Appendix Three: Proposed Early Years Bandings
Haringey SEND Public Consultation 2023

Early Years Inclusion Banding

- This document is to be used with children in the Early Years Foundation Stage (EYFS).
- Descriptors need to be considered in the context of typical child development- i.e., what we would expect for a child of that age in age-appropriate setting.
- It refers to the Haringey Language Enhancement and Empowerment Project (LEEP) screen and the Haringey Portage Checklist. A draft copy of the Haringey Portage Checklist can be found in the PDF Library below.
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Early Years Inclusion Bandings					
	Band 1	**Band 2**	**Band 3**	**Band 4**	
Generic Descriptor	**Children make expected or better progress in a rich inclusive learning environment. They may experience developmental delays in some areas, but these resolve quickly with high quality teaching and short-term interventions.**	**Children make expected or better progress with a personalised programme of targeted support or adapted early learning environment. Needs are likely to be learning or language delay, sensory or medical needs that they do not yet have the maturity to manage independently**	**Children make steady progress from their starting points when provided with personalised support and an adapted early learning environment more than 50% of the time. Needs are likely to be persistent and significant and across all the prime areas of the EYFS.**	**Children require the ongoing input of 3 or more specialist practitioners such as speech and language, occupational and physiotherapists, sensory support teachers in addition to a highly personalised early learning environment. Needs will be persistent and significant and across education, health, and care.**	**EVIDENCE**
Cognition & learning including play	Birth to Five/ Development Matters shows less than 12-month delay in play and learning skills.	Haringey Portage Checklist/Birth to Five shows delay of 12 -24 months and making less than expected progress with high quality provision.	Haringey Portage Checklist shows delay of 24 months or more AND/OR Play skills are disordered and repetitive.	Severe and multiple learning needs. Attainment levels likely to remain at early developmental stage throughout their education.	*Haringey Portage Checklist. Educational Psychologist Advice. Paediatrician Report. 2-year-old Developmental Check*
Speech and language	Haringey LEEP Screen indicates AMBER needs.	Haringey LEEP screener indicates RED needs.	Pre-verbal or emerging verbal language in the severe range.	Child has no functional communication system. Needs are likely to be complex, severe and lifelong.	*Haringey LEEP Screener, SALT Report*
Social Communica-tion	Child has 4 or 5 ticks on Step 1 of LEEP screen.	Child has 0-3 ticks on Step 1 of LEEP screen.	Child has 0-3 ticks on Step 1 of LEEP screen AND Severe difficulties for age in attention and concentration and staying on task even for highly motivating activities.	Severe and multiple learning and communication needs. Attainment levels likely to remain at early developmental stage throughout their education.	*Haringey LEEP Checklist, Haringey Portage Checklist. Educational Psychologist Advice. Paediatrician Report. 2-year-old Developmental Check*
Personal, Social and Emotional Development	Some periods of difficulties with transitions and/or accessing activities independently.	Separation difficulties which persist throughout the session after settling in period AND/OR Child needs frequent adult intervention to regulate emotions AND/OR Difficulties engaging in routine leading to withdrawal or challenging behaviour AND/OR lack of awareness of danger leading to risky behaviour compared to other children of their age	Child has not formed a strong relationship with any significant adult in the setting. AND/OR unable to regulate emotions even with a high level of adult support AND/OR no awareness of danger which causes harm to self or others.	Severe and multiple and complex needs. Child is unable to access EYFS even with bespoke curriculum and personalised intervention.	*Educational Psychologist Advice, Personal Risk Assessment*

Early Years Inclusion Bandings					
Vision	Prescribed glasses and needs encouragement to wear them. Patches/treatment for squint.	Moderate to severe vision loss.	Registered Severe Sight Impaired.	Dual sensory loss. Sensory loss plus complex needs.	*Medical Reports, QTVI Recommendations*
Hearing	History of conductive hearing loss, temporary/mild hearing loss (no hearing aids).	Moderate/severe hearing loss requiring hearing aids and possible radio aid system	Profound hearing loss.	Dual sensory loss. Sensory loss plus complex needs.	*Audiology Report, QTOD recommendations*
Sensory	Child's sensory regulation needs can be met by adjustments to the environment.	Child's sensory processing needs regularly require adult intervention to be regulated and access the EYFS.	Child's sensory processing needs significantly limit their ability to access EYFS AND/OR frequently cause the child to be distressed AND/OR Child needs high levels of adult supervision due to risk of danger to self or others.	Sensory Processing Needs are severe and multiple and complex needs. Child is unable to access EYFS even with bespoke curriculum and personalised intervention.	*Sensory Profile, OT Advice. Medical Reports*
Physical	Any identified needs are well managed and do not impact access to EYFS.	Physical needs require specialist interventions or equipment which require adult support.	Non-mobile or restricted movements. Child needs high levels of adult supervision due to risk of danger to self or others.	Requires constant supervision or assistance with long term medical/physical needs AND/OR Requires 24hr positioning and reliant on adult support for all intimate and self-care needs.	*Therapy Advice, Vale Mobility Service Report, Medical Report*
Medical	Medical condition managed within adult ratio in setting e.g., mild asthma, anaphylaxis.	Medical condition which limits child's ability to access EYFS e.g., moderate to severe epilepsy or diabetes AND/OR eating or drinking difficulties requiring a modified diet AND/OR Persistent toileting problems requiring close adult supervision.	Medical condition which requires continuous adult support to access EYFS Significant eating and drinking difficulties e.g., gastronomy fed.	Significant health needs e.g., tracheostomy which require continuous support from medically trained professionals.	*Health Care Plan. Medical Reports*