

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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