

**Special Educational Needs**  
**Banding Levels for Gloucestershire Pupils**  
**For use by XXXXXX**

There needs to be recognition that a clinical diagnosis often identified at birth, but not always, informs the provision required to meet needs.

Some CYP will acquire S/P needs later in their childhood because of trauma, accident, illness or infection.

The impact for their development and learning is greater than their diagnosis and therefore the band grade descriptors reflect this

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## Any request for High Needs Banding Funding for a child with a sensory impairment/physical disability will need to include the following;

Evidence of ongoing assessment or diagnosis from a medical professional evidencing the child or young person has sensory impairment or physical disability which impacts their ability to learn, undertake tasks and participate in the activities of everyday life safely in the same way as their peers. In general this includes evidence that the CYP has:

- permanent hearing loss or a diagnosis of hearing impairment associated with significant difficulties or disorder in receptive and/or expressive language skills.

sight impaired or severely sight impaired. CYP who have a clinically diagnosed visual impairment, that have distance vision of 6/18 (Snellen) or worse with glasses, if worn. They may also:

- Have reduced fields of vision
- Have deteriorating vision
- Be significantly impacted by physical disability including medical needs

It is recognised that:

- every child or young person with sensory/physical needs has unique needs and requirements which require schools and settings to plan their inclusion and access to learning carefully
- the impact of sensory impairment or physical disability is long term and may be complex affecting communication, mobility and other key aspects of life including independence and a CYP's social emotional needs and well being. (For some CYP there will be evidence of degenerative condition arising from a named condition/diagnosis which will require re-assessment over time. Some CYP will have a diagnosis of deafblindness/multi sensory impairment
- not all children and young people with sensory or physical needs will have cognitive impairment. However, their difficulties may significantly impact his/her access to the curriculum. They may require: adult assistance to support communication and understanding, access learning and the curriculum and/or to manage self care tasks.
- there may be other co-existing associated conditions e.g. autism or epilepsy in addition to the primary need (Sensory/physical)
- some children or young people will have normal development but acquire sensory impairment/physical needs through illness, accident or trauma
- CYP with S/P are at risk of poor SEMH and may require support to build positive relationships



# Sensory and Physical

Typically, these children and young people have a diagnosed sensory impairment or disability and/or health condition that is:

- well managed through appropriate aids and/or equipment
- well controlled through the advice on their individual Health care Plan /individual risk assessments

Their individual needs and requirements will require careful planning, reasonable adjustments and flexibilities as well as long term assistance/intervention from others to ensure that they are safe in school.

Their difficulties may impact on their SEMH & well being and behaviour, as well as their inclusion and communication and social interactions with others. Their use of language, ability to communicate and socially interact with others and develop relationships and

## BAND 1

### Pupils may:

- Be able to manage their aids and individual equipment, e.g. if prompted and supervised by an adult
- Be able to manage therapeutic and self-care needs relating to their condition if prompted and supervised by an adult
- Find some environments and resources difficult to access and manage without prior planning, e.g. ICT suite, TV
- Have difficulties adapting to new/specific environments
- Be able to use language for a range of functions
- Relate well to adults and peers and be able to engage in subject appropriate conversations with some support.
- Have difficulties Be able to learn with additional prompts and appropriately differential teaching and materials
- Be able to access PE, practical lessons and activities with some adult assistance, e.g. prompts, assistance with clothing, physical assistance

### Pupils will require:

#### Learn

- Teaching and learning tasks are appropriately differentiated using approached which enable pupils with S/P needs to learn effectively .e.g . appropriately modified tasks, multi-sensory techniques, opportunities for frequent repetition and reinforcement/opportunities for over-learning. These should be regularly monitored and reviewed to ensure appropriate pupil progress
- Teachers should have a secure understanding of the factors which inhibit pupils with S/P and how best to over come these using evidence based interventions to plug gaps and enable progress
- Informed teachers who know how to adapt teaching to include and support the education of CYP with S/P
- Specific targeted support to develop attention and concentration skills, time off task and independent learning skills.
- Programme of study appropriate to the child/young person's levels of attainment, rather than Key Stage, which is regularly overseen, monitored and evaluated by a qualified teacher/SENDSCO with advice from a specialist teacher
- Pre/post tutoring, by a teacher or suitably qualified LSA, for specific areas of learning across the curriculum - language development is regularly monitored and reviewed to ensure appropriate pupil progress.
- Structured programmes of learning to develop literacy and/or numeracy skills, delivered by a person trained in the programme delivery, which are regularly monitored and evaluated.
- Access to ICT /recording strategies

