

Appendix 1

ALFI Criteria – January 2024

ALFI Score	Description of Graduated Approach	Key indicators re SEND needs of the child	<p>What have you got in place?</p> <p>What’s working?</p> <p>What do you hope to achieve?</p> <p>What difference will the funding make?</p>
No ALFI awarded.	<p><u>Needs met through ordinary available provision</u></p> <ul style="list-style-type: none"> • 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, 		
1	<p>The Early Years Setting make reasonable adjustments at a targeted ‘SEND Support’ level:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<p>The Early Years setting provide targeted support in conjunction with advice from outside agencies.</p> <ul style="list-style-type: none"> • Use small step assessments to monitor learning and development • Identify 'next steps' creating an ILDP/Emotional Regulation Plan with SMART targets 	<ul style="list-style-type: none"> • 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 	

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<p>EHCP in place</p> <ul style="list-style-type: none"> • 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	