>Displays some tendencies to withdraw from activities and some unwillingness to engage with others.</p> <p>Displays some difficulties forming relationships which impact upon development despite targeted intervention.</p> <p>Concerns regarding social and emotional health that require outside agency input and has an impact on development.</p> <p>Displays increased levels of anxiety and may be overly dependent on 'comfort objects'.</p> <p>Frequently detaches from others.</p> <p>Is becoming increasingly isolated from peers.</p> <p>May display signs of hypervigilance.</p> <p>Only speaks or communicates a few words to a familiar adult in an altered voice such as a whisper or when withdrawn from the main group.</p> <p>Show signs of distress when faced with new people, places, events or when unsure what is going to happen.</p> <p>May find transitions difficult.</p> <p>Struggles to predict what will happen without adult prompts.</p> <p>Has difficulties understanding social and physical risks.</p>	<p>Observations and EYFS developmental assessment identifies on-going needs and delayed progress in relation to age related expectations. The profile may be spikey.</p> <p>SENDCo involved in ongoing observation. Profile shows child is not making expected progress despite significant levels of focused intervention and implementation of advice from external agencies.</p> <p>Referral to 0-4 Meeting for involvement of additional services as appropriate. (Portage/EY HINT/SALT/CDT/OT etc).</p> <p>Support plan with SMART targets takes account of any specialist advice and details additional adult input in relation to staffing ratios for specific time periods.</p> <p>Plan organises support in:</p> <ul style="list-style-type: none"> • Continuous provision • Enhanced • Targeted <p>Interventions/strategies are assessed for IMPACT on progress.</p> <p>Assess/Plan/Do/Review process implemented.</p> <p>Consultation with, and involvement of EP to be considered.</p>	<p>Emphasis on providing an enabling environment inside and outside with developmentally appropriate resources. Use of photographs and child's learning journal alongside adult observation and assessments to enable monitoring of progression.</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on key learning outcomes from support plan.</p> <p>Differentiation may include planned adult deployment to target support within continuous provision and any other appropriate areas.</p> <p>Interventions and staffing ratios evidenced within support plan.</p> <p>Increased focus on specific activities and/or use of resources, including ICT and specialist equipment, materials, and communication aids.</p> <p>Use of Makaton, intensive interaction and visual approaches to supporting the development of interaction skills.</p> <p>Staff may need access to specific specialist training, particularly in attachment behaviour.</p> <p>Consideration given to the 'sensory' environment and planned sensory breaks following a three-step approach: sensory activity, adult-directed activity, and child-led activity. Repetition of these steps to enable the child to engage effectively.</p> <p>Implementation of reasonable adjustments to the EYFS environment and curriculum.</p> <p>Specialist resources for sensory breaks – 'stretch', 'pull', 'twist' etc.</p> <p>Referral for parents/carers to support/training programmes, e.g., 'Incredible Years.'</p>

