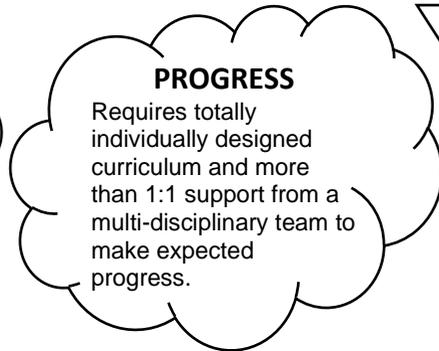


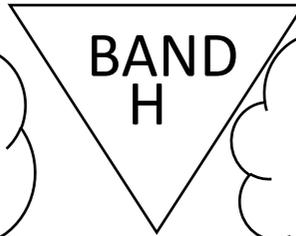
NEED

Complex, profound and multiple needs. The needs impact on functioning beyond the educational setting.

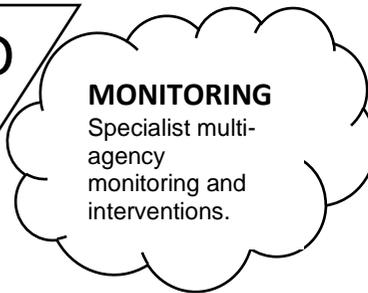


PROGRESS

Requires totally individually designed curriculum and more than 1:1 support from a multi-disciplinary team to make expected progress.

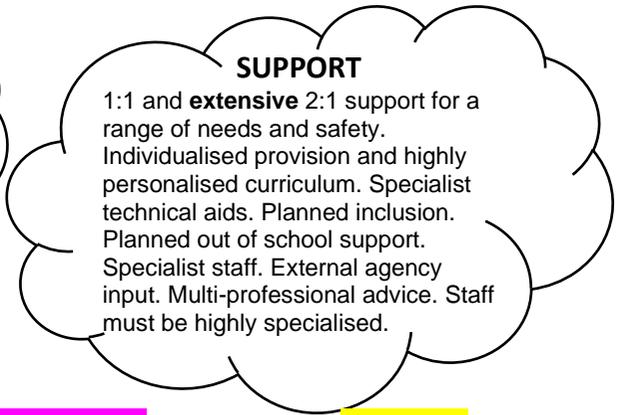


BAND H



MONITORING

Specialist multi-agency monitoring and interventions.



SUPPORT

1:1 and **extensive** 2:1 support for a range of needs and safety. Individualised provision and highly personalised curriculum. Specialist technical aids. Planned inclusion. Planned out of school support. Specialist staff. External agency input. Multi-professional advice. Staff must be highly specialised.

COMMUNICATION & INTERACTION
SPEECH & LANGUAGE

Is non-verbal and has **severe** difficulty understanding language (verbal and non-verbal communication). **Severe** and **profound** impact on literacy and curriculum access. Unable to use communication aids. Requires a specialist curriculum that is delivered in an individual way and includes multi-sensory input.

COMMUNICATION & INTERACTION
SOCIO-COMMUNICATION

Extensive support for social interaction. Obsessional and ritualistic behaviour impacts **severely** on all aspects of the day.

COGNITION & LEARNING
COGNITIVE ABILITY

Extreme impairment across the range of cognitive skills.

COGNITION & LEARNING
ATTENTION & CONCENTRATION

Fully dependent on adult support to engage with any task.

PHYSICAL

Profound and complex medical needs requiring resources for crisis intervention. Needs an individually adapted environment. Requires the implementation of multi-disciplinary support. Detailed plan of specific actions for medical emergencies. Risk assessment overseen by an individually trained adult. All movement requires a detailed manual handling plan.

SEMH
SOCIAL

Severe difficulty in engaging in peer relationships due to lack of understanding, awareness or interest. **Severely restricted** ability to interact with others and with any programme of personal and social development. Lack of understanding of personal space and social rules and boundaries.

SEMH
EMOTIONAL

Severe and complex behavioural needs – requires resources for crisis intervention. Unsafe, risky or anti-social behaviour requires body protection for self - injurious actions. 1:1 support in specialist teaching groups with high levels of intervention. Detailed risk assessment overseen by an individually trained adult.

SEMH
MENTAL HEALTH

Requires an integrated plan of advice and support from CAMHS (or equivalent). Detailed risk assessment overseen by an individually trained adult.

SENSORY
VISUAL

Has little functional sight or is educationally blind. Needs 1:1 specialist support. Requires specialist involvement of Teacher of the Visually Impaired for direct work and advice for planning, monitoring, evaluating progress and staff training.

SENSORY
HEARING

Has a **profound** hearing impairment. Needs 1:1 specialist support. Requires specialist involvement of Teacher of the Deaf for direct work and advice for planning, monitoring, evaluating progress and staff training.

SENSORY
OTHER

Extreme reactions to sensory stimuli. Totally individualised curriculum to meet sensory need(s). Access to high level of interactive environments as part of an integrated plan.