

SEND Code of Practice Band Descriptors for Placements at Special Schools and Resource Bases

Descriptors for SEN Funding Bands for Special Schools and Resource Bases

Description	Place Led Rate	Top up Rate	Proposed Rate 2017	
Band 1	10,000	955.00	10,955.00	The following schools were involved in the development of the bands: New Siblands School, New Horizons Learning Centre, Culverhill, Warmley Park, Hanham Woods Academy, Emersons Green Primary, Blackhorse Primary, Chipping Sodbury Secondary, Charborough Road Primary, Abbeywood Secondary, Yate International Academy, Brimsham Green School, Pathways Learning Centre.
Band 2	10,000	2,387.00	12,387.00	
Band 3	10,000	4,296.00	14,296.00	
Band 4	10,000	5,729.00	15,729.00	
Band 5	10,000	7,638.00	17,638.00	
Band 6	10,000	10,503.00	20,503.00	
Band 7	10,000	11,936.00	21,936.00	
Band 8	10,000	13,845.00	23,845.00	
Band 9	10,000	18,142.00	28,142.00	
Band 10	10,000	20,051.00	30,051.00	
Band 11	10,000	25,780.00	35,780.00	
Band 12	10,000	29,599.00	39,599.00	

Proposed Rates for Bands (above)

Additional Notes

All funding for individual pupils placed at special schools and resource bases has now moved to one of the 12 bands above.

A full week is 32.5 hours. The % is based on a 32.5 hour week

Additional Support: is identified as teaching assistants (H8), HLTA, LSA (H9) and SMSA (H13) but this may vary from school to school. Speech and language support has been added to the descriptors. The Code of Practice Paragraph 3.66 states that schools can be commissioners in their own right for S<, pastoral care and counselling services. Schools/groups of schools will need to consider commissioning S< to meet the needs of pupils placed in their schools.

Codes and Bands: (S) = secondary category, (P) = primary category, (SP) = special school category,

Definitions are taken from the 2015 Code of Practice. The bands are listed above.

Old bands refer to the categories used for primary, secondary and special schools prior to implementation of the bandings in 2015.

The bandings cover the cost of speech therapy except for dysphagia and other health related needs which are a core offer from Health from April 2017.

All % support levels are provided as a guide and where appropriate support should be grouped and shared across a number of pupils providing a higher level of coverage for each individual pupil. Support levels will also vary across the day, the term and year. The school or academy will manage the level of support and implement the level and style of support to meet the individual needs of the pupil. Support may be implemented differently across special, mainstream and resource bases to reflect the needs of the pupil and the school/academy setting.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism, including Asperger's Syndrome are likely to have particular difficulties with social interaction. They also experience difficulties with language, communication and lack the ability to think flexibly, which can impact on how they relate to others. Sensory processing differences also impact on their learning experience.

Band	Descriptor of Need	Resources : Pupils will have and/or require:
1 = £10,955	<p>The nature of the communication difficulty will have been identified by a speech and language therapist or appropriately qualified professional and the pupil will have an acute and pervasive difficulty described as “a disorder” or “most likely to be a disorder”</p> <p>They may have difficulty with one, some or all of the different aspects of speech, language and communication.</p> <p>Pupils with social communication difficulties will find it difficult to:</p> <ul style="list-style-type: none"> - Understand and use non-verbal and verbal communication - Understand social behaviour, which affects their ability to interact with children and adults - Think and behave flexibly, which may be shown in restricted, obsessional or repetitive behaviours. 	<p>Support from school staff Regular, additional support up to 20% from a range of adults in order to implement specific support strategies so that they can make expected progress. Access to the resource base teacher. Specific planned support to develop social understanding and/or to address sensory needs.</p> <p>Advice annually from an appropriately qualified speech and language therapist to advise staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Where required, annual review of progress by a speech and language therapist.</p> <p>Planning and Preparation Some modification of language content of all subjects. Carefully planned inclusion to access all curriculum areas The Autism Education Trust (AET) Autism Standards, specifically Curriculum and Learning, Individual Pupil and Building Relationships are addressed.</p> <p>Support from other agencies and professionals Consultation, assessment of need, advice and coordinating multi-agency review meetings. Arranging team around the child meetings, coordinating training for specific needs, supporting transitions. Access to Educational Psychology Service and Inclusion Support Service (commissioned by the setting if required).</p> <p>Pupils may have an individually monitored and reviewed communication and interaction plan. Advice sought from an appropriate qualified professional.</p> <p>Access and Equipment A requirement for an environment with the focus on visual support systems such as use of pictures & visual timetables in order to make expected progress. The AET Autism Standards, specifically Enabling Environments are addressed.</p>

<p>3=£14,296</p>	<p>As for previous bands - Plus pupils may:</p> <p>Make frequent demands for support because of their learning/behavioural difficulties and/or because of their dependency on adults for their self-help/care needs and/or</p> <p>Exhibit some rigid behaviours and/or intense “special interests” and have difficulties with social communication including developing relationships with others</p>	<p>Pupils will have all the above plus:</p> <p>Support from school staff Regular, additional time up to 40% from a range of adults in order to implement specific support strategies so that they can make expected progress. Access to social skills groups, delivered by school staff with oversight from a qualified speech and language therapist Regular and timely advice up to three times a year from an appropriately qualified speech and language therapist to advise staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Where required, annual review of progress by a speech and language therapist.</p> <p>Planning and Preparation A curriculum appropriately differentiated to enable progress. Alternative and augmented communication methods, supported by an appropriately trained adult, in order to allow them access to the curriculum, commensurate with their cognitive skills e.g. non-verbal skills may be in line with national expectations. A high level of structure & routine to reduce stress & anxiety, which might manifest itself in “acting out” behaviour or “withdrawn” behaviour, and could otherwise be a barrier to making expected progress. Appropriate access arrangements and/or exam concessions.</p> <p>Support from other agencies and professionals As above</p> <p>Access and equipment As above</p>
<p>4 = £15,729</p>	<p>As for previous bands</p> <p>In a secondary context, the pupil will be supported in mainstream classes to access a differentiated curriculum. Learning will support the development of communication and interaction skills.</p> <p>In a primary resource base and special school context, the pupil will be able to access shared support in classes to access a differentiated curriculum and/or access some small group teaching to consolidate learning and to develop specific language and social skills. Some</p>	<p>Pupils will have all the above plus:</p> <p>Support from School Staff</p> <p>Access to social skills groups, delivered by school staff with oversight from a qualified speech and language therapist</p> <p>Regular and timely advice up to three times a year from an appropriately qualified speech and language therapist to advise staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Regular reviews and an annual review of progress by a speech and language therapist.</p> <p>A high level of specialist adult support in order to access the curriculum and meet emotional, social and personal needs. On an individual pupil basis this is likely to be for about 60% of the timetable although this may be considerably higher in secondary schools/academies as a higher level of support may be provided where pupils are grouped in classes with similar support needs and support is shared. In mainstream lessons,</p>

	<p>pupils in a resource base will be able to access shared support to include in mainstream lessons.</p>	<p>1:1 support may be provided when there are no other students with additional needs in the class. In addition, pupils may require supervision outside of the classroom, in unstructured times (break times, travelling between lessons).</p> <p>Planning and Preparation Support provided to the pupil to develop a range of strategies to reduce anxiety which is frequently acting as a barrier to learning. Curriculum planning focusses on high structure and utilises visual e.g. TEACCH and other techniques to help reduce anxiety and support sensory processing needs where appropriate.</p> <p>Support from other agencies and professionals Advice sought from appropriately qualified professional to develop a programme to manage sensory needs (e.g. Occupational therapist or others)</p> <p>Access and Equipment Access to an appropriately enabling environment which takes into account the pupil's sensory, social and emotional needs. Access to IT hardware (including adapted keyboards) and software (e.g. speech recognition).</p>
<p>8 = £23,845</p>	<p>As for previous bands The pupil may present with a range of issues and layered needs.</p> <p>Typically the pupil will require a high level of adult support within a Special School or Resource Base setting to access the curriculum and meet emotional, social and personal needs. They will require a mediated environment to reduce sensory overload and challenging behaviour to enable progress to be made.</p> <p>In addition the pupil:</p> <ul style="list-style-type: none"> - May exhibit levels of anxiety and challenging behaviour - May require mediation to manage relationships with adults and peers. - May experience sensory processing issues. 	<p>Pupils will have all the above plus: Support from School Staff</p> <p>Regular and timely advice from an appropriately qualified speech and language therapist to advise staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Access to social skills groups, delivered by school staff with oversight from a qualified speech and language therapist. Direct intervention from a speech and language therapist up to 30 mins per week where required. Support and guidance from a speech and language therapist for school staff to implement specific communication strategies /programmes</p> <p>Regular reviews and an annual review of progress by a speech and language therapist.</p> <p>High levels of support up to 80% for appropriately mediating behaviour and environment to facilitate curriculum access and address additional needs. Staff skilled and trained in:</p> <ul style="list-style-type: none"> o Positive handling interventions and able to respond in appropriate ways when managing challenging behaviour. o managing high levels of anxiety and sensory processing issues <p>Planning and Preparation</p>

		<p>Curriculum offer designed to reduce high levels of anxiety. Assessments take account of the pupil's distinct learning style, and emotional resilience. Exam concessions and a very high level of support are available to support the best outcomes.</p> <p>Support from other agencies and professionals Possible involvement of agencies to support the family to manage the challenging behaviour and high levels of anxiety across both the school and family.</p> <p>Access and equipment A safe and dedicated space to calm when anxious or upset.</p>
9 = £28,142	<p>As for previous bands and in addition these pupils will experience significant, complex, persistent and enduring difficulties.</p> <p>The pupil has a range of complex layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication and cognitive needs.</p>	<p>Pupils will have all the above plus:</p> <p>Support from School staff</p> <p>Regular and timely advice from an appropriately qualified speech and language therapist to advise staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Access to social skills groups, delivered by school staff with oversight from a qualified speech and language therapist.</p> <p>Direct intervention from a speech and language therapist up to 30 mins per week where required.</p> <p>Support and guidance from a speech and language therapist for school staff to implement specific communication strategies /programmes.</p> <p>Regular reviews and an annual review of progress by a speech and language therapist.</p> <p>A very high level of adult support - up to 100% of 1:1 support in order to access the curriculum, overcome significant barriers to learning and to meet emotional, social and personal needs. Additional staffing may be needed at times to provide 2:1 support and intervention to manage social, emotional and behavioural needs. Pupils will benefit from some small group teaching to develop communication and interaction skills alongside activities to support learning in key subject areas and to provide additional support in specific areas of the curriculum. This may also include very high levels of support to access lessons both in resource base and/or in mainstream (1:1 at all times – including lunch and play).</p> <p>It may be reasonable to request band 10 if the level of individual/small group teaching is high.</p> <p>Planning and Preparation</p> <p>Times of transition are likely to be particularly difficult and require a personalised approach with activities designed to develop specific social skills and reduce high levels of anxiety and/or challenging behaviour. In a secondary context, all subject teaching staff will need an in-depth understanding of the pupil's specific needs in order to provide a highly differentiated curriculum and to support learning appropriately. A specific management plan and structured intervention to manage challenging behaviour (including sexualised behaviour) may be required. Emphasis on developing PSHE and personal independence living and learning skills.</p>

		<p>Support from other agencies and professionals The pupil may have access to mental health/ social care intervention and support especially in the secondary phase. The family may be at risk of family breakdown and may require family support services.</p> <p>Access and Equipment A risk assessment for some aspects of the school day. A safe and secure environment with access to a supervised space to calm and reduce anxiety and/or challenging behaviour.</p>
12 =£29,599	<p>The pupil will have a diagnosis on the Autism Spectrum which may encompass pervasive development disorders (PDD).</p> <p>Their Education, Health Care plan (EHCP) will outline their very high level of support requirements in relation to their differences in understanding the social interactive style and emotional expression of others; their understanding and use of communication and language; their ability to process information and adjust their response to unpredictable situations and changes in routine, and their sensory processing differences in their immediate environment.</p> <p>The pupil will struggle to manage any inclusion in a mainstream school or resource base. They will be supported at the Access Centre to access mainstream curriculum with resources adapted to meet their needs in relation to the Autism Spectrum and an AS friendly environment.</p> <p>The pupil may present with:</p> <ul style="list-style-type: none"> - complex, frequent and persistent difficulties associated with Autism and have been unable to thrive at other specialist provisions (e.g. Resource Base attached to mainstream school) - Unpredictable and spontaneous behaviour which may put themselves and others at risk of harm. - A vulnerability regarding safeguarding. 	<p><i>Educational arrangements using all the above strategies and resources have been implemented and have been found to be unsuccessful despite time and commitment being invested to support the pupil. Despite this level of high quality support there is still a significant risk of school and/or home breakdown.</i> This Band is only available for the Access Centre at Chipping Sodbury School.</p> <p>Support from school staff</p> <p>Regular and timely advice from an appropriately qualified speech and language therapist to advise staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Access to social skills groups, delivered by school staff with oversight from a qualified speech and language therapist.</p> <p>Direct intervention from a speech and language therapist up to 30 mins per week where required.</p> <p>Support and guidance from a speech and language therapist for school staff to implement specific communication strategies /programmes.</p> <p>Regular reviews and an annual review of progress by a speech and language therapist.</p> <p>The pupil will have</p> <ul style="list-style-type: none"> - an individualised programme delivered in an autistic specific environment - Teaching 1:1 or paired from Autism Spectrum trained teachers - 100% support from Autism Spectrum trained teaching assistants - Access to a lead practitioner in Autism - Access to weekly speech and language session plus group work session <p>Access to additional specialist staffing resources and personalised package of support to ensure continuation of a school placement. This may require an opportunity for flexible schooling and a specific personalised curriculum using the child's 'special interests' as a primary motivator.</p> <p>Supervision for all unstructured times. Access to play workers for break and lunch time.</p> <p>Designated key worker liaising between family and other professionals on a weekly basis</p>

	<ul style="list-style-type: none"> - A vulnerability related to displaying autism behaviours in the community. - Unpredictable behaviour which severely disrupts the learning of others and is consistently challenging to highly skilled staff. - A compelling , strict debilitating adherence to routines - Sleep disturbance, limited diet, digestion problems - As such often families are under great stress and the risk of family breakdown is high. 	<p>Access to wrap around care as required. Personal care, hygiene and life skills teaching plus staff trained to provide intimate care where required.</p> <p>Planning and Preparation High level of planning and differentiation of curriculum materials to support 1:1 teaching.</p> <ul style="list-style-type: none"> - 6hrs per week planning, non-contact time - 10hrs per week differentiating, creating and modifying resources to access the curriculum and social environment. <p>Significant differentiation of PSHE curriculum including skills for life. Tailored assessments and exam dispensation. Substantial, sustained support at times of transition – at a significantly higher level than other pupils placed on lower bands. Long term planning which may involve preparation for supportive living in adulthood. Weekly team meetings. Daily parental support including home visits.</p> <p>Support from other agencies and professionals Frequent multiagency support and advice Significant levels of support for parents and families, at risk of family breakdown, which may involve social care. Access to the Positive Behaviour Service (PBS) via referral from the Complex Needs Panel. Access to weekly occupational therapy session. Access to weekly CAMHS advice, support and intervention. Significant levels of support for parents and families at risk of family breakdown, which may involve 0-25 Service, FISS and YISS.</p> <p>Access and equipment A detailed risk assessment for all aspects of the school day to consider risk to self and others with staff trained to respond. 2:1 support in the community. Specialist OT equipment and resources. ICT hardware and programmes to meet individuals’ needs for recording, access to the curriculum and use of leisure time. Specifically designed spacious autism friendly environment taking account of sensory needs – work stations, calm/sensory room, distinct secure outdoor play area, dining and cooking area, changing facilities.</p>
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PHYSICAL DIFFICULTIES

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Some children and young people with a physical difficulty (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

3 = £14,296

Typically these pupils have physical needs which impact on their ability to access the curriculum. They may be reliant on specialist mobility equipment (e.g. sticks, walker, and wheelchair) or require support with walking.

