|  | **0**  **Universal offer** | **1**  **SEN Support** | **2**  **High Needs** | **3**  **High Needs** | **4**  **High Needs** | **5**  **High Needs** | **6**  **High Needs** |
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| **Cognition and Learning** | Cognitive abilities within broad average levels and National Curriculum attainments average or close to average.  Some pupils may present with some learning delay, show difficulties with conceptual understanding in some elements of the core curriculum. Attainment levels may be more than 1 year below average.  Pupils may have weak phonological skills/difficulty applying phonological skills to decoding or spelling  Pupils may have some difficulty organising written work, expressing and/or recording ideas. | Moderate Learning Difficulties in the low range on standardised assessments of cognitive ability. Pupil may present with a very uneven profile.  Difficulties across all areas of the curriculum  Significant delay in reasoning, problem solving, attention and concentration skills.  Concerns about rate of progress, generalising and retention of skills and information  Difficulties with organisational and presentational skills.  Pupils with specific learning difficulties may experience discrepancy between oral and literacy skills. Some pupils may grasp mechanical skills but lack comprehension e.g. reading, maths | Moderate Learning Difficulties, extremely low range on standardised assessments - Below low average range (1st – 2nd centile).  For children in EY more than 50% delay in several aspects of the three prime areas which result in having a significant impact on accessing the EYFS  Significant delay in reasoning skills and difficulties across all areas of the curriculum, significant difficulties retaining skills and information, generalising skills, staying on task.  Pupil is very likely to have additional needs in other areas of SEN | Severe Learning Difficulties - significantly low (below 1st centile) range on standardised assessments  Very slow rate of progress despite a high level of intervention.  Severe difficulties in making inferences, generalisation and transferring skills  Severe:  EY – 70/75% delay in several aspects of the three prime areas of the EYFS  End KS1: P2 –P5  End KS2: P4 – P8  End KS3 and above: P5 – equivalent of working within Key Stage 1 across core subjects | Band 3 plus additional needs in other areas of SEN in mobility and coordination, communication or acquisition of self help skills. | Profound and Multiple or Learning Difficulties  Functioning at early developmental level  Due to level of learning difficulties unable to accomplish personal care, self help and independence skills throughout the school day  Profound:  Attainment within P scale range 1-4 throughout their schooling | Band 5 plus additional needs in other areas of SEN (totally physically dependent, neurological, genetic or other medical condition which results in profound needs in other areas of SEN) |
| **5.1Communication and Interaction** | **Speech and Language** | | | | | | |
| Language communication skills within average or close to average levels.  May have difficulties with comprehension and ability to follow instructions may have difficulties in giving accounts of events, conveying more abstract and complex thoughts.  May be reluctant to comment in class/group situations | Moderate delay in expressive and/or receptive language and/or mild speech sound disorder (general guide – 5th centile and below on standardised assessments)  Processing difficulties leading to difficulties in understanding and following instructions.  Literal use and interpretation of language.  Experiencing unusual aspects of speech such as unusual intonation, volume, rate echolalia and idiosyncratic phrases. Capable of clear speech wen prompted but clarity deteriorate in spontaneous speech.  Self confidence and social integration limited by communication difficulties, may respond inappropriately in social and/or learning environment. | Language delay in expressive or receptive language and/or speech disorder (general guide 50% delay, 2th centile and below on standardised assessments)  Language abilities are impaired to a degree that prevents effective age appropriate communication  Considerable difficulty organising expressive language and making meaning clear  Single words clear but connected speech poor,  speech only intelligible to familiar adults  Able to follow simple instructions in a clear context | Severely limited language in expressive and receptive language and/or speech disorder causing limited functional communication causing significant barriers to learning and social relationships.  Signals basic needs in verbal or non verbal way which may be very idiosyncratic and/or speech intelligibility limited to familiar words used in context  Pupil likely to withdraw from communication in class, limited social interaction with language difficulties having significant impact on learning in all subjects.  Pupil may show signs of distress and confusion, likely to be misunderstood and respond inappropriately | Band 3 plus additional needs in other areas of SEN | Profoundly limited language skills; non-verbal and very limited or no understanding of language or other means of communication.  Pupils communicate by gesture, eye pointing or symbols | Band 5 plus additional needs in other areas of SEN |
