

Special Educational Needs
Banding Levels for Gloucestershire Pupils
Cognition and Learning

Specialist Commissioning Team

01452 XXXXX

bandingworkstream@gloucestershire.gov.uk

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Cognition & Learning

Cognition and Learning (C&L) :

Pupils have/are making insufficient progress.

These pupils can progress in mainstream with timely and appropriate interventions. (This may involve small group work and 1:1 interventions).

Pupils experience low level/low frequency difficulties with:

- Written communication, verbal communication and numbers.
- Understanding instructions.
- Tackling new concepts.
- Specific learning difficulties

Pupils are falling behind the average range for attainment and progress for age related expectations.

BAND 1

Pupils may:

Be able to follow short conversations/instructions in context

Be able to learn/increase independence skills with additional prompts, guidance etc

Have mild occasional upset, frustration, anger, distress, embarrassment, concern or withdrawal as a result of difficulties with learning

Relate well to adults and peers and engage in subject appropriate conversations with some support

Find some environments difficult to manage and this impacts on their ability to listen and respond

Listen and respond in partner and/or group situations with occasional prompting, additional visual input and support

Pupils will require:

Learning:

Evidence informed teaching approaches which place emphasis on direct teaching, finely graded tasks, structured multi-sensory techniques, practical tasks. These should provide opportunities for frequent repetition and reinforcement/opportunities for over-learning and are regularly monitored and reviewed

Programme of study appropriate to a child's levels of attainments which is regularly overseen, monitored and evaluated by a qualified teacher/SENCO

Specific targeted support to develop attention and concentration skills and independent learning skills

Pre/post tutoring, by a teacher or appropriately trained LSA, for specific areas of learning which is regularly monitored and reviewed

Opportunities to work in small group situations, or on a 1:1 basis, with specified support to improve reading comprehension and numeracy skills

Specific teacher planned modification of curriculum 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 (at least annually)

Specific teacher planned modification of outcomes (e.g. alternative methods of response) including alternative recording strategies 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, an/or LSA. This may include modification of arrangements for examinations

Teaching approaches which place emphasis on direct teaching, finely graded tasks, structured multi-sensory techniques and practical tasks. These should provide opportunities for frequent repetition and reinforcement/opportunities for over learning. These approaches should be regularly monitored for their effectiveness in supporting appropriate pupil progress

Communication:

Frequent, shared support for mediation of the language environment e.g. use of Makaton, simplifying/repetition of instructions, checking understanding of instructions, understanding increasingly complex social concepts/language

Specific cues for changes/instructions e.g. visual, use of name and warning in advance

Safe:

Predictable, structured routine. This may include use of visual timetables, now and next approach and use of workstation

Happy:

A scribe or support for writing in other ways, (including use of ICT) especially if learning to write is not the main purpose of the task

Enhanced teacher planning for key stage transfers and enhanced support plans for year on year moves

Cognition & Learning

Cognition and Learning (C&L) :

Pupils have cognitive and intellectual difficulties which have an effect on their ability to actively engage with parts of the school day

Typically pupils require an enhanced pupil/adult ratio so that 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:

Have difficulties in areas of comprehension, asking and answering questions

Have difficulties with organising self and belongings which sometimes impact on their ability to participate in learning independently

Use visual communication to support learning in some activities

Have difficulties in planning and completing some tasks in comparison to peers which is impacting on ability to learn new skills meaning slow progress is being made despite targeted and appropriate interventions

Have attainment in core subjects (primary age – at least 18 months below, secondary age – attainment significantly below their peer group and a reading age at least ****) and progress is being made in response to targeted intervention

Have some difficulty using language to organise their thoughts and ideas to be able to recount clearly an event or tell a story to a range of communication partners

Relate well to adults and peers and are able to engage in subject appropriate conversations with some support

Improved understanding when reduced language is used, additional time is given and/or instructions are repeated

Pupils will require:

In addition to, or in place of, the provision in Band 1:

Learning:

Some modification of the curriculum, small group work and regular adult support for its delivery in order to make expected progress

Some support with understanding and recording in order to access the curriculum and make expected progress

Additional support to generalise skills learned across curriculum contexts

Additional resources to access teaching and learning

Communication:

A structured, well evaluated intervention designed to enhance children's language skills e.g. Talk Boost These interventions require that staff deliver the provision as intended.

