

# Band 1

| Band | Cognition, Learning and Environment (C/L/E)                                                                                                                                                                                                                                                                                                                                                                                                       | Communication and Interaction (C/I)                                                                                                                                                                                                                                         | Physical and Sensory (P/S)                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Social, Mental and Emotional Health (S/M/E/H)                                                                                                                                                                                                                                                             |
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| 1    | <p>(1 C/L/E 1) Working at Level 2C NC in Maths or English.</p> <p>(1 C/L/E 2) Pupil may require differentiated small group support where a high level of individualised support is required to reinforce key learning concepts.</p> <p>(1 C/L/E 3) Pupil may require alternative arrangements to record their learning.</p> <p>(1 C/L/E 4) Curriculum content delivered in a small group where a level of individual support can be provided.</p> | <p>(1 C/I 1) Able to respond to simple instructions throughout the day.</p> <p>(1 C/I 2) In the classroom written or drawn visual supports for tasks and/or personal organisation may be needed. Such support may also be used to manage change e.g. visual timetables.</p> | <p>(1 P/S 1) Some minor sensory impairment that is fully managed by simple equipment or adaptations.</p> <p>(1 P/S 2) The need to undertake some minor environmental adaptations and accommodate some low level specialist equipment such as standing frames, slopping desks.</p> <p>(1 P/S 3) The pupil may have a moderate degree of hearing loss which impacts on their access to the National Curriculum and their inclusion in ordinary school life.</p> <p>(1 P/S 4) The pupil may</p> | <p>(1 S/M/E/H 1) Personal needs in the wider community may need to be assessed via A robust risk assessment.</p> <p>(1 S/E/M/H 2) Pupils may be working on how best to relate to other peers and are able to demonstrate social awareness and reduce own anxiety/verbal aggression and or withdrawal.</p> |



## Band 2

| Band | Cognition and Learning (C/L)                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Communication and Interaction (C/I)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Physical and Sensory (P/S)                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Social, Mental and Emotional Health (S/M/E/H)                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 2    | <p>(2 C/L 1) Pupil may have a Moderate degree of learning difficulty which places their learning within 1a-p8.</p> <p>(2 C/L 2) Despite carefully planned and executed interventions at previous levels the student continues to have difficulties with the acquisition of language, literacy and numeracy and access to most curriculum areas is affected.</p> <p>(2 C/L 3) Pupil may require a developmental curriculum, differentiated into small steps.</p> <p>(2 C/L 4) Pupil will be</p> | <p>(2 C/I 1) With additional support pupil is working towards understanding simple information and routine instructions using a structured language approach which uses visual reinforcers, context and cues throughout the day.</p> <p>(2 C/I 2) There will be a necessity to provide a natural sensory environment and for pupils to follow targeted and sensory integration approaches.</p> <p>(2 C/I 3) Classroom supports may include the use of visual timetable, prompt and/or instruction sheets visually identified</p> | <p>(2 P/S 1) Pupil may experience frequent and intense sensory over or under sensitivity within the school day, despite planned access to neutral sensory environment, so that the student requires some individualised specialised sensory programmes to enable successful learning for those parts of the day.</p> <p>(2 P/S 2) Pupil can move independently around familiar places. However, they may require supervision and occasional support when out in the community.</p> <p>(2 P/S 3) The</p> | <p>(2 S/M/E/H 1) Working towards being able to maintain attention on a required activity for very short amounts of time with adult direction.</p> <p>(2 S/M/E/H 2) Pupil is working with continual adult assistance on increasing positive and appropriate interaction and reducing the high level of daily anxiety/aggression.</p> <p>(2 S/M/E/H 3) Pupil has medium frequency/medium severity behaviour difficulties. They will be working towards a reduction of the following</p> |

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|  | <p>working above lower quartile of P levels for chronological age.</p> <p><b>(2 C/L 5)</b> Assistance needed with/and alternative recording for some curriculum areas</p> <p>An appropriately skilled workforce where specialist teacher knowledge may/will be required to identify and manage specific needs.</p> | <p>expectations and teaching outcomes, frequent visual supports for teaching and also signalling and signing. Teachers will be expected to use several or all of these strategies</p> <p><b>(2 C/1 4)</b> Specialist language programmes such as Sulp may be required.</p> | <p>involvement of specialist and targeted services will be required to support and manage any existing health conditions. An individual care plan is developed in partnership with parents/carers and health care professionals.</p> <p><b>(2 P/S 4)</b> Frequent (throughout the day) additional support to ensure that pupils whose hearing is binaurally aided and radio aided are able to access curriculum content.</p> <p><b>(2 P/S 5)</b> Additional (daily) support required to ensure that pupils who have a Moderate or severe visual difficulty are presented with curriculum content in an appropriate format.</p> <p><b>(2 P/S 6)</b> Pupil requires</p> | <p>behaviours: deliberate destruction of materials within the learning environment, responding to peers with verbal and physical aggression or displaying behaviours that demonstrate acute anxiety (e.g. acts of self-harm or risk taking behaviour).</p> <p><b>(2 S/M/E/H 4)</b> Pupils can with frequent adult supervision continue/complete a set activity. They will be working towards a reduction of the following behaviours: deliberate destruction of materials within the learning environment, responding to peers with verbal and physical aggression or displaying behaviours that demonstrate acute anxiety (e.g. acts of self-harm or</p> |
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|  |  |  |  | adaptations for PE,<br>curriculum and all<br>practical subjects. | risk taking behaviour). |
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### Band 3

| Band | Cognition, Learning and Environment (C/L/E)                                                                                                                                                                                                                                                                                                                                                                                                                                        | Communication and Interaction (C/I)                                                                                                                                                                                                                                                                                                                                             | Physical and Sensory (P/S)                                                                                                                                                                                                                                                                                                                                              | Social, Mental Emotional Health (S/E/M/H)                                                                                                                                                                                                                                                                                                                                                           |
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| 3    | <p>(3 C/L/E 1) Pupils learning, development and behaviour needs requires a high level of small group support where the following adult to pupil ratios could be provided: (1 teacher, 2 support staff to 7/8 pupils).</p> <p>(3 C/L/E 2) Pupil requires developmental curriculum, differentiated into small steps.</p> <p>(3 C/L/E 3) Pupil requires hands on, multi-sensory approach to learning</p> <p>(3 C/L/E 4) Pupil requires curriculum designed to develop life skills</p> | <p>(3 C/I 1) Pupil uses some speech or proficient with a communication aid (no significant support required), can be understood by most people.</p> <p>(3 C/I 2) Pupil is able to express at least simple requests and opinions.</p> <p>(3 C/I 3) Pupil is able to form appropriate relationships with staff and peers. Pupil may require some staff support in social/play</p> | <p>(3 PS 1) Pupil can move independently around familiar places</p> <p>(3 P/S 2) Pupil requires supervision and occasional support when out in the community.</p> <p>(3 P/S 3) Pupil can perform most basic self care tasks in line with approximate chronological age (no more than 1 year behind).</p> <p>(3 P/S 4) Pupil may experience severe levels of sensory</p> | <p>(3 S/E/M/H 1) Pupil has on-going need for behavioural support in order to develop age appropriate listening, attention and impulse control skills.</p> <p>(3 S/E/M/H 2) Pupil displays immature emotional responses that require some adult support and guidance.</p> <p>(3 S/E/M/H 3) Pupil displays immature behaviour or lack of social understanding that requires adult supervision and</p> |

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|  | <p><b>(3 C/L/E 5)</b> Pupil is working above lower quartile of P levels for chronological age.</p> <p><b>(3 C/L/E 6)</b> Pupil requires assistance with/and alternative recording for most curriculum areas</p> | <p>situations.</p> <p><b>(3 C/I 4)</b> Pupil may require support to develop attention and concentration skills throughout the day</p> | <p>(hearing or visual) impairment that is fully managed by simple equipment or adaptations.</p> <p><b>(3 P/S 5)</b> Pupil has some sensory issues i.e. distressed by noise which can be addressed using ear defenders or other simple equipment adaptations. Pupil also needs daily sensory exercises to help feeling of calm, lower need to run or behave in a hyperactive way.</p> | <p>support.</p> <p><b>(3 S/E/M/H 4)</b> Pupil displays; High Frequency/Medium severity disruptive behaviours, such as (verbal aggression, refusal to follow instructions, moving around the class room and some self-exiting of the classroom. (Although remaining on school site).</p> <p><b>(3 S/E/M/H 5)</b> Pupil may demonstrate some over sexualised behaviour (that has been identified as Amber on the Brook Advisory Tool).</p> <p><b>(3 S/E/M/H 6)</b> Pupil requires supervision and support when out in the community to</p> |
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# Band 4

| Band | Cognition, Learning and Environment (C/L/E)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Communication and Interaction (C/I)                                                                                                                                                                                                                                                                                                                                                                         | Physical and Sensory (P/S)                                                                                                                                                                                                                                                                                                                                                                 | Social, Mental Emotional Health (S/E/M/H)                                                                                                                                                                                                                                                                                                                                                      |
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| 4    | <p>(4 C/L/E 1) Pupil requires some 1-1 support (25%-75% of the school day) for activities and learning opportunities in order to have full access to an appropriate developmental/learning curriculum.</p> <p>(4 C/L/E 2) Pupil's learning, development, behaviour needs would require a high level of small group support where the following adult to pupil ratios could be provided: (1 teacher, 2 support staff to 7/8 pupils). In addition to this pupils may also require occasional access to additional learning/behaviour support.</p> | <p>(4 C/I 1) Pupil requires significant support for communication (either or both expressive or receptive).</p> <p>(4 C/I 2) Pupil uses some form of AAC with support.</p> <p>(4 C/I 3) Pupil requires support to interact appropriately with adults and peers (relative to age).</p> <p>(4 C/I 4) Pupil needs intensive interaction techniques in order to support and facilitate their communication.</p> | <p>(4 P/S 1) Pupil requires some manual handling and positioning support.</p> <p>(4 P/S 2) Pupil requires some small specialist equipment in order to support their positioning/moving.</p> <p>(4 P/S 3) Pupil requires access to large specialist equipment that is also used by others.</p> <p>(4 P/S 4) Pupil requires constant supervision to maintain safety in and out of school</p> | <p>(4 S/E/M/H 1) Pupil requires proactive behaviour support strategies to avoid incidents and/or regular behavioural incidents recorded, with some damage to property or some risk to staff/self.</p> <p>(4 S/E/M/H 2) Pupil may engage in frequent self-harming behaviour and may demonstrate severe emotional distress.</p> <p>(4 S/E/M/H 3) Occasional involvement with police, YOS and</p> |

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|  | <p><b>(4 C/L/E 3)</b> Pupil is working in lower quartile of P levels for chronological age.</p> <p><b>(4 C/L/E 4)</b> Pupil requires continuous (throughout the day) significant modification of curriculum materials/curriculum delivery to that of the rest of their class.</p> <p><b>(4 C/L/E 5)</b> Pupil requires alternative methods of recording for all curriculum areas and requires a high level of individualised support to support their efforts.</p> |  | <p><b>(4 P/S 5)</b> Pupil requires access to sensory equipment specifically recommended for them i.e. weighted jackets, special seating.</p> <p><b>(4 P/S 6)</b> Pupil experiences a profound level of sensory impairment that requires adult intervention or significant modification/adaptation of most activities.</p> <p><b>(4 P/S 7)</b> Pupil requires some support with medical interventions on a regular basis-medication, peg feeding, physiotherapy programmes.</p> <p><b>(4 P/S 8)</b> Pupil's self-help and independence skills require significant</p> | <p>courts.</p> <p><b>(4 S/E/M/H 4)</b> Pupil demonstrates high Frequency/medium severity behaviours. These are behaviours are very regular, (such as on-going demand avoidance) and require a high level of teacher skill and resource additional to that which could be delivered within a small group (1 teacher, 2 support staff to 7/8 pupils) or specialist setting.</p> <p><b>(4 S/E/M/H 5)</b> Pupil demonstrates High Severity/Medium frequency behaviours which are extremely disruptive and challenging and require physical</p> |
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|  |  |  | 1-1 support. | <p>intervention by a high ratio of staff (e.g. 4:1).</p> <p><b>(4 S/E/M/H 6)</b> Pupil's behaviour is inconsequential. They regularly demonstrate wilful intent to cause damage to property and engage in high risk behaviours which are physically harmful to others.</p> <p><b>(4 S/E/M/H 7)</b> Pupil engages in self-harming behaviours of a significant nature which demonstrate high levels of emotional distress. Pupil may have been diagnosed with OCD/mental health problems that necessitate the need for intense highly</p> |
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|  |  |  |  | <p>skilled adult support and supervision.</p> <p><b>(4 S/E/M/H 8)</b><br/>Behaviour is unpredictable and significantly different to their peer group. A robust, detailed and rigorous risk assessment is required in order to support their on-going presence in school.</p> <p><b>(4 S/E/M/H 9)</b><br/>Occasional displays of sexually inappropriate behaviour of an extreme or predatory nature (identified as red on Brook Advisory Traffic Light Tool).</p> <p><b>(4 S/E/M/H 10)</b><br/>Regular multi agency involvement.</p> |
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## Band 5

