



SPECIAL EDUCATIONAL NEEDS PROVISION for BRISTOL PUPILS

BRISTOL UNIVERSAL DESCRIPTORS

For use by Schools, Academies, Bristol City Council
and other providers.

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Children and Young People's Services

EDUCATION

2.2 Bristol Universal Descriptors - Schools and Post 16 (Last Update February 2022)

BRISTOL
LEARNING CITY

**Children &
Families**
PARTNERSHIP

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Special Educational Needs. Provision for Bristol Pupils

Funding allocated to schools enables early intervention and appropriate provision for all pupils with Special Educational Needs and Disabilities. Only in exceptional circumstances should there be a need to apply for additional funding (Top up) or Education Health and Care Plan.

Schools should use the full spectrum of school funding available to them when considering arrangements for support for pupils with SEND.

Element 1: Core Budget and Element 2: Additional Support Funding

The following would be expected for all mainstream settings (4 – 19 years) to be provided from the core education budget, including AWPU, and additional support for pupils with higher levels of need up to a notional £ 10,000.

If review of pupil's progress and evaluation of provision made shows that further, additional support is needed, this additional support should be available as part of the settings graduated response to pupils with SEND represented in the Whole School Provision Map, as recommended by DfE April 2012.

Through the process of school-based reviews, evidence will need to be available to show that the provision made through Elements 1 & 2 school based funding will have been evaluated, pupil progress monitored and impact demonstrated. There will be evidence that the provision has been adjusted appropriately. The evidence will indicate the additional provision which may be required for these pupils in order to access a broad and balanced curriculum.

In these very limited circumstances, schools may apply for High Needs Band Funding, Element 3 in order to provide the additional support required.

- ✓ A broad and balanced curriculum which meets all statutory requirements
- ✓ Regular monitoring and evaluation of pupil progress.
- ✓ Inclusion in the range of learning experiences, school trips, etc. that are suitable and appropriate to an individual pupil's needs and compliant with the Equality Act
- ✓ Differentiated learning tasks for pupils with a range of learning needs in terms of content, pace and outcomes.
- ✓ Reasonable adjustments for pupils covered by the Equality

- ✓ Training programmes including CPD for all staff in SEN to ensure that all staff members are able to teach and manage the range of learning needs of pupils included in mainstream settings.
- ✓ Arrangements to identify and assess pupils with SEND; to draw up and resource individual or groups plans for interventions for pupils with a range of high incidence learning needs (such as: dyslexia, moderate learning difficulties, speech and language needs, social communication needs and

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| <p>Act (2010), such as individual provision and planning such as, flexible grouping, adaptations to policies and ensuring disability access.</p> <ul style="list-style-type: none"> ✓ Teacher contact planning that takes into account formative and summative assessment information about pupil outcomes in order to ensure pupil progress. ✓ A clear policy for promoting positive behaviour that is consistently applied by all staff across the setting. ✓ When appropriate, Pastoral Support Plans and behaviour management programmes, which are frequently monitored, evaluated and reviewed. ✓ A SENCO in line with the SEN Code of Practice 2001 section 5:35, which states that “it is good practice for the cost of the SENCO (or those parts of the post holder’s work devoted to SENCO duties) to be set against the core or base budget of the school rather than against additional funds delegated to the school for the purpose of meeting the particular needs of children with SEN. The post holder should be accredited via mandatory national qualification. | <p>behavioural needs). Regularly monitoring, review and evaluation of the provision in order to ensure the progress of these pupils.</p> <ul style="list-style-type: none"> ✓ Resources such as age appropriate reading schemes or programmes suitable for a range of pupils with learning needs. ✓ Suitable arrangements for collaborative working with parents and professionals. ✓ Suitable approaches for eliciting the pupil’s views and taking them into account. ✓ Ensuring public examinations are accessible to all pupils. ✓ Ensure frequent opportunities to experience success and to receive additional praise from identified members of staff. ✓ Individually planned and agreed consistent expectations from all adults involved. ✓ Specific arrangements for best “position” in class (also applies to those with additional VI or HI). ✓ Frequent checking and use of additional cues with regard to understanding of instructions and tasks. |
| <p>Pupils would access a range of the following <u>additional provisions</u>:</p> <p>Significant teacher planned adjustment to the balance of the curriculum to allow for</p> <p>Advice from a suitably qualified professional for school staff with regard to assessment, planning interventions and/or evaluating and reviewing progress. (at least annually)</p> <p>Specifically targeted support to develop attention and concentration skills, time on task and independent learning</p> | <p>Daily in-school programme of speech and language activities delivered by education staff with advice and review from a Speech and Language Therapist as appropriate</p> <p>Frequent, shared support for mediation of the language environment e.g., use of Makaton, simplifying/repetition of instructions, checking understanding of instructions, understanding increasingly complex social concepts/language.</p> <p>Predictable, structured routine. This may include use of visual</p> |

