



Schools Local Offer & Banded Funding: Descriptors for assessments from September 2016

Revised July 2016

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Introduction

Schools Local Offer 0-25

This document will remain a work in progress until such time as the SEND Reforms are embedded. This will reflect the need to evolve and develop the way in which the LA works with the whole range of education providers. The 'Special Educational Needs (SEN) Code of Practice: for 0 to 25 years' was published in June 2014. The code states the Local Offer should be: Collaborative, accessible, comprehensive (including eligibility criteria), up to date and transparent (4.7, page 50). Birmingham LA continues to develop g the Local Offer – please follow this link for more information:

https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send and will link in with each school's offer and SEN Information Report as outlined on their own websites.

Support and Aspiration - a new approach to SEND

In June 2014 followed by an update in January 2015, the Department for Education published the 'Special Educational Needs (SEN) Code of Practice: for 0 to 25 years'. This confirms as key points:

- **A new Code of Practice for 0 - 25 which came into effect from September 2014**
- Single assessment process focusing on outcomes and a single plan: Education, Health & Care Plan (0 to 25 years) to replace Statements of Special Educational Needs from September 2014. This provides the same statutory protection as the current statement of SEN. Within an EHCP, services for disabled children and young people to be jointly commissioned. The LA has a duty to ensure that the education provision specified in the EHCP is provided by the named school/setting;
- Some children and young people need something additional to or different from what is provided for the majority; this is special educational provision and schools and colleges must use their best endeavours to ensure that provision is made for those who need it.
- The SEND Code of Practice (2014) is clear that Statutory Assessment will only be appropriate for pupils with high-level, long-term needs arising from a very significant difficulty or disability in one or more of the following four areas:
 - cognition and learning
 - communication and interaction
 - social, emotional and mental health
 - sensory and/or physical.

Within Birmingham, the SENAR Team (Special Educational Needs Assessment and Review) provide comprehensive guidance through the Local Offer website on all the processes relating to 'Assessment of Needs'. Follow the link to these pages:

https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send

- Special educational provision is underpinned by high quality teaching and is compromised by anything less.
- The development and publication of a *LA Local Offer* of all services available on the website - https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send
- Option of access to Personal Budgets once the new Code of Practice comes into force.
- All children and young people should be supported to make successful transitions at various stages including into adulthood and enjoy making a full contribution to society.

The revision to this statutory code places the ownership of the EHCP plan with the Young Person when they become 16. Therefore it will be crucial that there are staff skilled in enabling

the young people to understand the process, define the support available to them and assist them to contribute to the planning.

Key outcomes for all children and young people should include:

- Support to “achieve the best possible educational and other outcomes” (*COP pg. 68*)
- Where special educational provision is required, it should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. (*COP, pg. 88*)
- Ensuring that, “With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long term outcomes in adult life.” (*COP pg. 17*)

The Local Offer

The Local Offer is where the *core offer* developed through Aiming High for Disabled Children is extended to provide a set of principles for engagement by schools and children’s services with parents of children with SEN.

The DfE states that Local Authorities must set out a local offer of the support that is available for children with SEN or who are disabled and their families, and from whom. Changes will be made to the existing regulations covering what the Local Authority is required to publish and describing how Authorities must work with parents, local schools and colleges, and other local services (including those on the Health and Wellbeing Board) to develop the offer.

The Local Offer must include information about the provision the Local Authority expects to be available in its own area for children and young people with special educational needs and outside of its area for the children and young people for whom it is responsible. In Birmingham this will be via the Birmingham website, https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send

The Local Authority’s Local Offer is intended to be used to:

- give confidence to parents about what they can expect, as well as help identify needs and gaps in provision;
- enable joint planning and commissioning by Local Authorities and Clinical Commissioning Groups (CCG) of services for disabled children and young people and those with SEN;
- reduce the need for assessment by having clarity about what is to be provided;
- provide a baseline for improving progress and securing better outcomes for children and young people with SEND;
- explain the new Education, Health and Care Plan (EHCP) process, and how multi agency working will happen;
- build on existing requirements to provide information on budgets, short breaks, leisure activities and suitable childcare;
- work on developing children’s health outcomes and the Long Term Conditions Outcome Strategy;
- build on the requirements for local Joint Strategic Needs Assessments and Health and Wellbeing Strategies.

Within the brief for the Local Authority’s Local Offer the guidance states that there should be a Schools’ Local Offer known as **the SEN Information Report**.

The Code of Practice sets out what this must contain as follows:

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The

information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school

6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

6.81 Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy, named contacts within the school for situations where young people or parents have concerns, and arrangements for handling complaints from parents of children with SEN about the provision made at the school. It should also give details of the school's contribution to the Local Offer, including information on where the local authority's Local Offer is published.

6.82 In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

6.83 Schools should also make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.

Universal Entitlement

The universal entitlement is delivered through Quality First Teaching, which is Inclusive of all children and young people.

- **6.36 “Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff” (COP Page 88)**

Quality First Teaching is characterised by:

- Highly focused lesson design with sharp objectives;
- High demands of pupil involvement and engagement with their learning;
- High levels of interaction for all pupils;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- An expectation that pupils will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate pupils;
- Teacher’s planning should include evidence of differentiation for young people with SEN.

Effective inclusive teaching occurs when:

- **pupils are clear what they will be learning**, what they need to do and what the criteria are to judge when the learning has been achieved;
- **links are made to learning elsewhere** in the curriculum or in intervention groups, helping pupils transfer their knowledge and understanding in different contexts;
- **lessons make links** with prior knowledge and understanding, are active and enjoyable and create success;
- **there are frequent opportunities for purposeful talk**, for learning through use of talk partners or structured small-group tasks with supportive peers;
- **pupils are encouraged to ask questions** to clarify understanding;
- **pupils have personal targets** which they own and are working towards in the lesson;
- **the teacher models the process**, explaining what they are doing, thinking and questioning aloud;
- **homework or pre-learning is referred to and used** to move pupils forward within the lesson;
- **strategies for active engagement** through a range of different styles are used at various points throughout lessons;
- **lessons support pupils** to reflect openly on what they’ve learned and how this fits with what is coming next;
- **Staff receive** appropriate CPD to enable them to meet a range of SEN in their classrooms.

General Principles for Supporting Pupils with SEND

Environmental and Contributing Factors

The nature and extent of the inclusive ethos of the school will be key.

These criteria therefore put **considerable emphasis on the level and quality of provision** for the young person in school.

It will be expected that:

- The school will have in place effective policies and practice covering teaching and learning, pastoral care, safeguarding, discipline and special educational needs;
- The implementation of these policies should ensure that all staff working with all young people take a consistent and positive approach to managing their special educational needs;
- Frequent exclusion from any activities is never an appropriate intervention in terms of the SEN Code of Practice;
- Interventions will be targeted, specific, include clear baselines, details of effectiveness of strategies and record of progress;
- Involvement of parents/carers and the young person will support the young person in a proactive approach;
- Involvement of the child and young person in planning for their programme and future would also be expected;
- The school will provide appropriate high quality staff CPD and performance management to ensure that additional provision is effective.

All schools should:

- Provide increased curriculum differentiation;
- Provide adaptations to the curriculum and teaching approaches;
- Ensure access to a broad, balanced and appropriate curriculum;
- Provide pastoral and behaviour support procedures according to individual pupils' strengths and weaknesses;
- Assess pupil needs, plan, do and review provision;
- Arrange teaching groups to suit the individual needs of pupils with difficulties;
- Provide appropriate resources;
- Ensure that additional adult support is targeted and focuses on the acquisition of skills and learning and promotes independence;
- Address teaching and learning for all pupils including those with SEN through a planned programme of continuous professional development

In relation to the Equality Act (2010) schools should:

- Plan for reasonable adjustments which may be required, either prior to or on entry to school via the school's accessibility plan;
- Provide, within reason, appropriate equipment, materials and resources to enable a student to access the school curriculum.

The Key Principles that are essential to developing a more inclusive curriculum are:

- High aspirations for all pupils;
- Setting suitably ambitious learning challenges;
- Responding to pupils' diverse needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Progress indicators may include progress which:

- For some students closes or narrows the attainment gap between the pupil and the pupil's peers;
- Matches or betters the pupil's previous rate of progress;
- Shows good or better progress as measured against the student's personal starting points and comparable peers;
- For some pupils progress may be lateral, i.e. they will generalise / apply their learning into a wider range of settings;
- Leads to qualifications at a personally challenging level;
- Leads to participation in further education, training and/or employment;
- Leads to usable levels of skills;
- Meets aspirations of pupils;
- Meets aspirations of parents/carers.

Young People

It is essential for schools to implement systems for ensuring that pupils are listened to (pupil voice).

Young people should be involved in the discussions around their progress.

Young people are entitled to targets they understand, know how to achieve and have been involved in developing.

“Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).” (COP pg. 9)

Parents/Carers

It is essential for schools to implement systems to ensure that parents/carers are listened to.

The school will explain fully to parents/carers the additional and different provision that will be put in place.

Parents/carers will be engaged in a dialogue about their child's progress in a clear and meaningful way.

“Local authorities, early years providers and schools should enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon.” (COP pg. 10)

SEND Funding Explained

The current national school funding reforms introduced in April 2013 resulted in changes to funding for mainstream schools to support their educational provision for pupils with SEND. Schools will no longer get additional funding from the Local Authority (LA) to support the majority of pupils with SEND. Funding previously held by the LA for this purpose is now devolved to schools' in their annual budget and forms part of the school's notional SEN budget. Schools will be required to fund the additional support to all their SEND pupils up to a value of £6,000 (This is over and above the basic pupil entitlement and is the additional SEN support). This is known as **Band 1** see below.

Pupils identified as qualifying for Low Incidence High Costs (CRISP) funding (more complex high cost needs) will be eligible for *Top Up* funding from the LA. In Birmingham this will be identified via CRISP, with schools funding the first £6,000 of funding determined by the CRISP profile with the LA funding the amounts over £6000 as top up funding

	A Speech, Language & Communication / ASC	B Cognition & Learning	C Social, Emotional & Mental Health	D Sensory	E Physical and/or Medical
<p>Band 1 Universal & Core Funding</p>	<p>All pupils are funded through the Basic Entitlement, - funding allocated to the school for each pupil according to age. This basic entitlement funding is nationally assumed to be £4,000 per pupil, per annum (in Birmingham it is £3064 for a primary aged pupil and £4,233 for a secondary aged pupil).</p> <p>All pupils are entitled to be included through Quality First Teaching and other supportive provision. This includes pupils at SEN Support and those with Statements (and from September 2014, Education Health and Care Plans).</p> <p>Additional provision for all <i>Low cost, high incidence special educational needs pupils (in effect 'low attaining' pupils)</i> will be met from the school's delegated <i>Budget (The Notional SEN Budget)</i> (and often Pupil Premium will also be used)</p> <p>Local authorities will therefore target funding to all <i>low attainers</i> according to a set criteria</p> <p>This targeting of funding forms the basis of schools notional SEN budgets (these proxy indicators being the DfE's preferred indicator of SEN)</p> <p>In Birmingham, the Notional SEN Budget (N.B. This is not additional funding but forms part of the schools overall delegated budget) is calculated as including:-</p> <ul style="list-style-type: none"> • 100% of the low attainment component • 50% of the Deprivation measure (IDACI – Income Deprivation Affecting Children Index and FSM Ever 6 indicators) • 5% of the Basic Entitlement allocation. Many pupils currently identified as having a SEND will also benefit from Pupil Premium funding. Most strategies that currently provide effective support for pupils with SEND are equally effective for those who benefit from Pupil Premium. <p>There may be pupils in Special Schools assessed at Band 1. – Special Schools are allocated £10,000 per place to support provision for these pupils.</p>				
<p>Band 2 High Needs Block</p>	<p>Top up funding from the LA for pupils with more complex, high cost, needs.</p> <p><i>Whilst the majority of CYP with this level of need will be in Special School, a number will be appropriately placed in either Resource Bases or mainstream provision.</i></p>				

Band 3 High Needs Block	Top up funding from the LA for pupils with significant complex, high cost, needs. Similarly there will also be a very small number of CYP with this level of need who are appropriately placed in either Resource Bases or mainstream provision.
Band 4 High Needs Block	Top up funding from the LA for pupils with severe complex, high cost, needs.

Attainment

The national expectation is that all learners will make 2 levels (or 2 sublevels) of progress from KS1 to KS2 and 3 levels (or 3 sublevels) of progress from KS2 to KS4. The majority of learners with SEND, including those who are working below age related expectations, should be able to achieve this rate of progress.

For more detailed information on expectations of progress refer to National Progression Guidance and Transition Matrices. (Refer to RAISEOnline Library)

When evaluating whether a young person needs greater intervention schools should consider whether the interventions they are using are:

- Nationally recognised evidence based interventions
- Being delivered consistently and by staff who have been appropriately trained
- Closing the attainment gap between the young person and their comparable peer group
- Enabling the young person to make progress at the expected rate

Using the Banded Funding Descriptors

Following appropriate assessment, all pupils will be placed on a Band according to their **primary** area of need. The banding decision must be based on the actual needs of the student as the assessment is about the child or young person and not the school provision.

The evidence used to inform these assessment decisions is likely to include some or all of the following:

- Statement
- Annual Review
- Individual Education Plan / Individual Behaviour Plan
- Risk Analysis
- Care Plan
- Other naturally occurring evidence

Extraordinary Banding

- Whilst many students may have more than one type of need, in the vast majority of cases it is possible to identify a primary need upon which assessment will be based.
- In those very few circumstances where a pupil has at least two types of SEN which are equally severe and where both need and provision can be evidenced at the same band, only then would this be defined as 'extraordinary banding'.
- If extraordinary banding is identified, then in such circumstances schools would place the pupil at the next level of the lowest funded type of SEN that applies to them, e.g. B2 + C2 = B3; A3 + B3 = B4
- Schools need to be aware that as a result of indicating extraordinary banding on the assessment returns to SENAR, a sample of these pupils will automatically be moderated as part of the overall school sample.

Exceptional Special Needs Funding

The management of the Exceptional Special Needs element of the budget is part of the overall Birmingham Banded Funding and Local Offer and as such adheres to the same guiding principles of transparency, fairness and accountability.

The following details the overall general characteristics of those cases that might qualify for Exceptional Special Needs funding as well as the application process to SENAR.

Levels of Exceptional Special Needs Funding

The Birmingham Banded Funded Local Offer links to the revised funding arrangement for SEND pupils whereby in addition to the per pupil place funding, a 'top-up' element follows the students. All schools are reminded that any ESN funding for a pupil will be in addition to that already delegated to the school through the Banded Funding system.

There will be a ceiling to the amount that will be awarded under ESN in a year; it is not anticipated that the full amount would be required in every instance and indeed as funds will be delegated to schools it might be that not all of it would be used for staffing but could be used to fund a piece of specialist equipment.

General Characteristics / Principles

Rather than consider features across the different areas of need, it has been decided to have a general set of characteristics and principles which would apply to all considerations of Exceptional Special Needs funding. These are as follows:

- For a request to be considered there will need to be a requirement that is significantly above that which should be provided at Band 4 on the Banded Funding model;
- However, ESN is NOT to be regarded as simply a Band 5 within the Banded Funding model;
- The key rationale for ESN is the need to maintain placements and prevent exclusions;
- Requests for ESN funding might arise in response to directives from a tribunal regarding educational need;
- ESN occurs where despite a smaller staff group and the provision of a highly differentiated curriculum with all possible adjustments being made, there is still a need for an additional member of support staff;
- ESN is used when a school is no longer able to keep a child, the other children in the class/school and or staff safe from injury.
- ESN funding must be delegated to individual child;
- Although not always the case, ESN can result from a series of significant injuries to staff and/or pupils and / or self-harm;
- ESN is used at times provide a bespoke curriculum because at this point inclusion into the class is not viable;
- ESN funding is likely to be for highly qualified specialist interventions and / or resources;
- ESN will support frequent face to face, 1:1 interventions. Such intensive pieces of work will lead to a set of reviewable outcomes.

Categories of Exceptional Special Needs Funding

From April 2015 there will be two categories of ESN. One will be defined as interim and short-term and the other will be annual and long-term. Both categories will be subject to review at different points.

Applying for Exceptional Special Needs Funding

Interim ESN (Short-term)

- Interim ESN will usually be in response to a sudden escalation of a pupil's needs.
- Applications for Interim ESN are to be made in the first instance to the school's allocated Principal Officer, via email and using a standard form.
- The accompanying evidence to support the application will include all or some of the following depending on individual circumstances:
 - Brief statement of the issue / concern;

- What has been tried to date;
- What provision is the school currently making;
- Problem solving approach – evidence of actions;
- Behaviour / incident log; other recorded evidence;
- Evidence of interventions to the limit of school resources.
- Evidence should be naturally occurring and not take a lot of time to gather.
- SENAR will aim to turn around a decision within 5 working days but will always contact the school if this is likely to be extended.

If the application is approved, then the initial funding amount will be for half a term at a rate pro-rata the annual limit. The application form does allow a school to indicate that funding is to cover a specific item or piece of equipment and if this is less than the half-termly amount then this is what would be funded. The interim ESN can be renewed on a maximum of two occasions and at each point of renewal the Principal Officer will simply ask the school to confirm that funding is still required with a brief update on progress and impact.

Long-term Exceptional Special Needs Funding

- If after the maximum of three blocks of interim ESN there is still a need, then an application can be made for long-term annual ESN.
- The expectation is that as part of the application for long-term funding, schools will evidence what the interim funding has been spent on together with an indication of the impact.
- Decisions around the annual funding will be made by a Panel that will sit in January and June each year. The Panel will consist of three HT representatives plus SENAR. The precise constitution of the Panel will be agreed by the Special HT Management Group but it is envisaged that there will be a pool of HTs to cover the different areas of need.
- There might be instances where it is appropriate to apply for annual funding in the first instance – e.g. as a result of a tribunal outcome. In such cases, the Panel would be convened as required.
- The annual ESN funding for individual pupils will be scrutinised as part of the Statement / EHCP Annual Review process with evidence provided at this time to demonstrate impact and progress.
- Schools are asked to include their SENAR Principal Officer in the invite list for such Annual Reviews and they will attend where possible.
- A sample of pupils with ESN will be selected during the Annual Banded Funding Moderation process in the autumn term.