Threshold 4 - Social, Emotional and Mental Health

Child's Presentation	Assessment and Planning	Teaching and Learning Strategies/ Curriculum and Interventions
<p>SIGNIFICANT persistent difficulties and is not making expected progress despite significant levels of focused intervention and implementation of advice and recommendations from external agencies and the provision of Quality First Teaching, implemented over time and reviewed regularly.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile shows at least the following broad levels of delay compared to chronologically aged peers:</p> <ul style="list-style-type: none"> • At 2 years functioning at or below developing 0-11 months • At 3 years functioning at or below developing 8-20 months • At 4 years functioning at or below developing 16-26 months • At 5 years functioning at or below developing 22-36 months <p>Unpredictable extremes of demanding behaviour which affects the safety of self and others.</p> <p>Severe and persistent difficulties in social interaction.</p> <p>Severe attachment difficulties affecting development.</p> <p>Struggles to sustain activities without significant, consistent adult attention and intervention.</p> <p>Displays considerable difficulties with attention and concentration.</p> <p>Regular refusal to follow instructions, may run from adults.</p>	<p>SENDCo involved in ongoing observation.</p> <p>Support in place from relevant external agencies in line with agency referral processes and strategies and support implemented and evidenced within support plans and review documentation often supported by Portage, e.g. individual action plans, developmental journals, sensory programmes and learning profiles.</p> <p>High level modifications to learning environment and the breaking down of tasks into small steps following Portage principles within an individualised curriculum.</p> <p>Progress is closely monitored by the school/ setting and recorded using setting tracking systems in line with EYFS, and Early Support Developmental Journals. Outside agency recommendations and careful monitoring of IMPACT of strategies and interventions.</p> <p>Support plan with SMART targets takes account of specialist advice.</p> <p>Termly/ half-termly review of child's progress towards targets on individualised learning/support plan following Assess-Plan-Do-Review process and involving parents/carers and key professionals.</p> <p>Consideration given to application for an Education Health and Care needs assessment on basis of levels of development and complexity of need. Next steps to be determined in consultation with relevant professionals and parents/carers.</p> <p>Mental health services involvement.</p>	<p>Emphasis on providing an enabling, accessible and adapted environment inside and outside with developmentally appropriate resources. Use of photographs and child's learning journal alongside adult observation and assessments to enable monitoring of progress.</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on key learning outcomes from support plan.</p> <p>SENDCo and key worker implement advice given by external support services.</p> <p>Planning of interventions involve all advising agencies and reflect very clear multi agency strategies and approaches.</p> <p>Planned adult deployment to target support within continuous provision and any other appropriate areas.</p> <p>Increased focus on individualised planned interventions, regular, targeted, focused adult attention and support for individual/ group activities following specialist advice.</p> <p>Grouping strategies used flexibly to enhance learning and access to the curriculum.</p> <p>Consider staff access to specialist training, particularly in attachment behaviour.</p> <p>Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p> <p>Implementation of reasonable adjustments to the EYFS environment and curriculum.</p> <p>Multi-sensory approaches used to support access to EYFS.</p> <p>Sensory breaks/resources etc. as at Threshold 3.</p> <p>Participation in nurture group.</p> <p>Emotion coaching.</p>

Threshold 4 - Social, Emotional and Mental Health *continued*

Child's Presentation	Assessment and Planning	Teaching and Learning Strategies/ Curriculum and Interventions
<p>Displays aggressive behaviour toward adults and peers when told 'no'.</p> <p>Frequently displays high levels of anxiety.</p> <p>May display signs of hypervigilance.</p> <p>Finds transitions difficult.</p> <p>Displays some social withdrawal and reluctance to engage with social activities.</p> <p>May have suffered acute trauma or abuse, rendering them vulnerable, requiring a high level of multiagency involvement over a sustained period including CYPS referral.</p> <p>Has social and emotional needs that significantly impact on child's ability to build and maintain successful relationships with adults and peers.</p> <p>Displays difficulties managing emotions which may lead to challenging behaviours, increased anxiety, and episodes of heightened emotional state.</p> <p>Is known to be able to speak to familiar adults outside of the setting but only communicates through gestures and is unable to speak freely to adults and/or peers within the setting.</p> <p>Shows signs of distress over even small changes in the environment.</p> <p>Rigid, repetitive, or obsessional behaviours make it difficult to cope with unexpected changes and to engage in learning. These can lead to severe anxiety, aggression, or withdrawals.</p>		