| **Social Communication** | | | | | | |
| Pupil may have features of autism/ a diagnosis of ASD but has academic and behavioural competencies to support his/her ability to cope with the expectations of school’s life with some differentiation e.g. time out card, additional time/encouragement/reassurance.  Pupil may experience low level/low frequency difficulties with following:  classroom routines responding to social situations such as turn taking, reciprocal attention, sharing of resources, social isolation or low level anxiety in social situations.  Mostly confident with occasional difficulty integrating or fulfilling social activity | Delayed social communication skills which can lead to anxiety frustration or distress and impact on the ability to engage in the classroom activities.  Lack of awareness of social space and related social difficulties.  Social vulnerability due to lack of understanding and knowledge of social behaviour. This may cause withdrawal to their own world  Difficulties recognising and communicating emotions.  Difficulties forming and maintaining friendships with peers.  Have difficulties managing change and transitions. | Rigid and inflexible thought patterns which interfere with engagement in learning. They may also result in challenging behaviours.  Show signs of distress when faced with new people, places, events or when unsure what is going to happen.  Difficulty expressing feeling or needs. Limited ability to understand the impact of their actions on others  Have difficulties understanding social and physical risks. Pupils is socially isolated and may be easily led and is vulnerable to bullying.  Limited initiation of social interaction but can take part in some imaginative play if taught/supported, but can not develop this independently  Experience difficulties/ unusual responses to sensory experiences (can be easily distracted, upset by noise/touch/light, could lead to behaviours that challenge the norm) | Limited functional and social communication skills which impacts on the ability to engage in the classroom activities  Have difficulties understanding social and physical risks and their own vulnerability, severely limited ability to understand consequences and responsibility for actions  Exhibit rigid or obsessional behaviours which make it difficult to cope with unexpected changes and events.  Difficulties expressing emotions which may lead to challenging behaviours, increased anxiety and episodes of heightened emotional state    Experience significant difficulties to sensory experiences.  Shows signs of distress over even small changes in the environment. | Significantly limited social communication that causes anxiety, limits ability to manage emotions  Regular high levels of distress and anxiety which presents significant barrier to their learning and ability to function within the schools  Often in a high state of anxiety, seeks to control circumstances and challenge authority of staff.  Rigid, repetitive or obsessional behaviours make it difficult to cope with unexpected changes and to engage in learning. These can lead to severe anxiety, aggression or withdrawals  Unable to reflect on consequences of his/her behaviour on others. Approach others paying little or no attention to their response. | Profoundly limited social communication skills, which impact on all areas of learning and social activity including play times and lunch times.  Persistently anxious or frustrated, leading to frequent, and unpredictable, behaviours that jeopardizes the health and safety of self and others.  No recognition of own of others emotions.  Frequently in a high state of anxiety.  Difficulties that present as highly manipulative behaviour that undermine the organisation of the classroom and severely disrupts learning by seeking to control the environment. | Profoundly limited functional social communication skills which lead to daily, persistently high levels of distress and anxiety.  Inability to tolerate any social interaction other than meeting own basic needs.  Permanently in a high state of anxiety.  Unpredictable, escalating and prolonged challenging behaviours throughout the day that jeopardises health and safety of self and others.  Daily ritualistic and obsessional behaviours that prevent adults from engaging the pupil with any adult-led activities  Lack of awareness of personal safety, exhibits violent behaviour several times a day. |