Expectations around on-going assessment

Whilst in-year banding decisions are made by SENAR Principal Officers, the expectation upon Special Schools is that during the autumn term an exercise is undertaken in school to review all pupils. The assessment exercise will either confirm existing Banding or will evidence that there are changes to be made, with schools able to engage in Peer Support meetings as part of this. This process can give schools the opportunity to reflect on the progress made by children and young people as a result of effective provision and where appropriate to celebrate a move downward in Banding.

Protocol around confirming and / or amending banding decisions

When Special Schools receive placement requests, if there is an obvious discrepancy in the paperwork with regard to the banding, in the first instance the aim should be to resolve this via discussion with the SENAR Principal Officer (PO).

An example of where this might arise would be if SENAR had not recognised that a child has a degenerative visual impairment and so additional provision would be required. If initial discussion does not lead to a resolution, then SENAR POs will seek advice from Team Leaders / Head of Service or discuss further with LA Support Services. There will need to be a paper trail to confirm such discussions / decisions.

If after an initial period of 3 – 6 months it becomes apparent that there is a requirement to review the assessment decision then school should look to bring forward the Annual Review. Examples of where this might be the case would be where the 'honeymoon' period following change of placement has resulted in a child or young person presenting with different behaviours; or there is a dramatic change in a child's medical needs, for example through the onset of epilepsy; or as a result of the placement behaviours have improved and a lower band is considered appropriate. Schools should ensure that the reviewing PO is invited to attend this early Annual Review and be prepared to present supporting evidence for requesting a change. This evidence would include:

- Details of extra expenditure incurred / additional provision put in place with reference to relevant descriptors;
- Progress and attainment evidence;
- Outside agency reports (e.g. Educational Psychology report, medical report etc.) to corroborate where available;
- Indication as to whether it is a permanent or temporary issue;

Based on all the evidence SENAR would make a decision as to whether to agree to the change of banding.

Similarly if there has been a change to **primary need** this should also be discussed at the Annual Review.

Any changes to Banding would be then subsequently be recorded by SENAR officers on the live spreadsheet. Schools may NOT change bands on the monthly returns. Agreed changes in primary needs and banding would also need to be recorded by schools on the census return and ultimately on the Statement / EHCP.

Through the SENAR live spreadsheet, SENAR officers will be able to plot all changes throughout the year and where there are particular spikes or trends then this would be the focus of future moderation.

A. Speech, Language and Communication/ ASC

Checklist of Common Characteristics

Language Impairment Many children with Special Educational Needs have strengths and difficulties in one, some, or all areas of speech, language and communication.

The range of difficulties will encompass children and young people with speech and language delay or disorders and those who may experience learning difficulties or demonstrate Autistic Spectrum features.

These may be exhibited through:

- Difficulties in understanding the meaning of language
- Difficulties in articulation and phonology
- Difficulties with expressive language, putting words into meaningful sentences and/or forming structured sentences appropriate to the child's age and development
- Difficulty with vocabulary acquisition
- Difficulties with listening and attention skills
- Consequential difficulties of social interaction with peers, pragmatic skills and social communication.

Autism Spectrum Conditions are characterised by difficulties with social communication and interaction as well as restricted or repetitive patterns of interest or behaviour. They may show themselves in the following ways:

- difficulties in attuning to social situations and responding to normal environmental cues, evidence of emerging personal agendas which are increasingly not amenable to adult direction
- a tendency to withdraw from social situations and an increasing passivity and absence of initiative
- repressed, reduced or inappropriate social interactions extending to some egocentric behaviour with an absence of awareness of the needs or emotions of others
- impaired use of language, either expressive or receptive; this may include odd intonation, literal interpretations and idiosyncratic phrases and may extend to more bizarre expressive forms and limited expression, reducing the potential for two-way communication
- limitation in expressive or creative peer activity extending to obsessive interests or repetitive activities
- interests that are unusual in focus or intensity
- differences in the processing of sensory information that can lead to heightened states of arousal or agitation
- reliance on structure or routines and/or distress at small/non-functional changes in the environment.

Pupils with autism spectrum conditions can also experience difficulties with fine and gross motor skills, concentration and planning of activities. A significant proportion of people with autism spectrum conditions also experience significant learning difficulties, but many do not, and autism spectrum conditions can affect individuals at all levels of learning and cognitive development. Individuals with autism may have significant areas of strength or talent.

Challenging behaviour (socially inappropriate response) is not a core feature of autism spectrum condition. However, children and young people with autism spectrum conditions can experience heightened states of anxiety, agitation, distress or physiological arousal in response to challenging situations e.g. due to difficulties understanding communication, sensory over/under-stimulation or unexpected changes in routines. Where children and young people experience such situations and when they lack strategies and resources to cope, this can lead to behaviour that is "challenging". The degree of challenging behaviour that a child or young person shows is not a measure of the severity of their autism spectrum condition; rather, it is an indication of the mismatch between the pupil, the demands of the environment or situation, and their coping skills. We may expect pupils with autism spectrum conditions at all levels to display some challenging behaviour if appropriate provision is not made to meet their needs.

Thresholds- A. Speech, Language and Communication	
Band A1- Universal & Core Funding	<p>Language Impairment/Speech Disorder</p> <p>Pupils may display the following characteristics:</p> <ul style="list-style-type: none"> • Moderate language impairment • Persistent immaturities with speech and language into KS2. • Difficulties in areas of comprehension, asking and answering questions, understanding basic concepts and speech sounds. • Some problems with sound development but generally intelligible and able to make needs known to familiar listeners in context. • Capable of clear speech when prompted, but clarity deteriorates in spontaneous speech. • Variable intelligibility to non-familiar listeners. • Can show reluctance to comment in class/group situations. • Some difficulties experienced in conveying more abstract and complex thoughts. • Able to follow most conversations/instructions in context. • Mostly confident with occasional difficulty integrating or fulfilling social activity. • Mild, occasional upset, frustration, anger, distress, embarrassment, concern or withdrawal. <p>ASC (Autism Spectrum Condition)</p> <p>Pupils may have (or be being assessed for) a diagnosis of an autism spectrum condition.</p> <p>The pupil may have/display:</p> <ul style="list-style-type: none"> • difficulties with social interaction, social communication and/or understanding emotions • difficulties initiating/ maintaining conversations • a level of expressive language skill/ performance which prevents effective age-appropriate communication • some difficulty using/ understanding non-verbal communication • some difficulty developing/ maintaining relationships, • some difficulty initiating peer interactions • some evidence of restricted or repetitive patterns of behaviour or interests • some stereotyped/ repetitive speech or actions • some adherence to routine or rituals • some resistance to change • some hyper- or hyposensitivity <p>These difficulties may impact on access to engagement in learning.</p>

Band A1 - Speech, Language and Communication/ASC SEN Support: Targeted Provision – Waves 2/3			
Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
Language Impairment	Language Impairment	Language Impairment	Language Impairment
<p>Some pupils with poor communication will respond quickly given a rich and well-targeted language curriculum.</p> <p>Some pupils will have longer term difficulties with articulation and/or language development.</p> <p>Schools should consult with parents and suggest/ request a referral to a speech and language therapist if necessary.</p> <p>SALT will need to provide an assessment, report and recommend targets.</p> <p>May need IEP to focus on SLC targets.</p> <p>Parents continue programme at home.</p>	<p>The pupil's progress is affected by their speech and language difficulties.</p> <p>The teacher may need to check that instructions are understood.</p> <p>Attention skills will need to be taught.</p> <p>May have problems with establishing curriculum concepts, e.g. in mathematics and science.</p> <p>May have difficulty with understanding some texts due to poor auditory and comprehension/prediction skills.</p> <p>The pupil may rely on visual prompts or following peers rather than verbal instructions.</p> <p>May only process part of several past instructions, e.g. the last sentence.</p>	<p>The school will need to liaise closely with the SALT and the parents/carers.</p> <p>The pupil will require a regular programme of small group/1-1 support to implement the programme provided by the SALT.</p> <p>May need small group support in some areas of the curriculum particularly literacy.</p> <p>Parents continue programme at home.</p>	<p>Regular time slot to implement a programme provided by the SALT(1:1 or Small Group)</p> <p>May need more access to visual aids, and concrete operations to enable understanding.</p> <p>Possible need for enhanced pastoral and break/lunchtime support to ameliorate social interaction difficulties.</p> <p>Visual supports to aid language understanding (e.g. symbols, pictures, objects of reference, signs/ gestures).</p> <p>Access to and use of individualised visual timetable.</p> <p>Planned and consistent position of seating in class to minimise difficulties linked to sensory and social interaction difficulties.</p> <p>There should be a designated member of school staff (e.g. SENCO) who has received specific training on understanding the needs of pupils with autism spectrum conditions.</p>
ASC	ASC	ASC	ASC
<p>Careful observation and assessment in order to establish the true underlying difficulties.</p> <p>Pupils may have accompanying difficulties including:</p> <ul style="list-style-type: none"> • movement, motor co-ordination, clumsiness • sensory sensitivity, • sequencing, planning and/or organisational difficulties <p>The pupil should have an IEP that identifies specific targets and strategies in relation to aspects of social interaction, communication, flexible thinking and/or sensory processing.</p> <p>Environmental audit to identify aspects of the environment that might lead to increased anxiety, arousal or sensory sensitivity.</p>	<p>Explicit didactic teaching strategies may be helpful.</p> <p>Consistent, structures and predictable classroom routines with preparation in advance for changes and transitions.</p> <p>Concrete language with an avoidance of figurative speech, idioms, sarcasm etc.</p> <p>Attention to the pupil's areas of special interest or skills in order to promote learning.</p> <p>Visual supports to aid language understanding (e.g. pictures, symbols, objects of reference, gestures, and checklists) help access to the curriculum.</p> <p>Learning tasks are differentiated to account for the pupil's strengths and weaknesses. Small steps approach.</p> <p>May benefit from additional support for planning and structuring written/ verbal tasks.</p> <p>Provision of clear, explicit targets for completion of tasks (e.g. using timers, targets for quantity).</p>	<p>Access to small group activities to help to develop:</p> <ul style="list-style-type: none"> • Social interaction • Communication skills. • Concentration • Extension of activities • Diffusing anxieties • Development of motor skills • promote /support sensory differences (e.g. Cool Kids) <p>Careful application of rules (to avoid rigidity or literal interpretation).</p> <p>The pupil may need individual support for some learning activities or at other times of the day (e.g. to assist with transitions)</p> <p>Development of individualised social stories to aid social understanding and plan for new/unusual events.</p>	<p>Access should be given to:</p> <ul style="list-style-type: none"> • use of class/ group or individual visual timetable • use of charts, lists, symbols, pictures • planned and consistent seating to reduce negative consequences of sensory or social interaction difficulties • to simple resources to aid concentration in response to sensory modulation difficulties (e.g. objects to fiddles, chew) <p>Pupil may need considerable preparation. for changes in routine</p> <p>Visual supports to aid language understanding (e.g. symbols, pictures, objects of reference, signs/ gestures).</p> <p>There should be a designated member of school staff (e.g. SENCO) who has received specific training on understanding the needs of pupils with autism spectrum conditions.</p>

<p>Band A2 High Needs</p>	<p>Language Impairment / Speech Disorder</p> <ul style="list-style-type: none">• Long-term speech & language difficulties causing barriers to learning and social relationships.• Moderate language impairment with problems in some areas which may involve one severe predominant area involving use/ comprehension/ expression/ phonology.• Free spontaneous speech often unintelligible.• Good use of consonants and vowels at a single word level but poor transfer of sounds into sentences.• Single words clear but connected speech poor.• Intelligible to familiar listeners in context but not intelligible in context with unfamiliar listeners.• Able to follow simple instructions in a clear context.• Self-confidence and social integration limited by communication difficulties may respond inappropriately.• Able to achieve some limited social integration with educational activities. <p>ASC</p> <p>Pupils are likely to have a professional diagnosis of an autism spectrum condition.</p> <p>The pupils are likely to have persistent difficulties with social interaction, social communication or understanding emotions.</p> <p>Pupils may have/display:</p> <ol style="list-style-type: none">1. Functional language or communication difficulties across some settings2. Limited initiation of social interaction but can take part in some imaginative play if taught/supported, but cannot develop this independently.3. Some difficulties with restricted or repetitive patterns of behaviour or interest.4. Major communication difficulties (despite adequate vocabulary and language structures), which inhibit learning. Expressive language abilities are impaired to a degree that prevents effective age appropriate communication.5. Difficulties with social interaction and/or restricted/ inflexible thinking leading to experiences of anxiety in certain situations, which the pupil finds difficult to cope with and which could occasionally lead to behaviour that challenges the norm.6. Occasional sensory or processing difficulties which cause the child anxiety, without intervention, these could lead to behaviours that challenge the norm.7. Use of adult stereotyped phrases, some evidence of reliance on routines and specific interests. Some reaction and resistance to change.8. Able to follow appropriate, structured and predictable classroom conventions so behaviour not usually challenging. They will work with a variety of adults. With support/ appropriate intervention the pupil can become calm relatively quickly.9. Transitions occasionally require additional planning to enable them to succeed.
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Band A2- Speech, Language and Communication			
Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
Language Impairment	Language Impairment	Language Impairment	Language Impairment
<p>SALT will need to provide an assessment, report and recommend targets.</p> <p>Regular review by SALT.</p> <p>May need IEP to focus on SLC targets.</p> <p>Close liaison and involvement of parents.</p>	<p>Depends heavily on context, cues and example of peers.</p> <p>Will have difficulties in accessing and participating in some aspects of the curriculum.</p> <p>Will need abstract concepts to be presented through practical demonstration</p> <p>Specialist input and/or additional resources required to access the curriculum</p>	<p>Planned sessions to implement S&L targets.</p> <p>Will need some support in the classroom in areas where particular difficulties are experienced.</p> <p>There will need to be planned and monitored opportunities for social interaction with peers to develop language.</p>	<p>1:1 speech and language programme planned by SALT and implemented by staff.</p> <p>Requires additional time from adults in order to facilitate effective communication</p> <p>Targeted classroom support.</p> <p>Requires regular advice from SALT with specific programmes to be carried out by the school.</p>
ASC	ASC	ASC	ASC
<ol style="list-style-type: none"> 1. SALT assessment, advice, and review. 2. Environmental audit to identify aspects of the environment that might lead to increased anxiety, arousal, sensory sensitivity or social interaction difficulties. 3/4 Possible IBP, consideration given to root causes of behaviour. 5. Close liaison with parents. Advice may be needed on targets and monitoring from an external agency (e.g. SALT, OT, EP, and Specialist Teacher). 6. Communication Passport may be needed to alleviate anxieties and frustrations. 	<ol style="list-style-type: none"> 1. The pupil is likely to require very structured approaches to teaching. 2. The use of personalised rewards (linked to the pupil's interests) can be used to promote motivation. 3. There should be planned and consistent use of language by all staff working with the pupil to assist with understanding. May need visual cues. 4. May need support to develop self-help, independence skills and independent learning. 	<ol style="list-style-type: none"> 1. The pupil is likely to need individual adult support to access learning tasks or at other times (e.g. transitions, unstructured times). This should be planned and predictable. 2. There will need to be planned and monitored opportunities for social interaction with peers and help in learning to adapt to new situations. 3. Individual adult support for activities aimed at developing social skills, or understanding and managing emotions. 4/5 Access to structured activities (e.g. extra-curricular clubs) during unstructured times of day and/or occasional access to a safe place. 6. A knowledge and understanding of Autism Spectrum Condition within school to support learning. 	<ol style="list-style-type: none"> 1. Planned and consistent use of visual supports to aid language understanding (e.g. symbols, pictures, objects of reference, signs) by key staff (e.g. class teacher, TA). 2. "Now and next" symbols, task boxes, resources to support structured teaching. 3/4. Adult help may be required to assist cognitive development, distract the pupils from repetitive activity and develop their attention skills.