They may have a medical condition which requires daily medication in school.

They may have communication needs which necessitate some use of AAC (alternative and augmentative communication) such as Makaton or use of visual symbols.

They may have some additional sensory or learning needs requiring alternative presentation or differentiation of learning materials and/or environmental adjustments

Support from school staff

A high level of specialist adult support in order to access learning, social curriculum, physical environment - 1:1 support for 50% of the week, alongside specialist teacher input of up to 1.5 hrs per week - direct work with pupils on ICT/communication skills, advice to class teacher on approaches to literacy, numeracy, access to practical lessons

Frequently reliant on adult support for moving, positioning, personal care, eating and drinking.
Implementation of OT, physio and communication programmes
Additional staffing for curriculum trips.

Planning and Preparation

Modification of resources for access to curriculum
Some differentiation of materials and curriculum where communication/learning needs are present.
Individual planning for PE/games.

Support from other agencies and professionals

Long term therapy support, implemented in school, as advised by a range of therapists
Specific planned support for, e.g. sensory impairment, learning difficulty.

Access and Equipment

Physiotherapy room with specialist equipment
Accessible toilet
Items of specialist furniture, e.g. ICT desk
Dedicated laptop/other ICT equipment
Adapted scissors, writing equipment
Accessible transport for curriculum trips

<p>6 = £20,503</p>	<p>As for previous bands Typically these pupils have physical needs which have a significant impact on their ability to access the curriculum. They are reliant on specialist mobility equipment (e.g. sticks, walker, and wheelchair) and require adult support with mobility throughout the day.</p> <p>They need adult support for personal care, eating and drinking.</p> <p>They need adult support to facilitate social interaction.</p> <p>They are reliant on the use of ICT for recording. ICT hardware may need specialist adaptation.</p>	<p>Pupils will have all the above plus:</p> <p>Support from school staff A high level of specialist adult support in order to access learning, social curriculum, physical environment - 1:1 support for 60% of the week, alongside specialist teacher input of up to 2.0 hrs per week - direct work with pupils on ICT/communication skills, advice to class teacher on approaches to literacy, numeracy, access to practical lessons. 1:1 tuition in alternative recording strategies. 1:1 support for unstructured times. Reliant on adult support for moving, positioning, personal care, eating and drinking Additional supervision for curriculum trips and enrichment activities. Access arrangements for assessments above 25% additional time</p> <p>Planning and Preparation Significant differentiation of academic and social curriculum. Planned programme for transition at each key stage. Consideration of alternative curriculum pathways in order to achieve accreditation.</p> <p>Support from other agencies and professionals Specialist careers advice. Access to specialist support groups. Training for school staff on best practice to meet needs.</p> <p>Access/equipment Accessible transport for enrichment activities. Toileting and changing facilities adapted for individual needs (may include height adjustable changing bed, shower).</p>
<p>8 = £23,845</p>	<p>As for previous bands Typically these pupils have physical needs which require specific 1:1 adult interventions for the majority of the time.</p> <p>They are reliant on adult support for positioning, moving, transfers and mobility. This will require manual handling and may involve the use of specialist equipment, e.g. hoist, turntable. They are reliant on adult support for personal care, eating and drinking.</p>	<p>Pupils will have all the above plus:</p> <p>Support from school staff A high level of specialist adult support in order to access learning, social curriculum, physical environment - 1:1 support for 80% of the week, alongside specialist teacher input of up to 3.0 hrs per week - direct work with pupils on ICT/communication skills, advice to class teacher on approaches to literacy, numeracy, access to practical lessons. 1:1 tuition in the use of specialist ICT software/hardware Lunch break Supervisor trained in feeding, Manual Handling, communication needs Support for personal and intimate care (may involve manual handling) 1:1 supervision for curriculum trips and enrichment activities.</p> <p>Planning and Preparation Alternative PE/games curriculum</p>

	<p>They are totally reliant on the use of ICT for recording. ICT hardware will need specialist adaptation. They may need specialist software.</p> <p>They may have a medical condition which requires daily medication and/or intervention and monitoring throughout the school day.</p> <p>They have additional sensory or learning needs requiring individualised curriculum planning to enable them to make progress.</p>	<p>Individualised planning to take account of sensory, learning and communication needs</p> <p>Support from other agencies and professionals Ongoing multi-professional support and advice for curriculum access, evaluating progress, joint planning with school staff Medical professionals – advice, monitoring and review of Individual Health Care Plan</p> <p>Access and Equipment Dedicated laptop with specialist hardware, e.g. roller ball, touch screen, large/small keyboard. Specialist software, e.g. magnification, voice output, voice recognition. Individual use of communication aid and/or communication book.</p>
10 = £30,051	<p>As for previous bands Typically these pupils have physical and medical needs which require specific 1:1 adult interventions for the majority of the time. They are reliant on adult support for positioning, moving, transfers and mobility. This will require manual handling and the use of specialist equipment, e.g. hoist, specialist slings. They need direct interventions to develop their social interaction and communication skills They are totally reliant on the use of ICT for recording. ICT hardware will need specialist adaptation. They need specialist software. They have a medical condition which requires staff to carry out medical techniques, e.g. gastrostomy, stoma, catheter, suctioning</p>	<p>Pupils will have all the above plus:</p> <p>Support from school staff A high level of specialist adult support in order to access learning, social curriculum, physical environment - 100% support for the week, alongside specialist teacher input of up to 3.5 hrs per week - direct work with pupils on ICT/communication skills, advice to class teacher on approaches to literacy, numeracy, access to practical lessons. Also:</p> <ul style="list-style-type: none"> - 1:1 tuition in alternative recording strategies - 1:1 support for unstructured times - 1:1 support for mobility, positioning - 1:1 support for personal care, eating and drinking <p>Administration of medication and medical techniques. Access arrangements for assessments above 25% additional time. Counselling by specialist staff on preparation for adult life</p> <p>Planning and preparation Individual planning for PE/games Consideration of alternative curriculum pathways in order to achieve accreditation</p> <p>Support from other agencies and professionals Long term therapy support, implemented in school, as advised by a range of therapists. Specific planned support for, e.g. sensory impairment, learning difficulty. Training for staff from health care professionals on medical techniques. Frequent advice, monitoring and review of medical needs by health care professionals.</p> <p>Access and Equipment Specialist hoisting equipment Major items of specialist furniture, e.g. rise and fall cooker, science lab furniture Dedicated laptop with specialist hardware and software</p>