Happy:

Explicit teaching of routines and interpersonal skills to facilitate their inclusion

Safe:

Additional support at break/lunch times (to include lunch clubs) because of delayed interpersonal skills and slow acquisition of age appropriate eating skills

Cognition & Learning

Cognition and Learning (C&L) :

Pupils have cognitive and intellectual difficulties which have an effect on their ability to actively engage with the school day.

Typically pupils need regular, additional time from a range of adults in order to implement specific support strategies so they can make expected progress.

They may make frequent demands for support because of their learning difficulties

The additional needs should be considered long term.

BAND 3

Pupils may:

Have significant difficulties communicating with peers independently and effectively

Have difficulty using language to effectively communicate their message

Have difficulty understanding language in order to reason e.g. makes inferences, predict outcomes or draw conclusions

Have improved understanding when language is broken down, repeated and simplified

Have significant difficulties in planning and completing most tasks in comparison to peers and find it difficult to apply new skills and concepts

Find it difficult at times of transition or when changes are made to their routine

Be willing to follow instructions but often do not understand what is being communicated

Have low levels of understanding that can cause them to behave in a way that impacts on relationships

Relate well towards adults and peers but will often use phrases/behaviours which can be out of context

Have attainment in core subjects (primary age – at least 2 years below, secondary age – attainment consistently significantly below their peer group) and limited evidence of progress

Have difficulties with organising self and belongings which impact on their ability to participate in learning independently

Pupils will require:

In addition to, or in place of, the provision in Bands 1 and 2

Learning:

Regular support with understanding and recording in order to access the curriculum and make progress in line with individual targets

Communication:

Regular support with alternative communication strategies in order to access the curriculum and make progress in line with individual targets

Safe:

Additional support at break/lunch times (including lunch clubs) because of delayed interpersonal skills, limited understanding in relation to safety and risks and slow acquisition of age appropriate eating skills

Happy:

Specific daily input to increase self help, independence and interpersonal skills

Carefully planned inclusion to access all curriculum areas

Cognition & Learning

Cognition and Learning (C&L) :

Pupils have significant cognitive and intellectual difficulties which have an effect on their ability to actively engage with the majority of the school day.

Typically pupils require frequent, specific interventions 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.

BAND 4

Pupils may:

Have delayed cognitive development, considerable difficulties in acquiring literacy and numeracy skills and understanding concepts

Be unable to understand the routines and expectations within their environment without daily preparation and explanation including use of pictures, symbols, objects, signs and social stories

Have learning needs and difficulties with understanding which may make them vulnerable in social situations or in the community

Struggle to listen and respond without frequent and consistent support and prompting

Have difficulties following classroom routines and expectations that impact on their and others' learning

Have low levels of understanding that can cause them to behave inappropriately which impact heavily on relationships

Be willing to follow instructions but often do not understand what is being communicated

Manage age appropriate self-care skills when they are broken down into small steps and/or supervised by an adult

Not be able to initiate and engage in age-related social interaction without adult prompts and guidance/support

Have attainment in core subjects (primary age – at least 3 years below, secondary age – attainment consistently significantly below their peer group, alternative curriculum pathways may need to be explored)

Have significant difficulty understanding language in order to reason e.g. makes inferences, predicts outcomes or draws conclusions

Pupils will require:

In addition to, or in place of, the provision in Bands 1, 2 and 3:

Learning:

Significant modification of the academic and social curriculum and appropriately trained adult support for its delivery in order to make progress in line with individual targets

Termly advice from Advisory Teaching Service (Cognition & Learning Team) for mainstream setting staff on how to enable full access to the curriculum and evaluate progress

Communication:

Frequent support with alternative communication strategies in order to access the curriculum and make expected progress

Safe:

Mediation of the learning environment through individual planning and support

Happy:

Daily explicit input to increase self-help, independence and interpersonal skills

Carefully planned inclusion opportunities, supported in part by additional adult support.