Band A3 High Needs	<p>Language Impairment / Speech Disorder</p> <ul style="list-style-type: none">• Severely reduced speech sound systems.• Not intelligible except to familiar adults in context. <p>And/or</p> <ul style="list-style-type: none">• Severe language impairment, involving more than one component of language e.g. use/ comprehension/ expression.• Severely reduced speech sounds.• Self-esteem generally low. Pupils will have difficulty establishing social integration and friendships with peers.• Pupil is likely to withdraw from communication in class, has limited social integration.• Is likely to misunderstand social situations and respond inappropriately• May show signs of distress and confusion.• Impacts significantly on learning in most/all subjects <p>Significant ASC</p> <p>Pupils will have a professional diagnosis of an autism spectrum condition.</p> <p>The pupil experiences severe and persistent difficulties with social interaction.</p> <p>Pupils may have/display:</p> <ol style="list-style-type: none">1. Limited functional language or communication difficulties across most settings.2. Difficulty seeing the point of learning activities or social activities, and require personalised rewards, reinforcement or activities that build upon personal interests to help them to engage.3. Persistent difficulties with restricted or repetitive patterns of behaviour or interest and some repetitive motor mannerisms used to self-regulate or self-occupy.4. Severe and persistent difficulties with communication. These lead to significant experiences of anxiety or heightened arousal in certain situations, which the pupil finds difficult to cope with and could lead to behaviour that challenges the norm.5. Severe and persistent difficulties with social interaction and/or restricted/inflexible thinking leading to heightened anxiety that can endure for a prolonged period even with support/appropriate intervention.6. Severe and persistent difficulties with sensory processing which leads to heightened anxiety levels and some behaviour which challenge the norm and/or impact on learning.7. Signs of distress over small changes in the environment and are reliant on routine and the expected. Some preoccupation with stereotyped or restricted patterns of interest that act as a barrier to other activities8. Lack of understanding of classroom conventions, needing clearly defined roles and expected behaviours; they will interact with their own preferred adults.9. Some transitions need planned, personalised strategies to be successful.
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Band A3 - Speech, Language and Communication			
Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
Language Impairment	Language Impairment	Language Impairment	Language Impairment
<p>SALT assessment, programme, regular review and targets.</p> <p>Regular review by SALT.</p> <p>Close liaison and involvement of parents</p> <p>IEP reviewed regularly by S&L professional.</p>	<p>Depends heavily on context, cues and example of peers.</p> <p>Will have significant difficulties in accessing and participating in some aspects of the curriculum.</p> <p>Will need abstract concepts to be presented through practical demonstration</p> <p>Specialist input and/or additional resources required to access the curriculum</p> <p>May need to use signing to aid communication and access to the curriculum e.g. Makaton.</p> <p>The pupil will need to be given positive feedback on all achievements to enhance self-esteem and motivation.</p> <p>The pupil will need to have instructions checked regularly to ensure understanding.</p>	<p>Planned sessions to implement S&L targets.</p> <p>May need some 1:1/small group sessions with S&L professional.</p> <p>Will need some support in the classroom in areas where particular difficulties are experienced.</p> <p>There will need to be planned and monitored opportunities for social interaction with peers to develop language.</p> <p>Makaton and S&L sessions in small group or Resource Base.</p>	<p>1:1 speech and language programme planned by SLT and implemented by staff.</p> <p>Targeted classroom support.</p> <p>Requires regular advice from speech and language specialist with specific programmes to be carried out by the school.</p> <p>Will need significant support in some areas of the curriculum, in order to apply IEP targets from speech and language therapists in an integrated setting.</p> <p>Staff will need training in the use of signing/PECs etc.</p> <p>Requires significant additional time from expert and/or augmentative specialist adults in order to facilitate effective communication</p>
ASC	ASC	ASC	ASC
<ol style="list-style-type: none"> 1. SALT assessment, programme and regular review and targets. 2. Completion of a personalised sensory profile. 3. Functional assessment of behaviour to identify specific factors that might lead to heightened anxiety, arousal or challenging behaviour. Consideration of the communicative functions of behaviour. 4. Development of a personalised behaviour plan with specific strategies to minimise triggers for anxiety/heightened arousal, and clear strategies for responding consistently to incidents where behaviour can be a challenge. 5. Will required multi-agency review of targets to ensure a coordinated approach (involvement of parents) 6. Communication profile/ passport, which identifies the pupil's communication needs and how they might use their behaviour to communicate. 	<ol style="list-style-type: none"> 1. The curriculum is likely to require differentiation, adaptation and individualisation to account for difficulties that the pupil encounters in accessing learning tasks. 2. Some teaching needs highly structured approaches to teaching, e.g. task followed by chosen activity/reward, use of TEACCH boxes, and use of direct instruction. Curriculum includes specific activities aimed at teaching skills in relation to: <ul style="list-style-type: none"> • social interaction and communication • managing anxiety/ emotions 3. Consistent use of familiar words/ phrases to aid understanding. Most language used is supported visually. 4. May required teaching sessions to be broken up into shortened chunks with regular, planned breaks for rewarding activities or activities to address sensory differences. 	<ol style="list-style-type: none"> 1. May require significant amount of teaching within a small group to address communication, social understanding or behavioural needs. 2. Additional adult help in school would be required for supporting changes in the routines of the day or the environment. 3. Trained adult support needed for groups activities around Social use of Language, social skills, development of the imagination, play and thinking skills. 4. May require additional adult assistance for sensory activities. 5. May need access to an appropriate safe place for "time out" to manage anxiety and ensure the safety of self, others and property. 6. All key staff working with the pupil will have received training on understanding the needs of pupil with autism spectrum conditions and training in de-escalation techniques. 	<ol style="list-style-type: none"> 1. Visual supports to aid language understanding and development (e.g. Makaton, PECs SCERTS, social stories). Available alternative for communication (e.g. lite writers and iPads) 2. Provision of a workstation/personalised programme to suit individual needs. 3. Teaching environment is adapted to address the needs of pupils with autism spectrum conditions. 4. Access to resources/ activities to address sensory issues.

<p>Band A4 High Needs</p>	<p>Significant ASC with contextually, inappropriate, social responses.</p> <p>Pupils will have a professional diagnosis of an autism spectrum condition.</p> <p>The pupil experiences severe, persistent and complex difficulties with social interaction and sees little purpose in peer relationships.</p> <p>They will have associated anxieties and/or sensory difficulties which have a significant impact on their ability to function across a range of settings.</p> <p>Pupil's ability to learn is significantly and persistently impaired by communication and interaction difficulties over prolonged periods.</p> <p>Pupils may have/display:</p> <ol style="list-style-type: none">1. Significantly limited functional language and communication across all settings.2. Attempts to approach others (only to meet their own needs) paying little or no attention to their response.3. Repetitive verbal and physical behaviours are frequent and preclude most engagement in learning. These can lead to severe anxiety, aggression or withdrawal.4. Severe and persistent frustration with communication cause extreme levels of acute anxiety experienced on a regular basis and across different settings. This will lead to extreme behaviours that will challenge the norm.5. Severe and persistent difficulties with social interaction, unpredictable, ongoing, extended periods of anxiety that cannot be reduced even with support and appropriate interventions.6. Significant difficulties with sensory processing and sensory modulation which lead to heightened anxiety levels. Passive/unsafe behaviours that challenge the norm and adversely affect the ability to engage with the world.7. Signs of distress over small changes in the environment and are reliant on routine and the expected. Significant and persistent adherence to personal, specific or complex routines across all settings.8. Highly dependent upon personal, routines and rituals leading to intense inappropriate reactions at times.9. All transitions require personalised and consistent strategies to be successful.
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Band A4- Speech, Language and Communication			
Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
ASC	ASC	ASC	ASC
<p>1. SALT/other communication specialist assessment, programmes and regular review of targets.</p> <p>2. Sensory profile assessment by Occupational Therapist - with production of an individualised sensory programme, input, review.</p> <p>3. Functional assessment of behaviour completed by a psychologist/ASC specialist to identify specific factors that might lead to heightened anxiety, arousal or challenging behaviour.</p> <p>4. Development of personalised behaviour plan as above, and with specific strategies identified for de-escalation and physical intervention. On-going monitoring and review of strategies to include structured debriefing/ reflective practice following incidents of significant challenging behaviour.</p> <p>5. Close/regular liaison with parents and external agencies.</p> <p>6. Highly individualised and regularly reviewed communication passport to alleviate anxieties and frustrations.</p>	<p>1. The curriculum is likely to require very significant differentiation, adaptation and individualisation to account for difficulties that the pupil encounters in access learning tasks. The pupil may have significant learning difficulties (although not necessarily). The pupil may also have significant skills and areas of interest, which can be built upon to help the pupil to engage in learning.</p> <p>2. Most/ all teaching takes place with consistent use of highly structured and evidence-based approaches (e.g. TEACCH, ABA, PECS, Intensive Interaction, and SCERTS).</p> <p>3. Individualised/ simplified language used with consistent use of familiar words/ phrases to aid understanding. All language used is supported visually.</p> <p>4. Will need frequent breaks for physical activities, chosen activities or sensory diet activities.</p>	<p>1. All teaching takes place in small groups with regular opportunities for 1:1 support</p> <p>2. Additional supervision will be required for all transitions and unstructured times.</p> <p>3. Structured activities available and supported by adult at all unstructured times. Trained adult to address social skills, development of social use of language.</p> <p>4. Will require additional adult assistance for sensory activities (e.g. brushing, massage, sensory play).</p> <p>5. Will need regular access to an appropriate safe place for "time out" to manage anxiety and ensure the safety of self, others and property.</p> <p>6. All key staff working with the pupils will have received extensive training on understanding the needs of pupil with autism spectrum conditions and training in de-escalation techniques.</p> <p>7. Constant support and monitoring to assist with sensory modulation for high achieving pupils.</p>	<p>1. Almost always uses alternative communication aids, visual supports to aid language understanding (e.g. Makaton, Picture Exchange Communication System) - consistently used throughout setting or by all key staff.</p> <p>2. Provision of a workstation or designated individualised work area to suit individual needs.</p> <p>3. Whole school environment is highly adapted to address the needs of pupils with autism spectrum conditions.</p> <p>4. Regular, on-going access to specialist resources to address sensory issues (e.g. low arousal area, sensory room/ area, compression vest, weighted blanket/ jacket).</p>

Attainment
<p>The national expectation is that all learners will make 2 levels of progress from KS1 to KS2 and 3 levels of progress from KS2 to KS4. The majority of learners with SEN, including those who are working below age related expectations, should be able to achieve this rate of progress.</p> <p>For more detailed information on expectations of progress refer to Progression 2011 and the relevant data sets. When evaluating whether a young person needs greater intervention schools should consider whether the interventions they are using are:</p> <ul style="list-style-type: none"> • Nationally recognised Wave 2 interventions • Being delivered by staff who have been appropriately trained • Closing the attainment gap between the young person and their peer group • Enabling the young person to make progress at the expected rate

B. Cognition and Learning- MLD, SLD, PMLD, SpLD

Checklist of Common Characteristics

Mild and Moderate Learning Difficulties (MLD)

Young people with general learning difficulties experience significant problems across the majority of the curriculum. Their general level of development and academic attainment is significantly below that of their peers. In many cases difficulties will include speech and/or language developmental delay. Some young people may also have poor social skills and/or may show signs of emotional and behavioural difficulties.

Severe or Profound Learning Difficulties (SLD & PMLD)

Young people with severe or profound and multiple learning difficulties are almost always identified before they reach statutory school age. Young people with SLD will be most likely to work at P level to level 1, of the National Curriculum up to school leaving age. A young person with PMLD will be most likely to work at early P levels, P1i to P3 until school leaving age. In most cases the LA will be able to draw upon a considerable body of existing knowledge arising from assessments carried out and provision made by Health Agencies and Children's Services.

SpLD

Young People on the Dyslexia, Dyspraxia or Dyscalculia continuums.

Achievement Thresholds were set by a group of 9 Birmingham special schools who referred to a range of materials including Hampshire progression materials and National Progression Guidance.

Cognition and Learning Bandings

Band B1 Universal & Core Funding

General Learning Difficulty/SpLD

Pupils for whom this represents their primary need will be assessed firstly against their highest completed level of achievement averaged across the four strands of English. However the banding may be modified by one level for a small proportion of pupils if the complexity of their needs is such that it can be evidenced at the same banding level for 2 or more types of SEN. Where this occurs this will be highlighted in the setting’s return and some of these will be selected for moderation.

Achievement Thresholds for Band B1

Student’s attainment at this level will be in line with old National Curriculum levels as stated below:

L1C- at the end of Key Stage 1 L2A- at the end of Key Stage 2

L3B- at the end of Key Stage 3 L3A- at the end of Key Stage 4

Where National Curriculum levels no longer exist students should be working at the levels defined by Birmingham Language and Literacy(BLL) tool kit – a full list of all the bands can be found in the appendix 2

B1	SPELLING	COMPOSITION	PUNCTUATION AND GRAMMAR
<p>End of Yr 2 Band 6 (BLL)</p>	<p>Can segment to spell regular words that contain up to 10 <i>standard</i> vowel digraphs e.g. <i>rain, fort, soil</i>.</p> <p>Can spell cvc words that include double final consonants <i>i.e. ff, ss, ll, ck</i> e.g. <i>mass, will, tick</i>.</p> <p>Can use phonic knowledge to spell simple 2-syllable words e.g. <i>mango, sunset</i>.</p> <p>Can spell 10 of the Y1 common exception words.</p>	<p>Can re-construct a cut up sentence they have orally composed.</p> <p>Can write a simple sentence which can be read by themselves and others.</p>	<p>Knows that sentences are demarcated with capital letters and full stops and will use occasionally with adult reminders.</p>
<p>End of Yr 6 Band 9 (BLL)</p>	<p>Can add endings –ed, -er,-est, -es to words ending in y where the –y is changed to –i, e.g. <i>carried, happiest, funnier, replies</i>.</p> <p>Can spell words ending in –tion e.g. <i>station, fiction</i>.</p> <p>Can spell half of the Y2 common exception words.</p>	<p><i>Can write a simple factual report.</i></p> <p>Can use some of the features of known stories to structure their own writing e.g. <i>use of repetition / one day.... / once upon a time....etc.</i></p> <p>Correctly uses at least 2 simple connectives/conjunctions e.g. <i>then, after</i>.</p>	<p>Generally uses basic punctuation correctly e.g. <i>most sentences correctly demarcated with capital letters and full stops</i>.</p> <p>Can use commas to separate items in a list.</p>
<p>End of Yr 9 Band 11 (BLL)</p>	<p>Can spell words where ch is sounded differently e.g. <i>chef, chemist</i>.</p> <p>Can spell some words which use variations of standard phonemes e.g. <i>vein, way, obey</i>.</p>	<p>In narrative writing is beginning to use knowledge of story elements e.g. settings, characterisation, dialogue and the language of story.</p> <p>Can use the language of time to structure sequences of events e.g. <i>When he saw... / Suddenly.... / after that....</i></p>	<p>Beginning to use speech marks to punctuate direct speech.</p> <p>Uses <i>a</i> or <i>an</i> correctly depending on the initial letter of the following word e.g. <i>a cat, an open box</i>.</p> <p>Can use the possessive apostrophe accurately e.g. <i>Finn’s car</i>.</p>

		Beginning to use paragraphs to group related ideas. Can use planning tools e.g. <i>mind maps/word webs</i> to write key words and ideas prior to writing.	
End of Yr 11 Band 13 (BLL) Achieved end of Yr 4 National expectations	Can spell words with common prefixes -dis, -mis, in, -re e.g. <i>disappear, misbehave, inactive, redo</i> . Can spell words ending in suffixes -sion, -cian, -ssion e.g. <i>tension, musician, permission</i> .	Beginning to use detail e.g. direct speech, description of setting, feeling or motives, to develop characters and/ or settings. Can use simple organisational devices e.g. <i>headings and sub-headings</i> , in non-fiction texts. Can organise a series of paragraphs around a theme.	Can proof-read their own writing for spelling, punctuation and grammatical errors. Uses Standard English verb inflections accurately in their writing e.g. <i>we were</i> instead of <i>we was</i> . Can use homophones / near homophones accurately in the context of their sentence e.g. <i>break/brake, plain/plane, whose/who's</i> .

SpLD: All children with a diagnosis of Dyslexia, Dyspraxia and other specific learning difficulties. A pupil with SpLD who has very significant difficulties, with marked discrepancy between oral and literacy skills. May also have difficulties with maths. Some pupils may grasp mechanical skills but lack comprehension, e.g. reading, maths.

Band B1 - Cognition and Learning

Provision Descriptors

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
<p>Possible consultation advice from external specialists to discuss progress and give advice.</p> <p>IEP targets set at least twice yearly. Review of IEP targets possibly with external specialist e.g. EP/SLT/Inclusion Support</p> <p>Information from parents/carers, young person and other sources as appropriate</p> <p>The SENCO will need to be fully aware of the programme content and teaching approaches in order to be able to monitor delivery and be able to allocate time as needed.</p>	<p>Curriculum should take account of identified barriers to learning and preferred learning styles; a clear analysis of tasks is needed to enable inclusion.</p> <p>Some specific skill development or reinforcement of IEP targets</p> <p>Wave 1 intervention in literacy and numeracy</p> <p>Younger children may need help with developing self-help skills, e.g. dressing, toileting, social skills, language skills, early concepts.</p> <p>The pupil will need opportunities to articulate, clarify and organise ideas orally.</p> <p>Will need more time for consolidation and practice of skills being taught.</p>	<p>Young person based in the classroom for the vast majority of the day with access to regular, targeted individual or small group tuition if the need requires e.g. groups of 6 or less for a minimum of 3 x 30 mins a week</p> <p>Flexible Grouping & Pastoral Care and seating arrangements within classroom possible use of a member of staff who will provide opportunities for talking through problems and offering pastoral support.</p> <p>Pupils may need targeted and regular adult support from a Teaching Assistant/Key worker under Class Teacher and SENCO guidance.</p>	<p>Individual or very small group intervention will be with a trained TA working with young person</p> <p>Parents must be informed about the range of interventions their child will be receiving and for how long. The provision a school delivers must be planned to meet a young person's individual needs and accelerate their progress.</p>

Band B2 High Needs			
<p>Moderate Learning Difficulty (MLD)/ General Learning Difficulty</p> <p>Students in this band will often have significantly greater difficulties in most developmental and curricular areas. In addition, significant difficulty with; Retaining skills and information; Generalising skills; Staying on task/ attention; Confidence and Organisation.</p> <p>Pupils for whom this represents their primary need will be assessed firstly against their highest completed level of achievement averaged across the three strands of English. However the banding may be modified by one level for a small proportion of pupils if the complexity of their needs is such that it can be evidenced at the same banding level for 2 or more types of SEN. Where this occurs this will be highlighted in the setting's return and some of these will be selected for moderation.</p>			
<p>Achievement Thresholds for Band B2</p> <p>Where National Curriculum levels no longer exist students should be working at the levels defined by Birmingham Language and Literacy tool kit – a full list of all the bands can be found in the appendix 2</p> <p>It is recommended that when assessing a student's band that all three areas – spelling, composition, punctuation and grammar are assessed against all bands.(see appendix 2) It is expected that a student will have an uneven profile and therefore the lowest band of the three would be considered to be the band the student is working at.</p>			
B2	SPELLING	COMPOSITION	PUNCTUATION AND GRAMMAR
<p>End of Yr 2 Band 5 (BLL)</p> <p>National expectation at the end of Reception</p> <p>Or old NC level P5 – P8</p>	<p>Can segment to spell cvc words that contain sh, ch, th <i>e.g. shop, chip, moth, cash.</i></p> <p>Beginning to spell short vowel ccvc / cvcc words <i>e.g. brag, trap, ring.</i></p> <p>Is beginning to spell cvc words containing up to 5 common vowel digraphs <i>e.g. farm, meet, moon.</i></p>	<p>Can orally compose, rehearse and recall a simple sentence.</p> <p>Beginning to use known spellings to write short, simple sentences independently to label pictures.</p> <p>Attempts to re-read.</p>	<p>Attempts to use basic punctuation, which may be random.</p>
<p>End of Yr 6 Band 8 (BLL)</p> <p>National expectation at the end of Y1</p> <p>Or old NC level P7 – 2B</p> <p>Or reading age 6</p>	<p>Can spell words with split vowel digraphs <i>e.g. rake, kite, pole, tune.</i></p> <p>Can add the endings -ing, -ed, -er, est where no change is needed to the root word <i>e.g. jumping, jumped, jumper, faster, fastest.</i></p> <p>Can spell regular compound words <i>e.g. playground, football, bedroom.</i></p> <p>Can spell most of the Y1 common exception words and the days of the week.</p>	<p>Can think about and discuss what s/he intends to write at a simple level <i>e.g. can verbalise and repeat consistently a self-generated sentence before writing.</i></p> <p>Can sequence sentences to produce a short narrative.</p> <p>Uses the word <i>and</i> to link sentences.</p>	<p>Generally uses basic punctuation correctly independently <i>e.g. at least half the sentences correctly punctuated.</i></p> <p>Beginning to use exclamation / question marks accurately in their writing.</p>
<p>End of Yr 9</p>	<p>Can add endings –ed, -er, -est, -ing, -es to words where the final consonant is doubled <i>e.g. fattest, fatter, patting, patted.</i></p>	<p>In narrative writing is beginning to describe characters and events with some interesting vocabulary.</p>	<p>Can use simple homophones accurately in the context of their sentence <i>e.g. there / their, wear / where.</i></p>