<p>11 = £35,780</p>	<p>As for previous bands Typically these pupils have severe/complex physical and/or medical needs which require specific 1:1 adult interventions for 100% of the time. They are totally reliant on adult support for positioning, moving, transfers and mobility. Their manual handling needs involve 2:1 adult support and the use of specialist equipment, e.g. hoist, specialist slings. They are totally reliant on adult support for personal care, eating and drinking. They need daily, direct interventions to develop their social interaction and communication skills. They are totally reliant on the use of ICT with specialist hardware and software for curriculum access and recording. They have a medical condition which requires staff to carry out medical techniques, e.g. gastrostomy, stoma, catheter, suctioning, throughout the school day. This requires regular monitoring by specialist healthcare staff. They may use high tech AAC (alternative and augmentative communication) such as Windows-based voice output communication aid (VOCA) with specialist vocabulary grids, which require frequent preparation and support for use They need a totally individually designed curriculum to enable them to make progress.</p>	<p>Pupils will have all the above plus: Support from school staff A high level of specialist adult support in order to access learning, social curriculum, physical environment - up to 100% support alongside specialist teacher input of up to 4.0 hrs per week - direct work with the pupil on using alternative approaches to literacy and numeracy. Direct instruction on development of skills to access and use communication aid. Direct teaching of vocabulary grids. Joint planning with class teacher on curriculum approaches. Additional 2:1 support for 30 % of the week to allow for:</p> <ul style="list-style-type: none"> - mobility and personal care - PE/Hydrotherapy/Swimming lessons - Non-contact time for TA for preparation of alterative communication materials and programming of communication aid <p>Administration of medication and medical techniques , regularly monitored by specialist health care staff Daily implementation of OT, physio and communication programmes. Lunch Break Supervisor (trained in feeding, Manual Handling, communication needs). Up to 2:1 supervision for trips.</p> <p>Planning and Preparation Total modification of curriculum presentation to reflect physical/sensory/communication needs with modified and specialist learning materials. Planned access to mainstream curriculum taking account of learning styles and barriers to learning. Alternative PE/games curriculum.</p> <p>Support from other agencies Frequent and ongoing multi-professional support for curriculum access, evaluating progress, joint planning with school staff. Involvement of ToD or suitably qualified professional to provide direct work and advice to staff on sensory needs. Access to hydrotherapy, music therapy or other provision as determined by health/social care Weekly involvement of Speech & Language Therapist for</p> <ul style="list-style-type: none"> - direct work with pupil on developing use of communication aid - advice and training to school staff on development of communication skills and on communication aid hardware and software <p>Access and Equipment Individual access to complex communication aid, e.g. Tellus, Dynavox, Mobi, with mounting equipment as necessary. Specialist supportive seating</p>
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<p>12 = £39,599</p>	<p>The needs of these pupils are more complex than those at Band 11. Typically they have very complex physical/communication/sensory/medical/behavioural needs, which require 1:1 support for 100% or 32.5 hrs and 2:1 support for up to 23 hrs a week.</p> <p>Over and above the Band 11 descriptors they:</p> <ul style="list-style-type: none"> - Require access to hydrotherapy and/or music therapy or high level CAMHS/other therapy provision as determined by health and/or social care - Are complex communication aid users with complex access issues, needing to use head switches/chin switches/eye gaze technology 	<p>Pupils will have all the above plus:</p> <p>Support from school staff A very high level of specialist adult support in order to access learning, social curriculum, physical environment – Up to 100% support and 2:1 support for up to 40% of the week alongside specialist teacher input of up to 5.0 hrs per week- Direct work with pupil using alternative approaches to literacy and numeracy. Direct instruction on development of skills to access and use communication aid. Direct teaching of vocabulary grids. Direct teaching of access methods, e.g. eye gaze, chin switching</p> <p>Planning and Preparation Design and programming of individualised vocabulary grids on communication aid, in consultation with specialist speech & language therapist. Planned programme for developing pupils’ access skills. Totally adapted PE/games curriculum.</p> <p>Support from other agencies and professionals Frequent and ongoing multi-professional support for curriculum access, evaluating progress, joint planning with school staff Medical professionals – advice, monitoring and review of Health Care Plan Access to hydrotherapy, music therapy or other provision as determined by health/social care</p> <p>Access and Equipment Individual access to complex communication aid with switches, eye gaze technology, mounting equipment as appropriate. 2:1 supervision for trips.</p>
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SENSORY IMPAIRMENT

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Band	Descriptor of Need	Resources
5 = £17,638	<p>Typically these pupils have a visual impairment which greatly impacts on their ability to access the curriculum without additional resources.</p> <p>They have reduced near and/or distance vision or a significant visual processing difficulty.</p> <p>They may be partially sighted and need to access materials in large print.</p> <p>They may have additional needs in other areas</p>	<p>Support from school staff</p> <p>1:1 support from suitably trained assistant for 50% of the week.</p> <p>QTVI assessment and monitoring of progress.</p> <p>Input from suitably trained teaching assistant to:</p> <ul style="list-style-type: none"> - mediate the visual environment for most of day - work on specific programmes of work developed by QTVI - facilitate curriculum access - ensure safety in practical lesson - carry out mobility programme - develop social competence and emotional well being <p>Additional staffing for curriculum trips</p> <p>Planning and Preparation</p> <p>Modifications needed for up to 50% of curriculum – adaptation of visual materials, preparation of resources in large print.</p> <p>Support from other agencies and professionals</p> <p>QTVI - assessment, monitoring of pupil progress</p> <p>QTVI - training, advice and guidance for school staff</p> <p>Access and Equipment</p> <p>CCTV</p> <p>Enlarged calculator, dictionary, atlas, etc.</p> <p>Tape recorder</p>
11 = £35,780	<p>Typically these pupils have a severe visual impairment which significantly impacts on their ability to access the curriculum.</p>	<p>Pupils will have all the above plus:</p> <p>Support from school staff</p> <p>1:1 support from suitably trained assistant for 100% of the week</p>

	<p>Their near and/or distance vision or visual processing skills are significantly impaired. They may need to access large print or tactile materials (Braille, Moon). They require input from suitably trained adults to mediate the visual environment for most of the day. They require adult support to move safely around school. They need direct input from a QTVI and a Mobility Officer They may have additional needs in other areas</p>	<p>3 hrs per week non-contact time for the teaching assistant. Specialist teacher (QTVI) 5 hrs per week. Access to mobility officer. Input from suitably trained teaching assistant to:</p> <ul style="list-style-type: none"> - mediate the visual environment for whole day - work on individual programmes of work developed by QTVI - facilitate curriculum access - ensure safety in practical lessons - carry out daily mobility programme - develop social competence and emotional well being - support self-care skills, promote independence - support and training the pupil in use of specialist ICT to access the curriculum - support to develop and maintain attention skills - support to establish working routines - -Joint planning with class teacher - Individual support for breaks, lunchtimes - Individual support for curriculum trips <p>Planning and Preparation Personalised curriculum to reflect VI Individual programmes of work developed by QTVI</p> <p>Support from other agencies and professionals Specialist ICT assessments High level of weekly input from QTVI (5 sessions)</p> <ul style="list-style-type: none"> - assessment, monitoring of progress - direct teaching of Braille/visual and tactile skills/ICT skills - development of individual programmes of work - advice, guidance and staff training - Mobility Officer – direct work with pupil - development of mobility programme and development of independence programme <p>Access and Equipment Braille. Dedicated laptop with software for magnification, voice output, access to whiteboard Zyfuse/Thermoform machine. Specialist equipment, e.g. talking scales, thermometer, calculator, tactile ruler, compass, etc.</p>
<p>12 = £39,599</p>	<p>Typically these pupils have a profound vision impairment. They are educationally blind and need to access the curriculum via tactile means (Braille, Moon, tactile books/diagrams).</p>	<p>Pupils will have all the above plus: Support from school staff 1:1 support from suitably trained assistant for 100% of the week. 6 hrs per week non-contact time for teaching assistant. Specialist teacher (QTVI) 5 hrs per week</p>