#### Safe

- Individual adaptations to the environment e.g. ramps, toilets, quiet carpeted areas.
- Appropriate training for staff in manual handling and/or personal care as required may be needed.
- Whole school awareness training of the impact of S/P/AAC
- Additional support to enable the pupil to be safely monitored and supported with self administering medication e.g. asthma.

may be affected

Even with QFT their needs will interfere with their ability to access the curriculum and learn without aids or equipment, additional planning, assistance and specific intervention.

Daily assistance to manage their aids/equipment/safe manual handling and health care needs as identified on their individual risk assessments/IHCP

- Involvement of a specialist teacher , i.e. a qualified teacher of the deaf, qualified teacher of visual impairment of multi sensory impairment) in line with Gloucestershire Eligibility Criteria for sensory support
- Assistance for practical tasks or activities/lessons or PE
- Enhanced teacher planning for key stage transfers and enhanced support plans for year on year moves.
- Support to manage unsupervised times including break and lunch times

### Happy

- Frequent, shared support for mediation of the language environment, e.g., simplifying/repetition of instructions, checking understanding of instructions, understanding increasingly complex social concepts/language etc.
- Predictable and structured routine. This may include use of visual timetables and use of workstation.
- Specific cues for changes/instructions, e.g. visual, use of name and notice in advance.
- Pre- post tutoring- teaching of specific new language
- Opportunities to work in small group situations, with specified support, to facilitate the development of social interaction with peers and develop friendships.
- to access the majority of the curriculum ,e.g .diagrams, mind maps, enhanced use of ICT with appropriate software and/or frequent support for written tasks. This includes modification of arrangements for all tests, assessments and examinations.

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## Sensory and Physical

In addition to Band 1 typically these pupils are impacted by their diagnosis or needs.

They have limited independence in safely managing aids/equipment, medical interventions required for their condition, e.g. personal care, movement, radio aid etc, daily therapeutic plan.

The effect of their sensory/physical disability impacts of their understanding and processing of spoken language and their communication and interaction with others.

Their emotional and mental health may be significantly impacted or they are at risk of poor mental well being in later life.

They require enhanced pupil/adult ratio so they can receive specific support, supervision and interventions in order to make expected progress, and/or they need to work within a small group for a proportion of the day.

## BAND 2

### Pupils may:

- Be able to manage their aids and individual equipment, if prompted and assisted by an adult
- Be able to manage daily therapeutic and self-care needs relating to their condition if assisted and supervised by an adult
- Find some environments and resources difficult to access and manage without prior planning and assistance, eg. school trips, enlarged text, or minor acoustic adjustments to the environment
- Have some difficulties in accessing the physical environment, facilities and equipment, whole school and class activities, including assessments, practical lessons, information and communication technology.
- Have difficulties accessing new or specific environments, e.g. food technology lab
- Have difficulties in understanding or responding to verbal cues.
- Have difficulties in communication through spoken language/interactions with peers and adults.
- Have difficulties with language-related topics and understanding new/complex concepts.
- Have the tendency to rely on peers, observing behaviour and activities to cue into expected responses.
- Require specialist assessment and focussed individual plan delivered on a daily basis e.g. speech and language plan or physiotherapy program
- Relate well to adults and peers and be able to engage in partner, small group or class work with assistance
- Have difficulties with physical aspects of lessons and recording requiring alternative means ,e.g ICT or using scissors
- Be able to learn with additional prompts and appropriately differential teaching and materials
- Be able to access PE, practical lessons and activities with some adult assistance, e.g. prompts, assistance with clothing, physical assistance , deliver adapted or modified activity ,e.g Boccia or Goal ball

### In addition to band 1 these pupils will require:

#### **Learn**

- Modification of language content across the curriculum to allow access to concepts, as well as an individualised plan of teaching English to develop speaking, listening, reading and auditory skills.  
Support to mediate the language environment especially in group situations and regular checking of understanding of language in key subjects and for language intensive lessons and or/enhanced use of visual stimuli
- Access to specialist teacher for assessment, monitoring of progress, advice and guidance to school staff to implement strategies to support an individual needs and maximise learning. This includes training and advice to staff.
- Access to specialist equipment and ICT including audiology and technical support including some specialised equipment. e.g. radio aids, low vision aids
- Suitably trained in class support to access a significant portion of the curriculum including English and Math, to reinforce skills being learnt, and, to mediate the environment for key subjects. This includes the production of modified materials e.g. enlarged text .