<p>Band 10 (BLL) National expectation at the end of Yr 2 Or old NC level 1C – 3C or reading age 7</p>	<p>Can spell words with suffixes – <i>ment, -ness, -ful, -less, -ly</i> e.g. enjoyment, careful, sadness, hopeless, badly. Can spell most of the Y2 common exception words</p>	<p>Can use the 4 main types of sentence appropriately in their writing i.e. <i>statement, question, exclamation and command</i>. Produces sentences linked by a range of connectives/conjunctions e.g. <i>when, if, because, or, but</i>. Beginning to use planning tools e.g. <i>story maps/word webs</i> to write key words and ideas prior to writing.</p>	<p>Can use apostrophes to show contractions e.g. <i>can't, it's</i>. Uses exclamation / question marks <i>appropriately</i> in their writing. Generally chooses and maintains the correct tense within a piece of written work</p>
<p>End of Yr 11 Band 11 (BLL) Or old NC level 1A – 3B or reading age 8</p>	<p>Can spell words where ch is sounded differently e.g. <i>chef, chemist</i>. Can spell some words which use variations of standard phonemes e.g. vein, way, obey.</p>	<p>In narrative writing is beginning to use knowledge of story elements e.g. settings, characterisation, dialogue and the language of story. Can use the language of time to structure sequences of events e.g. <i>When he saw... / Suddenly.... / after that....</i> Beginning to use paragraphs to group related ideas. Can use planning tools e.g. <i>mind maps/word webs</i> to write key words and ideas prior to writing.</p>	<p>Beginning to use speech marks to punctuate direct speech. Uses <i>a</i> or <i>an</i> correctly depending on the initial letter of the following word e.g. <i>a cat, an open box</i>. Can use the possessive apostrophe accurately e.g. <i>Finn's car</i>.</p>

Band B2- Cognition and Learning

Provision Descriptors

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
<p>Individual assessment based mainly on developmental assessment tools. IEP will focus on barriers to accessing the curriculum. Learning will be monitored mainly by marking and moderating pupils' work. Targets will be reviewed to take account of progress against individual or group learning aims.</p>	<p>Access to curriculum will involve adapted learning activities. The sequence of learning activities will need to be carefully shared and reinforced. Language of instruction will need to be adapted. Curriculum will include regular opportunities to consolidate learning</p>	<p>Will need to receive small group or a 1-1 programme at some points in school week to make progress in their IEP Needs occasional prompts and some additional supervision in maintaining social relationships.</p>	<p>Will need staff skilled in adapting and learning and checking understanding. May need adapted or specialist resources. Parents will benefit from family learning in consolidating their child's learning.</p>

Band B3 Severe Learning Difficulties SLD

Pupils with severe learning difficulties may also have associated difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Most pupils may use sign and symbols but some will be able to hold simple conversations and gain some literacy skills. May also have difficulties with:

- Self-organisation, following routines, managing equipment
- Immature behaviour and social skills
- Fine or gross motor control
- Self-confidence and independence
- Attention, concentration
- Expressive and receptive language
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Pupils for whom this represents their primary need will be assessed firstly against their highest completed level of achievement averaged across the four strands of English. However the banding may be modified by one level for a small proportion of pupils if the complexity of their needs is such that it can be evidenced at the same banding level for 2 or more types of SEN. Where this occurs this will be highlighted in the setting’s return and some of these will be selected for moderation.

Achievement Thresholds for Band B2

Students in this band will be working predominately within P levels with the exception of KS 4 who may be operating up to old National Curriculum level 1 B. Where National Curriculum levels no longer exist students should be working at the levels defined by Birmingham Language and Literacy tool kit – a full list of all the bands can be found in the appendix 2

It is recommended that when assessing a student’s band that all three areas – spelling, composition, punctuation and grammar are assessed against **all bands**.(see appendix 2) It is expected that a student will have an uneven profile and therefore the lowest band of the three work be considered to be the band the student is working at.

B3	SPELLING	COMPOSITION	PUNCTUATION AND GRAMMAR
<p>End of Yr 2 Band 1 (BLL)</p>	<p>Sometimes gives meaning to the marks they make when pretending to write.</p>	<p>Can distinguish between different marks they make <i>e.g. writing, drawing.</i></p> <p>Attaches meaning to their mark-making when painting and drawing.</p>	<p>Recognises that labels in the environment convey meaning.</p>
<p>End of Yr 6 Band 3 (BLL) Or reading age 5</p>	<p>Writes half of the letters of the alphabet to the spoken sound.</p> <p>Can write own first name.</p>	<p>Can state the purpose of their mark-making <i>e.g. party invitation, travel ticket.</i></p> <p>Attempts to write simple captions for their pictures <i>e.g. ‘my mum’.</i></p>	<p>Writing consists of strings of recognisable letters with occasional correspondence to target words.</p>
<p>End of Yr 9 Band 5 (BLL) National expectation at the end</p>	<p>Can segment to spell cvc words that contain sh, ch, th <i>e.g. shop, chip, moth, cash.</i></p> <p>Beginning to spell short vowel ccvc / cvcc words <i>e.g. brag, trap, ring.</i></p>	<p>Can orally compose, rehearse and recall a simple sentence.</p> <p>Beginning to use known spellings to write short, simple sentences independently to label pictures.</p>	<p>Attempts to use basic punctuation, which may be random.</p>

of Reception Or reading age 6	Is beginning to spell cvc words containing up to 5 common vowel digraphs e.g. <i>farm, meet, moon</i> .	Attempts to re-read.	
End of Yr 11 Band 6 (BLL) Or P4 – L1B Or reading age 6	Can segment to spell regular words that contain up to 10 <i>standard</i> vowel digraphs e.g. <i>rain, fort, soil</i> . Can spell cvc words that include double final consonants i.e. <i>ff, ss, ll, ck</i> e.g. <i>mass, will, tick</i> . Can use phonic knowledge to spell simple 2-syllable words e.g. <i>mango, sunset</i> . Can spell 10 of the Y1 common exception words.	Can re-construct a cut up sentence they have orally composed. Can write a simple sentence which can be read by themselves and others.	Knows that sentences are demarcated with capital letters and full stops and will use occasionally with adult reminders.

Band B3- Cognition and Learning

Provision Descriptors

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
<p>Individual functional communication assessment.</p> <p>IEP will focus on communication, social skills and life skills</p> <p>Learning will need to be monitored through annotation and moderation of a combination of testimony and work against individual targets.</p> <p>Targets will be reviewed to take account of progress against finely graded targets and applied learning.</p>	<p>Access to curriculum through concrete learning activities</p> <p>Will need a curriculum in small steps.</p> <p>May need alternative means of communication to access the curriculum.</p> <p>Curriculum will need to include generalising learning to apply it in a range of situations.</p>	<p>Will need to receive small group or a 1-1 programme daily to make progress in their IEP</p> <p>Develops relationships with familiar people, shows empathy, but has limited understanding of social rules.</p>	<p>Will need staff skilled in alternative communication and supporting individually differentiated learning.</p> <p>May need some personalised and/or specialist resources.</p> <p>May need a therapeutic programme.</p> <p>Parents will need to support their child in generalising learning through an IEP designed in partnership with school.</p>

<p>Band B4 High Needs</p>	<p>PMLD</p> <p>Pupils for whom this represents their primary need will be assessed against their highest completed level of achievement averaged across the four strands of English.</p> <p>Achievement Thresholds for Band B4</p> <ul style="list-style-type: none"> • P1 – P2 at end of KS1 • P1 – P3 at end of KS2 • P1 – P3 at end of KS 3 • P1 –P3 at end of KS 4 <p>The pupil will have profound cognitive difficulties and developmental delay in a number of areas. May have additional medical and/or personal care needs. In addition the pupil will have significant difficulties with one or more of the following:</p> <ul style="list-style-type: none"> • Sensory perception • Social awareness • Attention/concentration • Expressive and/or receptive communication <p>Pupils with profound and multiple learning difficulties may have other significant difficulties such as physical disabilities or sensory impairment. Pupils require a high level of adult support, both for their learning needs and also for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language.</p>
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Band B4- Cognition and Learning

Provision Descriptors

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
<p>Individual sensory assessment.</p> <p>IEP will focus on co-exploration, developing learned responses, understanding situational cues and co-operating with personal care.</p> <p>Learning will need to be monitored through moderation of annotated testimony of responses against highly personalised targets.</p> <p>Targets will be reviewed to take account of retention and application of skills in specific situations as well as the learning of new ones.</p>	<p>Access to curriculum through experiential sensory learning activities</p> <p>Personalised task analysis i.e. finely graded steps with carefully controlled cues and rewards and predictable routines.</p> <p>Likely to need objects of reference and situational cues to access the curriculum.</p> <p>Curriculum will need to include frequent opportunities for co-exploration and to reactivate learning.</p>	<p>Will need to receive small group or a 1-1 programme frequently during each day to make progress in their IEP.</p> <p>Is a significant risk to self or is unable to interact with others without adult support.</p> <p>Is learning to differentiate between themselves and others.</p>	<p>Staff skilled in observing and recording highly individual responses.</p> <p>Will need highly personalised or specialist resources.</p> <p>Is likely to need some forms of therapy.</p> <p>Parents will need to be partners in developing and carrying out a highly personalised IEP.</p>

C. Social, Emotional, Mental Health

Checklist of Common Characteristics

The pupil presents persistent behavioural / emotional difficulties that have not been ameliorated by differentiated learning opportunities or by the whole-school behaviour management techniques:

- underdeveloped skills in listening and attending to the teaching and learning process
- failure to make progress anticipated across areas of the curriculum accompanied by signs of mood swings, frustration, non-co-operation, withdrawal or isolation, disillusionment, or non-attendance.
- difficulty with social relationships including peer/ group relationships which affect classroom dynamics and require teacher intervention
- difficulty acquiring and applying basic social skills
- emotional immaturity; low self esteem
- lack of confidence in their ability to cope with new demands and change to their routines

Some examples of the behaviours and social and emotional difficulties that might be exhibited by a young person with BESD:

- often destroys own work
- is unable to make /sustain friendships
- appears depressed
- lacks confidence to attempt tasks
- reluctant to engage in classroom activities
- communicates aggressively preventing the class functioning
- is silent or speaks selectively
- shows obsessive behaviours and/or irrational anxieties
- displays extreme mood swings
- frequently engages in disruptive behaviour in class
- is subject to bullying or signs of stress affecting school performance
- exhibits attention seeking behaviours that restrict the good order of the learning that takes place
- persistent disruptive behaviour occurs in a variety of contexts and impedes the learning of the young person and/or other young people despite interventions detailed in IEP.
- difficulty sustaining peer relationships.
- fluctuations in mood and unpredictable attitude to learning tasks – periods of uncooperative behaviour and withdrawal.
- progress is often below expectations in many areas – often associated with frustration and disaffection
- poor decision maker

Thresholds- Social, Emotional, Mental Health – Observed prior to placement in specialist setting/when additional specialist support is unavailable	
<p>Band C1 Universal & Core Funding</p>	<p>Progress through the National Curriculum is affected by their social and/or behavioural difficulties due to:</p> <ul style="list-style-type: none"> Lack of a range of social skills, e.g. taking turns, working co-operatively, accepting the ideas others. Poor view of self and low self-confidence, difficulty in working independently. Unsettled behaviour in class, limited concentration and organisation in relation to age expectations. May avoid or become upset when faced with new and unfamiliar tasks or people. May frequently challenge teachers' requests but will back down. Frequent attention seeking behaviour, often inappropriate or mildly challenging. Seeks to gain and maintain frequent close physical contact with adults (generally primary age children). Overreacts when disapproval is shown, attention is withdrawn or when thwarted. Appears to lack motivation and requires frequent encouragement to stay on task. Flits between activities and materials with little attention (younger children). No regular group of friends. <p>Progress through National Curriculum is <i>significantly</i> affected by their emotional, social and/or behavioural difficulties due to:</p> <ul style="list-style-type: none"> Unsettled and disruptive behaviour in class which interrupts the progress of the lesson Loss of temper or tantrums. Difficulty in maintaining relationships with members of staff, e.g. more than once daily refuses to complete work, challenge teachers' requests, but sometimes backs down. Difficulty in maintaining relationships with pupils, e.g. minor scuffles in playground or classroom. Victim of bullying or intimidation or bullies or intimidates others. Social isolation; usually appearing to be on the edge of activities. High demand of adult attention. Being easily rebuffed and sensitive to disapproval. Sullen, resentful and unhappy attitude and mood. High self-criticism; puts self-down.

Band C1 - Social, Emotional, Mental Health			
School Action Plus / Statement - Specialised Provision -			
Assessment, Targets, Review	Curriculum & Teaching	Grouping & Pastoral Care	Resources
<p>Young people should make progress when tracked using the appropriate behavioural/social/emotional scales e.g. Boxall Profile, SDQ, observational checklists etc.;</p> <p>External services undertake specialist assessments discuss progress and give advice</p> <p>At least termly review and preferably half termly of targets and progress with Behaviour Support Teacher or Educational Psychologist – either through discussion or more formal in-depth review</p> <p>Longer term planning with shorter term IEPs incorporating fresh targets.</p> <p>Relevant staff (CT/TA) to plan, record and evaluate progress on a weekly basis.</p>	<p>Should take account of identified barriers to learning and preferred learning styles</p> <p>Specifically focussed IEP which includes programmes targeted at the young persons' area of difficulty</p> <p>Negotiated targets and rewards, development of social skills, emotional wellbeing and self-esteem through targeted group work devised in conjunction with Inclusion Support and/or other agencies.</p> <p>SENCO and CT responsible for planning and ensuring the delivery of an individualised programme.</p> <p>Evidence of clearly differentiated planning and curriculum delivery</p> <p>Individualised arrangements for break, lunchtimes and other less supervised times e.g. Lunchtime club</p> <p>Regular monitoring and record keeping (at least weekly) of work undertaken and behaviour interventions etc.</p>	<p>Regular targeted individual or small group tuition (e.g. SEAL, small group follow up)</p> <p>Delivery in class for the vast majority of day</p> <p>Some limited periods of withdrawal with LSP, SENCO and/or specialist teacher etc.</p> <p>Possible out-of-hours provision</p> <p>A young person at this stage will need intervention to develop social and emotional skills. It is not enough to use the resource solely for in class support. The resource should always be used in the context of high quality Wave 1 teaching.</p> <p>Schools may choose to use resources to run a full nurture group and/or 100 minute model nurture groups if this meets the needs of a group of young people within the school.</p> <p>Other interventions: Learning Mentor, 1:1 time, on a regular basis, small group SEAL activities, Social use of Language Programme.</p> <p>Will require access to staff with knowledge, skills and understanding of the emotional needs of challenging pupils.</p>	<p>Targeted and regular adult support to teach, for example, appropriate behaviour, use of equipment, turn-taking skills, reinforce instructions etc.</p> <p>Parents involved so that they can support targets in the home (e.g. checking that the young person has the necessary equipment for school, providing reinforcement for efforts at school, spending additional focused quality time with young person, etc.)</p> <p>Regular time with named member of staff for pastoral or mentoring support, specific praise or feedback about any improved behaviour</p> <p>Schools will need to use active provision management to ensure that they can meet a range of young people's needs within a reasonable time frame i.e. support young persons via timed interventions with clear outcomes, including any 'in class support'</p> <p>Therapeutic Stories</p> <p>Circle of friends</p> <p>Nurture</p> <p>100 minute model</p>

Band C2 High Needs	<p>This band covers a range of social, emotional and mental health difficulties identified through formal assessment and may include specific conditions requiring significant, regular additional adult support to access the majority of learning activities and to sustain concentration. Most areas of curriculum planning reflect the need to develop social, emotional and/or mental health well-being and resilience</p> <p>There will be a history of a number of:</p> <ul style="list-style-type: none"> Progress is affected by emotional, social and mental health difficulties Unsettled and disruptive behaviour in class Frequently loses temper or has tantrums Has difficulty in maintaining relationships with members of staff, e.g. avoids engaging in work, and may challenge teachers in a verbally aggressive manner. Frequent aggressive conflict with peers. Remembers confrontations, 'bears a grudge' and seeks revenge. Seeks affection, approval and reassurance repeatedly but appears to remain insecure. Inappropriate actions in search of attention. Destroys own work or hard won social achievements. Demonstrates extremely low self-esteem and emotional neediness through social withdrawal. Demonstrates anxiety; clings and is tearful. Attendance may need to be monitored. Irregular attendance Evidence of putting themselves at risk
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Band C2- Social, Emotional, Mental Health