	<p>They require input from suitably trained adults to mediate the visual environment for the whole of the day. They may require planning and provision for out of school hours.</p> <p>They require adult support to move safely around school</p> <p>They need direct input from a QTVI and a Mobility Officer</p> <p>They may have additional needs in other areas, e.g. behaviour/medical needs</p>	<p>Input from suitably trained teaching assistant with qualification/experience in visual impairment and in-depth knowledge of specialist access equipment, to enable provision as detailed in Band 11 plus:</p> <ul style="list-style-type: none"> - set up equipment and establish working routines - provide assistance in moving between lessons - develop listening and comprehension skills - provide pre-teaching of vocabulary and concepts using concrete materials and verbal explanation - train pupil on use of specialist ICT equipment and software <p>Planning and preparation</p> <p>Transcription of all curriculum resources into Braille. Preparation of tactile resources (diagrams, books) and provision of concrete materials</p> <p>Planning of programme for development of pupil's skills in using specialist ICT software (e.g. voice output software) and hardware (e.g. Braille Note)</p> <p>Significant differentiation of PSHE curriculum (particularly SRE)</p> <p>Additional specialist curriculum to develop independence skills, e.g. listening skills, mobility.</p> <p>Support from other agencies and professionals</p> <p>High level of weekly input from QTVI (6 hours per week) with objectives as at Band 11, plus:</p> <ul style="list-style-type: none"> - assessment, monitoring of progress - direct teaching of Braille/visual and tactile skills/ICT skills - development of individual programmes of work - training for staff on approaches to literacy and mathematics using Braille and tactile resources <p>Mobility Officer –as at Band 11, plus development of independence programme</p> <p>Access/equipment</p> <p>Specialist/adapted equipment and software used in all lessons.</p> <p>Specialist Braille/ICT interface equipment, e.g. Braille Note, embosser.</p>
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Hearing Impairment

Band	Descriptor of Need	Resources
4 = £15,729	<p>These pupils have moderate hearing loss. Typically pupils require an enhanced pupil/adult ratio so that they can receive specific support, supervision and interventions in order to make expected progress,</p>	<p>Support from school staff</p> <p>Requires suitably trained in class support to access a portion of the curriculum each day - mediation of the language environment especially in group situations and regular checking of understanding of language in key subjects, for language intensive lessons and to check audiological equipment. Pupils to attend</p>

	<p>and/or they need to work within a small group for a proportion of the day.</p>	<p>mainstream class for the majority of the week with up to 40% of lessons supported by a suitably qualified teaching assistant. The level of in class support may fluctuate across different lessons, structured and unstructured times and across the academic year.</p> <p>Planning and Preparation Modification of language content across the curriculum to allow access to concepts, as well as an individualised plan of teaching English to develop speaking and listening, reading and auditory skills. Regular support to develop social competence and emotional wellbeing.</p> <p>Support from other agencies and professionals Access to the Teacher of the Deaf (ToD) or suitably qualified professional where required. Multi-professional meetings to review progress as needed.</p> <p>Access/equipment Minor acoustic adjustments to the environment e.g. felt on the base of frequently moved equipment Access to audiology and technical support including some specialised equipment Carefully planned inclusion to access all curriculum areas.</p>
5 = £17,638	<p>These pupils will have moderate/severe hearing loss in the better ear, as identified by a suitably qualified professional.</p> <p>Typically pupils need regular, additional time from a range of adults in order to implement specific support strategies so that they can make expected progress</p>	<p>Pupils will have all the above plus:</p> <p>Support from school staff Access to a suitably trained adult support to provide daily (or as required) audiological aids check. Require specialist teaching by qualified Teacher of the Deaf (ToD) or suitably qualified professional in a quiet environment in order to develop listening/language and literacy skills on a regular basis. Pupils monitored within the mainstream class by the ToD or suitably qualified professional. Pupils to attend mainstream class for the majority of the week with up to 50% of lessons supported by a suitably qualified teaching assistant. Enhanced use of visual stimuli.</p> <p>Planning and Preparation Require audiological and curriculum support by ToD or suitably qualified professional to regularly assess understanding, develop language skills and extend language (including subject specific language), monitoring of progress, advice and guidance to school staff. The pupil may be unable to understand the curriculum or access the speech of adults and peer group in school without suitably trained individual support, whether signed, written, aural or oral. Requires mediation of the language environment especially in group situations and regular checking of understanding of language in key subjects. When required, access to small classes with curriculum delivered through alternative means of communication. Access to daily support to develop social competence and emotional wellbeing.</p> <p>Support from other agencies and professionals</p>

		<p>As above</p> <p>Access and Equipment Access to audiology and technical support and appropriate use of FM systems if applicable. Access to specialised equipment, Minor acoustic adjustments to the environment e.g. felt on the base of frequently moved equipment. Carefully planned inclusion opportunities, supported in part by additional adult support.</p>
8 =£23,845	<p>These pupils will have severe hearing loss in the better ear, as identified by a suitably qualified professional.</p> <p>Typically these pupils require frequent specific interventions on a daily basis from a range of adults in order to make expected progress. This progress is likely to be made in small steps in their primary area of need. They may be frequently unable to interact appropriately with other pupils and staff due to learning, communication and/or social difficulties</p>	<p>Pupils will have all the above plus:</p> <p>Support from School Staff Suitably trained in class support to access a significant portion of the mainstream curriculum each day – up to 60%. Access to direct teaching by ToD or suitably qualified professional to develop listening/language and literacy skills in a quiet environment for at least 10 hours per week.</p> <p>Planning and preparation Require a modified and significantly differentiated curriculum in order to make expected progress. When required, access to small classes with curriculum delivered through alternative means of communication</p> <p>Support from other agencies and professionals As above.</p> <p>Access and Equipment As above</p>
9 = £18,142	<p>These pupils will have severe or profound hearing loss in the better ear, as identified by a suitably qualified professional.</p> <p>Typically these pupils have complex needs which require specific 1:1 adult interventions for the majority of the time to facilitate alternative communication and support physical and/or medical and/or behavioural needs.</p> <p>Pupils are likely to have some additional needs in conjunction to their hearing impairment e.g. behaviour / medical needs/ communication and interaction.</p>	<p>Pupils will have all the above plus:</p> <p>Support from School Staff Suitably trained in class support to access a significant portion of the mainstream curriculum each day - up to 70%. Access to specialist teaching for at least 10 hours per week, probably delivered on a daily basis, by qualified ToD or suitably qualified professional. When required, access to small classes with curriculum delivered through alternative means of communication. Some sessions delivered in a quiet environment in order to develop listening/language and literacy skills.</p> <p>Planning and Preparation They will require a totally individually designed curriculum in order to make expected progress. Pupil may require access to BSL or other sign systems for which interpreters are required to access mainstream lessons.</p> <p>Support from other agencies and professionals There will need to be ongoing multi-professional support and advice for planning, reviews and evaluation of progress, in relation to the education setting and/or family support.</p>