| Band | Cognition, Learning and Environment (C/L/E)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Communication and Interaction (C/I)                                                                                                                                                                                                                                                | Physical and Sensory (P/S)                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Social, Mental Emotional Health (S/E/M/H)                                                                                                                                                                                                                                                                                                                                                                        |
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| 5    | <p><b>(5 C/L/E 1)</b> Pupil requires 1-1 support for 75% or more of the school day and/or 2:1 support frequently to access the curriculum.</p> <p><b>(5 C/L/E 2)</b> Pupil's learning, development, behaviour needs would require a high level of small group support where the following adult to pupil ratios could be provided: (1 teacher, 2 support staff to 7/8 pupils). In addition to this pupils may also require frequent access to additional learning/behaviour support.</p> <p><b>(5 C/L/E 3)</b> Pupil requires a very individualized curriculum that is in addition to, or an alternative to, that provided for the rest of</p> | <p><b>(5 C/I 1)</b> Pupil requires specialist support with communication as well as AAC.</p> <p><b>(5 C/I 2)</b> Pupil has extensive communication needs. Communicative intent is not established and as such they require highly skilled intensive interaction interventions.</p> | <p><b>(5 P/S 1)</b> Pupil requires skilled manual handling and positioning support e.g. brittle bone, more than 5 position changes are required each day.</p> <p><b>(5 P/S 2)</b> Pupil requires consistent 1-1 support to manage transitions in school and to access the community/off-site learning.</p> <p><b>(5 P/S 3)</b> Pupil requires skilled 1-1 and occasional 2-1 support for self-help tasks.</p> <p><b>(5 P/S 4)</b> Pupil experiences severe sensory processing</p> | <p><b>(5 S/E/M/H 1)</b> Pupil requires skilled staff to implement proactive behaviour support strategies for most of the day to avoid incidents and/or exhibits frequent incidents requiring skilled intervention to avoid damage to property, or injury to self or others.</p> <p><b>(5 S/E/M/H 2)</b> Pupil has complex needs with challenging behaviour and/or associated communication difficulties that</p> |

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|  | <p>their class.</p> <p><b>(5 C/L/E 4)</b> Pupil requires high level of specialist teaching techniques on an individual basis.</p> <p><b>(5 C/L/E 5)</b> Pupil has a high dependence on familiar team of skilled staff.</p> |  | <p>issues requiring individualized strategies.</p> <p><b>(5 P/S 5)</b> Pupil experiences profound Multi-sensory impairment.</p> <p><b>(5 P/S 6)</b> Pupil has complex medical/health issues requiring frequent or constant 1:1 or 2:1 support e.g. suction, oxygen management</p> <p><b>(5 P/S 7)</b> Pupil requires sole use of highly specialised equipment for moving, handling and positioning.</p> | <p>frequently impact on learning and safety/well being of self and others.</p> <p><b>(5 S/E/M/H 3)</b> Pupil demonstrates frequent severe self-harming behaviour, severe emotional distress and very unusual patterns of behaviour which have a direct threat to the well-being of peers and staff.</p> <p><b>(5 S/E/M/H 4)</b> Pupil demonstrates regular, extreme disruptive, challenging and dangerous behaviours that require physical intervention by a high ratio of staff (e.g. 4:1).</p> <p><b>(5 S/E/M/H 5)</b> Pupil has frequent / regular</p> |
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|  |  |  |  | <p>involvement with police, YOS and courts.</p> <p><b>(5 S/E/M/H 6)</b> Pupil regularly displays sexually inappropriate behaviour of an extreme / repetitive / predatory nature (identified as red on Brook Advisory Traffic Light tool).</p> <p><b>(5 S/E/M/H 7)</b> Pupil requires extensive multi-agency involvement.</p> |
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### **Transitional Arrangements**

Within the special school sector head teachers and their senior managers will be asked to band pupils who are in receipt of a statement of Special Educational Needs or an Education, Health and Care plan. A percentage of pupils in each band in each of the special schools will be moderated by a panel. The panel will consist of representatives from the Local Authority, schools and health services. The panels will take place during the summer term 2014 and the outcome of this exercise will be used to inform the amount of money assigned to each band. Panels will rely on schools providing them with robust evidence as to the bands they have determined for each of their pupils. It is envisaged that schools making applications for the higher bands (D and E) will support their applications with additional information (assessment data, observations, professional reports which describe the nature, persistency and severity of pupil needs along with their impact on pupils attainment and adaptive functioning).

The mainstream sector will also be asked to band any pupils that are currently in their school with a statement of Special Educational Needs. Once again mainstream school pupils will be moderated using the process as described above. The Local Authority acknowledges that it is likely to cost more to make provision for one pupil than it is to make the same provision for a group of pupils with similar needs. Therefore, it has developed a single pupil premium which will be applied to a pupil where they are the only one within their class to have the same or similar needs. This will help support mainstream schools to meet the diverse range of pupil needs and provide schools with a little more flexibility about the way they develop and deliver resources.

All pupil's accessing any of the Local Authorities assessment or resourced provisions irrespective of whether they are in receipt of a Statement of Special Educational Needs or an Education, Health and Care plan will be banded. This will ensure that mainstream school's offering this provision have the appropriate level of resourcing in order to best meet individual pupil needs. At the point at which pupil's under assessment have a completed statutory assessment they will be re-banded to ensure that suitable resources and provision is available for their long term educational placement.