

**Appendix 1 ALFI Criteria – January 2024**

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| **ALFI Score** | **Description of Graduated Approach** | **Key indicators re SEND needs of the child** | **What have you got in place?****What’s working?****What do you hope to achieve?****What difference will the funding make?**  |
| **No ALFI awarded.**  | Needs met through ordinary available provision* Lack of evidence of need & support – ie additional and different support is not at a targeted level and/or needs are not significant.
* Graduated approach is within the universal level of support ie differentiation of play and provision, making reasonable adjustments in favour of the child with SEND.
* Individual child’s learning and development is within age related expectations
* Quality First Provision: Supporting transitions ie parent/carer meetings to capture level of need; Offering a total communication environment ie visual timetables, Makaton signs re routines and prompts, object cues,
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| **1** | The Early Years Setting make reasonable adjustments at a targeted ‘SEND Support’ level:* Make additional assessments to clarify areas of concern and levels of development.
* Provide flexible routines and adaptations of the environment
* Identify ‘next steps’ creating an ILDP with SMART targets
* Create an emotional regulation plan in collaboration with the parents/carers
* Hold an ILDP review meeting, including parents/carers, to reset targets, monitor progress and to give appropriate ideas to do at home.
* Attend appropriate training to meet the child’s needs
* Make referrals to appropriate professionals
 | * Adults need to support individual children to engage and participate in group play activities through modelling and prompting.
* Emerging communication skills with the support of augmentative or alternative communication (AAC)
* Significant dysregulation with challenging emotional responses leading to an personal emotional regulation plan
* Needing adult support to navigate transitions between home/setting, activities, parts of the day & unexpected changes to routines
* Developing toileting skills delayed compared to their peers
* Needing some support at snack/meal times
* No awareness of risky situations (PICA, climbing, flight risk etc)
* Some sensory differences – poor tolerance of proximity of peers; environmental triggers (noise, visual distractions, smells, textures etc);
* Need for regular physical activity to support attention skills, social skills & regulation
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| **2** | The Early Years setting provide targeted support in conjunction with advice from outside agencies. * Use small step assessments to monitor learning and development
* Identify ‘next steps’ creating an ILDP/Emotional Regulation Plan with SMART targets
* Create an emotional regulation plan in collaboration with the parents/carers
* Hold an ILDP review meeting, including parents/carers, to reset targets, monitor progress and to give appropriate ideas to do at home
* Provide flexible routines and adaptation of the environment
* Administer medical intervention
* Health Care Plan in Place
* Individualise self-care
* Seek advice from other agencies with the parents/carers involvement (health visitor, Family Hub support, speech and language therapy, EYATs, Early Help)
* Liaise with Portage Home Visiting services as appropriate
* Support parents/carers to attend Small Step groups and/or training sessions
* Training needs of the staff are met
* Work with the educational psychology service with the aim of supporting the parent/carer with the child’s needs as appropriate
* Prepare for transition collaboratively with the parent/carer, for the child’s move into primary school
 | * Adults need to provide a supported individualised learning experience for the child throughout the session
* Adults need to provide clear individualised communication prompts throughout the session
* A child with a registered Visual Impairment or Hearing Impairment need and receiving specialist support
* A child with a Physical Disability
* Preverbal – vocalising
* Using body language and facial expression to express needs
* Frequent high-level dysregulation leading to challenging emotional responses
* Needing adult support to navigate transitions between home/setting, activities, parts of the day & unexpected changes to routines
* Incontinent and needing adult support re following through selfcare routines
* Needing support with eating and drinking routines
* No awareness of risky situations (PICA, climbing, flight risk etc)
* Significant sensory differences – poor tolerance of proximity of peers; environmental triggers (noise, visual distractions, smells, textures etc);
* Very active, impulsive behaviours,
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| **3** | EHCP in place* Multiagency ILDP review meetings are held to coordinate the planned support alongside the parents/carers
* Specific training needs of the staff are met
* Setting staff may need to organise and contribute to the six month review of the EHC plan.
* Prepare for transition collaboratively with the parent/carer, for the child’s move into primary school
 | Individual SEND needs identified in EHCP |  |