		<p>Requires weekly input from ToD or suitably qualified professional to provide advice for staff on teaching to develop language skills and meeting the pupil's specific needs.</p> <p>Access and Equipment Specifically planned access to targeted mainstream curriculum areas with constant adult support.</p>
10 = £30,051	<p>These pupils will have severe or profound hearing loss in the better ear, as identified by a suitably qualified professional.</p> <p>Typically these pupils have complex needs which require interventions to facilitate alternative communication and support physical and/or medical and/or behavioural needs.</p> <p>Pupils will have complex additional needs in conjunction to their hearing impairment e.g. behaviour / medical needs.</p>	<p>As above plus:</p> <p>Support from school staff Access to up to 100% support from a suitably trained teaching assistant. Additional support may be required where there are additional needs e.g. physical and/or medical and/or behavioural needs. Support provided to enable access to the mainstream curriculum and support with communication development and meeting social, emotional, physical and sensory needs and/or ensuring safety. The level of support will remain flexible but can include access to a significant level of teaching assistant support and up to 15 hours support from ToD or suitably qualified professional.</p> <p>Planning and preparation They will require a totally individually designed curriculum in order to make expected progress, with specialist materials and equipment with limited inclusion into mainstream classes.</p> <p>Support from other agencies and professionals There will need to be ongoing multi-professional support and advice for planning and reviews. A high level of family support and liaison may be required. Enhanced role for specialist staff in working closely with parents and other external partners.</p> <p>Access/Equipment Full time access to small classes with curriculum delivered though alternative means of communication if needed.</p>

COGNITION AND LEARNING

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Band	Descriptor of Need	Resources
2 = £12,387	<p>Typically pupils require an enhanced pupil/adult ratio so that they can receive specific support, supervision and interventions in order to make expected progress, and/or they need to work within a small group for most of the day.</p> <p>They make frequent demands for support because of their learning/behavioural difficulties and/or because of their dependency on adults for their self-help/care needs.</p> <p>Pupils have moderate to severe learning difficulties and a range of other SEN making a complex profile.</p>	<p>Support from school staff Pupils will have a high staff ratio – no more than 10 pupils in a class. They will benefit from an individually designed personalised curriculum with an emphasis on practical life and work skills. They will require a classroom with high levels of visual strategies and access additionally to:</p> <ul style="list-style-type: none"> - 20% teaching assistant support - 10% SMSA - 5% carer <p>Access to social skills groups, delivered by school staff with oversight from a qualified speech and language therapist Regular and timely advice on an annual basis from an appropriately qualified speech and language therapist to advise staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Where required, annual review of progress by a speech and language therapist.</p> <p>Planning and Preparation Support with mediated communication strategies to reduce anxiety and facilitate curriculum access in order to make expected progress. Some modification of language content of all subjects Specific planned support to develop social understanding and/or to address sensory needs.</p> <p>Support from other agencies and professionals Ongoing multiagency approach to meet individual needs especially at times of transition.</p> <p>Access and equipment Suitably tailored environment including outdoors Small group room Personal care facilities</p>
3 = £14,296	<p>These pupils have significant cognitive delay or difficulties which have an effect on their ability to</p>	<p>Support from school staff Pupils will have a high staff ratio – no more than 8 pupils in a class with frequent opportunities for individual adult support to enable learning to take place. Individual pupils require access to:</p>

	<p>actively engage with any aspect of the school day and are likely to require a special school placement.</p> <p>They are likely to have difficulty understanding their surroundings at an age appropriate level and will require support with communication.</p> <p>Pupils have severe learning difficulties.</p>	<ul style="list-style-type: none"> - 25% teaching assistant support - 25% LSA - 10% SMSA - or equivalent <p>Access to social skills groups, delivered by school staff with oversight from a qualified speech and language therapist</p> <p>Regular and timely advice up to three times a year from an appropriately qualified speech and language therapist to advise staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Where required, annual review of progress by a speech and language therapist.</p> <p>Planning and preparation Highly differentiated learning and social curriculum which requires specifically prepared resources to enable access. Augmentative and alternative communication strategies such as Makaton to support speech development Curriculum with a strong focus on communication and independence</p> <p>Support from other agencies and professionals Ongoing multi-agency support to meet individual needs which may be long term or vary in priority.</p> <p>Access and equipment Suitably tailored environment with furniture/ equipment which is specific to the needs of the pupil.</p>
4 = £15,729	<p>These pupils have significant cognitive delay or difficulties which have an effect on their ability to actively engage with any aspect of the school day without support.</p> <p>They are likely to have difficulty understanding their surroundings at an age appropriate level and will require support with communication. The impact of developmental delay would typically present through impaired awareness of their own behaviour or personal safety.</p> <p>They will need interventions to facilitate alternative communication and support physical and/or medical and/or behavioural needs.</p> <p>Pupils have severe learning difficulties.</p>	<p>As previous band plus: Support from school staff Pupils will have a high staff ratio – no more than 8 pupils in a class with frequent opportunities for individual adult support to enable learning to take place. Individual pupils require access to:</p> <ul style="list-style-type: none"> - 25% teaching assistant support - 25% LSA - 7% Carer - 12% SMSA - or equivalent <p>Access to social skills groups, delivered by school staff with oversight from a qualified speech and language therapist</p> <p>Regular and timely advice up to three times a year from an appropriately qualified speech and language therapist to advise staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Where required, review of progress by a speech and language therapist, up to three times a year.</p>

		<p>The pupil will require additional support at lunchtime to develop social and independence skills. They may also need the support of a carer to establish toilet training skills, dressing for PE lessons, and swimming. They require support with developing day to day fine motor tasks such as putting on their shoes, cutting up their lunch. Support is required due to vulnerability plus lack of age appropriate awareness of danger. Individual support to access inclusion opportunities within other educational or social settings may be required.</p> <p>Planning and Preparation Highly differentiated learning and social curriculum which requires specifically prepared resources to enable access with frequent small group teaching. Augmentative and alternative communication strategies Curriculum with a strong focus on communication and independence Teaching in a group or break out room which offers a distraction free environment Interventions delivered within a special school setting by specifically trained staff. Learning environment with high levels of visual strategies which support concentration and attention.</p> <p>Support from other agencies and professionals Intervention from therapists giving advice which is implemented by class staff on a daily basis as part of personalised programme for each pupil.</p> <p>Access and Equipment Access to symbols, switches, photos and real objects for communication. Specialist equipment as advised by therapist or other professional and is personalised to the pupil. Suitably tailored environment including outdoors. Sensory area or small group work area Hydrotherapy pool Break out room for distraction free learning opportunities which is accessible at any time of day</p>
5 = £17,638	<p>As previous bands plus:</p> <p>They will require additional support due to risk assessment, health or physical needs, or sensory needs that require additional staff input.</p> <p>Typically these pupils have needs in addition to cognitive delay which require specific 1:1 adult interventions to support physical and/or medical and/or alternative communication at key times.</p> <p>Their needs may be unpredictable day to day due to sensory processing needs.</p>	<p>As previous band plus:</p> <p>Support from school staff Pupils will have a high staff ratio – no more than 8 pupils in a class with frequent opportunities for individual adult support to enable learning to take place. Individual pupils require access to:</p> <ul style="list-style-type: none"> - 25% teaching assistant support - 25% LSA - 12% Carer - 12% SMSA - or equivalent <p>Access to social skills groups, delivered by school staff with oversight from a qualified speech and language therapist</p>