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
<p>The pupil usually responds positively to behaviour management which has been based on detailed analysis of antecedents and contextual factors which inform a regularly updated programme.</p> <p>After a crisis the pupil can usually discuss the incident with an adult. They can sometimes recognise the triggers and implement strategies to avoid a recurrence.</p> <p>Implementation of the programme should be supported by regular consultation with parents/carers and professionals, as appropriate</p>	<p>The pupil will need individual instructions for new or unfamiliar tasks</p> <p>The pupil needs encouragement from an adult to participate in an activity</p> <p>Guidance to staff who work with the pupil facilitating the development of coherent and consistent approaches</p> <p>Less structured activities will be closely monitored by familiar, skilled staff.</p> <p>May need to be withdrawn for individual or small group work to address areas of difficulty or development</p> <p>Need for closer consultation inform curriculum content, planning and delivery which may involve other professionals</p>	<p>Regular time, with identified staff, to monitor progress and reinforce success</p> <p>Flexible adult response to be available at times of difficulty to prevent escalation of problems. Pupil requires modelling, support and intervention from an adult to conform to age appropriate conventions/ developmental stage and make independent decisions.</p> <p>Pupil requires support and encouragement from an adult to recognise, manage and control how they feel and the impact their actions have on themselves, others & property</p>	<p>Identified staff to plan and monitor structured behaviour programme and meet the pupil regularly</p> <p>A place available in school, monitored by staff, for the pupil to access in times of crisis</p>

<p>Band C3 High Needs</p>	<p>This band covers a range of significant social, emotional and mental health difficulties requiring planned positive/ restrictive intervention which has significant resource implications for the school. All areas of curriculum planning reflect the need to develop social, emotional and/or mental health well-being and resilience</p> <p>There will be a history of a number of:</p> <ul style="list-style-type: none"> Progress is seriously affected by emotional, social and mental health difficulties Frequent and significantly challenging and disruptive behaviour which includes refusal to accept consequences. Behavioural outbursts, generally on a daily basis. Significant difficulty in following basic classroom routines Exceptional restlessness and inattentiveness for much of the school day. Aggressive confrontations with peers at least daily. Few constructive relationships with peers and seems isolated. Unpredictable emotional outbursts Withdrawn; relating to others at a minimal level tending to resist attempts to engage Inappropriate response to praise Evidence of very frequent need for reassurance but anxiety remains after this has been provided. A high level of disaffection or anxiety which impacts on attendance. Evidence of feeling victimised Actions of putting themselves and others at risk
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Band C3- Social, Emotional, Mental Health

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
<p>The pupil can sometimes respond positively to behaviour management which has been based on detailed analysis of antecedents and contextual factors which inform a regularly updated programme.</p> <p>After a crisis the pupil can sometimes discuss the incident with a familiar, experienced adult and may accept responsibility for their actions. They may recognise triggers and/or implement strategies to avoid a recurrence.</p> <p>Involvement of parents/carers in the implementation of the programme, though some parents/carers may be hard to reach and third party intervention may be necessary</p> <p>Some additional external input.</p> <p>Monitor and encourage regular attendance</p>	<p>Pupil will need individual support to engage in new or unfamiliar tasks</p> <p>Pupil requires frequent encouragement and positive reinforcement to engage in activities</p> <p>Adults frequently need to promote the pupil's ability to achieve and overcome setbacks or anxieties.</p> <p>Pupil requires prompting to ask for help to solve problems</p> <p>Very detailed guidance to staff who work with the pupil facilitating the development of coherent and consistent approaches</p> <p>Familiar, skilled staff required to engage the pupil in less structured activities.</p> <p>The pupil is likely to need to be withdrawn for individual or small group work to address individual learning needs.</p>	<p>Will need intensive, skilled adult support to develop and maintain consistent and on-task behaviour</p> <p>Adult support to be available at times of difficulty to prevent escalation of problems. Flexible deployment of staff at moments of crisis will be necessary</p> <p>Regular opportunities for individual or small group withdrawal sessions to address social, emotional and/or mental health needs</p> <p>Will require access to skilled staff with knowledge, skills and understanding of the emotional needs of challenging pupils.</p> <p>Carefully planned and targeted skilled adult interventions in and out of the classroom at times which the pupil finds most challenging</p>	<p>Identified staff to plan and monitor structured behaviour programme and meet the pupil daily</p> <p>Access to an identified area/safe place/person to prevent harm to pupil / staff / other pupils / property. Closely monitored by staff at all times</p>

Band C4 High Needs	<p>This band covers a range of severe social, emotional and mental health difficulties with resulting <i>significantly challenging</i> behaviour. Pupil requires constant supervision to ensure their own safety and that of peers and/or adults with positive, restrictive intervention strategies employed on a regular basis and requiring regular, one-to-one adult support to access the majority of learning activities and to remain on task. Planning will identify specific targeted individual opportunities to address development of social, emotional and/or mental health well-being and resilience</p> <p>There will be a history of a number of:</p> <ul style="list-style-type: none"> Progress is very significantly affected by emotional, social and mental health difficulties. Very provocative, aggressive and confrontational behaviour which can include verbal and physical aggression towards peers and staff. Loses temper frequently during the day or has frequent tantrums. Outbursts are prolonged and are difficult for staff to manage. Has poor relationships with most staff, is disruptive in most lessons and unwilling to comply with teachers' requests. Refuses to acknowledge responsibility for inappropriate behaviour despite objective evidence. Has very few positive relationships with pupils, has frequent disputes and fights and is known to bully. Lacks confidence and independence and is dependent on other children. Very rarely volunteers a positive response in class. Very withdrawn; social contact with other pupils is very limited; appears isolated and has no friendship group in school. Chronic non-school attendance Shows extreme levels signs of anxiety in everyday situations. Actions often put themselves and others at serious risk. <p>Adult support may need to be deployed flexibly to support re-integration in cases of chronic non-school attendance needs changing</p>
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Band C4- Social, Emotional, Mental Health

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
<p>Even with more complex analysis of problems, leading to tightly structured short term behavioural targets the pupil rarely responds consistently in a positive manner</p> <p>After a crisis the pupil can rarely discuss the incident with an adult. They rarely recognise the triggers and/or strategies to avoid a recurrence.</p> <p>Involvement of parents/carers in the implementation of the programme; this is very likely to involve third party participation.</p> <p>Additional external input</p>	<p>Even with targeted individual support the pupil will only occasionally engage in new or unfamiliar tasks</p> <p>Pupil requires individual familiar, skilled adult support to engage in activities</p> <p>Adults give targeted individual support to promote pupil's ability to achieve. Pupil will require help to address problems</p> <p>Pupil requires individual targeted intervention from a skilled familiar adult to address problems.</p> <p>Very detailed plans, drawn up by a multi-agency team to maintain a coherent and highly consistent approach</p> <p>Even with skilled, individual support the pupil is rarely able</p>	<p>Pupil requires structured intervention and opportunities to practice 1:1 with an adult, to conform to age appropriate conventions/ developmental stage and make independent decisions</p> <p>Adult support to be available at times of difficulty to prevent escalation of problems.</p> <p>Flexible deployment of staff, for extended periods of crisis will be necessary 3/4:1.</p> <p>Pupil requires frequent structured intervention and opportunities to practice 1:1 with an adult to recognise, manage and control how they feel and the impact their actions have on themselves others and property.</p>	<p>Access to an identified area / safe place to prevent serious and significant harm to pupil / staff / other pupils / property with a very high level of staff support.</p> <p>The structured behaviour programme includes the need for frequent intervention by additional highly skilled staff</p>

	<p>to engage in organised activities outside of lesson times.</p>	<p>Access to a key member of staff throughout the school day who can monitor and support and be available in a crisis.</p> <p>Will require access to highly skilled staff with detailed knowledge, skills and understanding of the emotional needs of challenging pupils.</p>	
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D. Sensory: Hearing Impairment

Checklist of Common Characteristics

Hearing Impairment

Deafness impacts upon the child's ability to acquire process and develop language and also upon their ability to learn effectively. It affects communication, interaction with others and social and emotional development.

The degree of hearing loss does **not** necessarily describe how the child will function and acquire language and learn. For instance, a child with a profound hearing loss and a cochlear implant may present as one with a moderate hearing loss. Equally a child with a moderate or severe hearing loss may present as one with a profound loss. Every deaf child is an individual and basing decisions regarding level of need upon audiological information alone not sufficient.

Age of onset of deafness may contribute to their ability to develop language. For example, Prelingual deafness (i.e. deafness from birth) may have a greater impact upon all aspects of communication, language and cognition.

Progressive Nature of a Hearing Loss. Some children's hearing will deteriorate over time and this has to be taken into account, as it will impact significantly upon the progress in all areas. We have taken that into consideration within the banding.

Use of Residual Hearing. The level of a child's hearing loss, the way in which they use their hearing aid technology and how they process language will affect how they are able to understand and use spoken language. This will impact upon all areas of development.

Linguistic ability and competence. Age and onset of deafness and the degree of hearing loss, coupled with a child's innate cognitive abilities and other factors, such as family environment, all impact upon the level of linguistic delay upon the child.

Information about listening skills and language assessment are therefore very useful in determining the level of need for a child.

The greater the difference between the child's linguistic and chronological age, the greater the challenge for the child in terms of access to information, the curriculum and their social and emotional development.

Terminology

Levels of Hearing loss

Mild	21-40 dBHL (decibels of hearing loss)
Moderate	41-70 dBHL
Severe	71-90 dBHL
Profound	91- dBHL

Terminology

Prelingual HL	Hearing loss which occur before or very soon after birth
Progressive HL	Hearing loss which is or will deteriorate over time
Bilateral HL	Hearing loss in both ears
Hearing Technologies	Hearing aids, cochlear implants, Bone Anchored Hearing Aids

Thresholds- Sensory: Hearing impairment	
Band D1 Universal & Core Funding	<p>Significant sensory/sensory integration difficulties (hearing impairment), which have some resource implications for the school.</p> <p>Hearing Impaired (moderate)</p> <p>Prior to banding, please see Front Page / Common Characteristics</p> <p>The pupil will have one of the following:</p> <p>Have a diagnosed permanent sensori neural moderate loss/severe high frequency permanent hearing loss- unless their hearing impairment is also known to be progressive in which case the pupil needs to be placed in the next band.</p> <p>In extraordinary circumstances where a pupil has additional disabilities of equivalent severity e.g. Visual impairment, Physical/medical disability, Cognition and Learning etc. which compound the effect of their hearing loss, the pupil may need to be placed in the next band. Such students must be identified in the relevant column of SENAR data collection spreadsheets and will form part of any moderation sample.</p> <p>Have a diagnosis of Auditory Neuropathy (ANSD).</p> <p>Social or deaf cultural reasons may compound the effect of their hearing loss and the pupil may therefore need to be placed in the next band.</p> <p>Wear hearing aids required for amplification.</p> <p>Information received via hearing aids may not give significant improvements to speech perception</p> <p>Problems with some speech sounds, but will be generally intelligible and able to make needs known verbally.</p> <p>The pupil may have:</p> <ul style="list-style-type: none"> delayed receptive and expressive language and immature functional use of language; difficulties with comprehension, asking and answering questions, understanding basic concepts, hearing/retaining some speech sounds. problems with some speech sounds, but will be generally intelligible and able to make needs known verbally; some difficulties in expressing/understanding more abstract and complex ideas/information although they may be able to follow most conversations/instructions in context; difficulty coming to terms with being deaf; difficulty in physical management /organisation of amplification aids. challenges behaviourally or emotionally because of their hearing impairment

Band D1 Sensory: Hearing impairment			
Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
Hearing	Hearing	Hearing	Hearing
<p>Audiological assessment would be ongoing at the local audiology clinic</p> <p>Targets for an IEP will be set based upon the hearing assessment and development of language.</p> <p>Regular review of targets and progress needs to take place</p>	<p>The pupil's progress through the National Curriculum and other subjects may be affected by the hearing impairment.</p> <p>The pupil may have difficulty in taking part in classroom discussion or following class teaching, unless care is taken about positioning in class and reduction of ambient noise.</p> <p>The pupil's ability to concentrate on spoken language for prolonged periods of time will be limited and the pupil will become tired towards the end of the day.</p> <p>The pupil may be unable to follow class/group discussion without implementation of specific access strategies by the teacher including pre and post tutoring occasionally.</p> <p>The teacher will need to develop specific strategies to ensure the pupil's access to the curriculum, class and group discussion.</p>	<p>The pupil may need to have some instructions personally checked.</p> <p>Class grouping with pupil's positioning in classroom/small group to take account of associated issues, such as:</p> <p>Acoustic conditions-reducing ambient noise</p> <p>Good lighting</p> <p>Use of Frequency Modulation (FM) system</p> <p>Development of language</p> <p>Social and emotional development; promotion of confidence and understanding of disability and deafness</p> <p>Curriculum access</p> <p>Inclusion</p> <p>Seating position is appropriate</p> <p>Will require specialist input from a qualified Teacher of the Deaf.</p>	<p>The pupil will need support to develop use of residual hearing, amplification, listening and attention skills.</p> <p>The pupil may need support to enhance social development, promotion of confidence and understanding of disability and deafness.</p> <p>The pupil will need support to manage equipment and hearing loss</p> <p>Staff trained and aware of implications of diagnosis and moderate hearing impairment.</p> <p>Will need regular access to qualified Teacher(s) of the Deaf who can advise on language and communication needs.</p>

<p>Band D2 High Needs</p>	<p>Hearing Impaired (Severe loss)</p> <p>Prior to banding, please see Front Page / Common Characteristics</p> <p>The pupil will have one of the following:</p> <p>Have a diagnosed severe permanent hearing loss- unless their hearing loss is known to be progressive in which case the pupil needs to be placed in the next band.</p> <p>In extraordinary circumstances where a pupil has additional disabilities of equivalent severity e.g. Hearing impairment, Physical/medical disability, Cognition and Learning, chronic conductive overlay etc. which compound the effect of their hearing loss, the pupil may need to be placed in the next band. Such students must be identified in the relevant column of SENAR data collection spreadsheets and will form part of any moderation sample.</p> <p>Have a diagnosis of Auditory Neuropathy (ANSD).</p> <p>Wear hearing aids or cochlear implant required for amplification.</p> <p>Information received via hearing aids or cochlear implants, is unlikely to give significant improvements to speech perception</p> <p>Expressive, receptive and functional use of language is significantly delayed.</p> <p>Ability to communicate through spoken language is significantly delayed. They might require sign support in addition to development of their residual hearing.</p>
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Band D2- Sensory: Hearing impairment

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
Hearing	Hearing	Hearing	Hearing
<p>Ongoing assessment of audiological needs by a qualified teacher of the deaf.</p> <p>Assessment and target setting and review related to the development of the whole person including academic progress targets, to focus on language development and communication.</p> <p>Annual review of needs.</p>	<p>The pupil will only access the National Curriculum with significant in-class support and preparatory and follow-up work.</p> <p>The pupil is likely to have significant difficulty in English and other subjects heavily biased towards delivery in spoken English and may need to follow a structured curriculum in these areas, supported by sign.</p> <p>The pupil will require a visual approach to support language development (written clues, symbols, diagrams, pictorial representation).</p> <p>The pupil will need to lip read at all times and will be unable to look at text or write notes simultaneously whilst the teacher is talking.</p> <p>Background noise will significantly affect the pupil's ability to hear the teacher.</p> <p>The high levels of concentration required to focus in class will cause extra fatigue.</p> <p>Lapses of concentration are inevitable and will result in gaps in curriculum reception.</p> <p>Pupil's written English will be affected directly by the hearing loss, such as omission of conjunctions, prepositions, word endings, plurals and confusion over sounding content words as they may not be heard. This list is not exhaustive.</p>	<p>The pupil will need daily specialist teaching from a teacher of the deaf in an acoustically treated environment with:</p> <ul style="list-style-type: none"> • optimum lighting, acoustic conditions, and a favourable listening environment • Appropriate seating and grouping arrangements to support learning • A quiet distraction free learning environment for small group and individual teaching. <p>The pupil will need support to understand their deaf identity.</p> <p>Access to a Deaf peer group enabling optimal linguistic, cultural and social development</p>	<p>The pupil will need daily specialist teaching from a teacher of the deaf for:</p> <ul style="list-style-type: none"> • speech and development; • auditory training/ development of attention skills; • preparatory and follow-up teaching to facilitate access to some areas of the curriculum; • specific literacy support. • Access to the curriculum through qualified communication support worker (BSL) who works under the guidance of Teacher(s) of the Deaf who can advise on language and communication needs. • Staff trained and aware of implications of a severe sensory impairment.