| **Social, Emotional and Mental Health** | Pupil may experience low level/low frequency difficulties with:  - self- esteem and/or confidence  - making and/or sustaining friendships.  - complying with adult directions  - working independently  - motivation requiring frequent encouragement to stay on task  Pupil may avoid or become upset when faced with new/unfamiliar tasks  No regular group of friends | Involved in regular incidents in and outside of lessons.  Persistent disruption, attention seeking behaviours  Have difficulty with concentration, engagement and participation in learning; this maybe as a result of fear of failure, or low self-esteem.  Some attachment seeking or avoiding behaviours, likely to be reliant on relationships with key adults.  May display anxiety or emotional distress. May be at risk or isolation or becoming socially vulnerable.  Low self esteem, inappropriate actions in search of attention. Seeks affection, approval and reassurance repeatedly but appears to remain insecure. | Regular incidents which may involve violent outbursts and/or aggression. they may create situations which have health and safety implications  Have significant difficulties related to level of concentration, engagement and participation in learning.  Have low self esteem and a lack of resilience. When emotionally overwhelmed unable to access support.  May have mental health needs including attachment difficulties leading to attachment seeking or avoiding behaviours. They may impact on the ability to build and maintain successful relationships with adults and peers | Regular incidents which involve violent outburst and aggressive confrontations with peers or adults  Oppositional, defiant impulsive behaviours, refusal/inability to comply with reasonable requests  Needs including impulsivity and unpredictability which can place the pupil and others at risk  May have mental health needs that significantly impact on the ability to build and maintain successful relationships with adults and peers and may cause the need to feel in control in order to feel emotionally safe.  .  . | Regular, daily incidents which involve violent outbursts and aggression.  Refusing to accept requests or sanctions, or to accept responsibility  Have mental health needs that significantly impact on the ability to build and maintain successful relationships with adults and peers.  Has difficulty managing emotional responses, exhibits regular mood swings. | Frequent and intense in duration incidents of challenging behaviours. Not able to self regulate emotions and/ or behaviors  Emotional needs lead to challenging behaviours that disrupt teaching groups and jeopardise the health and safety of self and others  Have mental health needs; for example this may include attachment disorder, depression, self-harm. | Very frequent and persistent (more than once per day) incidents of aggressive behaviours, often impulsive with no apparent triggers which are difficult to manage, even with specific, individualised intervention.  Unpredictable, prolonged and sudden outbursts of behaviour that disrupts teaching groups and jeopardises the health and safety of self and others.  Risk of significant self harm.  Have complex mental health needs; this may include severe attachment disorder, depression, withdrawn behaviour, severe anxiety. |
| **Sensory and/or Physical** | **Vision** | | | | | | |
| Vision within normal range, including when corrected by glasses 6/6 – 6/12. | Mild to Moderate vision impairments: 6/18-6/36 (LogMAR0.5-0.78)  N14-18  CYP Is independently mobile in familiar areas  Curriculum access possible with specialist equipment, adaptation and support to show appropriate progress  May have difficulties with spatial awareness, using standard text and pictorial materials e.g. maps and graphs | Moderate vision impairments: 6/18-6/36 (LogMAR0.5-0.78)  N18-N24  Curriculum access not possible without significant mediation and/or adaptations of curriculum materials requiring training to produce resources and additional support in practical subjects (safety) | Severe impairment: 6/36-6/60 (LogMAR0.8-1.00)  N24  Registered sight impaired  Able to access curriculum and buildings only with substantial adaptations of all learning materials requiring training to produce resources and additional support in practical subjects (safety  May have progressive visual impairment where functional vision is expected to deteriorate to registered sight impaired level | Band 3 plus additional needs in other areas of SEN | Profound impairment: Less than 6/60 (LogMAR 1.02)  N36  Registered severely sight impaired  Able to access curriculum and buildings only with substantial adaptations of all learning materials including the requirement for some use of tactile means of communication to be able to access  Able to access independently buildings and move around the school only with significant support and or skill development | Profound impairment: Less than 6/60 (LogMAR 1.02)  Registered severely sight impaired  Able to access information using braille/tactile methods which require specialist training to produce resources.  Able to access buildings and move around the school only with regular and individual formal teaching of orientation and mobility. |