	<p>Pupils have severe learning difficulties.</p>	<p>Regular and timely advice up to three times a year from an appropriately qualified speech and language therapist to advise staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Where required, review of progress by a speech and language therapist, up to three times a year.</p> <p>Additional 1:1 support for specified periods of the school week to implement strategies including programmes devised by other professionals.</p> <p>Transitions around the school building need supervision for health and safety. Playtimes require a high level of support to ensure pupil remains safe and positively interacts with the environment and their peers.</p> <p>Planning and Preparation Specialist ICT equipment and software including communication aids which require programming by a skilled adult to access the curriculum. Daily personalised therapy programmes which are delivered in a one to one context such as sensory diet.</p> <p>Support from other agencies and professionals Intervention from therapists giving advice which is implemented by class staff on a daily basis as part of personalised programme for each pupil and will need reviewing regularly. Specific training from other agencies for staff on communication/ access/ physical needs.</p> <p>Access and Equipment Access to sensory room, soft play, break out room for the delivery of specific planned interventions. Access to sensory equipment and environment which promotes interaction. High structured, low arousal environment to develop independence and reduce anxiety with emphasis on visual strategies. Access to break out rooms to reduce anxiety.</p>
6 =£20,503	<p>As previous bands plus:</p> <p>They have significant communication and interaction need which raise a number of issues within the learning environment and require a highly structured approach.</p> <p>They are also likely to present with sensory impairments and/or challenging behaviour (including some self injurious behaviour and behaviours which present as a risk to others) and/ or physical difficulties which requires frequent changes of position and be reliant on specialist mobility equipment.</p>	<p>As previous band plus:</p> <p>Support from school staff Pupils will have a high staff ratio – no more than 8 pupils in a class with frequent opportunities for individual adult support to enable learning to take place. Individual pupils require access to:</p> <ul style="list-style-type: none"> - 25% teaching assistant support - 25% LSA - 20% HLTA - 12% Carer - 25% SMSA - or equivalent <p>Where required, access to a speech and language therapist on a termly basis.on a four weekly basis. Communication interventions delivered by higher level teaching assistant on a one to one basis with oversight from a speech and language therapist.</p>

	<p>They may have a medical condition such as epilepsy or diabetes which impacts on the pace of learning and self-help skills</p> <p>They need adult support for personal care, eating and drinking. ICT hardware may need specialist adaptation.</p>	<p>Access to social skills groups, delivered by school staff with oversight from a qualified speech and language therapist</p> <p>Regular and timely advice up to three times a year from an appropriately qualified speech and language therapist to advise staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Where required, review of progress by a speech and language therapist, up to three times a year.</p> <p>Additional 1:1 support for specified periods of the school day to implement strategies including programmes devised by other professionals. Behaviour support plans may need writing and monitoring.</p> <p>Planning and Preparation Differentiation is on a totally personalised level with resources and presentation of activities. Constant access to break out room to reduce anxiety and focus attention. Sensory diet programmes. Rehabilitation and preventative input to support physical needs including hydrotherapy and rebound – these needs are likely to be on-going/long term.</p> <p>Support from other agencies and professionals Intervention from range of therapists giving advice which is implemented by class staff on a daily basis as part of personalised programme for each pupil. Team Around The Child approach to coordinate provision for range of needs. Extensive collaboration in preparation for transitions.</p> <p>Access and equipment Resources which support the pupil’s sensory needs such as specialised OT equipment to enable the pupil to focus and develop their attention skills. Constant access to physical access and positioning equipment, hoists and physical handling equipment</p>
8 = £23,845	<p>As previous bands plus:</p> <p>They are frequently unable to interact appropriately with other pupils and staff due to learning, communication and interaction and/or social difficulties, or health needs. Pupils require a very high level of need because they have a profound learning difficulty or an ASC which impacts on their learning due to high levels of anxiety. As a result engagement and progress is inconsistent.</p>	<p>As previous band plus:</p> <p>Support from school staff Pupils will have a high staff ratio – equivalent of no more than 6 pupils in a class with frequent opportunities for individual adult support to enable learning to take place. Individual pupils require access to:</p> <ul style="list-style-type: none"> - 35% teaching assistant support - 20% LSA - 20% HLTA - 12% Carer - 25% SMSA - Access Assistant as required

	<p>Pupils may have physical needs which require specific 1:1 interventions for much of the time. They may be reliant on support for positioning, moving, transfers, and mobility requiring manual handling and the use of specialist equipment.</p> <p>They may have a medical condition which requires daily medication and/ or intervention and monitoring throughout the school day.</p> <p>The additional needs should be considered long term</p>	<p>- or equivalent</p> <p>Regular and timely advice from an appropriately qualified speech and language therapist to advise staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Access to social skills groups, delivered by school staff with oversight from a qualified speech and language therapist.</p> <p>Direct intervention from a speech and language therapist up to 30 mins per week where required.</p> <p>Support and guidance from a speech and language therapist for school staff to implement specific communication strategies /programmes</p> <p>Regular reviews and an annual review of progress by a speech and language therapist.</p> <p>Total support with eating and drinking and personal care routines.</p> <p>Support regularly throughout the day to regulate and mediate the environment and learning activities in response to fluctuations in the pupil's needs.</p> <p>More than one suitably trained and experienced staff to support for inclusion access in the school and wider community due to health, manual handling, or behaviour needs through positive handling interventions.</p> <p>Staff skilled and trained in managing high levels of anxiety and sensory processing issues.</p> <p>Planning and preparation</p> <p>Learning is highly structured with the teacher presenting short, linked activities which consolidate and challenge.</p> <p>More than 50% of the week is spent on totally personalised curriculum which includes therapy and specific interventions</p> <p>Interventions to develop physical stamina which are finely graded.</p> <p>Specific intervention to support sensory needs which are in addition to learning difficulty such as eye gaze, BSL.</p> <p>Specialist intervention to support emotional need.</p> <p>Support from other agencies and professionals</p> <p>Ongoing support with aspects of independence such as personal care which requires liaison between home and school.</p> <p>Significant support and preparation as identified by risk assessment for community access</p> <p>Access and equipment</p> <p>Frequent access to hydrotherapy, rebound, positioning and anxiety reducing strategies which are totally supported by an adult.</p> <p>Specific highly structured learning environments to develop communication and confidence such as Forest School, rebound and community learning.</p>
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		<p>Access to individual break out rooms to reduce anxiety/ sensory overload. Several pieces of tailor made equipment for physical needs.</p>
<p>9 =£28,142</p>	<p>As previous bands plus:</p> <p>Typically these pupils have complex needs which require specific 1:1 adult interventions for the vast majority of the time to facilitate alternative communication and support physical and/or medical and/or behavioural needs in order to make expected progress. They may be unable to interact appropriately with other pupils and staff.</p> <p>These pupils will experience significant complex, persistent, and enduring difficulties.</p>	<p>As previous bands plus:</p> <p>Support from school staff Pupils will have a high staff ratio – no more than 6 pupils in a class with frequent opportunities for individual adult support to enable learning to take place. . Individual pupils require access to:</p> <ul style="list-style-type: none"> - 35% teaching assistant support - 20% LSA - 20% HLTA - 12% Carer - 25% SMSA - Health assistant or access assistant as required up to 100% - or equivalent <p>Total support during the school day for all aspects due to physical, health, behavioural, sensory, or safety need for which the adults will need specialist training. Additional support for specified activities such as hydrotherapy which require more than one adult allocated to each pupil.</p> <p>Regular and timely advice from an appropriately qualified speech and language therapist to advise staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Access to social skills groups, delivered by school staff with oversight from a qualified speech and language therapist. Direct intervention from a speech and language therapist up to 30 mins per week where required. Support and guidance from a speech and language therapist for school staff to implement specific communication strategies /programmes</p> <p>Regular reviews and an annual review of progress by a speech and language therapist.</p> <p>Planning and preparation A specific management plan and structure intervention to manage challenging behaviour More than 75% of the week is spent on totally personalised curriculum which includes therapy and specific interventions. Interventions to support volatile and unpredictable behaviour on a one to one basis. Support for managing sensory difficulties including de-sensitisation strategies which impact on behaviour. Support through ongoing team around the child basis with family support assistant and liaison to ensure the needs of the whole child are met.</p> <p>Support from other agencies and professionals</p>

