

<b><i>Dimension</i></b>	<b><i>Mild</i></b>	<b><i>Moderate</i></b>	<b><i>Severe</i></b>	<b><i>Profound</i></b>
<b>General</b>	<p>A child under 5 who functions slightly behind the level expected for their age.</p> <p>A child over 5 with some limitation present but able to function independently.</p>	<p>A child under 5 who functions around 2/3 the level expected for their age.</p> <p>A child over 5 where aids or assistance may be required to perform.</p>	<p>A child under 5 functioning around ½ the level expected for their age.</p> <p>A child over 5 who is unable to perform tasks without aids or assistance most of the time.</p>	<p>A child under 5 requiring significantly greater care and attention because of the profound nature of their health or learning circumstance. Significant failure to reach developmental milestones.</p> <p>The child is over 5 and is completely dependent on a parent / carer to perform tasks for them.</p>
<b>Mobility</b>	Able to walk and function independently, but with some limitation of function. Poor co-ordination.	Walks, but only with aids or assistance. May have wheelchair for intermittent use.	A Child who is unable to walk; may be able to stand or transfer with support. Able to manoeuvre themselves at least some of the time.	A Child who is unable to walk; is a wheelchair user and completely dependent upon a carer for mobility.
<b>Motor Skills</b>	Some Difficulties with play, writing or drawing e.g. tremor, unsteadiness, lack of fine motor control.	Able to play, write, type or draw, but only with considerable difficulty or needing assistance.	Mostly unable to use hands to complete day to day tasks. However, can use switch systems e.g. toys, computer, communication aid.	Is unable to operate even simple aids or switch systems.
<b>Communication</b>	Delay in language development. Reliant upon others to manage in social situations.	<p>Delayed or disordered communication including language disorders causing significant difficulty in communicating outside the home.</p> <p>Speech supplemented by alternative method of communication.</p>	Non verbal or very little communication used, but can communicate at least basic needs using another method.	Unable to communicate needs by any method and is unable to use communication aids.
<b>Health</b>	Known health condition, which is under control and only occasionally interfering with everyday activities in a minor way. Usually controlled by use of medication.	Intermittent but regular limitations to everyday activities, including self-care and personal hygiene. May interfere with development or education.	Frequent or daily interruption of everyday activities, including self-care and personal hygiene. Significant impact of development or education.	High level of support to take part in everyday activities. Unable to manage any self-care or personal hygiene functions.
<b>Vision</b>	Severe or profound problem with one eye. Less than half visual field loss. Able to function independently.	Able to read print with simple aids or assistance. Defect of at least half visual field. May be eligible for registration as partially sighted.	Mobility restricted without special provision. Unable to read large print without intensive educational assistance or sophisticated aids. Severe visual field defect with impaired visual acuity. Eligible for registration as blind or partially sighted.	Mobility restricted without special provision. Requires education by non sighted method. Eligible for registration as blind.
<b>Hearing</b>	Severe or profound hearing loss in one ear. Moderate hearing loss.	Significant hearing loss, but able to function with a hearing aid.	Severe hearing loss in both ears.	Total or near total loss of hearing.

<i>Dimension</i>	<i>Mild</i>	<i>Moderate</i>	<b>Severe</b>	<b>Profound</b>
<b>Personal Care and Contenance</b>	<p>Manages independently, without use of aids, but with slight difficulty</p> <p>Can wash, dress and feed self, but with slight difficulties.</p> <p>Over 6 and regularly experiences incontinence.</p>	<p>Some supervision or assistance required to wash, dress and feed self.</p> <p>6+ and soils occasionally. Marked interference with social and emotional well-being</p> <p>8+ with occasional day time wetting.</p> <p>11+ with regular night time wetting</p>	<p>Over 5 and partially dependent and some assistance required to wash, dress and feed self.</p> <p>Uses device to manage bladder and bowels.</p> <p>8+ and wet every daytime.</p> <p>6+ and soils regularly.</p>	<p>Over 5 and completely dependent on others for all personal care tasks. No participation from the child.</p> <p>No control of either bowel or bladder. Child over 6 completely dependent upon carer to be clean and dry.</p>
<b>Safety, Supervision Behaviour and Social Integration</b>	<p>Requires occasional supervision beyond that expected for that age. Poor sense of danger.</p> <p>Some behaviour difficulties – mild, transient or frequent. Can be managed without special provision.</p> <p>Able to sustain limited peer relationships and social integration with support.</p>	<p>Needing supervision to perform daily activities. Limited perception of danger to self or others.</p> <p>Requires supervision significantly greater than that expected for developmental age.</p> <p>Behaviour problems severe or frequent enough to require some specialist advice or provision.</p> <p>Significant support required to achieve social integration. Only able to sustain peer relationships with support.</p>	<p>Needs constant supervision during waking hours. Would place themselves or others at risk without supervision. Unpredictable and impulsive behaviour.</p> <p>Long term behaviour difficulties making it difficult for the child to function within their family or peer group most of the time, unless special provisions are made.</p> <p>Complete dependence upon a carer for social integration. Significant limited awareness of impact of behaviour upon self and others.</p>	<p>Needs constant supervision. No ability to perceive danger. No sense of danger awareness. Places themselves and others at significant risk of harm.</p> <p>Long term behaviour difficulties, affecting all aspects of the child's functioning.</p> <p>Frequent behaviour that may be of risk to the child or carers. Complete isolation from peers and carers. No awareness of impact of behaviour upon self and others.</p>
<b>Learning Disability</b>	<p>Assessment shows abilities below the expected attainment for their age.</p>	<p>Assessment shows abilities below the expected attainment for their age.</p>	<p>Assessment shows abilities will achieve less than 50% of the expected attainment for age.</p>	<p>Assessment shows abilities will achieve less than 35% of the expected attainment for age.</p>