	Pupil's development of reading will be affected by the former as well as difficulties with phonics and deprivation of access to language in all its forms.		
Band D3 High Needs	<p>Profoundly Deaf</p> <p>Prior to banding, please see Front Page / Common Characteristics</p> <p>The pupil will have one of the following:</p> <p>Have a diagnosed profound permanent hearing loss.</p> <p>Have a diagnosis of Auditory Neuropathy (ANSN).</p> <p>With the use of effective amplification, the perception of speech is still significantly impaired and information perceived through hearing aids/cochlear implant will be barely intelligible or missing altogether.</p> <p>The pupil's acquisition and use of language (receptive, expressive, written) will be severely delayed.</p> <p>The pupil will be unable to follow conversations/instructions through spoken language. Speech intelligibility will be minimal.</p> <p>The pupil will require use of sign language to support their learning. This may be a combination of British Sign Language and Sign Supported English depending on the needs and preferences of the pupil.</p> <p>Where, in addition to this level of hearing impairment, a pupil has additional disabilities of equivalent severity e.g. Visual impairment, Physical/medical disability, Cognition and Learning etc. which greatly compound the effect of their hearing loss, the pupil will need to be placed in the next band of complex sensory.</p>		

Band D3- Sensory: Hearing impairment

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
Hearing	Hearing	Hearing	Hearing
<p>Ongoing assessment of audiological needs by a qualified teacher of the deaf.</p> <p>Assessment and target setting and review related to the development of the whole person including academic progress targets, to focus on language development and communication.</p> <p>Annual review of needs.</p>	<p>All aspects of learning may potentially be affected directly by their deafness</p> <p>Teaching across all subjects may be heavily biased towards language acquisition and conceptual understanding.</p> <p>Curriculum will be delivered through English, BSL, SSE.</p> <p>This may be within a sign bilingual environment.</p> <p>The pupil will require visual and multi-sensory approaches to support language development (written clues, symbols, diagrams, pictorial representation).</p> <p>The pupil's ability to concentrate on spoken language and /or visual presentation through BSL for prolonged periods of time will be limited and the pupil will</p>	<p>An acoustically enhanced environment with optimum lighting is essential.</p> <p>The teaching and learning take place in an environment that is acoustically treated.</p> <p>Small group and individual teaching.</p> <p>Appropriate seating and grouping arrangements to support learning.</p> <p>The pupil will need support to understand their deaf identity</p> <p>The pupil will require teaching and support to develop sign language skills to facilitate participation in both hearing and deaf cultures.</p>	<p>Curriculum delivered by qualified Teachers of the Deaf.</p> <p>Staff skilled in the use of BSL / Total Communication / Auditory Oral / multi-sensory approaches as appropriate.</p> <p>Staff providing full time individualised support, preparation of materials, and implementation of specific strategies.</p> <p>Special arrangements for internal and external exam, e.g. reader, amanuensis, extra time.</p> <p>Staff skilled in the effective use of listening technologies.</p> <p>Access to Deaf adult role models and continuous access to a Deaf peer group enabling optimal linguistic, cultural and social development.</p>

	become tired towards the end of the day.		
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<p>Band D4 High Needs</p>	<p>Complex Sensory / MSI</p> <p>Prior to banding, please see Front Page / Common Characteristics</p> <p>The pupil has a <u>severe/profound</u> hearing loss plus a <u>severe</u> additional disability such as visual impairment, ASC, cognition and learning, BESD, physical disability, medical etc., resulting in the need for a high level of individual support</p> <p>The pupil may have a diagnosis of Auditory Neuropathy (ANSD), together with a high level of additional difficulties.</p> <p>The pupil may have a Multi-Sensory Impairment (MSI) - combination of significant visual and hearing difficulties.</p> <p>The pupil may have additional disabilities (complex) needs, which make it difficult to ascertain their intellectual abilities.</p> <p>The pupil may have significant difficulty in accessing the curriculum and the environment.</p> <p>The pupil may have significant difficulties in perception, communication and in the acquisition of information.</p> <p>The combination of their difficulties may result in high anxiety and multi-sensory deprivation.</p> <p>The pupil may require specialist teaching/support in order to make good use of their residual hearing and vision, together with their other senses.</p> <p>The pupil may need alternative means of communication.</p> <p>The pupil may have significant long-term difficulties requiring specialist/and or additional support to access the curriculum, which have significant resource implications for the school.</p> <p>The pupil may have a range of other special educational needs</p> <p>Adaptations may be required to the environment to ensure safe access and appropriate learning environment.</p>
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Band D4- Sensory: Hearing impairment (see later for MSI)

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
Hearing	Hearing	Hearing	Hearing
<p>Significant assessment of needs and a Risk Assessment with regard to Health and Safety should take place to facilitate decisions regarding adaptations that may be necessary to the school environment and systems.</p> <p>Assessment and target setting and review related to the development of the whole person including academic progress targets, language development and social and personal development.</p> <p>Review of needs at least once a year.</p>	<p>Teaching may be heavily biased towards language acquisition with English and BSL given equal recognition. This may be within a sign bilingual environment</p> <p>Language: Pupil may have natural gesture, but no formal language structures present.</p> <p>Pupil may have limited vocabulary range consisting of isolated signs and memorized phrases.</p> <p>Augmented communication systems may be suitable</p> <p>The pupil may be dependent on mobility aids and/or adult supervision.</p>	<p>An acoustically enhanced environment with optimum lighting is essential.</p> <p>The teaching and learning environment is acoustically treated.</p> <p>Individual environmental audits undertaken.</p> <p>A quiet distraction free room for individual teaching and small group work available.</p> <p>Appropriate seating and grouping arrangements to support learning.</p> <p>Appropriate seating and grouping arrangements to support learning.</p>	<p>Curriculum delivered by qualified teacher of the Deaf. Access to Deaf adult role models and continuous access to a Deaf peer group enabling optimal linguistic, cultural and social development.</p> <p>Staff provide full time individualised support and preparation of learning materials.</p> <p>All staff highly skilled and trained in delivery of specialised programmes and the use of supportive technology.</p> <p>Staff specialised in the use of BSL / Total Communication / Auditory Oral / Deaf Blind Sign Language / multi-</p>

	The pupil will have high levels of Special Educational Needs in some other areas, e.g. vision, physical, learning, or behavioural.	Access to staff Deaf role models and continuous access to a Deaf peer group enabling optimal linguistic, cultural and social development. Support with developing self-help and independence skills. Need to work in partnership with parents/carers who will need support and signposting to services.	sensory approaches, as appropriate. Staff provide full time individual support, preparation of materials, implementation of specific strategies at all times. Breaks / lunch times / extracurricular activities receive additional support as required. Special arrangements for internal and external exam, e.g. reader, amanuensis, extra time, as required.
MSI	MSI	MSI	MSI
Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
Ongoing functional assessment of sensory needs should be carried out as clinical information may be difficult to obtain accurately. The compounding effect of vision and or hearing should be taken into account when setting and reviewing targets. Close liaison should be maintained with audiology &/or low vision centres to ensure optimal support for the pupil. Ongoing involvement with a wide range of professionals, which may include physiotherapists, specialist OTs (where sensory integration problems exist), SALT, nursing services & complex carers.	The pupil is likely to have significant developmental delay and his or her sensory impairments will present barriers to learning. Much of his/her progress will be lateral rather than linear and will require a significant amount of repetition and consolidation The pupil will have high levels of SEN in other areas (i.e. physical, learning & behavioural). A specialist curriculum will be required, designed to take account of the most effective way for each pupil to learn e.g. tactile, auditory, multisensory All programmes will be set in conjunction with QTVI, QTMSI or TOD.	The pupil may have a high level of challenging behaviour, requiring specialist intervention and behavioural programmes A highly supportive environment will be needed for both staff and pupils. He or she will need trained 1:1 support at all times. He or she will be provided with a specialised learning environment and will work in a group of not more than 5 pupils.	A range of specialist and individualised resources is likely to be needed, with adequate preparation time available. High tech as well as low tech equipment will be needed to support development of communication and independence skills.

D. Sensory: Visual Impairment

Checklist of Common Characteristics

Visual Impairment

There is a wide spectrum of visual impairment ranging from moderate to profound, temporary to permanent or degenerative.

Pupils in this category will have a visual impairment which impedes access to the curriculum and necessitates use of appropriate strategies.

Sight impairment is their primary need.

The pupil may have any of the following:

- Significantly reduced visual acuity (6/18-Logmar equivalent 0.5 or below)) in both eyes which cannot be corrected by glasses
- A defect in their field of vision e.g. tunnel vision or loss of central vision
- A deteriorating eye condition
- A cortical visual impairment

Thresholds- Sensory: Visual Impairment

Band D1

Visual Impairment (Moderate-Severe loss)

**Universal
&
Core
Funding**

The pupil will have a moderate-severe visual impairment which impedes access to the curriculum, necessitates use of appropriate strategies and has resource implications for the school.

The pupil will generally have a corrected visual acuity range between 6/18 to 6/48 (Logmar equivalent 0.5 – 0.9) or a significant field loss unless their visual impairment is also known to be degenerative in which case the pupil needs to be placed in the next band.

In extraordinary circumstances where a pupil has additional disabilities of equivalent severity e.g. Hearing impairment, Physical/medical disability, Cognition and Learning etc. which compound the effect of their sight loss, the pupil **may** need to be placed in the next band. Such students must be identified in the relevant column of SENAR data collection spreadsheets and will form part of any moderation sample.

The pupil will have a visual loss which may merit registration as sight impaired.

The pupil may have a Cortical Visual Impairment which merits registration as sight impaired. (This level of CVI may require environmental and presentational modifications e.g. individualised presentational routines to engage vision for a task).

The pupil may have tracking, scanning, depth, speed of work difficulties. She/he may also have difficulties with spatial awareness.

The pupil will have significant difficulty in the use of standard text, pictorial materials and standard presentation of class work e.g. board work.

The pupil may exhibit:

Difficulties in group social interaction and a reluctance to comment in class/group situations

Delayed receptive and expressive language and immature functional use of language

Some difficulties in expressing/understanding more abstract and complex ideas/information although they may be able to follow most conversations/instructions in context

Difficulty coming to terms with their visual impairment

	<p>Difficulty in management /organisation of equipment.</p> <p>Frustration, anger, distress, embarrassment, anxiety, confusion, inappropriate behaviour or withdrawal at times.</p>
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Band D1 - Sensory: Visual Impairment (Moderate-Severe loss)

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
<p>The pupil requires detailed assessment and planning to ensure access to the curriculum and safety in school.</p> <p>Advice and support of QTVI will support assessment of Educational Needs and production of materials, adaptation to curriculum and methods of teaching.</p> <p>Environmental audit will need to be carried out by QTVI.</p> <p>May require a mobility assessment.</p>	<p>The pupil's progress through the National Curriculum and other subjects will be significantly affected by his/her visual impairment.</p> <p>The pupil will need to learn skills in addition to those required by sighted peers e.g. mobility, specialist ICT, ILS, touch-typing.</p> <p>Access to programmes of study will be provided through suitable differentiation and support on the advice of a QTVI e.g.</p> <ul style="list-style-type: none"> • modified curriculum • use of adapted materials • magnification • specialist resources • large print books/materials • seating position • consideration of lighting needs • individual copies of black/white board work • adaptation of teaching methods e.g., describing processes aloud and in detail, reading what is written on the board etc. <p>The pupil may require special arrangements for internal and external exams.</p> <p>Cortical Visual Impairment <u>may</u> require environmental and presentational modifications e.g. individualised presentational routines to engage vision for a task.</p>	<p>Pupil's physical location in classroom(s) will need to take account of visual difficulties.</p> <p>Pupil may require:</p> <ul style="list-style-type: none"> • specialist teaching in VI specific skills e.g. use of specialist equipment, use of LVAs, touch-typing, use of specialist ICT e.g. Zoomtext, mobility and independence skills etc. • additional adult support in practical subjects may be required • some teaching in small groups. • access to VI peer group as appropriate providing social opportunities. 	<p>Pupil will have access to specialist equipment where required e.g. raised desks, LVAs, CCTV, specialist ICT and software, specialist lighting, classroom blinds, highlighted steps/stairs, individual monitor/laptop etc.</p> <p>Provision of appropriate materials in pupil's required medium e.g. enlarged print and some support with specific skills such as using and interpreting diagrams.</p>

<p>Band D2</p> <p>High Needs</p>	<p>Visual Impairment (Severe loss)</p> <p>The pupil will have a severe visual impairment which greatly impedes access to the curriculum, necessitates use of specialist strategies and has significant resource implications for the school.</p> <p>The pupil will generally have a corrected visual acuity range between 6/60 to 6/95 (Logmar equivalent 1.0-1.2) or a severe field loss – unless their visual impairment is also known to be degenerative in which case the pupil needs to be placed in the next band.</p> <p>In extraordinary circumstances where a pupil has additional disabilities of equivalent severity e.g. Hearing impairment, Physical/medical disability, Cognition and Learning etc. which compound the effect of their sight loss, the pupil may need to be placed in the next band. Such students must be identified in the relevant column of SENAR data collection spreadsheets and will form part of any moderation sample.</p> <p>The pupil will have a significant visual loss which merits registration as sight impaired/severely sight impaired.</p> <p>The pupil may have a high level of Cortical Visual Impairment which may merit registration as sight impaired/severely sight impaired. (This level of CVI <u>will</u> require environmental and presentational modifications e.g. individualised presentation routines to engage vision for a task, reduced distractions, clear background, colour contrast, size.)</p> <p>The pupil will need significant modification and adaptation to print.</p> <p>He/she will need additional time and reinforcement to consolidate understanding.</p> <p>The pupil's visual difficulty is likely to impair mobility, emotional and social development, access to the curriculum and ability to take part in school activities without adaptations.</p> <p>The pupil may exhibit:</p> <ul style="list-style-type: none"> An inability to understand, assimilate and express new concepts, thoughts and ideas Difficulties in social interaction Difficulties in following speech in larger groups Poor self-confidence Lack of awareness of social situations Gaps in social development Difficulties in coming to terms with their visual impairment
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Band D2- Sensory: Visual Impairment (Severe loss)			
Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
<p>The pupil requires detailed assessment and environmental audit with regard to Health and Safety and curriculum access and delivery to facilitate adaptations to the school environment and systems.</p> <p>Advice and support of QTVI will support assessment of Educational Needs and ongoing production of materials, adaptation to curriculum and methods of teaching.</p> <p>The pupil will have specific targets related to Visual Impairment.</p> <p>At least a termly review of needs.</p> <p>The pupil will need a mobility assessment and at least termly input and monitoring.</p>	<p>The pupil will require:</p> <ul style="list-style-type: none"> • Modified curriculum and teaching strategies to take account of reduced vision • Regular specialist teaching from a QTVI. • Emphasis on first hand, concrete learning experiences, especially in Early Years. • Adaptations to print and visual resources to include: <ul style="list-style-type: none"> ○ Modified print ○ Use of specialist magnification software to access ICT ○ Alternative presentation for most detailed distance vision tasks ○ On-going training in specialist skills and equipment e.g. touch typing, ILS, specialist ICT, use of LVAs • Special arrangements for internal and external exams e.g. reader, amanuensis, extra time. • Background noise will significantly affect the pupil's ability to use listening as a key learning mode. • Lapses of concentration are inevitable due to difficulties in visual functioning and use of other sensory methods to access the curriculum <p>Cortical Visual Impairment will require environmental and presentational modifications e.g. individualised presentational routines to engage vision for a task.</p>	<p>Appropriate seating and grouping arrangements will be required to support learning.</p> <p>Majority of teaching will be in small groups.</p> <p>Individual tuition for acquisition of specialist skills e.g. mobility, ILS, touch-typing, specialist ICT, perceptual development, use of LVAs.</p> <p>Additional adult support will be required for all practical subjects e.g. PE, Design/Food technology, science, geography.</p> <p>The high levels of concentration required to focus visually may cause extra fatigue.</p> <p>Access to a visually impaired peer group providing social opportunities as appropriate.</p>	<p>Optimum lighting and a favourable listening environment</p> <p>Provision of and tuition in the use of adapted specialist equipment e.g. large print, CCTV, Jaws, Zoomtext etc.</p> <p>Provision of appropriate materials in pupil's required medium e.g. enlarged print and some support with specific skills such as using and interpreting diagrams.</p> <p>Low technology aids e.g. sloping desk-tops, magnification aids</p> <p>Significant support to develop Independent Living Skills.</p>

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<p>Band D3</p> <p>High Needs</p>	<p>Visual Impairment (Profoundly Sight Impaired)</p> <p>The pupil will have a profound visual impairment which affects access to all aspects of the curriculum, necessitates use of highly specialist strategies and has extensive resource implications for the school.</p> <p>The pupil’s vision will be within the range 3/60 to total blindness (Logmar equivalent 1.3 or below) or they will have a very severe field loss e.g. tunnel vision.</p> <p>Where, in addition to this level of visual impairment, a pupil has additional disabilities of equivalent severity e.g. Hearing impairment, Physical/medical disability, Cognition and Learning etc. which greatly compound the effect of their sight loss, the pupil will need to be placed in the next band of complex sensory.</p>
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	<p>His/her visual loss will merit registration as severely sight impaired.</p> <p>The pupil may have a high level of Cortical Visual Impairment which will merit registration as severely sight impaired. Level of Cortical Visual Impairment means that pupil makes little or no use of visual information.</p> <p>The pupil may have a rapidly deteriorating visual condition.</p> <p>The pupil will need to use electronic aids and/or non-standard format e.g. Braille or Moon to read and record work.</p> <p>Sight difficulties will place the pupil at considerable risk of injury with particular reference to practical subjects and activities.</p> <p>Adaptations will be required to the environment to ensure safe access.</p> <p>The pupil will need considerable additional time to carry out tasks using predominantly non-sighted methods and extensive reinforcement to consolidate understanding.</p> <p>The pupil's visual difficulty will impair mobility, access to the curriculum and ability to take part in all school activities without significant adaptations. It is highly likely to impact upon the pupil's emotional and social development.</p> <p>Pupil is likely to require a specialist school for students with visual impairment.</p>
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Band D3- Sensory: Visual Impairment (Profoundly Sight Impaired)

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
<p>Assessment and environmental audit with regard to Health and Safety and curriculum access and delivery should take place to facilitate adaptations to the school environment and systems.</p> <p>QTVI undertakes continuous assessment, teaching, curriculum planning and delivery, targets and review.</p> <p>Targets specifically related to visual difficulties.</p> <p>Mobility assessment, regular input and monitoring, including use of mobility aids e.g. long cane.</p>	<p>On-going specialist teaching from QTVIs; curriculum designed and delivered by QTVIs.</p> <p>Additional time for planning, preparation of materials and resourcing the curriculum in an adapted manner.</p> <p>All staff highly skilled and trained in delivery of specialised programmes and the use of supportive technology.</p> <p>Staff skilled in the use of Braille/ Moon.</p> <p>Will require significant focus on learning through non-sighted methods.</p> <p>Most learning underpinned by direct experience. Individual tuition and ongoing training for acquisition of specialist skills e.g. Braille, ICT, Mobility, ILS, Moon, touch-typing, use of LVAs.</p> <p>Pupil may use combination of modified large print and Braille.</p> <p>Need for additional time to reinforce concepts and content and to complete tasks.</p> <p>Requires specialist magnification software and</p>	<p>Individual support to supplement small group teaching.</p> <p>Help in developing social interaction skills.</p> <p>The pupil will need regular and significant level of training to develop independence, mobility, self-help skills.</p> <p>High level of adaptation and support in practical subjects/activities.</p>	<p>Environment fully adapted to needs of students with visual impairment, with optimum lighting and a favourable listening environment.</p> <p>Provision of adapted specialist equipment and tuition e.g. large print, CCTV, Jaws, Zoomtext, Brailier, BrailleNote etc.</p> <p>Provision of appropriate materials in pupil's required medium e.g. Braille, Moon and support with specific skills such as using and interpreting diagrams.</p> <p>School staff will require training in sighted guide techniques.</p>

	<p>speech or tactile means to access ICT.</p> <p>Special arrangements for internal and external exam, e.g. reader, amanuensis, extra time, modified papers.</p> <p>Background noise will significantly affect the pupil's ability to use listening as a key learning mode.</p> <p>Level of Cortical Visual Impairment means that pupil makes little or no use of visual information.</p>		
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<p>Band D4</p> <p>High Needs</p>	<p>Complex Sensory/MSI</p> <p>Pupils have a <u>profound</u> visual loss plus a <u>severe</u> additional disability such as hearing impairment, ASC, cognition and learning, BESD, physical disability, medical etc., resulting in the need for a high level of individual support. The pupil is likely to have a range of other special educational needs.</p> <p>Pupils may have a very high level of Cortical Visual Impairment (pupil makes little or no use of visual information) together with a high level of additional difficulties.</p> <p>Pupils may have a Multi-Sensory Impairment (MSI) - combination of significant visual and hearing difficulties.</p> <p>Pupils will have difficulties in perception, communication and in the acquisition of information.</p> <p>There is little or no incidental learning.</p> <p>The combination of their difficulties may result in high anxiety and challenging behaviour.</p> <p>Pupils will require specialist teaching/support at all times in order to make good use of any residual vision and hearing, together with their other senses.</p> <p>Pupils may need alternative means of communication e.g. on body signing.</p> <p>Pupils will have significant long term difficulties in accessing the curriculum, requiring specialist/and or additional support, with extensive resource implications for the school.</p> <p>Adaptations will be required to the environment to ensure safe access and an appropriate learning environment e.g. acoustically treated rooms, visually uncluttered, quiet environment.</p>
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Band D4- Sensory: Visual Impairment (Complex Sensory/MSI)

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
<p>Ongoing functional assessment of sensory needs should be carried out as clinical information may be difficult to obtain accurately.</p> <p>The compounding effect of vision and additional difficulties should be taken into account when setting and reviewing targets.</p> <p>The pupil is likely to be prevented from achieving at an age-appropriate level by their visual impairment and additional difficulties.</p> <p>Assessment and environmental audit with regard to Health and Safety and curriculum access and delivery by QTVI/QTMSI should take place to facilitate adaptations to the school environment and systems.</p> <p>Continuing assessment of needs by a QTVI/QTMSI. Targets specifically related</p>	<p>The pupil is likely to have significant developmental delay and his/her sensory and other impairments will present barriers to learning. Much of his/her progress may be lateral rather than linear and will require a significant amount of repetition and consolidation.</p> <p>The pupil will have high levels of SEN in other areas (i.e. physical, learning & behavioural).</p> <p>A specialist curriculum will be required, designed to take account of the most effective way for each pupil to learn e.g. tactile, auditory, multisensory.</p> <p>All programmes will be set in conjunction with QTVI/QTMSI.</p> <p>The pupil will be dependent on close adult supervision when mobile.</p> <p>Extensive adaptation will be required to the curriculum to include the provision of concrete, real experiences.</p>	<p>The pupil may have a high level of challenging behaviour, requiring specialist intervention and behavioural programmes.</p> <p>A quiet distraction free room for individual teaching and small group work will need to be available.</p> <p>The pupil will be provided with a specialised learning environment.</p> <p>A highly supportive environment will be needed for both staff and pupils.</p> <p>Individual tuition will be required for acquisition of specialist skills.</p> <p>Individual tuition/support will be required in most group situations.</p> <p>Consideration will need to be given to the principal means of communication when forming groups of pupils.</p> <p>Direct support with developing self-help and independence skills will be required.</p> <p>Need to work in partnership with parents/carers who will</p>	<p>A range of specialist and individualised resources will be needed, with adequate preparation time available.</p> <p>The pupil will need specialist resources and teaching e.g. Braille, Moon, tactile curriculum, auditory curriculum, objects of reference etc.</p> <p>High tech as well as low tech equipment will be needed to support development of communication and independence skills.</p> <p>Specialised support and training will be required in use of specialist ICT, mobility and communication aids.</p> <p>Optimum lighting and a favourable listening environment.</p> <p>School staff will require training in sighted guide techniques.</p>

<p>to unique combination of needs.</p> <p>Close liaison should be maintained with health provision e.g. audiology, ophthalmology, low vision centres to ensure optimal support for the pupil.</p> <p>Ongoing involvement with a wide range of professionals, which may include physiotherapists, specialist OTs (where sensory integration problems exist), SALT, nursing services & complex carers.</p> <p>Mobility assessment, input and monitoring as appropriate to the needs of the pupil.</p>	<p>The majority of learning will be through non-visual means e.g. objects of reference, on body signing, tactile codes.</p> <p>Special arrangements for assessments and examinations.</p>	<p>require support and signposting to services.</p> <p>MSI pupils will need <u>trained</u> 1:1 support at all times.</p>	
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E. Physical and or Medical

Checklist of Common Characteristics

Pupils with motor disabilities and severe medical problems are most frequently identified at the pre-school stage. Exceptions to this would be pupils experiencing severe trauma, possibly as the result of an accident or illness, leading to long term disability.

Physical disabilities may commonly arise from some of the following:

physical, neurological or metabolic causes such as cerebral palsy, achondroplasia, epilepsy, or spina bifida

severe trauma, perhaps as a result of an accident, amputation or serious illness

degenerative conditions, like muscular dystrophy (Duchenne)

moderate or severe gross motor and/or fine motor dysfunction in conjunction with other learning difficulties e.g. dyspraxia and Autistic Spectrum Conditions

moderate or severe difficulties with fine and/or gross motor movements without any specific attributable causes

Physical disabilities arising from this wide spectrum of need may present difficulties with accessing the following:

physical environment of the school

educational facilities and equipment

whole school and class activities, including assessments

practical subjects such as Physical Education and Technology

information and communication technology.

As well as difficulty in:

achieving independent self-care skills

communicating through speech and other forms of language

spatial awareness

pace within lessons

Emotional stress, physical fatigue, complex learning, social needs and multi-sensory difficulties may also be experienced.

Thresholds- Physical and or Medical

**Band E1
Universal
&
Core
Funding**

Pupils will achieve their mobility independently whether or not they are wheelchair users or require mobility aids. Building adaptations such as ramps and disabled toilet facilities may need to be in place.

Pupils will be independent in the majority of self-help skills.

Pupils may:

have medical conditions which reduce their levels of independence

have conditions which require monitoring, e.g. arthritis and diabetes.

tire more quickly than other pupils.

have physical abnormalities which may make them self-conscious, isolated, defensive or behave erratically.

require medication to stabilise condition.

Band E1 - Physical and or Medical			
Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
<p>The pupil requires a detailed IEP or equivalent to address areas of difficulty or to develop alternative strategies e.g. use of IT.</p> <p>Periods in hospital or sick at home may inhibit progress.</p> <p>External agencies may provide advice on adaptations and specialist equipment.</p> <p>A pupil may require regular monitoring of their medical condition.</p> <p>Pupil may require training to monitor own condition and know when to seek support.</p>	<p>The pupil's progress through the National curriculum and other subjects is affected by his/her physical and medical difficulties.</p> <p>The pupil's difficulties present him/her with some problems in participating in aspects of the curriculum, e.g. handwriting, D.T.</p> <p>May need catch-up programmes after periods of absence from school.</p> <p>Need support to set up equipment/learning environment but works independently in a range of curriculum areas.</p>	<p>The pupil may need access to staff to support simple procedures e.g. administering drugs</p> <p>Good home-school links to support work at home.</p> <p>Pupil may need access to staff support to work on skill development in managing specialist equipment.</p> <p>May need support in coming to terms with their disability.</p>	<p>A pupil may require regular monitoring of their medical condition.</p> <p>Pupil requires equipment adaptations to access the curriculum effectively, e.g. specialist tools, specialised seating etc.</p> <p>Pupil may require access to individual IT equipment.</p> <p>Access to support staff to implement short regular therapy programmes.</p>

Band E2 High Needs	<p>Pupils will have reduced mobility, independence and/or self-help skills. They may be independent wheelchair users or use mobility aids. Building adaptations such as ramps and disabled toilet facilities will need to be in place. Their learning may be affected by reduced attendance as a result of their condition or medical needs.</p> <p>Pupil will need some of the following: Access to a learning environment with specialist furniture, resources or technology but they may be able to work independently in some curriculum areas</p> <p>A fine / gross motor programme</p> <p>Access to adult support on a regular basis to access the curriculum and activities</p> <p>Access to a specialist toilet with changing facility</p> <p>Support in the management of self-help e.g. toileting and other skills in order to develop independence skills</p> <p>Adult support in order to effectively manage their medical needs</p> <p>Close supervision with some aspects of mobility, as they may have impaired spatial awareness</p>
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Band E2- Physical and or Medical (In addition to aspects identified in E1)

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
<p>Require assessments / specialist advice on: physiotherapy, tools and equipment for accessibility and adaptations to the building and environment.</p> <p>Speech and Language / Communication Assessment may be needed</p> <p>Pupil may have a care plan</p>	<p>Requires more specialist equipment to access the curriculum, especially in practical areas such as P.E. ICT and D&T.</p> <p>Will also need adaptations to tools and equipment for curriculum access in most subjects.</p> <p>Will need a modified or adapted curriculum.</p>	<p>Pupil may need targeted adult support in the school week to access specific activities. E.g. P.E. or swimming.</p> <p>May need access to staff to support them in coming to terms with their disability.</p> <p>Need for staff to help with 'catch up' and good home-school links to support learning</p>	<p>Access to staff trained in the administration of medication and the undertaking of medical and emergency procedures.</p> <p>Support with personal care.</p> <p>Support to aid mobility at some points during the day</p> <p>Help at mealtimes</p> <p>Specialist ICT hardware and software</p>

Band E3 High Needs	<p>Pupils will have significantly reduced mobility, independence and/or self-help skills. In most cases they will be either motorised wheelchair users or use manual wheelchairs, but will frequently need adult assistance to move around school. They may have a postural programme requiring additional equipment. A totally accessible building with specialist personal care facilities will be required. Their learning may be affected by reduced attendance as a result of the severity of their condition.</p> <p>Pupil will need some of the following : Support with communication as a result of their physical difficulty / condition A detailed fine / gross motor programme Management of a medical condition requiring intervention and monitoring Significant support with self-help tasks, e.g. Feeding. Allowances as they may tire easily or may be slow to complete physical activities or independent tasks A high level of adult support to access the curriculum and activities On-going review if they have a deteriorating condition</p>
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Band E3- Physical and or Medical (In addition to aspects identified in E2)

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
<p>Assessments may need to include: Medical, Physiotherapy, Speech Language and Communication. Episodes of care may be required. Pupil may have a care plan and risk assessment for moving and handling Will need a care plan</p>	<p>May be exceptionally slow to complete physical activities and/or independence skills. Will be slow to complete school work due to tiring, poor physical co-ordination and medication. Is likely to require a daily physiotherapy programme and regular response to physical needs during the school day. Will need adaptations to tools and equipment for curriculum access in most subjects. Will need a significantly modified or adapted curriculum/timetable. This may include regular therapy treatments, e.g. hydrotherapy</p>	<p>In most activities small group support would be required. The student will require a higher level of supervision to ensure they are safe during the whole of the school day. May need access to staff to support them in coming to terms with their disability. Need for staff to help with 'catch up' and good home-school links to support learning</p>	<p>Increased adult support required to complete extensive therapy / mobility programmes. Increased adult support to achieve mobility at regular points in the school day Access to medically trained staff that can carry out routine and/or emergency procedures. Significant support with personal care Highly individualised equipment (e.g. Eyegaze) may be required. May require specialist seating May require speech output technology to aid communication.</p>

Band E4 High Needs	<p>Pupils will have a very high dependency on adults for all aspects of their daily life. They may have a life-limited or deteriorating condition or critical medical needs. They will usually need nursing care or require the constant support of Complex Care staff. They are likely to have a postural programme requiring additional equipment. Their learning will be affected by reduced attendance as a result of the severity of their condition.</p> <p>Pupil will need some of the following : Support for their physical management and personal care needs as their independence skills will be very limited or non-existent</p> <p>Specialist support with communication as they may be non-verbal</p> <p>Significant allowances as they will tire easily or may be slow to complete physical activities or tasks</p> <p>Regular intervention and careful monitoring for a significant medical condition</p> <p>Support with complex medical issues e.g. needs oxygen, tube feeding or a tracheotomy</p> <p>A very high level of adult support to access all aspects of the curriculum and daily living.</p>
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Band E4- Physical and / or Medical (In addition to aspects identified in E3)

Assessment, Targets, Review	Curriculum Access	Grouping & Pastoral Care	Equipment and Resources
<p>Will require specialist assessment to support provision of equipment to access the Curriculum.</p> <p>Assessments will need to include: Medical, Physiotherapy, Speech Language and Communication.</p> <p>Episodes of care will be required.</p> <p>Pupil will have a care plan and risk assessment for moving and handling Will need a care plan Will often require multi-disciplinary approaches</p>	<p>Curriculum access and response only achieved through a very high level of adult support.</p> <p>Curriculum and timetable may need to be highly modified to take account of medical conditions / attendance</p> <p>Time for specific therapies will reduce curriculum access time</p>	<p>Intensive adult support required at all times.</p> <p>Will need access to staff to support them in coming to terms with their disability.</p> <p>A need for a high level of home school support</p> <p>Will need adult support at mealtimes and may be tube-fed.</p>	<p>Intensive adult support required to complete extensive therapy / mobility programmes.</p> <p>Will require hoisting for care needs and changing</p> <p>Will usually require on-site nursing and physiotherapy support</p> <p>May require support of the Complex Care Team</p> <p>Will usually require specialist seating or postural system.</p>

Attainment

The national expectation is that all learners will make 2 levels of progress from KS1 to KS2 and 3 levels of progress from KS2 to KS4. The majority of learners with SEN, including those who are working below age related expectations, should be able to achieve this rate of progress.

For more detailed information on expectations of progress refer to Progression 2011 and the relevant data sets.

When evaluating whether a young person needs greater intervention schools should consider whether the interventions they are using are:

- Nationally recognised Wave 2 interventions
- Being delivered by staff who have been appropriately trained
- Closing the attainment gap between the young person and their peer group
- Enabling the young person to make progress at the expected rate

Appendix One

Terms of Reference & Constitution

Membership

The Banded Funding Working Group will have a membership as follows:

Local Authority:

SENAR Representatives – currently Pauline Bromfield (representing Head of Service) & Lyn Woodus

Finance Representatives – currently Martyn Scott & Mark Phillips

Special Schools:

There will be at least one, but no more than two Head Teacher representatives from each sector.

Currently:

ASC: Rosemary Adams, Baskerville (March 2014); Joy Hardwick, Oscott Manor (March 2015)

Cognition & Learning: Chris Field, Selly Oak (March 2015)

SEMH: Andy Dawson, Hunters Hill (March 2015)

Sensory: HI – Alison Carter, Longwill (March 2015); VI – Helen Porter, Priestley Smith (March 2014);

Physical difficulties: Steve Hughes, Wilson Stuart (March 2014);

Length of membership:

Special School representatives will be part of the group for a period of two years with their start date indicated above, with the exception of the Chair who can be on the group for up to three years, one year as a member and two years as Chair.

Chair:

The Chair will be elected by the Group at the end of spring term and can be re-elected for a maximum of two years.

The Chair is currently Chris Field (Selly Oak) and his term will end in March 2017.

Background and Key Principles

The Banded Funding Working Group was originally established in 2013 with the purpose of developing a revised fair and transparent approach to special school funding, based upon assessment of individual pupil need. From the outset there were key principles which were agreed and adhered to as follows:

- Assessment is based on what is required and provided to meet need;
- Maintain transparency;
- Be equitable;
- Based around 5 types of needs from the SEND Code of Practice, i.e. ASC, C&L, SEMH, Sensory, Physical;
- Take account of school specific costs as well as individual pupil needs;
- Assessment should be based on naturally occurring evidence, e.g. statement / EHCP, Annual Reviews, Risk Assessments, IBP;
- Whole system approach for all settings 0-25 years;
- Involve HTs in planning and development;
- Keep it simple.

The work of the Banded Funding Group led to the development of the Birmingham Local Offer Banded Funding document, which is used to assess all children within the special school sector. A number of revisions have been made to this document since 2013 but it is seen as an evolving process.

Terms of Reference

- The Banded Funding Group will have membership as above

4th Edition, September 2016

- Rotation of membership will allow all Head Teachers / Heads of School from the special school sector to participate.
- In case of any conflict resolution the final point of reference is to the Assistant Director, Complex Needs – Chris Atkinson
- The purpose of the Group is to:
 - Ensure equitable distribution of funding based upon agreed principles across all special schools;
 - Ensure that the Banded Funding Local Offer descriptors are maintained as current and up to date;
 - Organise and lead on the assessment and moderation process within an agreed annual cycle as follows:
 - Peer Support meetings – September
 - Assessment of students – October
 - Moderation – November / December
 - Analysis & feedback – December to February
 - Development work and preparation for new cycle – March to June
 - Review outcomes data from both the assessment and moderation process and where appropriate offer support and/ or challenge;
 - Use a Peer Support model with all the special schools as a mechanism for developmental work;
 - Consider and discuss financial models prior to presentation at Schools Forum and Special School Head Teachers' meetings;
 - Feedback to meetings of Special School Head Teachers and using this forum to test out new ideas and proposed ways of working on a termly basis;
 - If required, the Working Group will refer to the LA should further action be required with regard to a specific school.