They may have dual impairment, e.g. MSI or co-existing conditions, e.g. ASC or epilepsy.

- Some additional supervision for practical subjects, e.g. Science and PE. Some production of materials. Liaison with QTVI and implementation of strategies.
- Access other specialist equipment and materials
- Specific targeted support to develop attention and concentration skills, and independent learning skills.
- Evidence informed teaching approaches which place emphasis on direct teaching, finely graded tasks, structured multi-sensory techniques, practical tasks, which provide opportunities for frequent repetition and reinforcement/opportunities for over-learning and are regularly monitored and reviewed to ensure appropriate pupil progress.
- Programme of study appropriate to the child/young person's levels of attainment, rather than Key Stage, which is regularly overseen, monitored and evaluated by a qualified teacher/SENDCO.
- Pre/post tutoring, by a teacher or suitably qualified LSA, for specific areas of learning which is regularly monitored and reviewed to ensure appropriate pupil progress.
- Specific teacher planned modification of curriculum in order to take account of evidence based structured programmes of learning to develop literacy and/or numeracy skills, delivered by a person trained in the programme delivery, which are regularly monitored and evaluated.
- Specific teacher planned modification of outcomes (eg alternative methods of response) including alternative recording strategies to access the majority of the curriculum (eg diagrams, mind maps, enhanced use of ICT with appropriate software and/or frequent support for written tasks. This may include modification of arrangements for examinations.

### Safe

- Require individual adaptations to the environment e.g. steps, blinds, lighting
- Appropriate training for staff in manual handling and/or personal care so they can carry out individual programs as advised by professionals on a regular basis
- Significant reasonable adjustments and flexibilities, e.g. sensitive timetabling
- Additional support to enable the pupil to be safely monitored and supported with self administering medication e.g. medical conditions may include epilepsy and asthma.
- Daily assistance to manage aids/equipment/safe manual handling and health care needs as identified on their individual risk assessments/IHCP
- Daily assistance to manage eating and drinking at break or lunch times
- Involvement of a specialist teacher, i.e. a qualified teacher of the deaf, qualified teacher of visual impairment or multi sensory impairment) in line with Gloucestershire Eligibility Criteria for sensory support
- Assistance for practical tasks or activities/lessons or PE
- Enhanced teacher planning so they have safe and equitable curriculum access with their peers
- Daily communication with home to enable continuity of approach

### Happy

- Frequent, individual support for mediation of the language environment, e.g. Sign/Gesture or use of Makaton, for simplifying/repetition of instructions, checking understanding of instructions, checking understanding increasingly complex social concepts/language etc.
- Daily sessions of an evidence based intervention to facilitate the development of language and communication skills to support social interaction/ social competence with peers and develop friendships.
- Opportunities to work in small group situations, with specified support, to facilitate the development of social interaction with peers and develop friendships.
- Regular prompting, additional visual input and support from an adult to support communication interaction with others
- Support for non structured time at break or lunchtime to take part in activities with peers

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## Sensory and Physical

In general these learners will have, significant long term needs which impact on many aspects of learning and life. They may also have additional learning needs have

For example,

- medically diagnosed hearing loss arising from permanent conductive hearing and/or sensory-neural hearing loss
- physical disability which affects mobility, gross and fine motor skills and requires individual equipment, e.g. walking aid, and/or splints. a They may need daily specialist programmes for co-ordination skills and input with health care regimes.
- medically diagnosed visual impairment

Typically these pupils need daily, additional time/assistance from familiar and trusted adults who are knowledgeable about the child's individual needs, equipment and requirements and how to manage these effectively so the child is