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| <p>skills.</p> <p>Enhanced teacher planning for key stage transfers and enhanced support plans for year on year moves.</p> <p>An adult experienced/trained in working with children with</p> <p>(if this is a non-teacher, there should be a designated teacher who regularly supports and liaises with this member of staff to supervise, monitor quality of delivery and adapt the work appropriately).</p> <p>Planned support/scaffolding to mediate social interactions in order to develop appropriate social skills during unstructured times (this may include supervision for toilet visits, for reasons of preventing inappropriate behaviour).</p> <p>Opportunities to work in small group situations, with specified support to facilitate the development of social interaction with peers and develop friendships.</p> <p>Specific cues for changes/instructions e.g., visual, use of name, warning in advance.</p> <p>Small group structured teaching of appropriate social interaction, including managing anger, negotiation, understanding of own feelings and those of others.</p> <p>Key Worker – to act as first point of contact, meet on a regular basis with, discuss/review targets/social difficulties, coordinate support, build on successes, enhanced contact with home. N.B. If this is a non- teacher, there should be a designated teacher</p> | <p>timetables, use of workstation.</p> <p>Evidence informed teaching approaches which place emphasis on direct teaching, finely graded tasks, structured multi-sensory techniques, practical tasks, which provide opportunities for frequent repetition and reinforcement/opportunities for over-learning and are regularly monitored and reviewed to ensure appropriate pupil progress.</p> <p>Pre-/Post- tutoring, by a teacher or appropriately trained LSA, for specific areas of learning which is regularly monitored and reviewed to ensure appropriate pupil progress.</p> <p>Daily opportunities to work in small, structured and adult facilitated, group situations where distractions can be minimised.</p> <p>Programme of study appropriate to a child's levels of attainments, rather than Key Stage, which is regularly overseen, monitored and evaluated by a qualified teacher. / SENCO</p> <p>Specific teacher planned modification of curriculum in order to take account of evidence based structured programmes of learning to develop literacy and/or numeracy skills, delivered by a person trained in the programme delivery and which are regularly monitored and evaluated.</p> <p>Specific teacher planned modification of outcomes (e.g.</p> |
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| <p>who regularly supports and liaises with this member of staff to supervise, monitor adequate pupil progress and, if appropriate, adapt the key worker's remit.</p> <p>Regular planned support for developing appropriate social skills during unstructured times</p> <p>Frequent specific support to develop attention and concentration skills, time on task and independent learning skills.</p> <p>Frequent checking throughout the day and use of additional cues with regard to understanding of instructions and tasks including regular monitoring of appropriate pupil progress.</p> <p>A predictable and structured management regime using explicit rewards and sanctions with emphasis on encouraging self-organisation, attention to tasks, negotiating help, accepting whole class conformity and management of "free" time. Through regular monitoring of Pupil progress, the system is evaluated and adapted as required.</p> | <p>alternative methods of response) including alternative recording strategies to access the majority of the curriculum (e.g. diagrams, mind maps, enhanced use of ICT with appropriate software) and/or frequent support for written tasks, and/or LSA. This may include modification of arrangements for examinations.</p> <p>Teaching approaches which place emphasis on direct teaching, finely graded tasks, structured multi-sensory techniques, practical tasks, which provide opportunities for frequent repetition and reinforcement/opportunities for over-learning. These approaches should be regularly monitored for their effectiveness in supporting appropriate pupil progress.</p> <p>Work in small, structured and adult facilitated group situations, at least for core subjects, where distractions can be minimised. Pupil progress is monitored termly, and the support evaluated and adapted as required.</p> <p>Individual or group plans where evidence informed structured programmes of learning to develop literacy and/or numeracy skills, delivered by a person trained in the programme delivery. N.B. If this is a non- teacher, there should be a designated teacher who regularly supports and liaises with this member of staff to supervise, monitor adequate pupil progress and evaluate the quality of programme delivery.</p> |
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Sensory Difficulties

Additional Descriptors for Visual Impairment, Hearing Impairment and Physical Difficulty

All CYP identified with sensory impairment require input from teacher with the mandatory qualifications in the relevant field of sensory loss to regularly assess their needs and advise on support required.

Pupils will

- have a visual impairment or difficulty, or there will be a report from appropriate medical/ophthalmology sources indicating that the child has partial visual impairment, which has as an indicator distance acuity <6/24
- have a hearing impairment or difficulty, or there will be a report from appropriate medical/audiology sources indicating the child has partial hearing loss between 21-40 dBHL and 41-70 dBHL

The needs of CYP are likely to change with key stage and the requirement for in school TA or specialist teacher support may vary depending on a number of factors. Some CYP will require higher levels of trained adult input if they have additional needs.

A deaf pupil adjusting to the use of new technology may require increased level of support at that stage. Also, at times technology fails and responsive intervention is required which may be difficult to plan for. The same is the case for any change, e.g., progressive or unstable eye conditions.

Some CYP may require more support from TA to remain on task which may be due to their age, settling in periods or additional difficulties.

The following descriptions give an idea of support required at different bands of funding, but an individual provision map must be available to show clearly how the needs are being met. It is possible that some children require more TA support and some SST support whilst others may require a higher level of SST support and only some TA support.

This must be clear, and funding allocated to fund specialist support (SST or specialist TA) cannot be used to fund school TA support.

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| <p>Provisions for pupils with mild to moderate temporary or permanent sensory loss, who may use aids to overcome sensory loss, would include:</p> <p>Appropriate planning in relation to ensuring curriculum access.</p> <p>Specific support in relation to language and communication skills and the development of literacy skills.</p> <p>Particular attention should be paid to suitable positioning of pupils and lighting conditions inside and outside classrooms</p> <p>Require support from specialist teacher with the mandatory qualification (ToD, QTVI, MSI) to assess needs, monitor progress and provide advice and guidance to staff (at least annually)</p> <p>Frequent checking of full understanding of auditory and visual/written information and appropriate arrangements for recording/writing.</p> <p>Monitoring and support for ensuring safety and social and emotional well being.</p> <p>A specific programme to develop social competence and emotional well being.</p> <p>Nationally recognised special arrangements for public examinations/key stage tasks and tests.</p> <p>Access to some specialist equipment and resources.</p> | <p>Suitably trained adult support frequently (daily) check audiological aids</p> <p>Have some independent mobility but require regular assistance e.g., assist with transfers, use a powerchair Need specific adult support related to an additional learning need</p> <p>Access to additional support at times of transitions, where new equipment is being learnt, or where technology fails.</p> <p>Flexible approach to the level and nature of support e.g., For example, for some CYP with VI it is likely that support may move from direct work with the pupil to production of materials. A young deaf pupil may require adult to check audio logical equipment but as the pupil matures it would be expected that they can maintain their own aids. So the level of support may remain high but the nature of the support will be different. It is crucial that clear outcomes are identified from the support allocated.</p> <p>Access to low vision aids</p> <p>Specific support for those with VI in relation to access to print material and the development of literacy</p> <p>Require some support or be regularly reliant on adults for support in moving, positioning, personal care in moving, positioning, personal care</p> <p>Have some independent mobility e.g., independent transfers but require additional support for some movement e.g., negotiating stairs uneven surfaces.</p> |
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| <p>They may have additional needs in one other area e.g., PD, ASD requiring specific adult support.</p> <p>Specific programmes of work developed by ToD and/or S&LT to develop speaking and listening, reading and auditory skills / develop social competence and emotional well being or adult support related to an additional learning need</p> <p>Some individual support by suitably trained adult to implement programmes of work, pre and post tutoring</p> | <p>Have a physical disability that requires some or regular support with communication difficulties and /or manipulation of equipment/ tools.</p> |
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HIGH NEEDS BLOCK: Element 3: All settings

Regular monitoring of pupil progress and evaluation of effectiveness of support must be evident against all bands.

Bands 1- 5 are available for each individual need type.