| **Hearing** | | | | | | |
| Hearing within normal range  CYP may miss-hear and misunderstand oral information which requires monitoring.  Pupils may have some immaturities of speech but is understood by adults |  |  |  |  |  |  |
| Mild or Moderate sensory-neural hearing loss greater than 41dB with late diagnosis or onset  Curriculum access possible with specialist equipment, adaptation and support  Hearing aid user  Requires signal to noise ratio of 20-30 dBA  Requires classroom reverberation time of 0.4 seconds | Chronic long term conductive hearing loss along with a sensory-neural hearing loss in one or both ears resulting in severe functional hearing loss.  Curriculum access not possible without significant mediation and/or adaptations of curriculum materials | Severe sensory-neural hearing loss greater than 71dB  Could be an acquired hearing loss, congenital or progressive hearing loss  Hearing aid/cochlear implant user  Requires assistive devices to access curriculum with substantial adaptations of all learning materials  Requires signal to noise ratio of 20-30 dBA  Requires classroom to have reverberation time of 0.4 seconds | Band 3 plus additional needs in other areas of SEN | Profound hearing loss greater than 95dB  Hearing aid/cochlear implant user  Able to access curriculum only with assistive devices and requires substantial mediation and/or adaptations of materials  Requires signal to noise ratio of 20-30dBA  Requires classroom, reverberation time of 0.4seconds | Profound hearing loss greater than 95dB  Able to develop communication via sign support e.g. SSE or alternative methods of communication |
| **Physical/ medical Needs** | No needs, physical development within normal levels.  Pupil attempts all physical activities within normal school day. | Poor fine and/or gross motor skills.  Able to use mobility aid with some competence to overcome physical difficulties, e.g. walking frame or power chair.  Likely to have difficulties adapting to new/specific environments  May have needs relating to undertaking practical tasks, reducing the level of independence.  May have physical/medical condition which impact on access to the academic and social curriculum and require care plan/require medication to stabilise condition. Pupil may tire more quickly than other pupils. Condition may require monitoring eg arthritis and diabetes.  May have physical abnormalities, which may make pupil self conscious, isolate, defensive or behave erratically. | Physical needs give rise to safety issues and Curriculum access may not be possible without mediation and/or adaptations of curriculum materials  Has limited independence in managing interventions required for their condition e.g. personal care, movement | Curriculum access not possible without substantial mediation and/or adaptations of curriculum materials  Requires support in moving positioning and personal care, eating/drinking needs  Will have substantial communication/recording needs associated with physical disability. | Band 3 plus additional needs in other areas of SEN | Has limited ability to contribute to self care therefore is highly reliant on adult support for moving, positioning, personal care including drinking eating, e.g. hosting.  Profound long term progressive/regressive condition (s)  Have severe physical disability that create substantial communication difficulties requiring aid such as 4Talk4 or other assistive curriculum devices | Profound physical, long term condition/needs  Has total and complex support needs for mobility, personal care, positioning, movement, hoisting and eating/drinking.  Require continues monitoring and support throughout the day and includes complex medical interventions  Non-verbal, able to communicate when using specialist communication aids, e.g. Tellus/Dynavox |

Exceptional allocation of top ups:

The local authority is committed to provide local and good quality placements for local children and young people. In very exceptional circumstances when a local provision is at risk of breaking down the local authority will consider an allocation of exceptional top up. It is specifically aimed to prevent placements in the independent sector or to support return to a local provision. The allocation of the exceptional top up will be time limited and subject to a 6 monthly review process. It is anticipated that within a maximum of 1 academic year the generic banding system outlined above will be used.

The value of the exceptional top up is to be determined on case by case basis and can be allocated only with an agreement of the Head of Education and Inclusion, SEN Manager and at least 2 head-teachers of special schools and/or FE representative for young people age 16+.