### BAND 3

#### Pupils may:

- Require adult assistance to access use aids and individual equipment
- Undertake daily therapeutic and self-care needs relating to their condition if assisted by an adult
- Find environments and resources difficult to access and manage without prior planning and assistance ,eg.PE and practical .
- Have difficulties in communication through spoken language/interactions with peers and adults and experience difficulties with language-related topics and in understanding new/complex concepts.
- Be unable to understand or access the curriculum without a significant level of modification . They may find it difficult to listen and manage background noise or be withdrawn and wait for cues from others in the class
- Experience difficulties accessing the speech of adults and peer group in school without suitably trained individual assistance, They may have difficulties in making their voice heard arising from sensory or physical impairment which impacts significantly on their speech clarity or expressive language. They may use alternative or augmentative communication systems e.g. communication booklet, PECS, visuals, to support their communication.
- Have difficulties in understanding or responding to verbal cues and persistently appear to ignore and/or misunderstand instructions. They may struggle to attend, listen and respond without frequent and consistent support and prompting
- Have frustrations and anxieties arising from a difficulty to communicate, leading to associated behavioural difficulties and difficulty forming relationships with their peers. They may rely on peers, observing behaviour and activities to cue into expected responses.
- Have difficulties in achieving independent self-care skills
- Be unable to visually access board work and require enlarged print for most reading materials
- Experience high levels of emotional stress and physical fatigue
- Require specialist assessment and focussed individual plan delivered on a daily basis e.g. OT or physiotherapy program

#### In addition to bands 1 & 2 these pupils may require:

#### Learn

- Suitably trained in class support to access a significant portion of the curriculum (key subjects), for mediation of the environment for key subjects (English and Maths - whole class and some reinforcement of skills being learnt).
- Significant mediation and/or adaptation of curriculum materials and adult assistance in order to access and participate in the curriculum and assessments..
- Daily and on-going adult intervention to facilitate curricular access and ensure safety
- Daily support to develop social competence and emotional well being.
- Daily communication with home to enable continuity of approach
- Daily sessions of an evidence based intervention or approach to facilitate the development of language and communication skills and /or literacy and numeracy
- Access to specialist equipment and ICT and low vision aids as required

ready to learn effectively. This includes daily assistance to manage to primary care needs and to implement specific support strategies or alternative approaches to recording so they can stay safe, learn and make progress.

- Suitably trained in class support to access a significant portion of the curriculum (key subjects), for mediation of the environment for key subjects (English and Maths - whole class and some reinforcement of skills being learnt).
- Supervision for practical subjects, e.g. Science and PE.
- Awareness training for all staff
- Specific targeted support for recording, e.g. scribing .
- Programme of study appropriate to the child/young person's levels of attainment, rather than Key Stage, which is regularly overseen, monitored and evaluated by a qualified teacher/SENDCO to accelerate progress and narrow attainment gaps with peers.
- Pre/post tutoring, by a teacher or suitably qualified LSA, for at least 50% of curriculum which is regularly monitored and reviewed to ensure appropriate pupil progress.
- Specific teacher planned modification of outcomes (eg alternative methods of response) including alternative recording strategies to access the majority of the curriculum (eg diagrams, mind maps, enhanced use of ICT with appropriate software and/or frequent support for written tasks. This may include modification of arrangements for examinations.

#### Safe

- High level of reasonable adjustments and flexibilities, e.g. sensitive timetabling
- Access to audiology and technical support and appropriate use of FM systems if applicable and suitably trained adult to support frequently (daily), check audiological aids.
- Access to a range of specialised equipment across the learning day
- Access to a range of equipment to support mobility or movement around site
- Minor acoustic adjustments to the environment
- Input from suitably trained adult to mediate the visual environment and significant level of adaptations / modifications needed to the curriculum and to work on specific programmes of work developed in conjunction with the support of an AT (QTOD/QMSI/QTVI)
- High level of assistance or supervision for practical subjects and PE/physical activity
- Enhanced use of visual stimuli and adapted texts

#### Happy

- Mediation of the language environment especially in group situations and regular checking of understanding of language in key subjects.
- Suitably trained in class support to access a significant portion of the curriculum each day and for language intensive lessons.
- Daily support to develop social competence and emotional well being.
- Carefully planned inclusion opportunities, supported by additional adult support.

