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| EYST Support to children, families, settings and schools (0-5)Criteria for Support |

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| Home teaching  |
| Must live within Leicester city |
| Must have a significant delay in at least two of the following areas:* Communication and interaction
* Cognition and learning
* Social, emotional and mental health
* Sensory and /or physical needs
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| Is between the age of 0 to 5 and not yet attending a school or full time (5 sessions a week) in a setting. |

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| Setting |
| Must live within Leicester City and attend a Leicester City setting. Any child with a county address please discuss with your Area SENCO. |
| Must have a significant delay in at least two of the following areas:* Communication and interaction
* Cognition and learning
* Social, emotional and mental health
* Sensory and /or physical needs
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| Must be identified as needing provision at SEN Support and show evidence of following a graduated approach from the SEND Code of Practice 0-25 years e.g. evidence of early monitoring process and child passport. |
| Is between the age of 0 to 5 ( until the term after their 5th birthday) |

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| School |
| Must attend a Leicester City school |
| Must have a significant delay in at least two of the following areas:* Communication and interaction
* Cognition and learning
* Social, emotional and mental health
* Sensory and /or physical needs
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| Must be identified as needing provision at SEN Support and show evidence of following a graduated approach from the SEND Code of Practice 0-25 years e.g. evidence of early monitoring process and child passport. |
| Schools must use the early monitoring process for children in FS1 and FS2. Referrals in the Autumn Term for FS1 will only be accepted in exceptional circumstances.Referrals are accepted up to the end of the spring term in Foundation 2. |

REFERRAL GUIDELINES: Early Years Support Team

*The examples below are meant as a guide to help you with your referral, please discuss with a teacher from the Early Years Support Team if you are unsure.*

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| **Age**  | **Criteria**  |
| Below 6m | * Born with a disability or condition that is known to affect later development, e.g. Down Syndrome, Cerebral Palsy, plus children who are significantly premature, e.g. 25-30 weeks
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| 6m  | * Not responding to/enjoying positive attention from main carers
* Not making sounds apart from crying
* Not showing interest and responses to environmental stimuli, e.g. watching cot mobiles, patting play gyms
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| 12m | * Not using a variety of sounds
* Not beginning to communicate needs
* Not seeking interaction with/from familiar people
* Not responding to approaches from familiar people
* Not actively exploring their environment and toys
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| 2y | * Not following simple instructions at one key word e.g. “ give it to **mummy**”, “where’s the **ball** ?”
* Not communicating needs verbally
* Not showing an interest in using objects for other purposes during play e.g. sweeping brush for a horse, box for a car
* Not responding to basic behavioural boundaries in the home and community (despite intervention and support from other services, e.g. Early Help)
* Not showing interest in other children
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| 3y | * Not following simple instructions at two key words e.g. “give **dolly** a **drink**” (no physical prompt)
* Not communicating needs verbally or making requests.
* Not playing alongside other children
* Not responding to basic behavioural boundaries in the home and community (despite intervention and support from other services, e.g. Early Help)
* Is achieving D (16 to 26 months age equivalent or below) in their baseline score
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| 4y | * Not responding to approaches from other children
* Behaving in unusual ways compared to the majority of children of the same age
* Not able to communicate in using short sentences, uses limited language to express needs and wants
* Not able to join in with other children in group activities/ and /or listening times
* Not responding to basic behavioural boundaries in the home and community (despite intervention and support from other services, e.g. Early Help)
* Is achieving C (22 to 36 months age equivalent or below) in their baseline score
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