		<p>Therapy input for alternative interventions which may be required in response to situation or needs such as music or art therapy, additional Rebound therapy or hydrotherapy</p> <p>Access and equipment Immediately accessible high stimulation or high structured environments with resources to calm and focus pupil. Several pieces of tailor made equipment which may need to be replaced frequently due to high levels of usage. A safe and secure environment with risk assessments in place which include minimum staffing levels.</p>
10 = £30,051	<p>As previous bands plus:</p> <p>Typically these pupils have very complex needs which require specific 1:1 adult interventions for the vast majority of the time to facilitate alternative communication and support physical and/or medical and/or behavioural needs and provide access to education.</p> <p>Learning will be supported by a highly specialised team which can facilitate the teacher to respond to the complex and inconsistent needs of the pupil</p>	<p>As previous bands plus:</p> <p>Pupils will have a high staff ratio – no more than 6 pupils where specific environment is required to support needs such as frequent 1:1 which would include cover at all times allowing staff to work in a short rotation due to challenges of pupil needs. Total support for curriculum access, and health and safety with more than one adult for personal care routines. The adults will require specialist training to support complex communication needs/ manage behaviour/ facilitate support for a significant sensory impairment/ health intervention. Consistent staffing levels which are realistic in recognising the demands of the pupil’s needs.</p> <p>Regular and timely advice from an appropriately qualified speech and language therapist to advise staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Access to social skills groups, delivered by school staff with oversight from a qualified speech and language therapist. Direct intervention from a speech and language therapist up to 30 mins per week where required. Support and guidance from a speech and language therapist for school staff to implement specific communication strategies /programmes</p> <p>Regular reviews and an annual review of progress by a speech and language therapist.</p> <p>Planning and preparation Totally personalised curriculum which is responsive to the health or emotional needs of the pupil and is flexible in priorities, i.e., additional focus on therapy input rather than traditional curriculum. Interventions which require specific risk assessments and are delivered by highly specialised staff. May need additional support due to physical size and willingness to engage.</p> <p>Support from other agencies and professionals High input from therapists to develop or maintain skills. Input for specific interventions such as Attention Autism, IPBS, Complex Needs Panel</p> <p>Access and equipment</p>

		<p>Immediately accessible and totally mediated environment which is responsive to unpredictable needs such as quiet areas, soft play area within the classroom, trampettes, sensory tent.</p> <p>Highly specialised tailor made equipment for physical and health needs which requires specific training.</p>
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SOCIAL EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Band	Descriptor of Need	Resources
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8=£23,845	<p>The pupil requires frequent specific interventions on a daily basis from a range of adults in order to make expected progress and address social, emotional, behavioural and mental health difficulties. They may be frequently unable to interact appropriately with other pupils and staff and will have a history of problematic school placements. Their behaviours are frequently challenging and disruptive to the learning of others. Their behaviour is a significant barrier to learning. There may be increasing concerns surrounding mental health.</p>	<p>Support from school staff Teacher to pupil ratio 1: 7. Access to teaching assistant for up to 20% of the day. This may be grouped to provide a higher level of support in class. If a higher level of individual support is needed this can also be accessed from an additional member of staff (Student Support Workers).</p> <ul style="list-style-type: none"> - Support given to pupils and support staff for CPD and quality assuring the learning experience - Presenting challenging behaviour which needs a high ratio 1:7 throughout the school day - Daily specific additional supervision (which may require physical intervention) in order to maintain safety within the playground and social times - Require regular specialist support to address their social and emotional needs and anxieties <p>Planning and Preparation</p> <ul style="list-style-type: none"> - Where physical intervention may be required, members of staff will be available with suitable training - Individual teacher planning and some adult support to access the learning and social curricula for 100% of the time - Daily support for mediating the behaviour of the pupil to facilitate curriculum access and prevent senior leadership input - Appropriate curriculum differentiation and structured support, commensurate with cognitive skills <p>Support from other agencies and professionals</p> <ul style="list-style-type: none"> - Multi-agency support to plan and review intervention work. - Non educational input re YOT, YISS,FISS - Input from Educational Psychologists for key reviews <p>Access and Equipment</p> <ul style="list-style-type: none"> - Small group work and some individualised programme work - Specialist staff training including de-escalation and physical intervention training. - Detailed risk assessment for most aspects of school day with defined de-escalation and physical intervention procedures.
10=£30,051	<p>The pupil's behaviour is unpredictable, severely disrupting the learning of others, and is very challenging to highly skilled staff. Has frequent and persistent difficulties within a BESD setting. Has an accumulation of layered needs which could include mental health, relationships, learning, communication and sensory. Often engages in extreme risk taking behaviours, i.e. arson, sexualised behaviours, criminal activity and substance misuse.</p>	<p>Pupils will have all the above plus:</p> <p>Support from school staff</p> <ul style="list-style-type: none"> - Teacher to pupil ratio 1: 7 - Access to teaching assistant for 75% of the day. Access to suitably trained staff for de-escalation and physical intervention more frequently. - 1:1 support for the vast majority of the time - Additional off site provision may be considered to supplement and enrich school based learning e.g. work experience - Rigorous and consistent reward systems and sanctions - Highly structured curriculum which is divided into "short bites" and capitalises on pupils' interests

		<p>Planning and Preparation</p> <ul style="list-style-type: none"> - Individualised curriculum in order to make progress - Formal behaviour monitoring systems to log and analyse incidents daily in order to review and modify strategies - Daily planned sessions to develop problem solving skills and alternative strategies for dealing with conflict situations - If appropriate, carefully planned inclusion opportunities, fully supported by additional adult support <p>Support from other agencies and professionals</p> <ul style="list-style-type: none"> - Ongoing multi-professional support and advice for planning, reviews and evaluating progress - Therapeutic intervention i.e. counselling therapy/art therapy/music therapy - Non educational input re YOT, YISS,FISS - Involvement from voluntary sector to address needs e.g. substance misuse <p>Access and Equipment</p> <ul style="list-style-type: none"> - Detailed risk assessment for most aspects of school day which require additional support, with defined de-escalation and physical intervention procedures.
11=£35,780	<p>The pupil has a level of need that has been assessed as having complex, persistent and layered needs requiring 2:1 (adult: pupil) with a high degree of input, frequently with individualised and personalised provision to meet these needs.</p> <p>Behaviours may pose a very serious risk to safety and the education of others. These pupils require planning and provision for out of school hours and for a high level of family support and liaison.</p>	<p>Pupils will have all the above plus:</p> <p>Support from school staff</p> <ul style="list-style-type: none"> - Teacher to pupil ratio 1: 7 - Access to teaching assistant for 100% of the day. - 2:1 support to ensure health and safety for themselves and others - Constant support to interact with staff and other pupils appropriately. <p>Planning and Preparation</p> <ul style="list-style-type: none"> - Individualised programme/provision – commissioned for alternative providers - Daily monitoring of pupils’ progress and monitoring in line with individual care plans <p>Support from other agencies</p> <ul style="list-style-type: none"> - Planning for out of school hours or for a high level of family support and liaison - Integrated EHCP so that complex health issues can be addressed - Additional external specialist support for the SEMH they are experiencing e.g. CAMHS/other therapy provision as determined by health and social care <p>Access and Equipment - As above including a higher level of access to staff trained in physical intervention.</p>