

## Appendix B - CLIF proposed banding with full descriptors

Funding band	Threshold criteria	What this might look like			
		Cognition, learning and play	Communication and Interaction	SEMH	Sensory or medical
<b>A</b>	<p><b>A child with emerging needs</b></p> <p>Standard Inclusive Practice <b>PLUS</b> small group work and/or occasional <b>additional adult support is required no more than 25% of the child's nursery hours</b></p> <p>The child requires some adult intervention to meet their needs and access the EYFS curriculum.</p> <p>Individualised targets that require some adult support</p>	<p>Child presents with small delay in one or two of the prime areas of learning that requires a balance of small group and additional adult support</p> <p>Difficulties learning basic concepts and retaining them over time despite targeted support</p> <p>Additional adult support to generalise some skills learned across contexts</p> <p>Modification of specific activities that requires some periods of adult support</p> <p>Some additional adult support with understanding times of transition</p>	<p>Emerging difficulties with communication skills</p> <p>Child has reduced vocabulary both receptively and expressively impacting on language development and learning</p> <p>Adults have difficulty understanding speech without it being in context</p> <p>Emerging difficulties with social communication, interaction and developing relationships eg forming and maintaining friendships with peers, recognising and communicating emotions</p>	<p>Some difficulties relating to separating from carer</p> <p>Has difficulties adapting to the routines, expectations and boundaries within the setting</p> <p>Requires specific support during some parts of the day to understand and regulate their emotions</p> <p>Requires adult modelling and prompting at some points of transition during the day</p>	<p>Able to use mobility aid with some competence to overcome physical difficulties</p> <p>Likely to have difficulties adapting to new/specific environments</p> <p>May have needs relating to undertaking practical tasks that reduce level of independence</p> <p>May have a physical/medical condition which impacts on access to the EYFS and requires a care plan/medication to stabilise condition</p> <p>Regular administration of medication that requires specific training and some staff to be trained appropriately to react to medical emergencies</p> <p>Mild/Moderate visual difficulties or hearing loss and wears aid(s) with on-going input from the Sensory Support Team</p>

<p><b>B</b></p>	<p><b>A child with developing needs</b></p> <p>Standard Inclusive Practice <b>PLUS</b> small group work and/or additional adult <b>support is required for 50% of the child's nursery hours</b></p> <p>Involvement from external agencies</p> <p>Individualised targets that require additional adult support</p> <p>Child presents with delay in two or three of the prime areas of learning that requires a balance of small group and additional adult support</p>	<p>Significant difficulties learning basic concepts and retaining them over time - despite targeted support and regular modification of activities</p> <p>Learning difficulties requiring modification of the early years Environment</p> <p>Significant difficulties with imaginative play/ restricted play skills</p> <p>Individual support at times of transition</p> <p>Regular specific adult support to develop independence and interpersonal skills</p>	<p>Significant language and /or speech sound disorder/ limited language</p> <p>Child is unable to communicating in the setting, which has a significant impact on their ability to access the learning environment and interact with peers – may require individual alternative and augmentative communication strategies</p> <p>Have difficulties with social communication with others and require specific interventions to facilitate these skills.</p> <p>Repetitive play making it difficult to divert attention and follow adult direction</p> <p>Difficulties expressing emotions which lead to challenging behaviours, increased anxiety and episodes of heightened emotional state - difficulty coping with unexpected changes leading to severe anxiety, aggression or withdrawal</p>	<p>Social and emotional needs that impact on their ability to build and maintain successful relationships with adults and peers</p> <p>Inability to sustain activities without consistent adult attention and intervention</p> <p>Requires specific support during some parts of the day to understand and regulate their emotions</p> <p>Children may be involved in incidents where intense emotional distress and/or impulsive behaviour can put themselves or others at risk and requires specific interventions to diffuse the situation</p>	<p>Experience significant difficulties and extreme reactions to sensory experiences</p> <p>Physical and / or medical difficulties that require varied and extensive equipment and adapted resources</p> <p>Moderate physical and or medical difficulties that require close monitoring to ensure safety</p> <p>Child needs daily adult support with health care regimes and self-care needs</p> <p>Child needs daily specialist intervention programme for physical needs</p> <p>Frequent adult support required to use mobility or communication aid</p> <p>Consistently reliant on adult support for moving and positioning</p> <p>Regular administration of medication that requires specific training - All staff in direct contact with the child including the senior leadership team requires appropriate training to react to medical emergencies</p>
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<p><b>C</b></p>	<p><b>A child with significant and complex needs</b></p> <p>Standard Inclusive Practice <b>PLUS</b> additional intensive <b>support or vigilance is required for 75% of the child's nursery hours</b></p> <p>Individualised targets that require intensive additional adult support</p> <p>Involvement from external agencies – child likely to have a diagnosis or be on an assessment pathway</p> <p>Child presents with delay in the majority of the prime areas of learning and requires intensive support</p>	<p>Global delay, affecting self-help and independence skills</p> <p>A level of functioning that requires specialised interventions and adaptations to the EYFS</p> <p>Full time individual support for the child to access an appropriate individually planned curriculum and to ensure safety</p> <p>Individualised programme for alternative forms of communication</p>	<p>Profound delay in receptive and/ or expressive language</p> <p>Very limited understanding of what is said or signed</p> <p>Individualised programme for alternative forms of communication (Picture Exchange Communication System)</p> <p>Severe social isolation within the group and withdrawal from social and group activities severely impacting on learning</p> <p>Persistent repetitive play and restricted interests requiring significant adult support to divert attention and engage in other experiences</p> <p>Displays extreme anxiety or frustration leading to frequent, and unpredictable, behaviours which risk the safety of self and others</p> <p>No understanding of social boundaries or tolerance of social interaction leading to an inability to form relationships or interact other than to get needs met</p>	<p>Frequent extremes of behaviour and intense emotional distress which risk the safety of self and others</p> <p>Requires a safe designated area and intensive adult support to undertake individualised activities and experiences in order to make progress with their learning</p> <p>Without direct intensive adult support or specific support mechanisms the child is unable to participate or engage in the setting</p> <p>Support for the child to ensure safety of themselves and others</p>	<p>Physical and/ or medical difficulties that require specialist equipment, adapted resources and position changes - highly/completely reliant on adult support for moving, positioning, personal care including drinking, eating etc</p> <p>Profound long-term progressive/ regressive condition(s) requiring continuous monitoring and support throughout the day</p> <p>Adult support to enable access to and adaptation of the curriculum for the majority of the session</p> <p>Staff to be appropriately trained to use specialist postural equipment for standing frame, specialist seating a child may require.</p> <p>Individual adult support to differentiate the high level of need and to ensure the child's safety</p> <p>Has long term significant medical condition requiring on-going medical intervention and monitoring - Regular administration of medication that requires specific training - All staff in direct contact with the child including the senior leadership team requires appropriate training to react to medical emergencies</p>
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