Cognition & Learning

Cognition and Learning (C&L) : SLD

These pupils have significant cognitive and intellectual difficulties which have an effect on their ability to actively engage with any of the school day.

They will need interventions for the vast majority of the time to facilitate alternative communication and support physical and/or medical and/or behavioural needs.

BAND 5

Pupils may:

Have delayed cognitive development, considerable difficulties in acquiring literacy and numeracy skills and understanding concepts

Experience high levels of difficulties which impact on concentration and ability to engage with work and are unable to manage these difficulties independently

Be unable to sequence their ideas and thoughts to be able to recount clearly an event to tell a story to a range of communication partners

Have significant difficulties in understanding and carrying out simple instructions independently or in line with age, including with repetition, clarification and augmented communication systems

Have communication needs which impact severely on ability to take full part in learning opportunities

Not understand the need to organise self and equipment, including those needed to manage physical/medical condition, and are unable to do so independently or in line with peers

Be unable to dress/undress in line with peers but can assist with certain garments

Require visuals/signing etc. to support their communication in all activities

Interfere in the activities of others

Use signs and symbols but will also have some language and engage in simple conversations

Pupils will require:

In addition to, or in place of, the provision in Bands 1, 2, 3 and 4:

Learning:

A high adult/pupil ratio throughout the school day to enable access to the curriculum and support with communication development and meeting social, emotional, physical and sensory needs and/or ensuring safety

An individually designed delivered and monitored academic and social curriculum in order to make expected progress

Personalised learning pathways that recognise unique and changing learning patterns

Communication:

Constant support with alternative communication strategies

Safe:

Regular risk assessments will be required

Ongoing multi-professional support and advice for planning, reviews and to evaluate progress in relation to the education setting and significant family support

Happy:

Carefully planned inclusion opportunities, supported by additional adult support

Additional and different resources and specialist equipment, such as appropriate furniture and adapted toilet facilities and access to therapeutic resources, sensory room e.g. soft play, music therapy and hydrotherapy

Cognition & Learning

Cognition & Learning : PMLD

Typically these pupils have complex needs which require specific 1:1 adult interventions for the vast majority of the time to facilitate alternative communication and support physical and/or medical and/or behavioural needs.

These pupils have significant cognitive and intellectual impairments and/or physical needs which have an effect on their ability to actively engage with any of the school day without support. They are also likely to present with sensory impairments and/or severely challenging behaviour (including self injurious behaviour) and/or physical difficulties.

Requiring constant adult support throughout the day.

BAND 5

Pupils may:

Have delayed cognitive development, considerable difficulties in acquiring literacy and numeracy skills and understanding concepts

Experience high levels of difficulties which impact on concentration and ability to engage with work and are unable to manage these difficulties independently

Be unable to sequence their ideas and thoughts to be able to recount clearly an event to tell a story to a range of communication partners

Have significant difficulties in understanding and carrying out simple instructions independently or in line with age, including with repetition, clarification and augmented communication systems

Have communication needs which impact severely on ability to take full part in learning opportunities

Not understand the need to organise self and equipment, including those needed to manage physical/medical condition, and are unable to do so independently or in line with peers

Be unable to dress/undress in line with peers but can assist with certain garments

Require visuals/signing etc. to support their communication in all activities

Interfere in the activities of others

Use signs and symbols but will also have some language and engage in simple conversations

Pupils will require:

In addition to, or in place of, the provision in Bands 1, 2, 3 and 4:

Learning:

A high adult/pupil ratio throughout the school day to enable access to the curriculum and support with communication development and meeting social, emotional, physical and sensory needs and/or ensuring safety

An individually designed delivered and monitored academic and social curriculum in order to make expected progress

Personalised learning pathways that recognise unique and changing learning patterns

Communication:

Constant support with alternative communication strategies

Safe:

Regular risk assessments will be required

Ongoing multi-professional support and advice for planning, reviews and to evaluate progress in relation to the education setting and significant family support

Happy:

Carefully planned inclusion opportunities, supported by additional adult support

Additional and different resources and specialist equipment, such as appropriate furniture and adapted toilet facilities and access to therapeutic resources, sensory room e.g. soft play, music therapy and hydrotherapy