Appendix 2 Birmingham Language and Literacy (BLL) Toolkit – one page and full pages versions

		SPELLING	COMPOSITION	PUNCTUATION AND GRAMMAR
B1 Yr11	Band 13 National expectation at the end of Y4	Can spell words with common prefixes -dis, -mis, in, -re e.g. <i>disappear, misbehave, inactive, redo</i> . Can spell words ending in suffixes -sion, -cian, -ssion e.g. <i>tension, musician, permission</i> .	Beginning to use detail e.g. direct speech, description of setting, feeling or motives, to develop characters and/or settings. Can use simple organisational devices e.g. <i>headings and sub-headings</i> , in non-fiction texts. Can organise a series of paragraphs around a theme.	Can proof-read their own writing for spelling, punctuation and grammatical errors. Uses Standard English verb inflections accurately in their writing e.g. <i>we were</i> instead of <i>we was</i> . Can use homophones / near homophones accurately in the context of their sentence e.g. <i>break/brake, plain/plane, whose/who's</i> .
	Band 12	Can spell words accurately that end in suffixes -ture, -ation, -ly, e.g. <i>adventure, sensation, usually</i> . Can spell nouns with common prefixes super-, anti-, auto- e.g. <i>autograph, superman, anticlockwise</i> .	Beginning to use their knowledge of a range of text forms e.g. recounts, reports, procedures and poems to inform their own writing. Can use paragraphs to group related ideas. Can make simple notes from non-fiction texts e.g. key words and phrases, page references, headings to use in subsequent writing.	Can use speech marks to punctuate direct speech. Can use commas accurately to punctuate sentences e.g. In fronted adverbials i.e. <i>Before we begin, make sure you have a pencil.</i>
B1 Yr 9 B2 Yr11	Band 11	Can spell words where ch is sounded differently e.g. <i>chef, chemist</i> . Can spell some words which use variations of standard phonemes e.g. <i>vein, way, obey</i> .	In narrative writing is beginning to use knowledge of story elements e.g. settings, characterisation, dialogue and the language of story. Can use the language of time to structure sequences of events e.g. <i>When he saw... / Suddenly... / after that...</i> Beginning to use paragraphs to group related ideas. Can use planning tools e.g. <i>mind maps/word webs</i> to write key words and ideas prior to writing.	Beginning to use speech marks to punctuate direct speech. Uses <i>a</i> or <i>an</i> correctly depending on the initial letter of the following word e.g. <i>a cat, an open box</i> . Can use the possessive apostrophe accurately e.g. <i>Finn's car</i> .
B2 Yr 9	Band 10 National expectation at the end of Y2	Can add endings -ed, -er, -est, -ing, -es to words where the final consonant is doubled e.g. <i>fastest, fatter, patting, patted</i> . Can spell words with suffixes -ment, -ness, -ful, -less, -ly e.g. <i>enjoyment, careful, sadness, hopeless, badly</i> . Can spell most of the Y2 common exception words.	In narrative writing is beginning to describe characters and events with some interesting vocabulary. Can use the 4 main types of sentence appropriately in their writing i.e. <i>statement, question, exclamation and command</i> . Produces sentences linked by a range of connectives/conjunctions e.g. <i>when, if, because, or, but</i> . Beginning to use planning tools e.g. <i>story maps/word webs</i> to write key words and ideas prior to writing.	Can use simple homophones accurately in the context of their sentence e.g. <i>there / their, wear / where</i> . Can use apostrophes to show contractions e.g. <i>can't, it's</i> . Uses exclamation / question marks appropriately in their writing. Generally chooses and maintains the correct tense within a piece of written work.
B1 Yr 6	Band 9	Can add endings -ed, -er, -est, -es to words ending in y where the -y is changed to -i, e.g. <i>carried, happiest, funnier, replies</i> . Can spell words ending in -tion e.g. <i>station, fiction</i> . Can spell half of the Y2 common exception words.	Can write a simple factual report. Can use some of the features of known stories to structure their own writing e.g. <i>use of repetition / one day... / once upon a time...etc</i> Correctly uses at least 2 simple connectives/conjunctions e.g. <i>then, after</i> .	Generally uses basic punctuation correctly e.g. <i>most sentences correctly demarcated with capital letters and full stops</i> . Can use commas to separate items in a list.
B2 Yr 6	Band 8 National expectation at the end of Y1	Can spell words with split vowel digraphs e.g. <i>rake, kite, pole, tune</i> . Can add the endings -ing, -ed, -er, -est where no change is needed to the root word e.g. <i>jumping, jumped, jumper, -faster, fastest</i> . Can spell regular compound words e.g. <i>playground, football, bedroom</i> . Can spell most of the Y1 common exception words and the days of the week.	Can think about and discuss what s/he intends to write at a simple level e.g. <i>can verbalise and repeat consistently a self-generated sentence before writing</i> . Can sequence sentences to produce a short narrative. Uses the word <i>and</i> to link sentences.	Generally uses basic punctuation correctly independently e.g. <i>at least half the sentences correctly punctuated</i> . Beginning to use exclamation / question marks accurately in their writing.
	Band 7	Can segment to spell most regular words containing all standard vowel digraphs and tri-graphs e.g. <i>blue, claw, haul, cure, fair, night</i> . Can spell cvc/cvcc words e.g. <i>brain, trash, sting</i> . Can add the prefix un- e.g. <i>unhappy, undo</i> . Can spell 20 of the Y1 common exception words.	Can write from memory a short, simple sentence dictated by an adult. Beginning to sequence sentences to produce short narratives.	Occasionally uses basic punctuation accurately in independent writing i.e. <i>capital letters / full stops</i> . Uses capital letters for names, places, days of the week. Can use s / es accurately to denote plural and third person singular e.g. <i>dogs, bumps, catches</i> .
B1 Yr 2 B3 Yr11	Band 6	Can segment to spell regular words that contain up to 10 standard vowel digraphs e.g. <i>rain, fort, soil</i> . Can spell cvc words that include double final consonants i.e. <i>ff, ss, ll, ck</i> e.g. <i>mass, will, tick</i> . Can use phonic knowledge to spell simple 2-syllable words e.g. <i>mango, sunset</i> . Can spell 10 of the Y1 common exception words.	Can re-construct a cut up sentence they have orally composed. Can write a simple sentence which can be read by themselves and others.	Knows that sentences are demarcated with capital letters and full stops and will use occasionally with adult reminders.
B2 Yr 2 B3 Yr 9	Band 5 National expectation at the end of Reception	Can segment to spell cvc words that contain sh, ch, th e.g. <i>shop, chip, moth, cash</i> . Beginning to spell short vowel cvcc / cvcc words e.g. <i>brag, trap, ring</i> . Is beginning to spell cvc words containing up to 5 common vowel digraphs e.g. <i>fam, megt, moon</i> .	Can orally compose, rehearse and recall a simple sentence. Beginning to use known spellings to write short, simple sentences independently to label pictures. Attempts to re-read.	Attempts to use basic punctuation, which may be random.
	Band 4	Can write all of the letters of the alphabet to the spoken sound. Can spell cvc with short vowel sound. Writing includes words represented by recognisable letters, evidence of inclusion of dominant sounds in target words e.g. initial/final letter.	Beginning to orally compose a sentence to write a simple sentence to dictation using known phonic skills e.g. <i>'a cat in a hat'</i> .	Groups letters as if writing words. Makes attempts at punctuation.
B3 Yr 6	Band 3	Writes half of the letters of the alphabet to the spoken sound. Can write own first name.	Can state the purpose of their mark-making e.g. <i>party invitation, travel ticket</i> . Attempts to write simple captions for their pictures e.g. <i>'my mum'</i> .	Writing consists of strings of recognisable letters with occasional correspondence to target words.
	Band 2 National expectation at the end of Nursery	Attempts to write their own name, writing some letters accurately to the spoken sound. Role play writing includes some letter-like shapes e.g. <i>letters from their name</i> .	Uses role play situations to experiment with writing, assigning messages to their mark-making e.g. <i>'This is my shopping list'</i> .	Can distinguish between pictures, words and letters.
B3 Yr 2	Band 1	Sometimes gives meaning to the marks they make when pretending to write.	Can distinguish between different marks they make e.g. <i>writing, drawing</i> . Attaches meaning to their mark-making when painting and drawing.	Recognises that labels in the environment convey meaning.
		11. SPELLING	12. COMPOSITION	13. PUNCTUATION AND GRAMMAR

A larger font version is available on pages 62-65

		SPELLING	COMPOSITION	PUNCTUATION AND GRAMMAR	
4 th Edition, September 2016	B1 National expectation at the end of Y4	<p>Can spell words with common prefixes -dis, -mis, in, -re e.g. <i>disappear, misbehave, inactive, redo.</i></p> <p>Can spell words ending in suffixes -sion, -cian, -ssion e.g. <i>tension, musician, permission.</i></p>	<p>Beginning to use detail e.g. direct speech, description of setting, feeling or motives, to develop characters and/or settings.</p> <p>Can use simple organisational devices e.g. <i>headings and sub-headings</i>, in non-fiction texts.</p> <p>Can organise a series of paragraphs around a theme.</p>	<p>Can proof-read their own writing for spelling, punctuation and grammatical errors.</p> <p>Uses Standard English verb inflections accurately in their writing e.g. <i>we were</i> instead of <i>we was</i>.</p> <p>Can use homophones / near homophones accurately in the context of their sentence e.g. <i>break/brake, plain/plane, whose/who's.</i></p>	
	Band 12	<p>Can spell words accurately that end in suffixes -ture, ation, ly, e.g. <i>adventure, sensation, usually.</i></p> <p>Can spell nouns with common prefixes, super-, anti-, auto- e.g. <i>autograph, superman, anticlockwise.</i></p>	<p>Beginning to use their knowledge of a range of text forms e.g. recounts, reports, procedures and poems to inform their own writing.</p> <p>Can use paragraphs to group related ideas.</p> <p>Can make simple notes from non-fiction texts e.g. key words and phrases, page references, headings to use in subsequent writing.</p>	<p>Can use speech marks to punctuate direct speech.</p> <p>Can use commas accurately to punctuate sentences e.g. in fronted adverbials i.e. <i>'Before we begin, make sure you have a pencil.'</i></p>	
	B1 Yr 9 B2 Yr11	Band 11	<p>Can spell words where ch is sounded differently e.g. <i>chef, chemist.</i></p> <p>Can spell some words which use variations of standard phonemes e.g. vein, way, obey.</p>	<p>In narrative writing is beginning to use knowledge of story elements e.g. settings, characterisation, dialogue and the language of story.</p> <p>Can use the language of time to structure sequences of events e.g. <i>When he saw... / Suddenly.... / after that....</i></p> <p>Beginning to use paragraphs to group related ideas.</p> <p>Can use planning tools e.g. <i>mind maps/word webs</i> to write key words and ideas prior to writing.</p>	<p>Beginning to use speech marks to punctuate direct speech.</p> <p>Uses <i>a</i> or <i>an</i> correctly depending on the initial letter of the following word e.g. <i>a cat, an open box.</i></p> <p>Can use the possessive apostrophe accurately e.g. <i>Finn's car.</i></p>

B2 Yr 9	Band 10 National expectation at the end of Y2	<p>Can add endings –ed, -er, -est, -ing, -es to words where the final consonant is doubled e.g. <i>fattest, fatter, patting, patted.</i></p> <p><i>Can spell words with suffixes –ment, -ness, -ful, -less, -ly</i> e.g. enjoyment, careful, sadness, hopeless, badly.</p> <p>Can spell most of the Y2 common exception words.</p>	<p>In narrative writing is beginning to describe characters and events with some interesting vocabulary.</p> <p>Can use the 4 main types of sentence appropriately in their writing i.e. <i>statement, question, exclamation and command.</i></p> <p>Produces sentences linked by a range of connectives/conjunctions e.g. <i>when, if, because, or, but.</i></p> <p>Beginning to use planning tools e.g. <i>story maps/word webs</i> to write key words and ideas prior to writing.</p>	<p>Can use simple homophones accurately in the context of their sentence e.g. <i>there / their, wear / where.</i></p> <p>Can use apostrophes to show contractions e.g. <i>can't, it's.</i></p> <p>Uses exclamation / question marks <i>appropriately</i> in their writing.</p> <p>Generally chooses and maintains the correct tense within a piece of written work.</p>
B1 Yr 6	Band 9	<p>Can add endings –ed, -er, -est, -es to words ending in y where the –y is changed to –i, e.g. <i>carried, happiest, funnier, replies.</i></p> <p>Can spell words ending in –tion e.g. station, fiction.</p> <p>Can spell half of the Y2 common exception words.</p>	<p><i>Can write a simple factual report.</i></p> <p>Can use some of the features of known stories to structure their own writing e.g. <i>use of repetition / one day.... / once upon a time....etc</i></p> <p>Correctly uses at least 2 simple connectives/conjunctions e.g. <i>then, after.</i></p>	<p>Generally uses basic punctuation correctly e.g. <i>most sentences correctly demarcated with capital letters and full stops.</i></p> <p>Can use commas to separate items in a list.</p>
B2 Yr 6	Band 8 National expectation at the end of Y1	<p>Can spell words with split vowel digraphs e.g. <i>rake, kite, pole, tune.</i></p> <p>Can add the endings -ing, -ed, -er, est where no change is needed to the root word e.g. <i>jumping, jumped, jumper, faster, fastest.</i></p> <p>Can spell regular compound words e.g. <i>playground, football, bedroom.</i></p> <p>Can spell most of the Y1 common exception words and the days of the week.</p>	<p>Can think about and discuss what s/he intends to write at a simple level e.g. <i>can verbalise and repeat consistently a self-generated sentence before writing.</i></p> <p>Can sequence sentences to produce a short narrative.</p> <p>Uses the word <i>and</i> to link sentences.</p>	<p>Generally uses basic punctuation correctly independently e.g. <i>at least half the sentences correctly punctuated.</i></p> <p>Beginning to use exclamation / question marks accurately in their writing.</p>
	Band 7	<p>Can segment to spell most regular words containing all <i>standard</i> vowel digraphs and tri-</p>	<p>Can write from memory a short, simple sentence dictated by an adult.</p>	<p>Occasionally uses basic punctuation accurately in independent writing i.e. <i>capital letters / full stops.</i></p>

		<p>graphs e.g. <i>blue, claw, haul, cure, fair, night</i>.</p> <p>Can spell ccvc/cvcc words e.g. <i>brain, trash, sting</i>.</p> <p>Can add the prefix un- e.g. <i>unhappy, undo</i>.</p> <p>Can spell 20 of the Y1 common exception words.</p>	<p>Beginning to sequence sentences to produce short narratives.</p>	<p>Uses capital letters for names, places, days of the week.</p> <p>Can use s / es accurately to denote plural and third person singular e.g. <i>dogs, bumps, catches</i>.</p>
B1 Yr 2 B3 Yr11	Band 6	<p>Can segment to spell regular words that contain up to 10 <i>standard</i> vowel digraphs e.g. <i>rain, fort, soil</i>.</p> <p>Can spell cvc words that include double final consonants i.e. <i>ff, ss, ll, ck</i> e.g. <i>mass, will, tick</i>.</p> <p>Can use phonic knowledge to spell simple 2-syllable words e.g. <i>mango, sunset</i>.</p> <p>Can spell 10 of the Y1 common exception words.</p>	<p>Can re-construct a cut up sentence they have orally composed.</p> <p>Can write a simple sentence which can be read by themselves and others.</p>	<p>Knows that sentences are demarcated with capital letters and full stops and will use occasionally with adult reminders.</p>
B2 Yr 2 B3 Yr 9	Band 5 National expectation at the end of Reception	<p>Can segment to spell cvc words that contain sh, ch, th e.g. <i>shop, chip, moth, cash</i>.</p> <p>Beginning to spell short vowel ccvc / cvcc words e.g. <i>brag, trap, ring</i>.</p> <p>Is beginning to spell cvc words containing up to 5 common vowel digraphs e.g. <i>farm, meet, moon</i>.</p>	<p>Can orally compose, rehearse and recall a simple sentence.</p> <p>Beginning to use known spellings to write short, simple sentences independently to label pictures.</p> <p>Attempts to re-read.</p>	<p>Attempts to use basic punctuation, which may be random.</p>
	Band 4	<p>Can write all of the letters of the alphabet to the spoken sound.</p> <p>Can spell cvc with short vowel sound.</p> <p>Writing includes words represented by recognisable letters, evidence of inclusion of dominant sounds in target words e.g. initial/final letter.</p>	<p>Beginning to orally compose a sentence to write</p> <p>Can write a simple sentence to dictation using known phonic skills e.g. <i>'a cat in a hat.'</i></p>	<p>Groups letters as if writing words.</p> <p>Makes attempts at punctuation.</p>

B3 Yr 6	Band 3	Writes half of the letters of the alphabet to the spoken sound. Can write own first name.	Can state the purpose of their mark-making e.g. <i>party invitation, travel ticket</i> . Attempts to write simple captions for their pictures e.g. <i>'my mum'</i> .	Writing consists of strings of recognisable letters with occasional correspondence to target words.
	Band 2 National expectation at the end of Nursery	Attempts to write their own name, writing some letters accurately to the spoken sound. Role play writing includes some letter-like shapes e.g. <i>letters from their name</i> .	Uses role play situations to experiment with writing, assigning messages to their mark-making e.g. <i>'This is my shopping list</i> .	Can distinguish between pictures, words and letters.
B3 Yr 2	Band 1	Sometimes gives meaning to the marks they make when pretending to write.	Can distinguish between different marks they make e.g. <i>writing, drawing</i> . Attaches meaning to their mark-making when painting and drawing.	Recognises that labels in the environment convey meaning.
		11. SPELLING	12. COMPOSITION	13. PUNCTUATION AND GRAMMAR