Band 6 is generic to all need types.

Band 7 is individually commissioned by the SEN team.

Learning difficulties and profound and multiple learning difficulties (LD and PMLD)

Learning Difficulties (LDs):

These pupils have cognitive and intellectual impairments which have an effect on their ability to actively engage with the parts of the school day without support

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 a proportion of the day.

BAND 1

Pupils will have, and/ or require:

Learning difficulties requiring some modification of the curriculum and regular adult support for its delivery in order to make expected progress. (This includes regular access to ICT and specialist resources required to support learning)

Additional support to generalise skills learned across curriculum contexts.

Limited verbal communication skills requiring regular support with understanding (e.g. use of sign or symbols) and recording in order to access the curriculum and make expected progress.

Explicit teaching of routines and interpersonal skills in order to facilitate their inclusion in addition to academic learning attainments.

Additional supervision at break/lunch times because of delayed interpersonal skills and limited understanding in relation to safety and behaviour

Support/supervision for personal care.

Advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress. (at least 2x per year)

Require access to specialised equipment to access teaching and learning.

Learning Difficulties (LD's).

These pupils have cognitive and intellectual impairments which have an effect on their ability to actively engage with 50% of the school day, without support

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. They may 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.

The additional needs should be considered long term.

BAND 2

Pupils will have and/ or require:

Learning difficulties requiring regular modification of the academic and social curriculum and regular appropriately trained adult support for its delivery in order to make expected progress.

Limited understanding of language and limited expressive communication requiring regular support with alternative communication strategies in order to access the curriculum and make expected progress.

Additional needs in one or more other area e.g., mobility, coordination and/or perception, behaviour requiring specific adult support.

Specific daily teaching of self-help, independence and interpersonal skills

Carefully planned inclusion to access all curriculum areas

Requires additional resources such as appropriate furniture or adapted toilet facilities.

Regular (at least 3 x per year) advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum.

Require specialised equipment to access teaching and learning.

Learning Difficulties (LDs):

These pupils have significant cognitive and intellectual impairments which have an effect on their ability to actively engage with at least 75% of the school day, without support

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.

BAND 3

Pupils will have and/or require:

Significant modification of the academic and social curriculum and appropriately trained adult support for its delivery in order to make expected progress.

Frequent support with alternative communication strategies in order to access the curriculum and make expected progress.

Have additional needs in one or more other area e.g., mobility, coordination and/or perception, behaviour requiring specific adult support.

Regular explicit teaching of self-help, independence and interpersonal skills

Carefully planned inclusion opportunities, supported in part by additional adult support

Requires additional resources such as appropriate furniture and adapted toilet facilities, and/or access to therapeutic resources e.g., soft play, music therapy or hydrotherapy.

Termly advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress

Ongoing multi-professional support and advice for planning, reviews and to evaluate progress in relation to the education setting and some family support

Pupils may have additional health needs e.g., Gastrostomy feeding

Profound and Multiple Learning Difficulties (PMLDs):

These pupils have significant cognitive and intellectual impairments which have an effect on their ability to actively engage with any of the school day.

They are likely to present with severely challenging behaviour and/or significant physical needs and will require adult support throughout the day, this is likely to be 1-1.

They will need interventions for the vast majority of the time to facilitate alternative communication and support physical and/or medical and/or behavioural needs.

BAND 4

Pupils will have and/or require:

An individually designed delivered and monitored academic and social curriculum in order to make expected progress.

Constant support with alternative communication strategies.

Carefully planned inclusion opportunities, supported by additional adult support

A high adult/pupil ratio to facilitate 1:1 support throughout much of the school day to enable access to the curriculum and support with communication development and meeting social, emotional, physical and sensory needs and/or ensuring safety.

Requires additional and different resources and specialised equipment, such as appropriate furniture and adapted toilet facilities, and access to therapeutic resources, sensory rooms e.g., soft play, music therapy or hydrotherapy.

Specific support (e.g., staff training in de-escalation techniques) to manage severe and challenging behaviour which can pose additional risk to themselves, other pupils and staff. Regular risk assessments may be required.

There will need to be ongoing multi-professional support and advice for planning, reviews and to evaluate progress in relation to the education setting and significant family support

Profound and Multiple Learning Difficulties (PMLDs):

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.

These pupils have significant cognitive and intellectual impairments and/or physical needs which have an effect on their ability to actively engage with any of the school day without support.

They are also likely to present with sensory impairments and/or severely challenging behaviour (including self injurious behaviour) and/ or physical difficulties.

BAND 5

Pupils will have and/or require:

A totally individually designed curriculum in order to make expected progress.

Planning and provision for out of school hours or for a high level of family support and liaison.

A totally integrated environment with consistent management by teaching and care staff throughout the day.

A very high adult/pupil ratio to facilitate 1:1 support for much of the school day to enable access to the curriculum and support with communication development and meeting social, emotional, physical and sensory needs and/or ensuring safety.

An individualised timetable with emphasis on areas such as stimulation, help to interpret and respond to the environment, exercising choice rather than independence and developing means of communicating with others.

Carefully planned inclusion opportunities, fully supported by additional adult support

Total modification of curriculum presentation to reflect sensory and language impairment with modified and specialist learning materials and equipment.

Enhanced role for specialist staff in working closely with parents and other external staff such as physiotherapist, occupational therapist and speech and language therapist, specialist teacher for multi-sensory impairment, educational psychologist and social worker.

A physical programme which is incorporated into the whole curriculum and specialist equipment such as supportive seating, tilt table, a hoist for changes of position/transfers.

Regular access to specialised interactive sensory environments (dark/light etc.) to increase

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| <p>Requiring constant adult support throughout the day.</p> | <p>awareness of the environment.</p> <p>On call support from trained staff to help meet self-care and manual handling needs, including management of gastrostomy. This will require the availability of 2:1 support, as needed.</p> <p>Be totally reliant on 1 or more adults for positioning, movement, personal care including eating and drinking e.g., require hoisting, gastrostomy feeding and/or be complex communication aid users e.g., Tellus/Dynavox which require frequent preparation and support for use and/or need 1:1 specialist adult support to access learning and social interaction in order to make expected progress.</p> <p>Require specialised equipment and constant support to access teaching and learning.</p> <p>A very profound sensory loss necessitating 1:1 specialist adult support to access communication and the curriculum in order to make expected progress.</p> <p>Additional needs in one or more other area e.g., EBD, PD requiring specific adult support.</p> |
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Autistic Spectrum Disorder (ASD) or Speech, Language and Communication Needs (SLCN):

BAND 1

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 a proportion of the day.

