

NEED

Working well below level of peers and progress is limited, even with support, an adapted curriculum and personalised targets.

PROGRESS

Fails to make the anticipated progress across most areas of the curriculum and requires adapted teaching and learning approaches to address specific needs.

BAND D

MONITORING

Regular detailed advice for interventions by the SENDCo and outside agencies. The agencies have some contact with the pupil.

SUPPORT

Most learning requires 1:1 support and some social time may require shared support. Small group work is not always successful. Requires daily differentiation, teacher planning and personalised targets. Specific interventions are established.

COMMUNICATION & INTERACTION SPEECH & LANGUAGE

Moderate disorder or delay. Speech is impaired and understanding is at a simple level. Literacy development is affected. Difficulties with articulation and decoding. Can use communication aids, where needed, with more **frequent** support. Language modification in most subjects. Requires access to SaLT.

COMMUNICATION & INTERACTION SOCIO-COMMUNICATION

Significant support for: social interaction/skills; transition; unstructured times; rigid thinking/behaviours; empathy; understanding others; inclusion; anxiety; repetitive actions.

COGNITION & LEARNING COGNITIVE ABILITY

Learning difficulties requiring modification of curriculum, small group/individual learning and targeted adult support. **Very low** cognitive range. Difficulty with abstract concepts, requiring some support.

COGNITION & LEARNING ATTENTION & CONCENTRATION

Weak attention span requiring frequent prompting/refocusing. Increasing levels of support required for organisation. Needs increasing verbal/visual

COGNITION & LEARNING MEMORY & PROCESSING

Significant short term memory difficulties. **Extreme** difficulty retaining and applying information. **Extremely weak** processing skills that need some 1:1 support. Poor memory and processing skills impact on all areas of curriculum.

PHYSICAL

Significant support for medical issue or disability and/or mobility adaptations/resources needed for a disability. Supervision, monitoring and some help for administering medication. Specific emergency plan/risk assessment in place that will have been drawn up in liaison with a health professional.

SEMH SOCIAL

Increasing difficulty making and maintaining friendships. Limited understanding of safety and behaviour, requiring **frequent** support. Requires individualised teaching of skills, routines and conflict resolution. Input from CISS.

SEMH EMOTIONAL

Very low self-esteem. **Frequent** disengagement, frustration, attention seeking and/or aggression. **Regular** support needed for behaviour regulation/mediation, that **occasionally** involves SLT. **Frequent** teaching required for emotional literacy and skills to deal with distress and diffuse situations.

SEMH MENTAL HEALTH

Frequent anxiety in busy or unfamiliar environments/new situations. **Often** tearful/withdrawn. **Some** low levels of self-harm. Needs school based and **occasional** therapeutic support from CAMHS (or equivalent).

SENSORY VISUAL

Significant specialist support/modification to the environment with **regular** advice from Sensory Team. Enhanced learning materials with enlarged font, magnification aids and assistive technologies. **Constant** support for practical activities and equipment.

SENSORY HEARING

Significant specialist support/modification to the environment with regular advice from the Sensory Team. Enhanced learning environment, sound field production, positional seating and some signing.

SENSORY OTHER

Significant specialist support and modification to the environment. **Significant** modification of the curriculum to meet sensory need(s). **Significant** support for impact on social interaction.