

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