Exhibit some rigid behaviours and/or intense “special interests” and have difficulties with social communication including developing relationships with others

Pupils will have and/or require:

Advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress. (at least 2x per year)

Regular support, as advised by a speech and language therapist, or other appropriately qualified professional, with understanding and expressing themselves appropriately (this may include the use of additional techniques such as regular use of visual supports in order to access the curriculum and make expected progress.

Alternative and augmented communication methods, 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.

Require a modified curriculum which includes a structured language and communication programme with support from a trained adult.

Require specific support strategies, delivered by appropriately trained staff, in order that they engage with the curriculum and can make expected progress.

Require specific interventions to facilitate these skills in order to develop social competence and emotional well being.

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| <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 a proportion of the day.</p> <p>They may 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>Exhibit some rigid behaviours and/or intense “special interests” and have difficulties with social communication including developing relationships with others</p> <p>The additional needs should be considered long term.</p> | <p>BAND 2</p> <p>Pupils will have and/or require:</p> <p>Individual teacher planning & some adult support to access learning and social curriculum for at least 50% of the week.</p> <p>Regular (at least 3xper year) advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Regular, additional time from a range of adults in order to implement specific support strategies so that they can make expected progress.</p> <p>Some modification of language content of all subjects</p> <p>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.</p> <p>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</p> <p>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.</p> <p>Specific planned support to develop social understanding and/or to address sensory needs.</p> <p>Carefully planned inclusion to access all curriculum areas</p> |
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| <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>Exhibit rigid behaviours and/or intense “special interests” and have difficulties with social communication including developing relationships with others</p> <p>The additional needs should be considered long term.</p> | <p>BAND 3</p> <p>Pupils will have and/or require:</p> <p>Individual teacher planning & some adult support to access the learning and social curriculum for at least 75% of the week.</p> <p>Frequent specific interventions on a daily basis from a range of adults in order to make expected progress.</p> <p>Termly advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress.</p> <p>Frequent support with mediated communication strategies to reduce anxiety and facilitate curriculum access in order to make expected progress.</p> <p>Carefully planned inclusion opportunities, supported in part by additional adult support</p> <p>Specific additional supervision by a trained adult (which may require physical intervention, or withdrawal period in an appropriate sensory environment) in order to maintain safety within playground and social times</p> <p>Appropriately trained adult help to assist cognitive development and develop attention skills and/or distract from repetitive activity.</p> <p>Specific planned support to develop social understanding and skills particularly at times of major life changes e.g., parental separation or KS 2/3 transfer.</p> |
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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.

BAND 4

Pupils will have and/or require:

A totally individually designed curriculum in order to make expected progress.

Ongoing multi-professional support and advice for planning, reviews and to evaluate progress and in relation to the education setting and/or family support.

Require constant support with mediated communication strategies to reduce anxiety and facilitate curriculum access in order to make expected progress.

A very high level of adult support in order to access the curriculum and meet emotional, social and personal needs.

Staff will need to be able to use appropriate communication approaches to encourage making independent choices and initiating communication.

Additional adult support on a daily basis to support safety where they have put themselves and/or peers and /or staff at risk of physical harm and may require physical intervention.

Require a managed environment to support the pupil's ASD needs with highly predictable routines in small groups with specific individual activities or a personalised learning environment.

Access to time out areas, appropriate sensory areas and/or additional therapies.

Access to ICT and other curricular aids to facilitate progress

Specifically planned access to targeted mainstream curriculum areas.

Carefully planned inclusion opportunities, fully supported by additional adult support

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| <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.</p> <p>Additional sensory, physical and/or medical needs.</p> | <p>BAND 5</p> <p>Pupils will have and/or require:</p> <ul style="list-style-type: none"> A totally individually designed curriculum in order to make expected progress. Frequent and ongoing multi-professional support and advice for planning, reviews and to evaluate progress. These pupils require planning and provision for out of school hours or for a high level of family support and liaison. Regular contact with a speech and language therapist, or other appropriately qualified professional, and liaison between them and school staff to share information and to plan short and long term goals with regard to speech and language development. Trained staff to provide structured help to raise confidence and self esteem, increase concentration and independence, communicate more effectively and understand social/behavioural norms (may include issues related to self harm or mental health) Constant trained adult support in order to access the curriculum and meet emotional, social and personal needs. Staff will need to be able to use appropriate communication approaches to encourage making independent choices and initiating communication. Teaching by teachers experienced in teaching pupils with high level ASD in small groups throughout the day. A planned programme of personal and social development/behaviour management, requiring supported interaction with other children and adults, in groups of small groups throughout the day. A consistent learning environment, with secure and explicit boundaries, and a particular emphasis on encouraging interaction with other pupils. A planned programme of provisions outside of the school day requiring additional adult support. |
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Social, Emotional and Behavioural Disorder (SEBD)

These pupils exhibit severe and challenging behaviour although there will already have been a structured and supportive behaviour management programme in place (including learning tasks, appropriately differentiated) for at least 2 terms.

Severity – The behaviour is severe, completely disrupts the child's other activities; is disproportionate or an inappropriate response to the apparent trigger; disturbs and interrupts the whole class.

Frequency – The behaviour is observed on many days and repeats itself often during the day.

Generality – The behaviour occurs in many situations and contexts.

Further characteristics describing the needs include:

Duration – Individual incidents are long lasting and they, or their consequences, may well continue over a number of days.

Peer Group Acceptance – The behaviour is not, and should not be, tolerated by other children in the age group.

Variety – There are usually many different problem behaviours exhibited by the child in school.

BAND 1

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 a proportion of the day.

They may have no additional learning needs or learning needs maybe impacting upon their behaviour and progress

Pupils will have and/or require:

Advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress. (at least 2x per year)

Some daily support for appropriately mediating their behaviour to facilitate curriculum access (This may include occasional use of appropriately planned physical intervention)

Require planned intervention to increase on task behaviour and reduce distractibility

Require structured teaching of the skills of emotional literacy, social interaction, including conflict resolution, to in order to enable them to make and sustain constructive relationships with adults and/or peers.

Require specific support because of their limited awareness of their responsibility for their behaviour and/or disruption of other children's learning.

Require specific support because of their limited awareness of their responsibility for their behaviour and/or others safety during out of class times.

Regular adult support to reduce/ deal with incidents where intense emotional distress and/or impulsive behaviour can put themselves or others at risk and require specific planned physical intervention to diffuse the situation.

Occasional interventions by Senior Leadership Team.

BAND 2

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 a high proportion of the day.

They may have no additional learning needs or learning needs maybe impacting upon their behaviour and progress

Pupils will have and/or require:

Regular (at least 3x per year) specialist advice for setting staff on how to enable full access to the curriculum and evaluate progress.

Individual teacher planning & some adult support to access the learning and social curriculum for at least 50% of the week.

Daily support for appropriately mediating their behaviour to facilitate curriculum access, increase time on task and reduce distractibility.

Structured support and appropriately differentiated tasks to address an additional learning need e.g. dyslexia, moderate learning difficulties, speech, language and communication needs.

Daily adult support to reduce/ deal with incidents where intense emotional distress and/or impulsive behaviour can put themselves or others at risk and require specific planned physical intervention to diffuse the situation.

A named key worker assigned to work daily with the pupil to plan and review targets, build on successes and create meaningful links with home.

Carefully planned inclusion to access all curriculum areas

A detailed risk assessment which covers the school day / week

Typically, these pupils require frequent specific interventions on a daily basis from a range of adults in order to make expected progress. They may be frequently unable to interact appropriately with other pupils and staff due to learning, communication and/or social difficulties.

They are likely to have experienced multiple fixed term exclusions and significant planning to manage their access to learning.

They may have been educated off site to access individual behaviour interventions

BAND 3

Pupils will have and/or require:

Termly advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress.

Individual teacher planning & some adult support to access the learning and social curriculum for at least 75% of the week.

Frequent daily support for appropriately mediating their behaviour to facilitate curriculum access and regular intervention from Senior Leadership in order to manage and reduce the frequency of serious incidents.

Require appropriate curriculum differentiation and structured support, commensurate with cognitive skills, to provide prompting to start and maintain on task behaviour for most of the school day.

Daily specific additional supervision (which may require physical intervention) in order to maintain safety within playground and social times.

Require regular specialist support to address their social and emotional needs and anxieties.

Carefully planned inclusion opportunities, supported in part by additional adult support

Access to additional therapy e.g., CAMHS/ other therapy provision as determined by health and/ or social care

A named key worker assigned to work daily with the pupil to plan and review targets, build on successes and create meaningful links with home.

A detailed risk assessment for some aspects of the school day requiring additional support for the day or defined restraint procedures.

Typically, these pupils have complex needs which require specific 1:1 adult support on a daily basis from a range of adults in order to make expected progress.

They are likely to have experienced multiple fixed term exclusions and permanent exclusion with significant planning to manage their access to learning.

They may have been educated off site to access individual behaviour interventions

They may be frequently unable to interact appropriately with other pupils and staff.

BAND 4

Pupils will have and/or require:

Totally individually designed curriculum in order to make expected progress.

Ongoing multi-professional support and advice for planning, reviews and to evaluate progress, in relation to the education setting and/or family support.

Support throughout the school day which require planned physical intervention and frequent intervention from Senior Leadership in order to manage and reduce the frequency of serious incidents.

Constant support for appropriately mediating their behaviour to facilitate curriculum access.

Require daily intervention and/or advice for staff from appropriately trained professionals.

Carefully planned inclusion opportunities, supported by additional adult support

Require a specific management plan and structured intervention to manage inappropriate behaviour (including sexualised behaviour).

Access to additional therapy e.g., CAMHS/ other therapy provision as determined by health and/ or social care

Daily – require small teaching groups to deliver an appropriately individualised curriculum to address additional learning needs, reduce distractibility and facilitate completion of tasks in order to make expected progress.

A named key worker assigned to work daily with the pupil to plan and review targets, build on successes and create meaningful links with home.

A detailed risk assessment for most aspects of the school day requiring additional support for the day or defined restraint procedures.

Typically, these pupils have complex needs which require specific 1:1 adult interventions for the vast majority of the time to facilitate behavioural needs.

These pupils exhibit severe and challenging behaviour, which may have resulted in a number of fixed term exclusions followed by a permanent exclusion.

They will need constant support to interact appropriately with other pupils and staff.

BAND 5

Pupils will have and/or require:

A totally individually designed curriculum in order to make expected progress.

There will need to be frequent and ongoing multi-professional support and advice for planning, reviews and evaluate progress.

These pupils require planning and provision for out of school hours or for a high level of family support and liaison.

A planned programme of personal and social development and behaviour management, requiring reduced group size and specialist adult contact, which provides a highly predictable routine and structured support for time outside the classroom. Consistency of expectations from all adults involved in the pupil's education.

Support, throughout the school day, which requires planned physical intervention and frequent intervention from Senior Leadership several times a day order to manage and reduce the frequency of serious incidents.

Daily opportunities to experience small group work in areas such as managing conflict, making and keeping friends, awareness of own feelings and those of others, accepting consequences of his/her behaviour.

A named key worker assigned to work daily with the pupil to plan and review targets, build on successes and create meaningful links with home.

Suitably differentiated and/or modified curriculum to address additional learning needs such as dyslexia, moderate leaning needs, specific language or communication needs, physical or sensory needs.

A highly structured curriculum which is divided into short "bites" and which capitalises on the pupil's special interests.

Carefully planned inclusion opportunities, fully supported by additional adult support

Daily planned sessions to develop problem solving skills and alternative strategies for dealing with conflict situations.

A detailed risk assessment for each aspect of the school day requiring additional support for the majority of the day or defined restraint procedures.

Additional external specialist support for the social, emotional and behavioural difficulties they are experiencing. Eg CAMHS/ other therapy provision as determined by health and/ or social care

Physical Disabilities and/or Medical Needs (PD)

Typically, pupils require an enhanced pupil/adult ratio so that they can receive specific support, supervision and interventions in order to make expected progress

BAND 1

Pupils will have and/or require:

Small group for a proportion of the day.

Advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress. (at least 2x per year)

Individual adaptations to the environment e.g., ramps, toilets, quiet carpeted areas.

Appropriate training for staff in manual handling and/or personal care as required may be needed.

Additional support to enable the pupil to be safely monitored and supported with self-administering medication e.g., medical conditions may include epilepsy and asthma.

Some staff are trained appropriately to react to medical emergencies.

Pupils may need access to adapted furniture, technical aids, ICT and specialist materials.

Access to specialised equipment and some support to access teaching and learning.

A relevant risk assessment.

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.

BAND 2

Pupils will have and/or require:

Individual teacher planning & some adult support to access the learning and social curriculum for at least 50% of the week.

Need regular, additional time from a range of adults in order to implement specific support strategies so that they can make expected progress.

Regular (at least 3 x per year) specialist advice for setting staff on how to enable full access to the curriculum and evaluate progress.

Frequent adult support required to use mobility aid e.g., wheelchair

Frequent support to enable the pupil to be safely monitored and supported with self-administering medication e.g., medical conditions may include epilepsy and asthma.

Trained staff to provide frequent support for manual handling and/or transfers and personal care.

Specified adult support to enable access to and adaptation of the curriculum.

Support with communication related to physical disability.

Adult support to ensure safety and/or facilitate social interaction with peers during break and lunchtimes.

Requires additional staffing and accessible transport for curriculum trips.

Blocks of therapy, as advised by appropriate professional/s e.g., OT, physiotherapist.

Carefully planned inclusion to access all curriculum areas

Require specialised equipment and support to access teaching and learning.

A relevant risk assessment

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.

BAND 3

Pupils will have and/or require:

Individual teacher planning & some adult support to access the learning and social curriculum for at least 75% of the week.

Termly advice from an appropriately qualified professional for setting staff on how to enable full access to the curriculum and evaluate progress.

Frequently reliant on adult support for moving, positioning, personal care, eating and drinking e.g., require use of hoist.

Use communication aids e.g., symbol support or other technical aids, which require preparation and regular support for use.

Has long term significant medical condition requiring ongoing medical intervention and monitoring.

Require regularly monitored and reviewed health care plan (involving appropriate regular advice from medical professionals).

Additional staffing and accessible transport for curriculum trips, with relevant risk assessment

Require specialised equipment and frequent support to access teaching and learning.

Blocks of therapy, as advised by appropriate professional/s e.g., OT, physiotherapist.

Requires long term therapy support, implemented in school, as advised by a range of therapists e.g. Occupational therapist, physiotherapist, speech and language therapist.

Have an additional need in another area which requires specific planned support e.g., sensory impairment or learning difficulty.

A relevant risk assessment across the week

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/or support physical and medical needs. They will require a totally individually designed curriculum in order to make expected progress.

BAND 4

Pupils will have and/or require:

Individual teacher planning and support to access the academic and social curriculum throughout the week

Ongoing multi-professional support and advice for planning, reviews and evaluation of progress, in relation to the education setting, equipment and/or family support.

Reliant on adult support for moving, positioning, personal care, eating and drinking e.g. require use of hoist.

Use communication and/or other technical aids, which require preparation and frequent support for use.

Require specialised equipment and constant support to access teaching and learning.

Has long term significant medical condition requiring ongoing medical intervention and monitoring.

Require regularly monitored and reviewed health care plan (involving appropriate regular advice from medical professionals).

Carefully planned inclusion opportunities, supported in part by additional adult support

Requires additional staffing and accessible transport for curriculum trips.

Requires long term therapy support, implemented in school, as advised by a range of therapists e.g. Occupational therapist, physiotherapist, speech and language therapist

A relevant risk assessment across the school day

Typically, these pupils have complex needs which require specific 1:1 adult interventions for the vast majority of the time to support physical and/or medical and/or alternative communication using technical aids.

BAND 5

Pupils will have and/or require:

A totally individually designed curriculum in to facilitate access.

Frequent and ongoing multi-professional support and advice for planning, reviews and evaluation of progress. These pupils require planning and provision for out of school activities

Consistent management by teaching and care staff throughout the day.

A very high adult/pupil ratio to facilitate 1:1 support for much of the school day to enable access to the curriculum and/or support with communication and meeting social, physical and sensory needs and/or ensuring safety.

Total modification of curriculum presentation to reflect physical and /or sensory and/or communication needs with modified and specialist learning materials and equipment.

Enhanced role for specialist staff in working closely with parents and other external staff such as physiotherapist, occupational therapist and speech and language therapist, educational psychologist and social worker.

A physical programme which is incorporated into the whole curriculum and specialist equipment such as supportive seating, tilt table, a hoist for changes of position/transfers.

On call support from trained staff to help meet self-care and manual handling needs, including management of gastrostomy. This will require the availability of 2:1 support, as needed.

Pupils will:

- be totally reliant on 1 or more adults for positioning, movement, personal care including eating and drinking e.g., require hoisting, gastrostomy feeding, and/or
- be complex communication aid users e.g., Tellus/Dynavox which require frequent preparation and support for use.

Require specialised equipment and constant support to access teaching and learning.

A relevant risk assessment across the school day.

Hearing Impairment (HI)

Provision should be planned with appropriate outside agencies. Examples of provisions, which may be included as part of this support, are given below. These descriptors are based on arrangements commonly made for pupils using notional SEN funding up to £10,000.

Hearing Impairments

A significant proportion of children have some degree of hearing difficulty. Hearing impairment may be temporary or permanent. Temporary hearing impairments are usually caused by a condition known as “glue ear” and occur most often in early years. Such hearing impairments fluctuate and may be mild or moderate in degree. They can seriously compound other learning difficulties. Schools and settings should be alert to such evidence as recurring absence due to “earache”.

Permanent hearing impairments are usually sensori-neural and vary from mild through moderate to severe or profound. Children with severe or profound hearing impairment are more likely to have complex communication difficulties.

Additional Funding from the High Needs Block is likely to be required for children for whom a hearing impairment has been identified and where this has been shown to interfere significantly with the child’s development, particularly speech and language acquisition.

These children will mainly be diagnosed as having a permanent sensori-neural hearing impairment and generally, this diagnosis will have been made before the child reaches a pre-school setting. There will be a minority who, because of an illness (such as meningitis), or late diagnosis, will be identified at a later stage. Also, for some children, their hearing impairment may be progressive.

The degree of hearing impairment alone is not an adequate predictor of the likely progress. Such factors as the onset of hearing impairment, age at which diagnosis is made, appropriate intervention together with the child’s need for more visual approaches to communication (e.g. British Sign Language) will contribute to this progress and must be taken into account

The vast majority of these children will have severe language delay and/or lip-reading difficulties and/or be lacking in confidence in communicating independently in the classroom.

Cognitive skills of these pupils will cover the full range. Access to a broad and balanced curriculum commensurate with their cognitive skills is required. These pupils are most likely to use personal hearing aids and/or have cochlear implant and FM systems.

Any request for High Needs Band Funding for a child with hearing impairment will need to include the following:

- a) A report from appropriate medical/audiological sources indicating that the child has severe sensori-neural hearing impairment or long term, chronic conductive hearing impairment. As an indicator, a severe sensori-neural hearing impairment would be indicated by an audiogram showing of an average hearing impairment *in the better ear* of 71-96 dbHL
- b) A report from an appropriate professional indicating that the hearing impairment is associated with significant delay or disorder in receptive and/or expressive language skills.
- c) Evidence that the child's hearing difficulties significantly impairs his/her access to the curriculum.

N.B. If a child suffers traumatic loss of hearing, in the first instance, evidence of (b) only will apply.

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 a proportion of the day.

BAND 1

Pupils will have and/or require:

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. Enhanced use of visual stimuli.

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.

Minor acoustic adjustments to the environment e.g., felt on the base of frequently moved equipment.

Require curriculum support by a qualified teacher of the deaf for assessment, monitoring of progress, advice and guidance to school staff, at least 3 x per year

Access to audiology and technical support including some specialised equipment

Carefully planned inclusion to access all curriculum areas

Regular support to develop social competence and emotional well being.

These pupils will have moderate/severe hearing loss in the better ear, as identified by a suitably qualified professional.

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

They may 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. The additional needs should be considered long term.

BAND 2

Pupils will have and/or require:

Regular (at least 6 x per year) specialist advice for setting staff on how to enable full access to the curriculum and evaluate provision.

Require audiological and curriculum support by ToD to regularly assess understanding, develop language skills and extend language (including subject specific language), monitoring of progress, advice and guidance to school staff.

Requires mediation of the language environment especially in group situations and regular checking of understanding of language in key subjects.

Suitably trained adult support frequently (daily) checks audiological aids

Access to audiology and technical support and appropriate use of FM systems if applicable

Access to specialised equipment

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.

Minor acoustic adjustments to the environment e.g., felt on the base of frequently moved equipment.

Require specialist teaching by qualified teacher of the deaf in a quiet environment in order to develop listening/language and literacy skills on a regular basis.

Suitably trained in class support to access a significant portion of the curriculum each day and for language intensive lessons. Enhanced use of visual stimuli.

Daily support to develop social competence and emotional well being.

Carefully planned inclusion opportunities, supported in part by additional adult support

Some access to small classes with curriculum delivered through alternative means of communication

These pupils will have severe hearing loss in the better ear, as identified by a suitably qualified professional.

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

BAND 3

Pupils will have and/or require:

Any of the provisions from Bands 1 & 2, plus:

At least termly advice from appropriately qualified professionals for setting staff on how to enable full access to the curriculum and evaluate progress.

Access to direct teaching by ToD to develop listening/language and literacy skills in a quiet environment.

Require a modified curriculum in order to make expected progress

Carefully planned inclusion opportunities, supported by additional adult support

Some access to small classes with curriculum delivered through alternative means of communication

These pupils will have severe or profound hearing loss in the better ear, as identified by a suitably qualified professional.

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

BAND 4 Pupils will have and/or require:

Any of the provisions from Bands 1,2 & 3, plus:

They will require a totally individually designed curriculum in order to make expected progress.

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.

Requires weekly input from ToD to provide advice for staff on teaching to develop language skills

Access to specialist teaching on a daily basis, by qualified teacher of the deaf, in a quiet environment in order to develop listening/language and literacy skills.

Pupil may require access to BSL or other sign systems for which interpreters are required to access mainstream lessons

Pupils may have some additional needs in conjunction to their hearing impairment e.g., behaviour / medical needs

Specifically planned access to targeted mainstream curriculum areas with constant adult support

Full time access to small classes with curriculum delivered through alternative means of communication

These pupils will have severe or profound hearing loss in the better ear, as identified by a suitably qualified professional.

Typically, these pupils have complex needs which require specific up to 2:1 adult interventions to facilitate alternative communication and support physical and/or medical and/or behavioural needs.

BAND 5

Pupils will have and/or require:

Any of the provisions from Bands 1,2,3 & 4, plus:

They will require a totally individually designed curriculum in order to make expected progress, with specialist materials and equipment

There will need to be ongoing multi-professional support and advice for planning, reviews hours or for a high level of family support and liaison.

Enhanced role for specialist staff in working closely with parents and other external partners.

A totally integrated environment with consistent management by teaching staff throughout the day.

Pupils will have additional needs in conjunction to their hearing impairment e.g., behaviour / medical needs

Full time access to small classes with curriculum delivered through alternative means of communication

A very high adult/pupil ratio to facilitate 1:1 up to 2:1 (where there are additional medical needs) support for much of the school day to enable access to the curriculum and support with communication development and meeting social, emotional, physical and sensory needs and/or ensuring safety.

Visual Impairment (VI)

Visual impairments take many forms with widely differing implications for a child's education. They range from relatively minor and remediable conditions to total blindness. Whatever the cause of a child's visual impairment, the major issue in identifying and assessing children's special educational needs will relate to the degree and nature of functional vision and the child's ability to adapt socially and psychologically as well as progress in an educational context.

The majority of these children will have been identified by the time they come to a pre-school setting. Many of these children will have severe visual impairment within a mainstream setting and be capable of achieving full access to the national curriculum with appropriate modifications.

The term "educationally blind" describes those children who will be diagnosed as blind or are experiencing a degree of sight loss that requires learning through alternative (non-sighted) means (e.g., Braille and tactile materials). This is likely to be the case where there is a visual ocular deformity and/or family history of poor vision. Diseases of the retina and blindness due to neural or cortical factors may take longer to be identified.

A second group of children described as "partially sighted" will acquire most of their learning through vision facilitated by daily or on-going adult intervention to facilitate curricular access and ensure safety.

A few ocular abnormalities, while present at birth, do not develop symptoms until later in a child's life (e.g., macular degeneration, retinitis pigmentosa).

Any request for High Needs Band Funding for a child with visual impairment will need to include the following:

- a) A report from appropriate medical/ophthalmology sources indicating that the child is educationally blind or significantly visually impaired. As an indicator distance acuity between 6/24 – 3/60
or
near visual threshold of between print size N12/14 – N24/36 depending on the pupil's age.
- b) A report from an appropriate professional indicating that the child has progressive visual impairment that is likely to cause a deterioration in functional vision and therefore in access to the curriculum.
- c) Evidence that the child's vision loss significantly impairs his/her access to the curriculum.

N.B. If a child suffers traumatic loss of vision, in the first instance, evidence of (b) only will apply.

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 a proportion of the day.

BAND 1

Pupils will have and/or require:

Requires suitably trained in class support to access a significant portion of the curriculum (key subjects), for mediation of the environment for key subjects (English and Maths - whole class and some reinforcement of skills being learnt).

Some additional supervision for practical subjects, e.g., Science and PE. Some production of materials. Liaison with QTVI and implementation of strategies.

Access to additional curriculum support by a qualified teacher of the visually impaired for assessment, monitoring of progress, advice and guidance to school staff. This will normally be 3 up to 6 visits per year and includes training and advice to staff.

Access to IT and low vision aids

Regular support to develop social competence and emotional well being.

Require access to specialist ICT

Require individual adaptations to the environment e.g., steps, blinds, lighting.

Access other specialist equipment and materials

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.

They may 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.

Likely to have severe VI, or may have less severe VI but other additional needs.

BAND 2

Pupils will have and/or require:

Requires suitably trained in class support to access a significant portion of the curriculum (key subjects), for mediation of the environment for key subjects (English and Maths - whole class and some reinforcement of skills being learnt).

Access to additional curriculum support by a qualified teacher of the visually impaired (QTVI) for assessment, monitoring of progress, advice and guidance to school staff. This will normally be up to 9 visits per year and includes training and advice to staff.

Requires input from suitability trained adult to mediate the visual environment for most of the day, to work on specific programmes of work developed by QTVI, significant level of adaptations / modifications needed up to 50% of curriculum. Supervision for practical subjects.

Requires daily and on-going adult intervention to facilitate curricular access and ensure safety

Be unable to visually access board work and requires enlarged print for most reading materials.

Daily support to develop social competence and emotional well being.

Mobility provision.

Access other specialist equipment and materials

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.

Likely to have severe VI

BAND 3

Pupils will have and/or require:

Any of the provisions from band 1 & 2 plus:

Requires input from suitability trained adult to mediate the visual environment for most of the day, to work on specific programmes of work developed by QTVI, significant level of adaptations / modifications needed up to 75% of curriculum. Supervision for practical subjects.

Access to additional curriculum support by a qualified teacher of the visually impaired (QTVI) for assessment, monitoring of progress, advice and guidance to school staff. This will normally be up to 12 visits per year and includes training and advice to staff.

Requires daily and on-going adult intervention to facilitate curricular access and ensure safety.

Requires individual programmes of work in specialist areas developed by the QTVI.

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.

Likely to have profound vision impairment and require access to non-visual alternative means of communication such as Braille.

BAND 4

Pupils will have and/or require:

Any of the provisions from 1,2 & 3 plus:

Totally individually designed curriculum in order to make expected progress.

Ongoing multi-professional support and advice for planning, reviews and evaluation of progress in relation to the education setting and/or family support.

Access to non-visual alternative means of communication such as Braille.

Requires high level of weekly input (2 to 3 sessions per week) from QTVI for assessment, monitoring of progress, advice and guidance to school staff, to provide direct teaching of specialist skills, e.g., developing literacy through Braille, visual and tactile skills, IT skills, etc.

Requires personalised curriculum to reflect VI and a number of individual programmes of work developed by QTVI.

Requires access to significant IT resources as assessed and advised by QTVI

Requires high level of input from suitability trained adult to implement programmes of work, produce resources, adapt/modify materials under the guidance of QTVI, to ensure safety and promoting independence.

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. These pupils require planning and provision for out of school hours or for a high level of family support and liaison.

BAND 5

Pupils will have and/or require:

Any of the provisions from bands 1,2,3 and 4 plus:

Requires high level of weekly input (up to 4 sessions per week) from QTVI for assessment, monitoring of progress, advice and guidance to school staff, to provide direct teaching of specialist skills, e.g. developing literacy through Braille, visual and tactile skills, IT skills, etc.

Pupils may have additional needs in conjunction to their visual impairment e.g., behaviour / medical needs

BAND 6 ALL NEED TYPES

Typically, these pupils have complex needs which require specific adult interventions for the vast majority of the time, 1:1 and at times 2:1, to facilitate alternative communication and support physical and/or medical and/or behavioural needs.

They will require a totally individually designed curriculum in order to make expected progress.

There will need to be daily multi-professional support and advice for planning reviews and evaluation of progress.

These pupils require planning and provision for out of school hours and for a high level of family support and liaison.

Pupils will have and/or require to a greater extent than band 5 pupils:

Up to 2:1 support for severe/complex physical needs and/or implementing medical programmes or to support pupils with degenerative condition or challenging behaviour.

Significant medical issues requiring intervention e.g., severe epilepsy, tube feeding, stoma.

Access to hydrotherapy and /or music therapy or high level CAMHS/ other therapy provision as determined by health and/ or social care as apart of an integrated plan

Individualised provision to meet complex needs

Requires more than 1:1 support in small specialist teaching groups in order to access all areas of the curriculum and/or to manage challenging behaviour.

Implementation of multi-disciplinary support for personal care / safety throughout the day.

Full time individual support for the pupil to access an appropriate individually planned curriculum and to ensure safety. This may be appropriately provided from a specifically trained healthcare worker e.g., for care of tracheostomy

Be complex communication aid users Individualised programmes of alternative forms of communication including appropriately trained support as an eye gaze user for communication.

Individual adaptation to the environment such as ramps and toilets; quiet carpeted areas. Access to lifts and hoists may be required.

Specialist technical aids

Staff appropriately trained in manual handling.

For those with multi-sensory impairment, specialist involvement of ToD and/ or QTVI for direct work with the pupil and advice for planning, monitoring, evaluating progress and staff training.

Daily monitoring of pupil progress, and monitoring in line with individual care planning or behaviour planning

These pupils require planning and provision for out of school hours and for a high level of family support and liaison.

BAND 7

These pupils' provisions are individually commissioned and funded from the High Needs Block, and placements are in excess of Band 6 costs.