

**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 universal 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, | | |
| **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 |  |