

# Appendix 1

## ALFI Criteria – July 2025

ALFI Score	Description of Graduated Approach	Key indicators re SEND needs of the child
<b>No ALFI awarded</b>	<u>Needs met through universal provision</u> <ul style="list-style-type: none"> <li>Lack of evidence of need &amp; support – ie additional and different support is not at a targeted level and/or needs are not significant.</li> <li>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.</li> <li>Individual child's learning and development is within age related expectations</li> <li>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,</li> </ul>	
<b>1</b>	<p>The Early Years Setting make reasonable adjustments at a targeted 'SEND Support' level:</p> <ul style="list-style-type: none"> <li>Make additional assessments to clarify areas of concern and levels of development.</li> <li>Provide flexible routines and adaptations of the environment</li> <li>Identify 'next steps' creating an ILDP with SMART targets</li> <li>Create an emotional regulation plan in collaboration with the parents/carers</li> <li>Hold an ILDP review meeting, including parents/carers, to reset targets, monitor progress and to give appropriate ideas to do at home.</li> <li>Attend appropriate training to meet the child's needs</li> </ul>	<p>Key indicators re SEND needs of the child:</p> <ul style="list-style-type: none"> <li>Adults need to support individual children to engage and participate in group play activities through modelling and prompting.</li> <li>Emerging communication skills with the support of augmentative or alternative communication (AAC)</li> <li>Dysregulation leading to an emotional regulation plan or escalation plan</li> <li>Needing adult support to navigate transitions between home/setting, activities, parts of the day &amp; unexpected changes to routines</li> <li>Developing toileting skills delayed compared to their peers</li> <li>Needing some support at snack/mealtimes</li> </ul>

	<ul style="list-style-type: none"> <li>• Refer to Home Learning Environment Development Worker</li> <li>• Refer to appropriate professionals: Family Hubs; Health Visiting team; Child and Family Health Devon.</li> <li>• Family engagement in Early Help process</li> <li>• Child In Need</li> <li>• Child Protection</li> </ul>	<ul style="list-style-type: none"> <li>• No awareness of risky situations (PICA, climbing, flight risk etc)</li> <li>• Some sensory differences – poor tolerance of proximity of peers; environmental triggers (noise, visual distractions, smells, textures etc);</li> <li>• Need for regular physical activity to support attention skills, social skills &amp; regulation</li> </ul>
<b>ALFI</b>	<b>Description of Graduated Approach</b>	<b>Key Indicators re SEND needs of the child</b>
<b>2</b>	<p>The Early Years setting provide targeted support in conjunction with advice from outside agencies.</p> <ul style="list-style-type: none"> <li>• Use small step assessments to monitor learning and development</li> <li>• Identify 'next steps' creating an ILDP/Emotional Regulation Plan with SMART targets</li> <li>• Create an emotional regulation plan in collaboration with the parents/carers</li> <li>• Hold an ILDP review meeting, including parents/carers, to reset targets, monitor progress and to give appropriate ideas to do at home</li> <li>• Provide flexible routines and adaptation of the environment</li> <li>• Administer medical intervention</li> <li>• Health Care Plan in Place</li> <li>• Individualise self-care</li> <li>• Seek advice from other agencies with the parents/carers involvement (health visitor, Family Hub support, speech and language therapy, EYATs, Early Help)</li> <li>• Liaise with Portage Home Visiting services as appropriate</li> <li>• Support parents/carers to attend Small Step groups and/or training sessions</li> <li>• Training needs of the staff are met</li> </ul>	<ul style="list-style-type: none"> <li>• Adults need to provide a supported individualised learning experience for the child throughout the session</li> <li>• Adults need to provide clear individualised communication prompts throughout the session</li> <li>• A child with a registered Visual Impairment or Hearing Impairment need and receiving specialist support</li> <li>• A child with a Physical Disability</li> <li>• Preverbal – vocalising</li> <li>• Using body language and facial expression to express needs</li> <li>• Frequent high-level dysregulation leading to challenging emotional responses presented on an emotional regulation plan or escalation plan</li> <li>• Needing adult support to navigate transitions between home/setting, activities, parts of the day &amp; unexpected changes to routines</li> <li>• Incontinent and needing adult support re following through selfcare routines</li> <li>• Needing support with eating and drinking routines</li> <li>• No awareness of risky situations (PICA, climbing, flight risk etc)</li> <li>• Significant sensory differences – poor tolerance of proximity of peers; environmental triggers (noise, visual distractions, smells, textures etc);</li> <li>• Very active, impulsive behaviours,</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with the educational psychology service with the aim of supporting the parent/carer with the child's needs as appropriate</li> <li>• Prepare for transition collaboratively with the parent/carer, for the child's move into primary school</li> <li>• Family engagement in Early Help process</li> <li>• Child In Need</li> <li>• Child Protection</li> <li>• Family engagement with the Children with Disabilities Team</li> </ul>	
<b>ALFI</b>	<b>Description of Graduated Approach</b>	<b>Key Indicators re SEND needs of the child</b>
<b>3</b>	EHCP in place <ul style="list-style-type: none"> <li>• Multiagency ILDP review meetings are held to coordinate the planned support alongside the parents/carers</li> <li>• Specific training needs of the staff are met</li> <li>• Setting staff may need to organise and contribute to the six month review of the EHC plan.</li> <li>• Prepare for transition collaboratively with the parent/carer, for the child's move into primary school</li> </ul>	Individual SEND needs identified in EHCP