## Sensory and Physical

Sensory and Physical(S&P) :

Typically these pupils require frequent specific interventions or assistance on a daily basis from a range of adults in order to make expected progress. This progress is likely to be made in small steps in their primary area of need.

These pupils may have;

- permanent hearing loss This could be an acquired hearing loss, congenital or progressive hearing loss. They will wear hearing aids or be cochlear implant users or similar
- a clinically diagnosed vision impairment or moderate - severe bi-lateral field loss.
- severe physical disability with severe impact. They have limited mobility but have some independence for positioning and/or transfers.
- severe long term medical condition and require support to manage regular and complex personal care/medical interventions. These pupils may require emergency medication and/or a medical procedure in an emergency.

### BAND 4

#### Pupils may:

- Be unable to manage their aids and individual equipment unless assisted by an adult
- Be unable to manage daily therapeutic and self-care needs relating to their condition unless assisted by an adult. They can manage sometimes but unable to manage these difficulties independently or in line with peers in all situations.
- Be unable to access to safely access the physical environment,, whole school and class activities, including assessments, practical lessons, PE, information and communication technology with a high level of adult assistance and facilitation
- Have difficulties in communicating and interacting with peers and adults unless facilitated by suitably trained adult
- Have difficulties with language-related topics and understanding new/complex concepts unless facilitated by suitably trained adult
- Require a specialist approach delivered across the learning day on a daily basis e.g. enlarged resources modified /differentiated across the curriculum
- Have significant SEMH needs or a diagnosed mental health condition which impact on their behaviour, peer interaction and learning on a daily basis
- Experience high or fluctuating levels of emotional stress/anxiety and physical fatigue which require positive management by a sensitive and suitably trained/knowledgeable adult across the day
- Have significant difficulties communicating with peers independently and effectively.
- Have sensory or mobility needs that impact significantly on equitable access to the curriculum/school

#### In addition to previous bands pupils will require:

##### Learn

- High level of modification of language content across the curriculum to allow access to concepts, as well as an individualised plan of teaching English to develop speaking, listening, reading and auditory skills.
- Suitable /trained in class support for curriculum support – mediation of the language environment especially in group situations and regular checking of understanding of language in key subjects, for language intensive lessons and to check audiological equipment. Enhanced use of visual stimuli
- Access to audiology and technical support including some specialised equipment. e.g. radio aids.
- Access to specialist equipment and ICT and low vision aids as required
- Carefully planned inclusion to access all curriculum areas.
- Specific teacher planned modification of outcomes (eg alternative methods of response) including alternative recording strategies to access the majority of the curriculum (eg diagrams, mind maps, enhanced use of ICT with appropriate software and/or frequent support for written tasks. This may include modification of arrangements for examinations.

Assistance across the day to support recording, /reading /communicating ,ICT etc

**Safe**

- A high level of individual adaptations or modifications to the environment e.g. lift, hoist, intimate care suite
- Assistance over the day to manage their aids/equipment/safe manual handling and health care needs as identified on their individual risk assessments/IHCP
- Appropriate training for staff in manual handling and/or personal care so they can carry out individual transfers or programs as advised by professionals across the day
- High level of reasonable adjustments and modification , e.g sensitive timetabling in secondary schools
- A high level involvement of a specialist teacher( at least 6 contacts pa) , i.e. a qualified teacher of the deaf, qualified teacher of visual impairment of multi sensory impairment) in line with Gloucestershire Eligibility Criteria for sensory support
- Daily input from suitability trained adult to mediate the visual environment for most of the day, to work on specific programmes of work developed by QTVI, significant level of adaptations / modifications to the . Supervision for practical subjects.

**Happy**

- Frequent, individual support for mediation of the language environment, e.g.Sign/Gesture or use of Makaton, simplifying/repetition of instructions, checking understanding of instructions, understanding increasingly complex social concepts/language etc. .Predictable, structured routine. This may include use of visual timetables and use of workstation.
- Specific cues for changes/instructions, eg visual, use of name and notice in advance across the learning day
- Pre- post tutoring- teaching of specific new language and time to embed and extend usage
- Assistance across the day to facilitate the development of language and communication skills to support social interaction with peers and develop friendships.
- Regular prompting, additional visual input and support from an adult to support communication interaction with others across the learning day

