



**Department for Children, Adults and Health
Educational Psychology Service**

Information to Support Request for EP Involvement in the Early Years

Child's Name:	Date of Birth:	Setting:
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Research has shown that children who have Adverse Childhood Experiences (ACEs) tend to have poorer outcomes, therefore we are keen to prioritise these children for our involvement.

Please consider any ACEs by answering the following to the best of your knowledge and to the extent that you feel comfortable sharing this information (delete as appropriate):

Has there been domestic abuse within the family?	Yes/No/Don't Know
Are the child's parents separated or divorced?	Yes/No/Don't Know
Do either or both of the child's parents have a mental health condition?	Yes/No/Don't Know
Has the child been the victim of emotional abuse?	Yes/No/Don't Know
Has the child been the victim of physical abuse?	Yes/No/Don't Know
Has the child been the victim of emotional abuse?	Yes/No/Don't Know
Has the child been the victim of neglect?	Yes/No/Don't Know
Has any member of the child's household been in prison?	Yes/No/Don't Know
Has there been drug/alcohol abuse within the family?	Yes/No/Don't Know

Please provide any further information in the box below:

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Please highlight in bold text or circle where the child’s developmental needs fit under each category of need in the table below:

It is anticipated that if a child’s needs sit in the ‘additional’ column, an EY Consultation Meeting or systemic setting support (such as staff training) will be offered.

If the child has two or more needs in the ‘complex’ column, or one or more needs in the ‘acute’ column, it is anticipated that individual EP involvement will be offered.

Universal	Additional	Complex	Acute
Cognitive development and learning/play skills			
The child’s cognitive development is in line with age related expectations. They access a range of play and learning opportunities.	The child is displaying a mild delay in the development of their learning/play skills. Activities may need to be adapted to enable them to access the EYFS curriculum.	The child is displaying a moderate delay in the development of their learning/play skills (at least 12 months or 1/3 of their chronological age). Activities need to be adapted to enable them to access the EYFS curriculum.	The child is displaying a significant delay in the development of their learning/play skills (at least 24 months or 1/2 of their chronological age). Significant adaptations need to be made to enable them to access the EYFS curriculum.
Speech, language and communication			
The child’s speech, language and communication skills are in line with age related expectations.	The child is displaying a mild delay in the development of their speech, language and communication skills.	The child is displaying a moderate delay in the development of their speech, language and communication skills. They may require communication aids to support their communication and may need adults to simplify their language.	The child is displaying a significant delay in the development of their speech, language and communication skills. They may be pre-verbal and may not respond to verbal communication from adults. They are likely to need to use augmentative communication.

Social and emotional skills			
The child's happily interacts with a range of adults and their peers in an appropriate way. Their social interaction/communication skills are in line with age related expectations.	The child is displaying a mild delay in the development of their social communication/interaction skills. They may need some adult support/encouragement to interact appropriately.	The child is displaying a moderate delay in the development of their social communication/interaction skills. They regularly need adult support/encouragement to interact appropriately.	The child is displaying a significant delay in the development of their social communication/interaction skills. They actively avoid other children or don't respond to other children's invitations to interact. They are resistant to adult support/encouragement to interact appropriately.
The child's emotional development is in line with age related expectations. They have developed appropriate attachment relationships.	The child is displaying a mild delay in their emotional development. They can become anxious and need adult support, comfort or reassurance. Their attachment relationships are insecure.	The child is displaying a moderate delay in their emotional development. They frequently become emotionally dysregulated in the setting. Their attachment relationships are insecure.	The child is displaying a significant delay in their emotional development. They become emotionally dysregulated most times they attend the setting. They may display challenging behaviour or sexualised behaviour. Their attachment relationships are insecure and disorganised.
Physical development			
The child is in good health.	The child has a mild health need that affects their everyday functioning but this is managed well.	The child has chronic or ongoing health issues that aren't well managed.	The child has complex health issues. They may have needed multiple hospital stays.

<p>The child takes part in regular physical activity and eats a healthy diet.</p>	<p>The child's engagement in physical activity is limited and/or they are fussy or particular about food (more so that what would be developmentally appropriate for their age).</p>	<p>The child engages in extremely limited physical activity and/or is eating a diet that has the potential to seriously impact upon their health.</p>	<p>The child engages in no physical activity and/or is eating a diet that is adversely affecting their health and causing significant harm.</p>
<p>The child has no needs with regards to hearing/vision or has vision/hearing needs that can be managed via commonplace methods e.g. the wearing of glasses, having grommets fitted etc.</p>	<p>The child has mild hearing loss or a mild visual impairment. The curriculum needs to be adapted in order for them to access learning.</p>	<p>The child has moderate hearing loss or a moderate visual impairment. They may be registered as sight impaired and/or be a hearing aid/cochlear implant user. The curriculum needs to be adapted in order for them to access learning and they are likely to need access to specialist technology/assistive devices. The child needs some mobility support.</p>	<p>The child has profound hearing loss or a profound visual impairment. They may be registered as severely sight impaired and/or only be able to develop communication via sign support or alternative methods of communication. Significant adaptations to the curriculum are needed and adults need specialist training e.g. in using braille, BSL. The child needs significant mobility support.</p>
<p>The child's physical development is in line with age related expectations.</p>	<p>The child has a mild delay in the development of their gross and/or fine motor skills. They need some adult support for tasks requiring gross/fine motor control.</p>	<p>The child has a moderate physical impairment. They may require the use of a mobility aid e.g. a walking frame. They require adult support with mobility.</p>	<p>The child has a profound physical impairment. They have very limited/no independent mobility. They are a wheelchair user and totally dependent on adults to move them. Adults need to complete moving and handling training.</p>

<p>The child is able to attend to their self-care needs in line with age related expectations.</p>	<p>The child has a mild delay in the development of their self-care skills. They require some adult support with feeding/dressing/toileting/personal hygiene.</p>	<p>The child has a moderate delay in the development of their self-care skills. They regularly need adult support with feeding/dressing/toileting/personal hygiene.</p>	<p>The child has a significant delay in the development of their self-care skills. They are completely reliant on adults to attend to all of their self-care needs.</p>
<p>The child has an age appropriate awareness of danger.</p>	<p>The child shows a mild delay in their awareness of danger. They sometimes engage in behaviour that places their safety at risk and they need slightly more supervision than other children of their age.</p>	<p>The child shows a moderate delay in their awareness of danger. They frequently engage in behaviour that places their safety at risk and they need more supervision than other children of their age.</p>	<p>The child has a significant delay in their awareness of danger. They frequently engage in highly dangerous behaviour that places them at significant risk of harm. They need to be supervised at all times.</p>

Completed by:
Role in setting:
Date of completion: