

Element 3 Banding Resource Allocation System



Banding Descriptors and process for use

Band will be allocated by NYCC SEND team. Initially the band will be allocated by the multi-disciplinary panel as part of the decision to issue an EHCP. At Annual Review, if the needs have significantly changed such that the current band no longer reflects the child or young person's needs, please recommend on the Annual Review paperwork that a change of band may be necessary.

■ Banding process

SEN Support and use of the banding descriptors	
Identification	Child is identified as having SEND in the school or setting, is identified at SEN Support (K code for statutory school age) and a plan is developed as per the Code of Practice to deliver that SEN Support. Graduated response is initiated. Records kept.
Use of banding	Bands 1-3 indicate the type of needs and provision that will be found at SEN Support levels. These may be helpful in raising SEND concerns with parents, identifying appropriate support and as a development tool with staff in your school.

Prior to submission of the EHCAR	
Identification	Evidence is gathered of need from assessment and of impact of interventions both High Quality Teaching strategies and any additional or different interventions. 2 cycles of graduated response completed before submission of EHCAR.
Use of banding	As assessment and impact of interventions are evidenced, school / setting will start to identify that needs and provision to meet needs may be above band 3. During the 2 cycles, you can reference the descriptors in your documentation to build that evidence base.

EHCAR submission	
Identification	2 cycles of graduated response have been completed, school / setting have evidence that the child / young person has SEN that may require a higher level of support than can reasonably be expected from within the delegated Element 2 resource.
Use of banding	SENCO or equivalent may have used descriptors to support this conclusion by highlighting in relevant band and identifying primary need and potentially additional needs in those descriptors. EHCAR format provides opportunity to specifically reference these. NOTE: Descriptors are “best fit” – you do not need to “tick off” each element in a band descriptor to demonstrate that band. Similarly, delays are described indicatively – you do not need to precisely demonstrate the level of delay suggested but it does need to be the “nearest” and will be impacted by the age of the child.

Initial band allocation	
Identification	Through the statutory assessment, all professionals will have access to the descriptor documents and will be able to make reference to those within their reports. The ARO will make a recommendation to the panel at the end of the assessment process as part of the decision to issue a plan.

Use of banding	AROs will analyse the needs identified in the advices received and will compare those with the needs in the descriptor documents. After identifying a potential band for the needs, the ARO will confirm that proposed provision is consistent with the provision for that band in the descriptors. Any discrepancies will provide the opportunity for the ARO to confirm and check recommendations, outcomes and provision.
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Change of band suggested	
Identification	A change to the band can only take place as part of the statutory process either following an annual review or an interim review. It is the responsibility of the school / setting to provide the evidence that needs have changed and therefore provision should change to meet those needs. E3 allocation will NOT change as a result of school budget position – it will only change as a response to an identified and evidence based change in needs.
Use of banding	The Annual Review proforma (which can also be used for an interim review) gives opportunity to highlight where needs have changed and how these fit descriptors in an alternative band.

Summary of use of bands	
<ol style="list-style-type: none"> 1) Identify the primary need and use that descriptor first. There does not have to be a diagnosis to use any set of descriptors, use the set that, in your professional opinion, are most applicable to the young person. 2) From that primary need descriptor document, look at the needs identified and match to the “best fit” descriptors 3) If you are not sure which set of descriptors are most appropriate, look at all possible “primary need” descriptors and choose the best fit 4) Look at secondary or additional needs and match to the “best fit” descriptors for those needs 5) If the secondary or additional needs are 2 bands below the identified primary need band, it is unlikely that additional resource will be required for those additional needs however, if there additional needs are within a band or at the same level, it is likely that this will require additional resource – note on the primary need descriptors that there are statements which indicate where the secondary needs will require the next band to be allocated. 6) Having identified the needs and allocated a band, check that the provision identified in the descriptors is the type of provision identified in the child’s plan. Any disparities need to be checked and clarified. 7) Banding allocated will remain until there is evidence that needs and required provision have changed through the statutory review process. 	



North Yorkshire
County Council

Resource Allocation Criteria
Cognition and Learning Needs

Band 1	Need	<ul style="list-style-type: none"> In Early Years: Functioning at the EYFS band below their chronological age across most areas of development From KS1: Below expected rate of attainment; up to 2 years behind national expectations. Difficulty with the acquisition / use of language, literacy, numeracy skill Difficulty with the pace of curriculum delivery. Some problems with concept development.
	Curriculum & Provision in place	<ul style="list-style-type: none"> Full inclusion to the National Curriculum through use of differentiation and group support Will be part of school/setting and class teaching and assessments, however SENCo may be involved in more specific assessments and observations May be categorised as at School Support level. Will be included in mainstream school and class using Quality First teaching approaches with specific support for targets which involve cognition and learning. Have opportunities for small group work within the usual classroom planning and management.

Band 2	Need	<ul style="list-style-type: none"> In Early Years: Functioning at the EYFS band below their chronological age across all areas of development From KS1: Attainment is more than 2 years behind national expectations despite targeted differentiation Mild but persistent difficulties in the acquisition/use of language/literacy/numeracy skills. Processing difficulties limit independence and may need adult support in some areas.
	Curriculum & Provision in place	<p>As band 1 plus:</p> <ul style="list-style-type: none"> Enhanced differentiation, regular targeted small group or individual support. Use of more detailed NC assessment tools e.g. B Squared/PIVATS Will need additional professional support from skilled colleagues, e.g. SENCo, to aid curriculum modifications and develop strategies to address C&L needs. Planning may also take into account advice from other professional support e.g., advice from IES, or EP. Will be categorised as School Support level. Included in mainstream class using Quality First teaching approaches with specific support for targets which involve communication and interaction in collaboration with professional recommendations Have opportunities for small group work targeting specific needs. Have time limited programmes of intervention targeting identified need.

Band 3	Need	<ul style="list-style-type: none"> In Early Years: Functioning at 2 EYFS bands below their chronological age across most areas of development From KS1: Attainment is more than 3 years behind expected level despite differentiated learning opportunities and concentrated support with appropriate interventions (see Pyramid of Progression). Moderate and persistent difficulties in the acquisition/use of language/literacy/numeracy skills. Needs persist and appear resistant to previous interventions Moderate difficulties with independent working and needs the support of an adult and a modified curriculum. Cognitive assessment by a specialist teacher or Educational Psychologist likely to be significantly below average range of cognitive ability (SS<72 at the 3rd percentile or below) indicating Moderate Learning disabilities. A diagnosis may be in place e.g. Down Syndrome/Williams Syndrome/Prader Willi syndrome
	Curriculum & Provision in place	<p>As band 1 and 2 plus:</p> <ul style="list-style-type: none"> Curriculum plans will include individually focused targets May need to make noticeable adaptations and modifications to the curriculum. Advice and information from the C&L IES may be sought via the SPA process to implement the use of more specialised assessment tools Daily opportunities for support as identified in the child or young person's individual plan – this may include 1:1 work, small group support, pastoral support, mentoring etc Will be categorised as at School Support level. Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support. Staff working directly with pupils must have knowledge and training in good practice when working with C/YP with Cognition and Learning Needs

Band 4	Need	<p>As band 3 plus:</p> <ul style="list-style-type: none"> • Significant cognitive impairment severely restricts access to the curriculum • Significant difficulties with independent working and needs the support of an adult and a personalised curriculum. • Significant difficulties in the acquisition/use of language/literacy numeracy skills, with the curriculum and out of school activities • Significant level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence
	Curriculum & Provision in place	<ul style="list-style-type: none"> • Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum. These will include: conceptual understanding of everyday language and subject specific vocabulary; pace of delivery; significant pre-learning and over learning of concepts and functions and use of alternative recording methods • Main provision by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate. • Where appropriate an alternative curriculum to develop independence and life skills. • Daily opportunities with a teacher or an additional adult, under the direction of the teacher providing sustained targeted support on an individual/group basis • Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to 16 hours) and differentiation of the curriculum. If placed in special school, there would be no requirement for anything additional to the core special school offer.

Band 5	Need	<p>As Band 4 plus:</p> <ul style="list-style-type: none"> • The C/YP will have a significant need in another area of need, e.g. Social Emotional and Mental Health or Sensory, Physical or Medical.
	Curriculum & Provision in place	<p>As Band 4 Plus:</p> <ul style="list-style-type: none"> • Significant adaptations to the curriculum for secondary need, as identified in other PN criteria. • Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to 16 hours) and differentiation of the curriculum for both primary and secondary needs. If placed in special school, there would be no requirement for anything additional to the core special school offer.

Band 6	Need	<p>As Band 5 plus:</p> <ul style="list-style-type: none"> • The C/YP will have a significant need in more than one other area of need, e.g. Social emotional and Mental Health and Sensory, Physical or Medical. <p>Or</p> <ul style="list-style-type: none"> • Cognitive assessment by a specialist teacher or Educational Psychologist indicate levels are likely to be significantly below average range of cognitive ability (SS< 68 at the 1st percentile or below) indicating Severe Learning Difficulties. • Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, with the curriculum and out of school activities • Significant level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence and requires specialist teaching.
	Curriculum & Provision in place	<ul style="list-style-type: none"> • Highly modified curriculum. The curriculum modifications must be selected to engage C/YP with learning needs in relation to curriculum content, peer groups etc. • Planning for unstructured times must be provided • All staff will have training in meeting Cognition and Learning needs at this level. • Inclusion in mainstream class with access to an enhanced level of adult support a significant amount of which may be 1:1 support – this will include targeted individual support, targeted small group support or to release the teacher to provide that support (up to 25 hours) and significant differentiation of the curriculum. • Needs can be met within core offer of a special school setting with minor adaptation to the core offer.

Band 7	Need	<p>As Band 6 plus:</p> <ul style="list-style-type: none"> In addition to SLD, the C/YP will have a significant need in another area, e.g. Social Emotional and Mental Health and Sensory, Physical or Medical. <p>Or</p> <ul style="list-style-type: none"> C/YP has profound and multiple learning disabilities with cognitive impairment profoundly restrict access to the curriculum and require specialist provision.
	Curriculum & Provision in place	<ul style="list-style-type: none"> Long term involvement of Specialist provision and appropriate non educational professionals Highly modified curriculum. The curriculum modifications must be selected to engage C/YP with learning needs in relation to curriculum content, peer groups etc. Planning for unstructured times must be provided All staff will have training/expertise in meeting Cognition and Learning needs at this level. Inclusion in mainstream setting would be challenging as would need to be an enhanced level of individual targeted support (over 25 hours of individual support) and significant differentiation of the curriculum. Needs can be met within a special school setting with some adaptation to the core offer.

Band 8	Need	<p>As Band 7 plus:</p> <ul style="list-style-type: none"> In addition to SLD, the C/YP will have more than one significant need in another area, e.g. Social Emotional and Mental Health and Sensory, Physical or Medical. <p>Or</p> <ul style="list-style-type: none"> C/YP has profound and multiple learning disabilities (PMLD) with cognitive impairment profoundly restrict access to the curriculum and require specialist provision. Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, with the curriculum and out of school activities. Lifelong disability indicating profound and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, that impact on all aspects of daily life. Complex and severe language and communication difficulties.
	Curriculum & Provision in place	<ul style="list-style-type: none"> Extremely modified and individualised work. Small group and 1-1 daily developing basic skills. Long term involvement of Specialist provision and appropriate non educational professionals. Previous assessment informs the planning process for appropriate programmes. Individual targets and therapy programmes are carefully monitored. Targets are short term and specific, monitored and reviewed on a short term basis. Parents/carers are naturally involved. Specialist equipment in place to promote self-help, physical access and mobility and specialist hygiene facilities if necessary. AAC systems to support communication environment. Needs would be met within a special school with significant adaptations to the core offer, e.g. enhanced staffing rates, environmental considerations.

Band 9	Need	<ul style="list-style-type: none"> In addition to PMLD, the C/YP will have more than one significant need in another area, e.g. Social Emotional and Mental Health and Sensory, Physical or Medical. Complex and profound language and communication difficulties.
	Curriculum & Provision in place	<ul style="list-style-type: none"> Specialist provision small group and 1-1 as appropriate. Very high level of adult to pupil ratio 1-1 Support is in line with medical needs and profound learning difficulties. Tailored to the level of cognition, chronological age and developmental level. Needs would be met within a special school with significant adaptations to the core offer, e.g. enhanced staffing rates, environmental considerations.

Band 10	This band will be allocated and moderated on an individual case basis through a Resource Allocation Panel.
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Resource Allocation Criteria

Social, Emotional and Mental Health

The children and young people (CYP) to whom this guidance relates may experience a wide range of social and emotional difficulties which will manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour and defiance leading to issues around school attendance and refusal. Challenging 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.

High Quality Teaching is the best approach for *all* pupils, including those with Social, Emotional and Mental Health needs. Teachers and other school staff should be vigilant for signs and symptoms of poor SEMH (for example, if a CYP becomes withdrawn) and should look for ways to positively influence SEMH (such as supporting CYP to assert themselves and express their feelings). High Quality Teaching includes managing low-level disruption and behaviour in a positive, restorative way, within a class or school environment where each child or young person has a sense of belonging, is understood and is valued. Key principles include:

- Encouraging **pupil voice**; give pupils a say in how they are supported so they feel **safe**
- Starting each day with a **clean slate**
- Adopting a **growth mindset**; normalise failures and encourage pupils to have a go
- Using **consistent language, approaches and routines**
- Promoting **metacognition** to help pupils and staff understand and manage their emotional responses

Please refer to the NYCC Ladder of Intervention for further information regarding identification of need and support for children and young people presenting with Social, Emotional and Mental Health needs.

Band 1	Need	<ul style="list-style-type: none"> CYP experiences low level / low frequency difficulties with social / emotional skills, such as with turn-taking, reciprocal attention, sharing resources, following classroom routines, following adult direction, responding appropriately to social situations, forming and sustaining relationships with peers. CYP may tend towards social isolation, choosing to play alone and displaying occasional anxiety in social situations, such as being particularly quiet, struggling to answer questions in front of the whole class or getting their voice heard / asserting themselves. CYP may follow some but not all school rules / routines and may have difficulty managing emotions and behaviour on occasions.
	Provision	<ul style="list-style-type: none"> The class teacher is able to manage the learning and progress of the CYP, using High Quality Teaching to meet the needs of all pupils. The teacher uses specific, genuine and positive feedback to improve social and emotional skills and behaviour. The teacher makes use of flexible grouping arrangements and differentiates activities, materials and questioning. The teacher shows awareness that a CYP may need more time within lessons to complete tasks and may need to do some things differently. The classroom contains resources and displays that support independence and is organised to support learning (e.g. grouping, seating, etc.) A clear system of rules, rewards and sanctions is used consistently and the CYP has the opportunity to take on responsibilities (e.g. class monitor) to build self-esteem.

Band 2	Need	<ul style="list-style-type: none"> CYP experiences low level / high frequency or high-level / low-frequency difficulties with social/emotional skills, such as with turn-taking, reciprocal attention, sharing resources, following classroom routines, following adult direction, responding appropriately to social situations, forming and sustaining relationships with peers. CYP may be particularly isolated and anxious in social situations, such as refusing to answer questions in front of the whole class or getting their voice heard/asserting themselves. CYP may follow some but not all school rules/routines and may have difficulty managing emotions and behaviour more frequently
	Provision	<ul style="list-style-type: none"> With additional support and guidance from the SENDCO or colleagues, the class teacher is able to manage the learning and progress of the CYP, using High Quality Teaching. The teacher uses specific, genuine and positive feedback to improve social and emotional skills and behaviour. The teacher makes use of flexible grouping arrangements and differentiates activities, materials and questioning. The teacher shows awareness that a CYP may need more time within lessons to complete tasks and may need to do some things differently. The classroom contains resources and displays that support independence and is organised to support learning (e.g. grouping, seating, etc.). The CYP may have their own reminders/cues (visual, etc.) to help reinforce expectations. A clear system of rules, rewards and sanctions is used consistently and the CYP has the opportunity to take on responsibilities (e.g. class monitor) to build self-esteem. The school should consider the appropriateness of an Early Help Assessment for this CYP as part of the graduated response indicated by the Ladder of Intervention.

Band 3	Need	<ul style="list-style-type: none"> CYP experiences frequent difficulties (daily at least once) with social/emotional skills, including turn-taking, reciprocal attention, sharing resources, following classroom routines, following adult direction, responding appropriately to social situations and forming and sustaining relationships with peers. CYP may struggle to follow school rules/routines and will have difficulty managing emotions and behaviour much more frequently.
	Provision	<ul style="list-style-type: none"> Alongside High Quality Teaching delivered by the class teacher (see above), the CYP is able to benefit from enhanced differentiation in the form of regular targeted small group or individual support, making use of more detailed assessment tools (e.g. Boxhall, Thrive, etc.) to focus provision. The class teacher will draw on additional support from skilled colleagues (e.g. SENDCO) to modify the curriculum and develop strategies to address SEMH needs. Planning may also take into account advice from other professionals (e.g. from SEMH Specialists or EP, via SEND Hubs). The CYP will be categorised as 'School Support' with specific support and targets to improve social and emotional mental health put in place in collaboration with professional recommendations (including opportunities for small group work targeting specific needs and time limited programmes of intervention targeting identified need). An Early Help Assessment should be initiated for this CYP as part of a graduated response indicated by the Ladder of Intervention.

Band 4	Need	<ul style="list-style-type: none"> • CYP experiences social / emotional mental health difficulties that frequently interfere with their learning development and / or access to learning opportunities (daily more than once or consistently in certain lessons / situations). • CYP is socially and emotionally vulnerable, may be withdrawn, isolated and susceptible to unpredictable patterns of behaviour that impact on learning. As such, the CYP will struggle to access the curriculum in a productive way without some additional support. • CYP will have more sustained difficulties in social interactions / relationships with both adults and peers, including difficulties managing a range of emotions. • Patterns of stress / anxiety related to specific times of the day may be a feature, whilst a preference for their own agenda and reluctance to follow instructions and short-term behavioural crises are more frequent and, potentially, intense. • Likely to require statutory assessment to identify SEMH needs and to provide additional resource to support continued inclusion in a mainstream environment.
	Provision	<ul style="list-style-type: none"> • The CYP receives High Quality Teaching and benefits from regular and planned additional adult support to ensure that enhanced differentiation, curriculum modifications and specific strategies to address SEMH needs have an impact. • Planning takes into account advice from other professionals (e.g. from SEMH Specialists or EP, via SEND Hubs) and emphasises the development of positive relationships and access to a key adult (i.e. Early Help Champion) who is attuned to and validates CYP needs and can support them to self-regulate. • The CYP will follow an individualised plan with SMART targets developed in collaboration with professional recommendations. Adult support – in line with a personalised plan – may focus on building problem solving skills, SEAL, Circle Time, building self-esteem, social speaking, meta-cognition and developing a growth mindset. • Identified activities / times which challenge are anticipated with support put in place. Chances to explore personal interests exploited as are opportunities to vent frustrations and express pent up emotions. • Anti-bullying is routinely addressed, attending to the precursors and low-level situations, whilst restorative approaches (or similar) are championed. As part of this provision, an exploration of additional learning needs (e.g. language, processing, attention, etc.) should be considered. • Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to 16 hours) and differentiation of the curriculum.

Band 5	Need	<ul style="list-style-type: none"> • As Band 4 plus: The C/YP will have a significant need in another area that is not solely attributed to SEMH need, e.g. Sensory, Physical or Medical, Cognition and Learning
	Provision	<ul style="list-style-type: none"> • As Band 4 Plus: Significant adaptations to the curriculum for secondary need, as identified in other Primary Need criteria. • Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to 16 hours) and differentiation of the curriculum for both primary and secondary needs. If placed in a special school or targeted provision, there would be no requirement for anything additional to the core offer.

Band 6	Need	<ul style="list-style-type: none"> • CYP experiences social / emotional mental health difficulties that regularly interfere with their social / learning development (in most lessons at least once). • CYP is socially and emotionally vulnerable, may be withdrawn, isolated and displays unpredictable patterns of behaviour that have a significant impact on learning. • A high level of adult support is largely effective in sustaining progress and development but this is a challenge. • CYP will be at risk of exclusion and will have more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing emotions. • Patterns of stress / anxiety related to specific times of the day will likely be a feature, whilst a preference for their own agenda and reluctance to follow instructions and short-term behavioural crises are frequent and intense.
	Provision	<ul style="list-style-type: none"> • Regular and carefully planned additional adult support ensures there is a positive impact from enhanced differentiation, curriculum modifications and specific strategies to address SEMH needs. • High Quality Teaching and specific planning for the CYP takes into account advice from other professionals (including provision in the EHCP). • The CYP follows an individualised plan with SMART targets and regular reviews in collaboration with external professionals. • Adult support focuses on direct teaching of skills such as problem-solving, increasing motivation, coping/resilience, conflict management and resolution, collaborative working and managing feelings and relationships. • Daily opportunities support the CYP to recognise and communicate their feelings about the school day. • Adults check CYP understanding of tasks and recording of work to support focus and reduce anxiety. Specific areas of difficulty are clearly identified and anticipated. The curriculum is highly personalised, as are opportunities to vent frustrations and express pent up emotions. • Anti-bullying is routinely addressed, whilst restorative approaches (or similar) are championed. • Inclusion in mainstream class with access to an enhanced level of adult support a significant amount of which may be 1:1 support – this will include targeted individual support, targeted small group support or to release the teacher to provide that support (up to 25 hours) and significant differentiation of the curriculum. If placed in a special school or targeted provision, there would be no requirement for anything additional to the core offer.

Band 7	Need	<ul style="list-style-type: none"> • CYP will have complex mental health needs which significantly impact on their learning and social interaction. Due to their social and emotional mental health needs, they will exhibit unpredictable patterns of behaviour and may target other CYP and / or staff, sometimes this may be planned, often with limited understanding of the consequences of their actions on that other person. This lack of empathy is a significant SEMH need as it impacts on good decision making as the CYP cannot weigh up all factors before acting. • CYP may refuse to go to school, or engage in activities which deliberately endanger themselves and others (e.g. substance misuse) and may be involved with the criminal justice system. They will have embedded habits that inhibit their own learning and progression and that are disruptive to the learning of others. • The CYP will likely exhibit a non-compliant attitude and uncooperative behaviour and may be unable to control intense emotional or aggressive outbursts, inappropriate behaviour, high levels of anxiety, hyper-vigilance and mood swings; they will have difficulties with social relationships. • They will approach situations in ways which cause a significant barrier to learning, e.g. disengaging, destroying own / others' work, using work avoidance strategies, often with limited concentration.
	Provision	<ul style="list-style-type: none"> • Access to enhanced provision and approaches ensures there is a positive impact from an alternative curriculum featuring modifications and specific strategies to address SEMH needs. Targeted, short-term provision may be appropriate to support needs. • In any case, the CYP follows an individualised plan with SMART targets and regular reviews in collaboration with external professionals. • Specific areas of difficulty are clearly identified with learning and strategies explicitly and rigorously delivered. • The curriculum is highly personalised and informed by statutory assessment or Annual Review. • A structured, individualised programme develops core learning, social interaction and emotional well-being.

Band 8	Need	<ul style="list-style-type: none"> The CYP has been assessed as having complex, persistent and layered needs requiring specialist input or provision. CAMHS are likely to have been involved or are currently involved and there may be a medical diagnosis and / or Health intervention / support in place. SEMH needs significantly impact on learning and may pose a risk to the safety and education of themselves or others. Academic, social and emotional needs require specialist provision and significant intervention. The CYP is seemingly unpredictable and – potentially – dangerous, with intense episodes of emotional and / or challenging behaviour and a high level of anxiety making daily life extremely difficult. They may refuse to go to school, or engage in activities which deliberately endanger themselves and others (e.g. substance misuse) and may be involved with the criminal justice system. Their needs may be compounded by co-existing difficulties. The CYP is extremely vulnerable and safeguarding issues may be a consideration due to acute levels of mental health concerns and increased risk-taking behaviours or sabotage of situations / placements, including the real prospect of self-harm and suicidal ideation.
	Provision	<ul style="list-style-type: none"> Access to specialist provision and expertise, enhanced differentiation, curriculum modifications and specific strategies to address SEMH needs are essential to create the conditions for a positive impact for this CYP. An individualised plan with SMART targets and regular reviews in collaboration with external professionals ensures constant adaptations can be made to provision to increase success. Specific areas of difficulty are clearly identified with learning and strategies explicitly and rigorously delivered. The curriculum is highly personalised and informed by statutory assessment or Annual Review. A structured, individualised programme develops core learning, social interaction and emotional well-being.

Band 9	Need	<ul style="list-style-type: none"> The CYP has been assessed with long term and complex social, emotional and mental health difficulties, necessitating a multi-agency response and highly specialist input or provision. Their needs are likely to include self-harming behaviour, attempted suicide, persistent substance abuse, extreme anxiety impacting their access to school or the community, extreme sexualised language and behaviour; risk of CSE/CCE, extreme violent/ aggressive behaviour, serious and diagnosed mental health issues, long-term non-attendance and disaffection, involvement with the criminal justice system and periods of going missing. Whilst receiving education, the CYP will exhibit persistently high levels of violence and aggression throughout the day, often impulsive and with no apparent triggers, jeopardising their health and safety and that of others.
	Provision	<ul style="list-style-type: none"> With access to bespoke specialist provision and expertise, enhanced differentiation, curriculum modifications and specific strategies to address SEMH needs, the CYP occasionally engages with opportunities for learning and social development. The CYP requires access to highly skilled staff with detailed knowledge, skills and understanding of emotional needs to ensure individual, targeted and successful intervention. Support is most effective when delivered by one or more trusted and familiar adults. Flexible deployment of staff around the CYP for extended periods of crisis is necessary. Very detailed individualised plans, created in collaboration with a multi-agency team of highly-skilled professionals enables a coherent and highly consistent approach. Planned programmes of intensive therapeutic intervention are a significant feature of the provision for the CYP.

Band 10	This band will be allocated and moderated on an individual case basis through a Resource Allocation Panel.	
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Resource Allocation Criteria

Communication and Interaction Needs (Including ASD)

Children and young people with communication and interaction differences/Autism may have differences in the areas identified below. Use these descriptors to identify the needs of an individual C&YP. In all bands C&YP may or may not have a diagnosis of an autism spectrum disorder made by an appropriate multi-agency team.

Communication and Reciprocal Social Interaction (Social Affect)

- Difficulties recognising that they are part of a class, group or wider social situation
- Social situations present challenges resulting in emotional outbursts, withdrawal, social vulnerability and/or isolation
- Poor empathy, imagination and play skills which affects social understanding and impacts on learning in subjects such as English and RE
- Unusual eye gaze or eye contact. Facial expressions may be limited or reduced in range. May not use or understand non-verbal communication
- Difficulties with understanding spoken language or difficulties expressing their own wishes and feelings (expressive and receptive needs). Speech may be delayed or unusual and may have an odd intonation pattern with immediate or delayed repetition (echolalia)
- Literal interpretations of language and learning with poor understanding of abstract language. Higher order language skills may be impaired, e.g. understanding and use of metaphor, inference and emotional language
- Difficulty understand social rules of conversation e.g. greetings, appropriate interruption, conversational repair, “polite forms” and adjusting tone and content according to who they are speaking to such as how you address a teacher vs a friend
- Issues with interpreting and understanding whole class instructions and general information
- Difficulties with the concept of time and sequencing of events significantly affect everyday activities
- Difficulties with personal space. May invade others space or find close group work difficult
- Little awareness of danger in comparison to children of their age. May ‘run’ or ‘climb’ with no regard to hazards. May be unaware of hurting others
- May have coping strategies that enable successful social interaction with peers. At times of stress or anxiety, however, responses will be unusual and socially awkward.

Restricted and Repetitive Behaviours

- Anxiety to even small unplanned changes in the environment or learning tasks leading to reactions of outbursts or withdrawal
- Unusual or different behaviours or obsessions with everyday objects, people or toys. This can lead to difficulties with finishing desired activities. May display an intense interest in a topic that is explored with a high level of frequency and/or inappropriateness to context or audience
- Difficulties managing transition between different environments or tasks. Routine and visual structure supports these issues
- Inability to maintain focus and concentration age appropriately. May be easily distracted or may not switch attention easily
- Inconsistent patterns of behaviour across a spectrum from challenging or impulsive to extreme passivity.

Sensory Differences

- Unusual over or under responsiveness to sensory stimuli e.g. touch or noise which may affect access to everyday events or activities e.g. dining halls. May show signs of delayed hand/eye co-ordination and/or fine/gross motor skills or display unusual body movements such as flapping, toe walking, tics or unusual posturing. May eat inedible objects ‘pica’
- May display unusual sensory responses to the environment at times of heightened stress. This may present as anxiety
- Sensory differences can affect physical milestones such as toileting and eating development. These can cause high anxiety in the child/young person and those who care for them.

Band 1	Need	<ul style="list-style-type: none"> Has communication and interaction that may affect their access to some aspects of the National Curriculum including the social emotional curriculum and school life. Across the expected range with an unusual learning profile showing relative weaknesses in some areas and strengths in others
	Curriculum & Provision in place	<ul style="list-style-type: none"> Full inclusion to the National Curriculum Will be part of school/setting and class teaching and assessments, however SENCo may be involved in more specific assessments and observations May be categorised as at School Support level Will be included in mainstream school and class using Quality First teaching approaches with specific support for targets which involve communication and interaction Have opportunities for small group work within the usual classroom planning and management

Band 2	Need	<ul style="list-style-type: none"> Has communication and interaction that affects their access to some aspects of the National Curriculum, including the social emotional curriculum and school life Across the expected range with an unusual learning profile showing relative weaknesses in some areas and strengths in others
	Curriculum & Provision in place	<p>As band 1 plus:</p> <ul style="list-style-type: none"> Use of more detailed NC assessment tools e.g. B Squared/PIVATS Will need additional professional support from skilled colleagues, e.g. SENCo, to aid curriculum modifications and develop strategies to address C&I needs Planning may also take into account advice from other professional support e.g. sensory profile, advice from IES, SALT or OT Will be categorised as at School Support level Included in mainstream class using Quality First teaching approaches with specific support for targets which involve communication and interaction in collaboration with professional recommendations Have opportunities for small group work targeting specific needs

Band 3	Need	<ul style="list-style-type: none"> Has communication and interaction that affects their access to some aspects of the National Curriculum, including the social emotional curriculum and school life which is especially true in new and unfamiliar contexts. The pervasive nature of the Autism/C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills.
	Curriculum & Provision in place	<p>As band 1 and 2 plus:</p> <ul style="list-style-type: none"> Curriculum plans will include individually focused IEP targets May need to make noticeable adaptations to the curriculum to aid access and reduce anxiety. Including differentiation by presentation and/or outcome, rest breaks, time allocated to sensory difficulties and processing needs Advice and information from the C&I IES will be sought via the Single Point of Access (SPA) process to implement the use of more specialised assessment tools The school follows a framework which supports the identification of key areas of need in relation to C/YP with communication and interaction needs/Autism Will be categorised as at School Support level Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support. Staff working directly with pupils must have knowledge and training in good practice when working with C/YP with communication and interaction needs/Autism

Band 4	Need	<ul style="list-style-type: none"> Has communication and interaction needs that severely affect access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available The pervasive nature of the Autism/ C&I needs is has a detrimental effect on the acquisition, retention and generalisation of skills C/YP will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum
	Curriculum & Provision in place	<ul style="list-style-type: none"> Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum. These will include: conceptual understanding of everyday language and subject specific vocabulary; pace of delivery; significant pre-learning and over learning of concepts and functions and use of alternative recording methods Where appropriate an alternative curriculum to develop independence and life skills May include assessment advice from other agencies, e.g. EP, IES, SALT/OT A framework should be used to aid assessment and planning Assessment should include a sensory profile Increased level of understanding by teaching and support staff will require plans for developing whole school understanding of pupil's needs. To include all setting staff that may come into contact with C/YP on a daily basis Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to 16 hours) and differentiation of the curriculum.

Band 5	Need	<p>As Band 4 plus:</p> <ul style="list-style-type: none"> The C/YP will have a significant need in another area that is not solely attributed to C&I/ASD need, e.g. Social Emotional and Mental Health or Sensory, Physical or Medical.
	Curriculum & Provision in place	<p>As Band 4 Plus:</p> <ul style="list-style-type: none"> Significant adaptations to the curriculum for secondary need, as identified in other Primary Need criteria Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to 16 hours) and differentiation of the curriculum for both primary and secondary needs. If placed in special school, there would be no requirement for anything additional to the core special school offer.

Band 6	Need	<ul style="list-style-type: none"> The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and the CYP's will be cognitively well below ARE Attainment profile is well below expected NC levels.
	Curriculum & Provision in place	<ul style="list-style-type: none"> Curriculum modifications must be selected to engage C/YP with C&I needs/Autism in relation to curriculum content, peer group Therapeutic approaches will be integral to curriculum delivery and used to support the emotional wellbeing of the C/YP Planning for unstructured times must be provided Where needed positive behaviour plans and risk assessments must be completed and shared with family All staff will have training in Autism/C&I needs Inclusion in mainstream class with access to an enhanced level of adult support a significant amount of which may be 1:1 support – this will include targeted individual support, targeted small group support or to release the teacher to provide that support (up to 25 hours) and significant differentiation of the curriculum. Needs can be met within core offer of a special school setting with minor adaptation to the core offer.

Band 7	Need	<ul style="list-style-type: none"> Has communication and interaction needs that profoundly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available The pervasive nature of the Autism/ C&I needs has a detrimental effect on the acquisition, retention and generalisation of skills and therefore has learning needs that are categorised as in the MLD range.
	Curriculum & Provision in place	<ul style="list-style-type: none"> Curriculum modifications must be selected to engage C/YP with C&I needs/Autism in relation to curriculum content, peer group Therapeutic approaches will be integral to curriculum delivery and used to support the emotional wellbeing of the C/YP Planning for unstructured times must be provided Where needed positive behaviour plans and risk assessments must be completed and shared with family All staff will have training in Autism/C&I needs Inclusion in mainstream setting. However, there will be a need for an enhanced level of individual targeted specialist or individual teaching support and significant differentiation of the curriculum Needs can be met within a special school setting with some adaptation to the core offer

Band 8	Need	<p>As Band 7 plus</p> <ul style="list-style-type: none"> The C/YP will have a significant need in another area that is not solely attributed to C&I/ASD need, e.g. Social emotional and Mental Health or Sensory, Physical or Medical. <p>Or</p> <ul style="list-style-type: none"> The pervasive nature of the Autism/C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore has learning needs that are categorised as in the Severe Learning Difficulties range
	Curriculum & Provision in place	<ul style="list-style-type: none"> Curriculum modifications must be selected to engage C/YP with C&I needs/Autism in relation to curriculum content, peer group Therapeutic approaches will be integral to curriculum delivery and used to support the emotional wellbeing of the C/YP Planning for unstructured times must be provided Where needed positive behaviour plans and risk assessments must be completed and shared with family All staff will have training in Autism/C&I needs Needs can be met within core offer of a special school setting with significant adaptations to the core offer, e.g. enhanced staffing rates, environmental considerations Key staff trained and experienced in appropriate and evidence based ASD specific teaching approaches

Band 9	Need	<p>As band 8 plus</p> <ul style="list-style-type: none"> The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore has learning needs that are categorised as in the SLD range The C/PY may also have additional needs in terms of significant SEMH needs / challenging behaviour
	Curriculum & Provision in place	<ul style="list-style-type: none"> Specialist educational setting Long-term involvement of educational and non-educational professionals as appropriate in assessment and planning Curriculum access will be facilitated by using a predictable approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom May use a range of alternative augmentative communication to support social and functional communication skills to enhance interaction and understanding, e.g. PECS, Makaton. electronic voice output communication aids (VOCA) Use of adapted teaching materials, resources to support teaching and learning for those with sensory and/or physical impairment Will need enhanced PSHCE/life skills and SRE programmes to ensure skills embedded Will need an environment where interpersonal challenges are minimised by the adult managed setting High staffing ratio to support teaching and learning with sustained opportunities for 1:1 support All staff trained and experienced staff trained and experienced in appropriate and evidence based ASD specific teaching approaches. Additional staffing to escort pupils and support at times of crisis and stress All staff trained and experienced in appropriate and evidence based ASD specific teaching approaches Access to specialist approaches, equipment and therapeutic services as part of the curriculum

Band
10

This band will be allocated and moderated on an individual case basis through a Resource Allocation Panel.

Resource Allocation Criteria

Speech Language and Communication Needs (SLCN)

Guidance for children and young people with Speech, Language and Communication Needs

Introduction

The term SLCN is used in this guidance to refer to children and young people with speech, language and communication needs as described below.

There are four distinct and overlapping reasons for C&YP to have SLCN¹.

1. **Primary Need:** a persistent developmental difficulty specific to the speech and language systems associated with speech sounds, formulating sentences, understanding, social interaction or fluency
2. **Secondary need:** primary developmental factor related to Autism, physical, hearing or cognitive impairments which affect speech, language and communication
3. Reduced developmental opportunities meaning that language is impoverished or delayed; mainly linked to social disadvantage
4. Speaking and understanding English as an additional language (EAL) does not in itself constitute a SLC difficulty. The varied structures and phonologies of different languages may however cause **initial short term** difficulties. It is important to recognise that C&YP with EAL may also have the above 3 reasons for their SLCN.

Identification:

- There is wide variation in children's early development meaning that SLCN is not often identified before the age of 2, unless due to secondary factors present pre-natal or from birth
- The nature of SLCN can change over time
- A range of interventions, screening, observation and assessment over time, involving both health and education professionals are necessary to establish the nature of the difficulty
- Depending on the nature of the difficulty, pupils' performance levels may range between 'well above average' to 'well below average'.

This document provides guidance regarding funding, provision, staffing and identification for C&YP at bands 1-7. However, for all of the reasons above, when planning provision and personalised learning, it is essential that the strengths and needs of individual C&YP are considered rather than a diagnostic category of need. As such, this guidance should be used flexibly with regard to an individual's need at a particular time. For example, a child at Band 1 may require aspects of provision at Bands 2/3 for a measured period of time.

All C&YP need to be taught in a communication friendly learning environment, reflected in the whole school ethos:

- An understanding of the importance of language skills on social development and attainment
- Structured opportunities to support children's speech and language development
- Effective and positive adult child interaction
- High quality verbal input by adults

At ranges 8 and above, SLCN would be a secondary need. Where applicable, guidance for C&YP with autism, physical, hearing and behavioural and emotional difficulties should also be consulted.

Colleagues consulting this guidance need to use the guidance in conjunction with the SLCN sections in the Early Identification Toolkit and the Mainstream Guidance document.

¹ Effective and Efficient use of resources in services for C&YP with SLCN (Lindsay, Desforges, Dockrell, Law, Peacey ad Beecham) DCSF 2008 ISBN 978 84775 218 5

Band 1	Need	<p>SLCN may be an emerging but not yet clearly identified primary area of need; the pupil has some difficulty with speaking or communication. Will present with some/all of the difficulties below and these will mildly affect curriculum access and social development.</p> <ul style="list-style-type: none"> Phonological awareness difficulties (awareness of the sounds in spoken words such as rhyme, alliteration, and syllabification) which impact on progress reading and spelling Speech is understood by others but has some immaturities, which may impact on social interaction and the acquisition of literacy Difficulties with listening and attention that affect task engagement and independent learning Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding Difficulties in the understanding of language for learning (conceptual language; size, time, shape, position) Limited vocabulary, both expressive and receptive May rely heavily on non-verbal communication to complete tasks (adults gestures, copying peers) and this may mask comprehension weaknesses Social interaction could be limited and there may be some difficulty in making and maintaining friendships. Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement
	Curriculum & Provision in place	<ul style="list-style-type: none"> Full inclusion to the National Curriculum Will be part of school/setting and class teaching and assessments, however SENCo may be involved in more specific assessments and observations May be categorised as at School Support level Will be included in mainstream school and class using Quality First teaching approaches with specific support for targets which involve communication and interaction Have opportunities for small group work within the usual classroom planning and management Literacy tasks may require some modification Instructions supported by visual and written cues Reduction/modification of complex language when giving instructions/information to support attention and understanding Flexibility in expectations to follow instructions /record work Opportunities for developing the understanding and use of language across the curriculum with specific targets shared so that all staff can support language development in naturally occurring and meaningful situations

Band 2	Need	<p>SLCN is identified as the primary area of need; the pupil has some difficulty with speaking or communication. Will present with some/all of the difficulties below and these will mildly-moderately affect curriculum access and social development.</p> <ul style="list-style-type: none"> Phonological awareness difficulties (awareness of the sounds in spoken words such as rhyme, alliteration, and syllabification) which impact on progress reading and spelling Speech is understood by others but has some immaturities, which may impact on social interaction and the acquisition of literacy Difficulties with listening and attention that affect task engagement and independent learning Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding Difficulties in the understanding of language for learning (conceptual language; size, time, shape, position) Limited vocabulary, both expressive and receptive May rely heavily on non-verbal communication to complete tasks (adults gestures, copying peers) and this may mask comprehension weaknesses Social interaction could be limited and there may be some difficulty in making and maintaining friendships Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement.
	Curriculum & Provision in place	<p>As band 1 plus:</p> <ul style="list-style-type: none"> Use of more detailed NC assessment tools: see Mainstream guidance and Early Identification Toolkit Main provision by class/subject teacher with advice from SENCo Adults routinely used to support flexible groupings and differentiation under the guidance of the teacher Adults actively support pupils by modifying teacher talk and scaffolding/modelling responses Regular, planned support to listen and respond to longer sequences of information in whole class situation Regular, planned encouragement and support to collaborate with peers in curriculum activities Opportunities for time limited small group/individual work based on identified need Staff working directly with the pupil should have knowledge and training in good practice for teaching and planning provision for C&YP with SLCN.

Band 3	Need	<p>SLCN will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals. Will present with some/all of the difficulties below and these will moderately affect curriculum access and social development.</p> <ul style="list-style-type: none"> • Persistent delay against age related language norms • Persistent difficulties that do not follow a normal developmental patterns (disordered) <p><u>Speech</u></p> <ul style="list-style-type: none"> • Speech is usually understood by others but has immaturities. Persistent delay/ difficulties against age related speech norms • Difficulty in conveying meaning, feelings and needs to others due to speech intelligibility. • Speech sound difficulties impact on literacy development • Speech sound difficulty may lead to limited opportunities to interact with peers. May be socially vulnerable as a result, may become isolated or frustrated <p><u>Expressive</u></p> <ul style="list-style-type: none"> • Difficulties in word storage and retrieval that affect fluency, sentence structure and the quality of vocabulary. This will also be evident in written work and reading. • Difficulties in formulating sentences. May be associated with vocabulary or grammar, such as using immature or unusual verb forms <p><u>Receptive</u></p> <ul style="list-style-type: none"> • Difficulties in accessing the curriculum; following instructions, answering questions, processing verbal information, following everyday conversations. Needs regular and planned additional support and resources • Difficulties with listening and attention that affect task engagement and independent learning. May not be able to focus attention for sustained periods. May appear passive or distracted. • Difficulties with sequencing, predicting, and inference within both social and academic contexts. May result in associated behavioural difficulties due to anxiety or lack of understanding (withdrawal or externalising frustrations). May result in difficulties with completing daily living tasks or participating in daily living situations <p><u>Social Communication NB: see also C&I descriptors (ASD)</u></p> <ul style="list-style-type: none"> • Difficulties with speech and/or language mean that social situations present challenges resulting in emotional outbursts, anxiety, social isolation and social vulnerability • Difficulties with using and understanding non-verbal communication (NVC) such as facial expressions, tone of voice and gestures • Poor understanding of abstract language and verbal reasoning skills needed for problem solving, inferring and understanding the feelings of others • Anxiety related to lack of understanding of time and inference. Needs reassurance and forewarning of changes to routine or when encountering new situations/experiences
	Curriculum & Provision in place	<p>As band 1 and 2 plus:</p> <ul style="list-style-type: none"> • Provide evidence of monitoring and identification of pupil's needs before making a referral for assessment and advice from IES • Refer to Speech and Language Therapy Services (SALT) for further assessment and therapy. This must be agreed with the family • Reviews should consider the evidence based need to move towards EHC plan • Additional adult support informed by differentiated provision planned by the teacher • Could include advice from Speech and Language Therapist to inform planning • Additional adult 1:1 support focussed on specific individual targets and any SALT programmes as appropriate • Staff working directly with the pupil must have knowledge and training in good practice for teaching and planning provision for C&YP with SLCN • Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support. • Attention to position in the classroom and acoustics • Tasks and presentation personalised to pupil needs • Curriculum access facilitated by a structured approach using visual systems, modification /reduction of language for instructions and information • Consideration to the transference and generalisation of skills

Band 4	Need	<p>SLCN will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals.</p> <p>Will present with some/all of the difficulties as described at Band 3 and these will severely affect curriculum access and social development.</p> <ul style="list-style-type: none"> • Could communicate or benefit from communicating using AAC (Alternative and Augmentative Communication) • Some or all aspects of language acquisition are significantly below age expected levels • Significant speech sound difficulties making speech difficult to understand out of context <p>Must have a diagnosis of Language Impairment/ Disorder or Speech Impairment/Disorder</p> <p>The main categories are:</p> <ul style="list-style-type: none"> • Mixed receptive/expressive language impairment/disorder • Expressive only language impairment/disorder • Higher level language processing impairment/disorder • Specific Speech Impairment <p>Identification</p> <ul style="list-style-type: none"> • Diagnosed by a Speech and Language Therapist (ideally in conjunction with a specialist teacher or Educational Psychologist to determine cognitive mismatch) • C&YP with a diagnosis of Language Impairment may be of average or above average cognitive ability • C&YP with Language Impairment (LI) often have associated social communication difficulties evident in rigid and repetitive behaviours • C&YP with LI have difficulties with literacy associated with writing fluency, reading comprehension and spelling • C&YP with LI often have behavioural, emotional and social difficulties due to impoverished peer interactions, poor listening and attention and understanding
	Curriculum & Provision in place	<p>School must make provision as bands 1-3 plus:</p> <ul style="list-style-type: none"> • Provide an appropriately trained teacher or teaching assistant to carry out SLT programmes for at least 15 minutes daily or to focus on specific individual targets • Where there is a diagnosis of Language Impairment or Speech Impairment the pupil's individual academic potential should not be underestimated. However, planning must include a significant level of additional adult support and significant personalised differentiation to ensure curriculum access. • Recognise that language impairment is a persistent, severe and lifelong disability • Planning, targets and assessments must address pastoral considerations relevant to the individual pupil (emotional well-being) as well as social and functional use of language. • Provide systematic and intensive mediation to facilitate curriculum access – this may include whole school approaches to giving instructions, providing visual support etc so that in all contexts, the pupil is able to optimally access the curriculum • Ensure specific structured teaching of vocabulary and concepts, in context • Provide intervention for social communication and functional language use • Provide specialist support with recording and communication • Provide specific programmes to develop independent use of ICT, recording skills and communication through AAC as appropriate

Band 5	Need	<p>As Band 4 plus:</p> <ul style="list-style-type: none"> The C/YP will have a significant need in another area that is not solely attributed to SLCN need, e.g. Social emotional and Mental Health or Sensory, Physical or Medical or an additional social care need impacting on access / engagement with education
	Curriculum & Provision in place	<p>As Band 4 plus:</p> <ul style="list-style-type: none"> Significant adaptations to the curriculum for secondary need, as identified in other PN criteria Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to 16 hours) and differentiation of the curriculum for both primary and secondary needs. If placed in special school, there would be no requirement for anything additional to the core special school offer.

Band 6	Need	<p>SLCN will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals.</p> <p>Will present with some/all of the difficulties as described at Band 3 and 4 and these will severely affect curriculum access and social development to the extent that needs cannot usually be met in a mainstream setting without significant differentiation and moderation and a targeted provision may be appropriate.</p> <ul style="list-style-type: none"> Could communicate or benefit from communicating using AAC (Alternative and Augmentative Communication) Some or all aspects of language acquisition are significantly below age expected levels Significant speech sound difficulties making speech difficult to understand out of context <p>Must have a diagnosis of Language Impairment/ Disorder or Speech Impairment/Disorder</p> <p>The main categories are:</p> <ul style="list-style-type: none"> Mixed receptive/expressive language impairment/disorder Expressive only language impairment/disorder Higher level language processing impairment/disorder Specific Speech Impairment <p>Identification</p> <ul style="list-style-type: none"> Diagnosed by a Speech and Language Therapist (ideally in conjunction with a specialist teacher or Educational Psychologist to determine cognitive mismatch) C&YP with a diagnosis of Language Impairment may be of average or above average cognitive ability C&YP with Language Impairment (LI) often have associated social communication difficulties evident in rigid and repetitive behaviours C&YP with LI have difficulties with literacy associated with writing fluency, reading comprehension and spelling C&YP with LI often have behavioural, emotional and social difficulties due to impoverished peer interactions, poor listening and attention and understanding
	Curriculum & Provision in place	<p>As band 4 plus:</p> <ul style="list-style-type: none"> Provide an appropriately trained teacher or teaching assistant to carry out SLT programmes for at least 15 minutes daily Planning must adhere to the targets set within the EHC plan and include reasonable adjustments to support the mainstream classroom where possible Where there is a diagnosis of Specific Language Impairment (now known as Developmental Language Difficulty or DLD) or Specific Speech Impairment the pupil's individual academic potential should not be underestimated. However, planning must include a significant level of additional adult support and significant personalised differentiation to ensure curriculum access It must be recognised that language impairment is a persistent, severe and lifelong disability Planning, targets and assessments must address pastoral considerations relevant to the individual pupil (emotional well-being) as well as social and functional use of language Should have a placement with access to specialist teaching and non-teaching support within the classroom and wider setting (targeted provision or specialist outreach on a regular basis as determined by the C&YP EHCP) to facilitate access to the curriculum and social communication. These staff will support mainstream staff in planning and delivering appropriate, inclusive and structured interventions and a differentiated curriculum Ensure additional training is available for mainstream staff to support curriculum modifications Inclusion in mainstream class with access to an enhanced level of adult support a significant amount of which may be 1:1 support – this will include targeted individual support, targeted small group support or to release the teacher to provide that support (20 - 25 hours).

Band 7	Need	<ul style="list-style-type: none"> Has SLCN needs that profoundly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available As band 6 however the C/YP will have a significant need in another area that is not solely attributed to SLCN need, e.g. Social Emotional and Mental Health or Sensory, Physical or Medical or an additional social care need impacting on access / engagement with education
	Curriculum & Provision in place	<p>As Band 6 plus:</p> <ul style="list-style-type: none"> Significant adaptations to the curriculum for secondary need, as identified in other PN criteria Inclusion in mainstream setting. However, there will be a need for an enhanced level of individual targeted support (25 hours plus) and significant differentiation of the curriculum for both primary and secondary needs Needs can be met within a special school setting with some adaptation to the core offer or within an enhanced or targeted mainstream provision

Band 8	Need	SLCN primary needs would not satisfy the criteria for Band 8 funding however, SLCN needs as described above may be part of the secondary or additional needs and should be considered alongside primary need guidance.
	Curriculum & Provision in place	SLCN primary needs would not satisfy the criteria for Band 8 funding however, SLCN provision as described above may be part of the secondary or additional needs and should be considered alongside the guidance given for provision for the primary need.

Band 9	Need	SLCN primary needs would not satisfy the criteria for Band 9 funding however, SLCN needs as described above may be part of the secondary or additional needs and should be considered alongside primary need guidance.
	Curriculum & Provision in place	SLCN primary needs would not satisfy the criteria for Band 9 funding however, SLCN provision as described above may be part of the secondary or additional needs and should be considered alongside the guidance given for provision for the primary need.

Band 10	This band will be allocated and moderated on an individual case basis through a Resource Allocation Panel.	
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North Yorkshire
County Council

Resource Allocation Criteria

Hearing Impairment

Types of Deafness

Conductive Hearing Loss: when sound can't pass efficiently through the outer and middle ear to the cochlea and auditory nerve. The most common type of conductive deafness in children is caused by glue ear – when fluid builds up in the middle ear. For most children this is a temporary condition and clears up by itself. For some children the problem may be a chronic or permanent problem and they may have grommets inserted or be fitted with hearing aids.

Sensori-neural deafness: when there is a fault in the inner ear or auditory nerve. Sensori-neural deafness is permanent.

Degrees of Deafness

The British Society of Audiology descriptors are used to define degrees of hearing loss. These descriptors are based on the average hearing threshold levels at 250, 500, 1000, 2000 and 4000Hz in the better ear (where no response is taken to have a value of 130 dBHL).

Mild hearing loss	Unaided threshold 21-40 dBHL
Moderate hearing loss	Unaided threshold 41-70 dBHL
Severe hearing loss	Unaided threshold 71-95 dBHL
Profound hearing loss	Unaided threshold in excess of 95 dBHL

Band 1	Need	<ul style="list-style-type: none"> • Aided/unaided conductive temporary or • Chronic conductive aiding not appropriate or • Unilateral/bilateral minimal average <20dBHL or mild – aiding not appropriate • Auditory Processing Disorder
	Curriculum and provision in place	<ul style="list-style-type: none"> • Full inclusion to the National Curriculum through use of differentiation and group support • Will be part of school/setting and class teaching and assessments, however SENCo may be involved in more specific assessments and observations • May be categorised as at School Support level. • Will be included in mainstream school and class using Quality First teaching approaches with specific support for targets which involve cognition and learning. • Have opportunities for small group work within the usual classroom planning and management. • Must have attention to seating, lighting and acoustics

Band 2	Need	<ul style="list-style-type: none"> • Hearing loss: <ul style="list-style-type: none"> ○ aidable chronic conductive, ○ mild bilateral aidable ○ mild or moderate permanent unilateral • May have hearing aids • In rare circumstances may be assessed for a radio aid • Variable difficulty with listening, attention, concentration, speech, language and/or class participation • May have Auditory Neuropathy Spectrum Disorder
	Curriculum and provision in place	<ul style="list-style-type: none"> • Normal curriculum plans will include individual/group targets • Part of school and class assessments • Will need additional professional support from skilled colleagues, e.g. SENCo, to aid curriculum modifications and develop strategies to address needs. • Planning will also take into account advice from other professional support e.g., advice from Teacher of the Deaf, IES etc. • Monitoring visits from TOD - in line with NYCC Eligibility Criteria • Target setting informed as appropriate by advice from the teacher of the deaf • Must have attention to seating, lighting and acoustics • Will be categorised as School Support level. • Included in mainstream class using Quality First teaching approaches with specific support for targets which involve communication and interaction in collaboration with professional recommendations • Have opportunities for small group work targeting specific needs. • Have time limited programmes of intervention targeting identified need. • Specific deaf related training opportunities for staff

Band 3	Need	<ul style="list-style-type: none"> • Aided chronic conductive or bilateral moderate permanent • Will have hearing aids and could have radio aid • May have moderate difficulty accessing spoken language, possible language delay • May have difficulty with listening, attention, concentration and class participation • May have Auditory Neuropathy Spectrum Disorder
	Curriculum and provision in place	<ul style="list-style-type: none"> • Curriculum plan must reflect levels of achievement and include individually focused IEP • Should be part of school and class assessments • May require modification to the presentation of assessments • Opportunities for 1:1 and small group work • Must have attention to seating, lighting and acoustics • Advice and information from Teacher of the Deaf IES on curriculum and teaching methods • Monitoring visits from ToD - in line with NYCC Eligibility Criteria • Will be categorised as at School Support level. • Differentiation by presentation and/or outcome • Opportunities for explanation, clarification and reinforcement of lesson content and language • Specific interventions for speaking, listening and teaching of phonics • Staff working directly with pupils must have INSET re hearing loss, use of radio aid, good practice etc when working with C/YP with HI needs

Band 4	Need	<ul style="list-style-type: none"> • Bilateral moderate or severe permanent hearing loss with no additional learning difficulties • Severe difficulty accessing spoken &/or written language and therefore the curriculum • May have additional language delay associated with hearing loss • Will have Hearing aids and may have radio aid • Speech clarity may be affected • Difficulties with attention, concentration, confidence and class participation • Auditory Neuropathy Spectrum Disorder
	Curriculum and provision in place	<ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and must include individually focused IEP • Must have access to modifications to the presentation of assessments • Part of school and class assessments • Advice from a ToD on curriculum and teaching methods • Must have regular opportunities for 1:1 and small group work based on identified need • Must have attention to seating, lighting and acoustics • Main provision by class/subject teacher with advice from ToD • Clear direction of TA with appropriate training, under the direction of the teacher to <ul style="list-style-type: none"> ○ reinforce lesson content ○ deliver modified curriculum tasks ○ support language development • Full inclusion within National Curriculum • Differentiation by presentation and/or outcome • Regular opportunities for explanation, clarification and reinforcement of lesson content and language • Specific interventions for speaking, listening and teaching of phonics • Access to a quiet room for small group and 1:1 sessions • Monitoring visits from ToD in line with NYCC Eligibility Criteria • Advice from other non-educational professionals including SALT as appropriate

Band 5	Need	<p>As Band 4 plus:</p> <ul style="list-style-type: none"> The C/YP will have a significant need in another area from the code of practice that is not solely attributed to HI need, e.g. Social Emotional and Mental Health or Sensory, Physical or Medical or an additional social care need impacting on access / engagement with education.
	Curriculum and provision in place	<p>As Band 4 Plus:</p> <ul style="list-style-type: none"> Significant adaptations to the curriculum for secondary need, as identified in other PN criteria. Inclusion in mainstream setting however the C/YP will need an enhanced level of individual targeted support and significant differentiation of the curriculum for both primary and secondary needs. Needs can be met within core offer of a special school setting Monitoring visits by ToD in line with NYCC Eligibility Criteria

Band 6	Need	<ul style="list-style-type: none"> Bilateral severe / profound permanent hearing loss Additional language/learning difficulties associated with hearing loss British Sign Language (BSL) or Sign-Supported English (SSE) may be needed for effective communication and/or to access the curriculum Will have hearing aids/cochlear implants and a radio aid Profound difficulty accessing spoken and/or written language and therefore the curriculum without specialist intervention e.g. notetaking, visual support Speech clarity will be profoundly affected Will have significant difficulties with attention, concentration, confidence and class participation Auditory Neuropathy Spectrum Disorder Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health.
	Curriculum and provision in place	<ul style="list-style-type: none"> Must be part of school and class assessments Must have modification to the presentation of assessments Curriculum plan must closely track levels of achievement and all IEP targets are individualised, short term and specific incorporating advice from the ToD Must have systematic application of assessment tools for deaf children Mainstream class with flexible grouping arrangements Must have ongoing opportunities for 1:1 support focused on specific IEP targets Must have frequent opportunities for small group work based on identified need Must have particular attention to seating, lighting and acoustics Must have main provision by class/subject teacher with support from ToD Must have additional adults with appropriate training under the direction of the teacher and ToD to: <ul style="list-style-type: none"> reinforce lesson content deliver modified curriculum tasks support language development Should have specialist support staff with appropriate communication skills Access to a quiet room for small group and 1:1 sessions Monitoring visits by ToD in line with NYCC Eligibility Criteria Must assess for, issue and monitor radio aid INSET to whole staff re hearing loss, use of radio aid etc Must have ToD input into curriculum planning Advice from education and non-educational professionals inc. SALT as appropriate Should have access to deaf adults and peers – up to 3 hours deaf instructor per annum if appropriate Advice from a ToD on curriculum and teaching methods Specific deaf-related training for staff

Band 7	Need	<p>As Band 6 plus:</p> <ul style="list-style-type: none"> Hearing loss has a detrimental effect on the social and emotional well-being of the C/YP and all aspects of school life, even in known and familiar contexts and with familiar support/people available The C/YP will have a significant need in another area that is not solely attributed to HI need, e.g. Social Emotional and Mental Health or Sensory, Physical or Medical or an additional social care need impacting on access / engagement with education.
	Curr	<p>As Band 6 plus</p> <ul style="list-style-type: none"> Long term involvement of Specialist input and appropriate non educational professionals Highly modified curriculum. The curriculum modifications must be selected to engage C/YP with learning needs in relation to curriculum content, peer groups etc. Planning for unstructured times must be provided Inclusion in mainstream setting would need an enhanced level of individual targeted support and significant differentiation of the curriculum. Needs can be met within a special school setting/specialist provision with some adaptation to the core offer.

Band 8	Need	<ul style="list-style-type: none"> Bilateral moderate/severe/profound permanent hearing loss Additional language/learning difficulties associated with hearing loss British Sign Language (BSL) or Sign Supported English (SSE) will be needed for effective communication Will have hearing aids/cochlear implants and will be assessed for a radio aid Profound difficulty accessing spoken language and therefore the curriculum without specialist intervention Speech clarity will be profoundly affected Will have significant difficulties with attention, concentration, confidence and class participation Auditory Neuropathy Spectrum Disorder Significant language delay and communication difficulties which prevent the development of appropriate social and emotional health. Issues pertaining to Deaf Culture Monitoring visits by ToD in line with NYCC Eligibility Criteria
	Curriculum and provision in place	<ul style="list-style-type: none"> Must be part of school and class assessments or consideration of disapplication Must have modification to the presentation of assessments Curriculum plan must closely track levels of achievement and all IEP targets are individualised, short term and specific Must have ongoing opportunities for 1:1 support focused on specific IEP targets if in mainstream Must have frequent opportunities for small group work based on identified need Must have particular attention to seating, lighting and acoustics Must have assessment by education and non-education professionals as appropriate Support and advice from a teacher of the deaf Main provision by class/subject teacher with support from ToD Must have ongoing assessment of needs using specialist and NC guidance Must have opportunities for explanation, clarification and reinforcement of lesson content and language Must have differentiation by presentation and/or outcome personalised to pupils identified needs (school planning) Must have access to a quiet room for small group and 1:1 sessions Must have advice from non-educational professionals inc. SALT / audiology as appropriate Must have additional adults with appropriate training under direction of teacher and ToD to: <ul style="list-style-type: none"> reinforce lesson content deliver modified curriculum tasks support language development Access to deaf adults and peers - 1 day per half term Specialist support staff with appropriate BSL/communication skills Must have differentiation by presentation and/or outcome personalised to pupils identified needs (ToD planning) Specialist provision for Deaf C&YP may be appropriate Monitoring visits by ToD in line with NYCC Eligibility Criteria

Band 9	Need	HI primary needs would not satisfy the criteria for Band 9 funding however, HI needs as described above may be part of the secondary or additional needs and should be considered alongside primary need guidance.
	Curriculum and planning in place	HI primary needs would not satisfy the criteria for Band 9 funding however, HI provision as described above may be part of the secondary or additional needs and should be considered alongside the guidance given for provision for the primary need.

Band 10	This band will be allocated and moderated on an individual case basis through a Resource Allocation Panel.
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North Yorkshire
County Council

Resource Allocation Criteria

Visual Needs

Band 1	Need	<p>Mild visual impairment</p> <p>Pupil may find concentration difficult Pupil may peer or screw up eyes</p> <p>Distance vision approximately 6/18. This means that the pupil needs to be about 2 metres away to see what fully sighted pupils can see from 6 metres. Can probably see details on a whiteboard from the front of a classroom, as well as others can see from the back of the room.</p> <p>Near vision: likely to have difficulty with print sizes smaller than 12 point or equivalent sized details in pictures.</p> <p>This is 12 point</p>
	Curriculum /Provision in place	<ul style="list-style-type: none"> • Full inclusion to the National Curriculum through use of differentiation and group support • Will be part of school/setting and class teaching and assessments, however SENCo may be involved in more specific assessments and observations • May be categorised as at School Support level • Quality First Teaching • The school must ensure that all staff are aware that the pupil may be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately • Full inclusion in a mainstream school and class using Quality First teaching approaches with specific support for targets which involve cognition and learning • Additional adults are deployed appropriately to increase pupil success and independence • Have opportunities for small group work within the usual classroom planning and management • A referral to IES for involvement from the Visual Impairment team may be appropriate • Attention to seating position in class • ICT is used to increase access to the curriculum, where appropriate • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation • Resources made available from within school • Learning materials must be selected for their clarity • Additional adults are deployed appropriately to increase pupil success and independence.

Band 2	Need	<p>Moderate visual impairment.</p> <ul style="list-style-type: none"> • Pupil may find concentration difficult • Pupil may peer or screw up eyes • Pupil may move closer when looking at books or notice boards. • Pupil may make frequent “copying” mistakes. <p>Distance vision: approximately 6/24. This means that the pupil needs to be about 1.5 metres away to see what normally sighted pupils can see from 6 metres. May not be able to see details on a white board from the front of classroom as well as others can see from the back.</p> <p>Near vision: likely to have difficulty with print sizes smaller than 14 point or equivalent sized details in pictures.</p> <p>This is 14 point.</p>
	Curriculum /Provision in place	<p>As Band 1 plus:</p> <ul style="list-style-type: none"> • School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil, e.g. oral descriptions of visual materials • Equipment, including low vision aids, write angle, copyholder to meet needs, may be appropriate • Large print materials provided by school, as appropriate

Band 3	Need	<p>Moderate to significant visual impairment</p> <ul style="list-style-type: none"> • Pupil may find concentration difficult • Pupil may peer or screw up eyes • Pupil may move closer when looking at books or notice boards • Pupil may make frequent “copying” mistakes • Pupil may have poor hand-eye coordination • Pupil may have slow work rate <p>Pupils may also have Cerebral Visual Impairment (CVI) – these pupils may have normal or near normal visual acuities but will display moderate to significant visual processing difficulties.</p> <p>Distance vision: approximately 6/36. This means that the pupil needs to be about 1 metre away to see what normally sighted pupils can see from 6 metres. May not be able to see details on a white board without approaching to within 1 metre from it.</p> <p>Near vision: likely to have difficulty with print sizes smaller than 18 point or equivalent sized details in pictures.</p> <p>This is 18 point</p>
	Curriculum /Provision in place	<p>As band 2 plus:</p> <ul style="list-style-type: none"> • School staff provide some modification / differentiation of learning materials to facilitate access, e.g. attention to speed of lesson delivery and speed of working of VI pupil • ICT is used to increase access to the curriculum, where appropriate

Band 4	Need	<p>Cerebral Visual Impairment (CVI). Band 4 will be those pupils in mainstream with CVI who are experiencing mild, moderate or severe difficulties.</p> <p>CVI must be diagnosed by an Ophthalmologist. The pupil will typically have good acuities when tested in familiar situations but this will vary throughout the day. A key feature of CVI is that vision varies from hour to hour with the pupil’s well-being.</p> <p>All pupils with CVI will have a different set of difficulties which means thorough assessment is a key aspect. The pupil may have difficulties associated with Dorsal processing stream, Ventral processing stream or a combination of both.</p> <p>Dorsal stream difficulties include:</p> <ul style="list-style-type: none"> • Difficulties seeing moving objects • Difficulties reading • Difficulties doing more than one thing at a time (eg looking and listening) <p>Ventral Stream Difficulties include:</p> <ul style="list-style-type: none"> • Inability to recognise familiar faces • Difficulties route finding • Difficulties with visual clutter • Lower visual field loss <p>This is not an extensive list, and difficulties may be mild, moderate or severe.</p>
	Curriculum /Provision in place	<p>As band 3 plus:</p> <ul style="list-style-type: none"> • Planning based on previous visual performance and / or prognosis of possible changes • Additional support from a Teaching Assistant in class, and around school, as indicated by assessment, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety • School staff make substantial adaptations to curriculum delivery and materials to facilitate access for a child with CVI • ICT is used to increase access to the curriculum, where appropriate significant modification of learning materials and curriculum delivery to facilitate learning and inclusion.

Band 5	Need	<p>As Band 4 plus:</p> <ul style="list-style-type: none"> • The C/YP will have a significant need in another area that is not solely attributed to VI need, e.g. Social Emotional and Mental Health or Sensory, Physical or Medical or an additional social care need impacting on access / engagement with education.
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	Curriculum & Provision in place	<p>As Band 4 plus:</p> <ul style="list-style-type: none"> • Significant adaptations to the curriculum for secondary need, as identified in other PN criteria. • Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to 16 hours) and differentiation of the curriculum for both primary and secondary needs. If placed in special school, there would be no requirement for anything additional to the core special school offer.
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Band 6	Need	<p>Severe visual impairment.</p> <ul style="list-style-type: none"> • Pupils likely to be registered partially sighted or blind but still learning by sighted means. • Distance vision: 6/36 or 6/60 or worse. This means that the pupil can see at 6m, what a fully sighted person could see from 60m. It represents a difficulty identifying any distance information, people or objects. • This pupil would be unable to work from a white board in the classroom without human/technical support. • Near vision: likely to have difficulty with any print smaller than 24 point. Print sizes may be a in a range from 24 – 36, and will require significant differentiation and modification. <p style="text-align: center;"> This is 24 point This is 36 point </p>
	Curriculum /Provision in place	<ul style="list-style-type: none"> • School staff make substantial adaptations to curriculum delivery and materials to facilitate access for a severely visually impaired pupil. • Additional support from a Teaching Assistant in class, and around school, as indicated by assessment, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety.

Band 7	Need	<p>As band 6 however the C/YP will have a significant need in another area that is not solely attributed to VI need, e.g. Social emotional and Mental Health or Sensory, Physical or Medical or an additional social care need impacting on access / engagement with education.</p>
	Curriculum /Provision in place	<p>As Band 6 Plus:</p> <ul style="list-style-type: none"> • Significant adaptations to the curriculum for secondary need, as identified in other PN criteria. • Inclusion in mainstream setting would be challenging as would need to be an enhanced level of individual targeted support (Over 25 hours of individual support) and significant differentiation of the curriculum.. • Needs can be met within a special school setting with some adaptation to the core offer or within an enhanced or targeted mainstream provision.

Band 8	Need	<p>Educationally Blind – local mainstream provision</p> <p>Profound need</p> <p>Usually pupils who have suffered a late onset visual impairment, or where their vision has deteriorated rapidly, or where there is a strong parental preference.</p> <p>Some pupils may also be continuing to use print at point 48. Some pupils will be making the transition from print to braille.</p> <p>These pupils will usually be registered blind and learning by tactile methods.</p> <p>Some may have little or no useful vision, and very limited or no learning by sighted means.</p> <h1 style="text-align: center;">This is 48 point</h1>
	Curriculum /Provision in place	<ul style="list-style-type: none"> • The school must ensure that all staff are aware that the pupil will be experiencing severe visually related learning difficulties, and provide support to enable teachers to plan appropriately. Schools must take account of prognosis of possible change. • Additional support from a Teaching Assistant in class, and around school, as indicated by assessment, to: <ul style="list-style-type: none"> • facilitate inclusive and independent learning • provide in-class support • prepare specialist / tactile resources • follow up habilitation training • and to ensure safety • Presentation of learning materials in alternative formats, including Braille, tactile diagrams, audio/speech • Teaching methods based on experiential and tactile learning with a strong verbal emphasis, and which facilitate access to the curriculum and class participation • Skills teaching as appropriate for an educationally blind child: cognitive, language, social/emotional, tactile, mobility, independence, careers • Braille and other tactile learning materials.

Band 9	Need	VI primary needs would not satisfy the criteria for Band 9 funding however, VI needs as described above may be part of the secondary or additional needs and should be considered alongside primary need guidance.
	Curriculum & Provision in place	VI primary needs would not satisfy the criteria for Band 9 funding however, VI provision as described above may be part of the secondary or additional needs and should be considered alongside the guidance given for provision for the primary need.

Band 10	This band will be allocated and moderated on an individual case basis through a Resource Allocation Panel.
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Resource Allocation Criteria

Physical and Medical (PD)

Band 1	Need	<ul style="list-style-type: none"> • Some mild problems with fine motor skills and recording • Mild problems with self-help and independence • Some problems with gross motor skills and coordination often seen in PE • May have a medical condition that impacts on time in school and may require a medical care plan • Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment. May have continence/ toileting issues • Possible low levels of self-esteem.
	Curriculum and provision in place	<ul style="list-style-type: none"> • Full inclusion to the National Curriculum and Universal provision • Will be included in mainstream school and class with suitable equipment available (e.g. writing slopes, adapted scissors and pens etc.).

Band 2	Need	<ul style="list-style-type: none"> • Continuing mild to moderate problems with hand / eye coordination, fine / gross motor skills and recording, impacting on access to curriculum • Making slow or little progress despite provision of targeted teaching approaches • May have continuing difficulties with continence/ toileting • May have continuing problems with self-esteem and peer relationships • Continuing problems with self-help and independence • Continuing problems with gross motor skills and coordination often seen in PE • Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment • May have medical condition that impacts on time in school and may require a medical care plan.
	Curriculum and provision in place	<p>As band 1 plus:</p> <ul style="list-style-type: none"> • Advice may be sought from Supporting Professionals e.g. SENCo, IES Sensory, Physical and Medical team • Advice may be sought from Health Professionals e.g. Physiotherapist, Occupational Therapist • Health Care plan may be in place, if appropriate, written with specialist nurse / school nurse • Have opportunities for small group or individual work targeting specific needs • Will be categorised as at School Support level • Will be included in mainstream school and class with suitable equipment available (e.g. writing slopes, adapted scissors and pens etc.).

Band 3	Need	<ul style="list-style-type: none"> • Moderate or persistent gross and / or fine motor difficulties • Recording and / or mobility now impacting more on access to the curriculum • May need specialist input to comply with health and safety legislation; e.g. to access learning in the classroom, for personal care needs, at break and lunch times • Increased dependence on mobility aids i.e. wheelchair or walking aid • Increased use of alternative methods for extended recording e.g. scribe, ICT.
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	Curriculum and provision in place	<p>As band 1 and 2 plus:</p> <ul style="list-style-type: none"> • May need specialist assessment and advice regarding mobility and curriculum access from Sensory, Physical & Medical Team/ Health professionals • Health Care plan may be in place, if appropriate, written with specialist nurse/ school nurse • Personal care and manual handling assessment in conjunction with Sensory, Physical & Medical Team and Health Professionals (If appropriate) may be in place • Modified planning for PE/outdoor play curriculum is likely to be needed • May have Physiotherapy/ Occupational Therapy exercise programme to be done in school • Will be categorised as at School Support level • Will be included in mainstream school and class with suitable equipment available (e.g. writing slopes, adapted scissors and pens, adapted furniture etc.) • Small group or one to one adult input to practice skills - Flexible use of classroom support to access curriculum and develop skills
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Band 4	Need	<ul style="list-style-type: none"> • Significant physical /medical difficulties with or without associated learning difficulties • Physical and / or medical condition will have a significant impact on the ability to access the curriculum. This may be through a combination of physical, communication and learning difficulties • Significant and persistent difficulties in mobility around the building and in the classroom • May have significant personal care needs which require adult support and access to a hygiene suite • May have developmental delay and/or learning difficulties which impacts upon access to curriculum.
	Curriculum and provision in place	<ul style="list-style-type: none"> • Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum • Where appropriate an alternative curriculum to develop independence and life skills • Advice from Sensory, Physical & Medical Team may be sought on risk assessments, swimming, educational visits day/ residential, Personal Evacuation and Egress Plan (P.E.E.P.) • Should include assessment advice from other agencies, e.g. EP, IES, SALT/OT • Increased level of understanding by teaching and support staff will require plans for developing whole school understanding of pupil's needs. To include all setting staff that may come into contact with C/YP on a daily basis • Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to 16 hours) and differentiation of the curriculum. If placed in special school, there would be no requirement for anything additional to the core special school offer.

Band 5	Need	<p>As Band 4 plus:</p> <ul style="list-style-type: none"> • The C/YP will have a significant need in another area that is not solely attributed to PD need, e.g. Social Emotional and Mental Health or Sensory or Medical or an additional social care need impacting on access / engagement with education.
	Curriculum and provision in place	<p>As Band 4 Plus:</p> <ul style="list-style-type: none"> • Significant adaptations to the curriculum for secondary need, as identified in other PN criteria • Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to 16 hours) and differentiation of the curriculum. If placed in special school, there would be no requirement for anything additional to the core special school offer.

Band 6	Need	<p>Some or all of the following:</p> <ul style="list-style-type: none"> • Severe physical difficulties and/or a medical condition with or without associated learning difficulties • Impaired progress and attainment • persistent difficulties in mobility around the building and in the classroom • severe physical difficulties or a medical condition that requires access to assistive technology to support communication, understanding and learning; • the need for high level support for all personal care, mobility, daily routines and learning needs; • physical conditions that require medical/therapy/respite intervention and support; • the need for an environment to support self-esteem and positive self-image; • a developing neuro-muscular degenerative condition or traumatic incident resulting in brain or physical injury.
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	Curriculum and provision in place	<ul style="list-style-type: none"> Modified curriculum in some or all areas Direct and ongoing intervention and assessment from involved specialist services, e.g. Sensory, Physical & Medical team Care plan in place, if appropriate, written with specialist nurse/ school nurse. SENCo and specialists continually monitor and evaluate the need for the increased intensity of input from Speech and Language, Occupational Therapy, Physiotherapy Personal care assessment and Manual handling assessment Inclusion in mainstream class with access to an enhanced level of adult support a significant amount of which may be 1:1 support – this will include targeted individual support, targeted small group support or to release the teacher to provide that support (20 - 25 hours) and significant differentiation of the curriculum. Needs can be met within core offer of a special school setting with minor adaptation to the core offer.
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Band 7	Need	<p>As band 6 plus:</p> <ul style="list-style-type: none"> The C/YP will have a significant need in another area that is not solely attributed to PD need, e.g. Social emotional and Mental Health or Sensory or Medical or an additional social care need impacting on access / engagement with education.
	Curriculum and provision in place	<p>As band 6 Plus:</p> <ul style="list-style-type: none"> Significant adaptations to the curriculum for secondary need, as identified in other PN criteria. Inclusion in mainstream setting would be challenging as would need to be an enhanced level of individual targeted support (Over 25 hours of individual support) and significant differentiation of the curriculum for both primary and secondary needs. Needs can be met within a special school setting with some adaptation to the core offer

Band 8	Need	<p>The C/YP will have a permanent, severe and/or complex physical disability or serious medical condition.</p> <p>The pupil will present with many of the following:</p> <ul style="list-style-type: none"> a level of independent mobility or self-care that restricts/prevents an alternative mainstream placement an inability to make progress within the curriculum without the use of specialist materials, aids, equipment and high level of adult support throughout the school day furniture and/or extensive adaptations to the physical environment of the school difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration emotional and/or some behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school a requirement that health care inputs and therapies may be intensive and on a regular basis given appropriate facilities is nevertheless unable to independently manage personal and/or health care during the school day and requires regular direct intervention is an Augmentative Alternative Communication (AAC) user has a degenerative condition
	Curriculum and provision in place	<ul style="list-style-type: none"> High staffing ratio with specialist teaching and specialist non-teaching support to facilitate pupil access to the curriculum Specialist learning environment that supports pupils need to accept and develop pre-requisite skills required to access communication and learning Individual specialist support for mobility and personal care needs Direct and ongoing intervention and assessment from involved specialist services, e.g. Sensory, Physical & Medical, LD, HI and VI Services. Staff trained and in medical / physical interventions and strategies as appropriate. Access to regular nursing support and advice Staff trained in the use of a range of specialist ICT and AAC equipment and software to support access to learning Needs can be met within a special school setting with some adaptation to the core offer.

Band 9	Need	<p>A permanent, severe and/or complex physical disability or serious medical condition. The pupil will present with many of the following:</p> <ul style="list-style-type: none"> • the associated severe and complex learning difficulties impact on their ability to make progress within the curriculum despite the use of specialist materials, aids, equipment, furniture and/or extensive adaptations to the physical environment of the school • difficulties in making and sustaining peer relationships leading to concerns about social isolation and their vulnerability within the setting and wider environment • emotional and/or behavioural difficulties including regular periods of withdrawal, disaffection and ongoing reluctance to attend school • a requirement that health care inputs and therapies may be intensive and on a daily basis • given appropriate facilities is nevertheless unable to manage personal and/or health care during the school day and requires a high level of direct intervention • has a complex medical need requiring frequent monitoring and medical intervention throughout the school day • has a significant additional condition such as HI/VI/MSI which gives rise to the complexity of need. • is an Augmentative Alternative Communication (AAC) user • has a degenerative condition
	Curriculum and provision in place	<p>As at band 8 Needs can be met within a special school setting with significant adaptation to the core offer</p>

Band 10	<p>This band will be allocated and moderated on an individual case basis through a Resource Allocation Panel.</p>
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