# Sensory and Physical

## Sensory and Physical(S&P) :

Typically these pupils have severe and complex needs which require specific focussed adult interventions for the vast majority of the time to facilitate alternative communication and support physical and/or medical and/or behavioural needs. This could include 1-1 work, targeted partner, focussed small group work or facilitation/assistance to access learning with their peers, e.g. scribing, reader etc

## These pupils :

- have a permanent hearing loss. This could be an acquired hearing loss, congenital or progressive hearing loss. They may wear hearing aids, cochlear implants or auditory brainstem implant.
- have severe sight impairment as identified by a medical professional.
- may be deaf blind.
- have a severe physical disability which impacts on fine and/or gross motor function and mobility/motor function.
- have multiple needs and requirements associated with their diagnosis/ses,

## BAND 5

### Pupils may:

- Be unable to manage their aids and individual equipment unless supported by an adult
- Be unable to manage daily therapeutic and self-care needs relating to their condition unless supported by an adult
- Be unable to safely access the physical environment, whole school and class activities, including assessments, practical lessons, PE, information and communication technology without a high level of adult assistance
- Be unable to communicate and interact with peers and adults unless facilitated by suitably trained adult
- Have difficulties understanding new/complex concepts unless facilitated by suitably trained adult
- Require a specialist approach delivered across the learning day on a daily basis e.g. enlarged resources modified /differentiated across the curriculum
- Have significant SEMH needs or a diagnosed mental health condition which significantly impact on their behaviour, peer interaction and learning during the day
- Experience high or fluctuating levels of emotional stress/anxiety and physical fatigue which require positive management by a sensitive and suitably trained/knowledgeable adult during the day
- Have significant difficulties communicating with peers independently and effectively without a high level of adult assistance.
- Have sensory or mobility needs that impact significantly on equitable access to the curriculum/school
- Use augmentative and alternative communication system e.g. communication booklet, PECS, Makaton, BSL, touch cuing, sign supported English, objects of reference, visuals etc. as primary/only communication.
- Have significant difficulties listening and/or responding even with high levels of support.
- Be dependent on assistive technology and/of support for most curriculum access, e.g. alternative to handwriting

### In addition to previous bands these pupils will require:

#### **Learn**

- An individually designed curriculum in order to make expected or small step progress. They may have a degenerative condition and lose skills or knowledge. They require a high level of assistance to learn and develop proficiency in reading and writing or an alternative approach such as Braille or Moon or communication system. They will use specific individual aids across the day, e.g. enlarger/VI kit
- high level of input from suitably trained adult to implement programmes of work, produce resources, adapt/modify materials as advised by specialist, to ensure safety and promoting independence
- Ongoing multi-professional support and advice for planning, reviews and evaluation of progress, in relation to the education setting and/or family support.
- Access to frequent support for staff, advice about the auditory and visual environment, training for staff and if appropriate direct teaching from a qualified teacher for multisensory impairment/deafblindness
- Access to BSL or other sign systems for which interpreters are required to access mainstream lessons.
- High level of modification of language content across the curriculum to allow access to concepts, as well as an individualised plan of

teaching English to develop speaking, listening, reading and auditory skills.

- Carefully planned access and support to access the curriculum each day – mediation of the language environment especially in group situations and regular checking of understanding of language in key subjects, for language intensive lessons and to check audiological equipment. or enhanced use of visual stimuli

#### **Safe**

- Daily assistance to manage their aids/equipment/safe manual handling and health care needs as identified on their individual risk assessments/IHCP
- involvement of a specialist teacher , i.e. a qualified teacher of the deaf, qualified teacher of visual impairment of multi sensory impairment) in line with Gloucestershire Eligibility Criteria for sensory support
- Assistance for practical tasks or activities/lessons or PE
- Enhanced teacher planning so they have safe and equitable curriculum access with their peers
- Daily communication with home to enable continuity of approach
- Intervention or Short term specialist support and training for mobility and independent living skills.