Threshold 5 - Social, Emotional and Mental Health

Child's Presentation	Assessment and Planning	Teaching and Learning Strategies/ Curriculum and Interventions
<p>SEVERE persistent difficulties and is not making expected progress despite significant levels of focused intervention and implementation of advice and recommendations from external agencies and the provision of Quality First Teaching, implemented over time and reviewed regularly.</p> <p>Using the EYFS as a guide and being mindful that every child is unique, the child's developmental profile shows at least the following broad levels of delay:</p> <ul style="list-style-type: none"> • At 2 years functioning at emerging 0-11 months • At 3 years functioning at or lower than emerging 8-20 months • At 4 years functioning at or lower than emerging 16-26 months • At 5 years functioning at or lower than emerging 22-36 months <p>Involved in incidents where intense emotional distress and or impulsive behaviour can put themselves or others at risk.</p> <p>Cannot independently access play experiences.</p> <p>Requires a high level of intervention from adults including specialist support to address the child's social and emotional needs.</p> <p>Frequent emotional meltdowns due to non-tolerance of demands.</p> <p>Regular (daily) intensive episodes of behaviour (biting, spitting, kicking etc.) which are deemed unpredictable, persistent, and extreme in relation to the child's age and stage of development.</p> <p>Needs a calm, safe, designated area within the context of the setting which allows the child to undertake individualised activities and make progress with their learning.</p> <p>Struggles to function, participate and engage without direct intensive adult support or specific support mechanisms as identified in child's behaviour support/risk management plan.</p> <p>Persistent and severe social isolation.</p> <p>Severe and persistent high anxiety levels requiring intensive support.</p> <p>Frequent, and unpredictable, behaviours that jeopardise the health and safety of self and others.</p>	<p>As Thresholds 1 - 4 plus:</p> <p>SENDCo involved in ongoing observation. Support in place from relevant external agencies in line with agency referral processes. Strategies and support implemented and evidenced within support plans and review documentation often supported by Portage, e.g. individual action plans, developmental journals, sensory programmes and learning profiles.</p> <p>High level modifications to learning environment and breaking down of tasks into small steps following Portage principles, if applicable, within an individualised curriculum.</p> <p>Progress is closely monitored by the school/ setting and recorded using setting tracking systems in line with EYFS, and Early Support Developmental Journals. Outside agency recommendations and careful monitoring of IMPACT of strategies and interventions.</p> <p>Support plan with SMART targets takes account of specialist advice.</p> <p>Portage, OT and SaLT implemented joint interventions/ assessments where appropriate.</p> <p>Termly/ half-termly review of child's progress towards targets on individualised learning/support plan involving parents/carers and key professionals.</p> <p>Consideration given to application for an Education Health and Care needs assessment on basis of levels of development and complexity of need. Multi agency SEND support planning meeting arranged in line with EHCP assessment processes.</p> <p>Continued with planned strategies and interventions in accordance with recommendations from relevant professionals as detailed within child's individualised support plan.</p>	<p>Emphasis on providing an enabling and accessible environment inside and outside with developmentally appropriate resources. Use of photographs and child's learning journal alongside adult observation and assessments to enable monitoring of progress. Individualised risk assessments completed as appropriate.</p> <p>Increased differentiation of activities and materials to reflect developmental and language levels, and a focus on key learning outcomes from support plan.</p> <p>SENDCo and key worker implement advice given by external support services. Extensive specialist input and advice followed.</p> <p>Planning of interventions involve all advising agencies and reflect very clear multi agency strategies and approaches.</p> <p>Planned adult deployment to target support within continuous provision and any other appropriate areas.</p> <p>Increased focus on individualised planned interventions with regular, targeted, focused adult attention and support for individual/ group activities following specialist advice.</p> <p>Grouping strategies used flexibly to enhance learning and access to the curriculum.</p> <p>Increased focus on specific activities and/ or use of resources, including ICT and specialist equipment/ materials/ communication aids.</p> <p>Implementation of reasonable adjustments to the EYFS environment and curriculum.</p> <p>Multi-sensory approaches used to support access to EYFS, as with previous Thresholds 3 & 4.</p> <p>Regular access to calm, safe break-out space.</p>

PfA Outcomes and Provision

Employability/Education	Independence	Community Participation	Health
<p>Child has the social and emotional skills and resilience required to be able to adapt to change and new environments.</p> <p>Child is able to regulate basic feelings; developing skills such as waiting to take a turn in an activity or when wanting to share news with an adult.</p>	<p>Child is developing a growing awareness of independent living skills through real-world play (kitchens, DIY, cleaning).</p> <p>Child is able to sit alongside peers to access mealtimes and snack times, developing the skills to pass out plates, cutlery and cups to their peers and to take a turn to serve themselves and others.</p>	<p>Child has social skills necessary to facilitate shared play and interaction with peers, developing a growing awareness of friendships to support emotional wellbeing and self-esteem.</p> <p>Child is able to recognise indicators of basic feelings in peers (happy and sad) and with support and modelling will respond accordingly at their developmental level (giving a hug to a peer who is crying for example).</p> <p>With prompting, child is beginning to develop an awareness of basic social conventions in interaction with other, for example, using please and thankyou when asking for or receiving things from others.</p>	<p>Child is able to attend necessary dental, medical and optical checks following parental direction and supervision.</p> <p>Child is able to cooperate with self-care and personal hygiene routines with prompting and adult support as required.</p> <p>Child shows awareness of basic feelings and will have the support and strategies required to promote resilience and emotional wellbeing.</p>

Child will have reached expected outcomes in relation to EYFS ELG (40-60 months) upon transition from Early Years to Reception, with reference to Personal, Social and Emotional Prime Areas of learning: Making Relationships, Self Confidence and Self Awareness and Managing Feelings and Behaviour
http://www.primaryresources.co.uk/foundation/docs/devmatters_tracking_2012.doc

Provision: Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the Early Years Thresholds Guidance: Social, Emotional and Mental Health.