

BAND

F

NEED

Working well below level of peers and is unlikely to achieve even with a personalised curriculum and significantly adapted targets. Specialist setting may be required. Needs impact beyond educational setting.

PROGRESS

Progress across all areas of the curriculum is extremely limited. Requires intensive teaching and learning approaches to address specific needs, often delivered 1:1.

MONITORING

Regular detailed interventions by the SENDCo and outside agencies. The agencies have regular contact with the pupil and contribute to target setting.

SUPPORT

All learning and social time requires 1:1 support. Small group learning is rarely successful. Requires personalised learning to be in place and delivered 1:1 with personalised targets. Specific interventions are in place every day.

COMMUNICATION & INTERACTION

SPEECH & LANGUAGE

Severe disorder or delay. Literacy development is **extremely** affected. Requires **extensive** language modification of the curriculum and for social understanding. Speech may be largely incomprehensible. Use of communication aids is limited. Access to SaLT.

SEMH SOCIAL

Severe difficulty making and maintaining friendships. **Extremely** limited understanding of safety and behaviour and struggles, even with **extensive** support. Inclusion is extremely difficult even with **constant** teaching of skills, routines and conflict resolution. Input from CISS.

COMMUNICATION & INTERACTION

SOCIO-COMMUNICATION

Even with **significant** interventions, the pupil still experiences difficulty that impacts on many aspects of school life and social interaction.

SEMH EMOTIONAL

Extremely low self-esteem. Almost **constant** disengagement, frustration, attention seeking and/or aggression. **Constant daily** support for behaviour regulation/mediation that frequently involves SLT. Requires **personalised** teaching of emotional literacy and skills to deal with distress and diffuse situations. Risk assessment in place.

COGNITION & LEARNING

COGNITIVE ABILITY

Learning difficulties that impact **significantly** on access to the curriculum. Cognitive range is around the 1st percentile. Difficulty with abstract concepts even with **significant** support.

SEMH MENTAL HEALTH

Severe anxiety in busy or unfamiliar environments/new situations. Almost **constantly** withdrawn/tearful. **Significant** engagement in self-harm. Needs **daily** school based therapeutic support and ongoing intervention from CAMHS (or equivalent).

COGNITION & LEARNING

ATTENTION & CONCENTRATION

Limited attention span and requires 1:1 support to begin, and stay, on task. **Very limited** independent organisational skills. Almost **constant** verbal and/or visual prompting.

SENSORY VISUAL

Pupil requires **regular** contact with the Sensory Team and staff require specific training. There is an increasing use of Braille and constant 1:1 support is required for all activities, with some possible physical intervention and support.

COGNITION & LEARNING

MEMORY & PROCESSING

Extremely weak memory and no independent retention or application of information. No independent processing skills and even with 1:1 support, has limited engagement across all areas of curriculum and social interaction.

SENSORY HEARING

Pupil requires **regular** contact with the Sensory Team/Teacher of the Deaf and staff require specific training. There is a total use of sign language and constant 1:1 support is required for all activities.

PHYSICAL

Support for a medical issue or disability is provided by a multi-agency approach. **Regular** support for self-care, personal care and/or manual handling by one person. Risk assessment in place that will have been advised by a doctor/consultant. An established emergency intervention plan is in place and requires specialised training for school staff.

SENSORY OTHER

Pupil requires **extensive** specialist support and access to therapeutic interventions to ensure sensory needs are met and learning can take place.