#### **Happy**

- Frequent, individual support for mediation of the language environment, e.g. Sign/Gesture or use of Makaton, simplifying/repetition of instructions, checking understanding of instructions, understanding increasingly complex social concepts/language etc. .Predictable, structured routine. This may include use of visual timetables and use of workstation.
- Specific cues for changes/instructions, eg visual, use of name and notice in advance.
- Daily sessions of an evidence based intervention to facilitate the development of language and communication skills to support social interaction with peers and develop friendships.
- Opportunities to work in small group situations, with specified support, to facilitate the development of social interaction with peers and develop friendships.
- Specific cues for changes/instructions, eg visual, use of name and notice in advance.
- regular prompting, additional visual input and support from an adult to support communication interaction with others

# Sensory and Physical

Sensory and Physical(S&P) :

Typically these pupils have profound and complex needs which impact on all aspects of life and learning. They which require a high level of adult assistance to access and take part in life and learning activities safely.

They may use an alternative approach for communication, e.g BSL or recording. They are able to access the curriculum only with assistive devices and require substantial mediation and/or adaptation of materials

They may use alterative means of recording, e.g Braille .

They may require up to 2:1 adult assistance to facilitate care, e.g feeding, suctioning and safe manual handing/transfers between equipment. They may require high level of and support to manage their physical and/or medical and/or behavioural needs.

These pupils have a permanent hearing loss or They may wear hearing aids, ~~or are~~ cochlear implants ~~users~~ or auditory brainstem implant. .

These pupils may have severe vision impairment. They are registered severely sight impaired. They are able to access curriculum only with substantial adaptations of all learning materials. They are able to access buildings and move around the

**BAND 6**

## Pupils may:

- Have severe or complex individual needs and requirements arising from their diagnosis of sensory impairment or physical disability which impact on all aspects of their daily life and learning, e.g. behaviour/medical needs. They are not able to take part in activities without a high level of individual assistance to manage safe and equitable access.
- Require a high level of individual equipment to develop or maintain mobility and independence or to manage individual health needs safely, e.g suctioning or require use of hoisting as they are non weight bearing
- Have sensory or mobility needs arising from balance and coordination difficulties which frequently impact on safe access to environment.
- Gave primary care needs which require a high-level assistance across all aspects of the learning day e.g s, oxygen
- Use a range of individual equipment across the day including standing frame, specialised seating system ,powered wheelchair or be dependent on assistance for mobility
- Use augmentative and alternative communication systems e.g. communication aid system, PECS, , BSL ,touch cuing, sign supported English, etc. as primary/only communication which requires adult facilitation or input.
- Have significant difficulty independently accessing and taking part in learning/curriculum and require a high level of assistance to make year on year progress and work towards ARE
- Require a personalised and flexible timetable e.g, to manage fatigue or pain, medical needs require regular rest breaks/interventions which result in frequent missed learning and impacts on attendance.
- Have severe range of complex needs which impact on their social interactions and communication, e.g Be unable to interact freely with peers and this has a significant impact on development of friendships.
- Be dependent on assistance for most personal care needs, eg toilet, dressing, eating and drinking
- Have very limited function hearing for speech, despite aids and use signing as first language.

## Pupils may require:

A very high adult to pupil ratio to facilitate 1:1 up to 2:1 (where there are additional medical needs) to

- safely access the school day
- specialist health care, eg tracheostomy, gastrostomy, pressure care, requiring multi-agency joint working
- high tech communication aid to develop and support with complex communication needs
- support to develop positive SEMH/reduce anxieties/manage complex and challenging behaviours
- access to a mainstream curriculum or specialist setting
- individually designed curriculum in order to make expected progress, with specialist materials and equipment.
- Ongoing multi-professional support and advice for planning, review hours or for a high level of family support and liaison.
- Full time access to small classes with curriculum delivered though alternative means

setting only with significant support.

These pupils have limited ability to contribute to self-care and are therefore highly reliant on adult support for moving, positioning, personal care (including drinking, eating, hoisting etc). They have a severe physical disability that creates substantial communication difficulties requiring aids such as 4Talk4 or other assistive curriculum devices. They are non-verbal although able to communicate using specialist communication aids e.g Tellus/ Dynavox.

These pupils have profound, long term progressive/regressive medical conditions. One or more of their conditions are not stable. They require continuous monitoring and support throughout the day and this includes complex medical interventions. They are completely dependent on adults for all aspects of life and care. These pupils have total and complex support for mobility, personal care, positioning, movement, hoisting and eating/drinking, communication, learning and recording.

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