



**North Yorkshire**  
County Council

**Resource Allocation Criteria**  
**Cognition and Learning Needs**

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

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

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

Band 4	Need	<p>As band 3 plus:</p> <ul style="list-style-type: none"> <li>• Significant cognitive impairment severely restricts access to the curriculum</li> <li>• Significant difficulties with independent working and needs the support of an adult and a personalised curriculum.</li> <li>• Significant difficulties in the acquisition/use of language/literacy numeracy skills, with the curriculum and out of school activities</li> <li>• Significant level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence</li> </ul>
	Curriculum & Provision in place	<ul style="list-style-type: none"> <li>• 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</li> <li>• Main provision by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate.</li> <li>• Where appropriate an alternative curriculum to develop independence and life skills.</li> <li>• Daily opportunities with a teacher or an additional adult, <b>under the direction of the teacher</b> providing sustained targeted support on an individual/group basis</li> <li>• 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.</li> </ul>

Band 5	Need	<p>As Band 4 plus:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
	Curriculum & Provision in place	<p>As Band 4 Plus:</p> <ul style="list-style-type: none"> <li>• Significant adaptations to the curriculum for secondary need, as identified in other PN criteria.</li> <li>• 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.</li> </ul>

Band 6	Need	<p>As Band 5 plus:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Cognitive assessment by a specialist teacher or Educational Psychologist indicate levels are likely to be significantly below average range of cognitive ability (SS&lt; 68 at the 1<sup>st</sup> percentile or below) indicating Severe Learning Difficulties.</li> <li>• Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, with the curriculum and out of school activities</li> <li>• Significant level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence and requires specialist teaching.</li> </ul>
	Curriculum & Provision in place	<ul style="list-style-type: none"> <li>• Highly modified curriculum. The curriculum modifications must be selected to engage C/YP with learning needs in relation to curriculum content, peer groups etc.</li> <li>• Planning for unstructured times must be provided</li> <li>• All staff will have training in meeting Cognition and Learning needs at this level.</li> <li>• 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.</li> <li>• Needs can be met within core offer of a special school setting with minor adaptation to the core offer.</li> </ul>

Band 7	Need	<p>As Band 6 plus:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>C/YP has profound and multiple learning disabilities with cognitive impairment profoundly restrict access to the curriculum and require specialist provision.</li> </ul>
	Curriculum & Provision in place	<ul style="list-style-type: none"> <li>Long term involvement of Specialist provision and appropriate non educational professionals</li> <li>Highly modified curriculum. The curriculum modifications must be selected to engage C/YP with learning needs in relation to curriculum content, peer groups etc.</li> <li>Planning for unstructured times must be provided</li> <li>All staff will have training/expertise in meeting Cognition and Learning needs at this level.</li> <li>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.</li> <li>Needs can be met within a special school setting with some adaptation to the core offer.</li> </ul>

Band 8	Need	<p>As Band 7 plus:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>C/YP has profound and multiple learning disabilities (PMLD) with cognitive impairment profoundly restrict access to the curriculum and require specialist provision.</li> <li>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.</li> <li>Complex and severe language and communication difficulties.</li> </ul>
	Curriculum & Provision in place	<ul style="list-style-type: none"> <li>Extremely modified and individualised work. Small group and 1-1 daily developing basic skills.</li> <li>Long term involvement of Specialist provision and appropriate non educational professionals.</li> <li>Previous assessment informs the planning process for appropriate programmes. Individual targets and therapy programmes are carefully monitored.</li> <li>Targets are short term and specific, monitored and reviewed on a short term basis. Parents/carers are naturally involved.</li> <li>Specialist equipment in place to promote self-help, physical access and mobility and specialist hygiene facilities if necessary.</li> <li>AAC systems to support communication environment.</li> <li>Needs would be met within a special school with significant adaptations to the core offer, e.g. enhanced staffing rates, environmental considerations.</li> </ul>

Band 9	Need	<ul style="list-style-type: none"> <li>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.</li> <li>Complex and profound language and communication difficulties.</li> </ul>
	Curriculum & Provision in place	<ul style="list-style-type: none"> <li>Specialist provision small group and 1-1 as appropriate.</li> <li>Very high level of adult to pupil ratio 1-1</li> <li>Support is in line with medical needs and profound learning difficulties.</li> <li>Tailored to the level of cognition, chronological age and developmental level.</li> <li>Needs would be met within a special school with significant adaptations to the core offer, e.g. enhanced staffing rates, environmental considerations.</li> </ul>

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