**G**

* **Complex and profound** needs
* **Some** 2:1 support is required for personal care/interventions\*\*
* Multi-agency and specialist support
* **Ongoing** advice from multi agencies and/or therapeutic services
* **Complex** speech and language disorder and delay
* **Obsessional/ritualistic** socio-communication needs affecting most aspects of daily life
* **Significant** cognitive impairment
* **Complex** SEMH needs requiring extensive

multi-agency support

* **Severe/complex** physical/medical needs
* **Severe/profound** sensory needs that are affecting most aspects of daily life

**H**

* **Profound and multiple** needs
* A **high level** of 2:1 support is required\*\*
* Support described as **highly specialised**
* **Specialist** multi-agencyinterventions
* **Ongoing** input from multi agencies and/or therapeutic services
* **Complex**/**profound** speech and language disorder and delay
* **Obsessional/ritualistic** socio-communication needs affecting all aspects of daily life
* **Extreme delays** across cognitive range
* **Complex/severe** SEMH needs requiring

extensive multi-agency interventions

* **Profound/multiple** physical/medical needs
* **Profound/multiple** sensory needsthat are affecting all aspects of daily life

\*\*Support levels for the higher bands are as stated for a mainstream or FE settings and will be interpreted on an individual learner basis for specialist settings.

**F**

* **Severe** to **complex** needs
* **All** learning/**all** social time requires 1:1 support\*\*
* Regular, detailed planning/target setting by SENDCo and outside agencies
* Outside agency contact with learner is ongoing or caseload work is completed
* **Severe** speech and language disorder or delay
* **Constant** interventions for socio-communication needs
* Cognitive range is around **1st percentile**
* **Personalised** interventions required forSEMH needs and constant support for regulation
* **Constant** support for physical/medical needs
* **Severe** sensory needs that are significantly affecting access to learning and daily life

**D**

* **Moderate** to **significant** needs
* **Most** learning requires 1:1 support and may need shared support in social time\*
* Advice from SENDCo
* Specific outside agency advice/support
* **Moderate** speech and language disorder or delay
* **Significant** support for socio-communication needs
* **Very low** cognitive range
* **Frequent** support for SEMH needs
* **Frequent** support for physical/medical needs
* **Frequent** support for sensory needs

\*Support levels for the lower bands are there as a guide and can vary, depending on the primary area of need. There will be variations on an individual basis and provision for some learners will be more resource/intervention based.

 **C**

* **Mild** to **moderate** needs
* **Some** 1:1 support for learning and may need shared support in social time\*
* Monitored by SENDCo
* Generic outside agency advice
* **Mild/moderate** speech and language disorder or delay
* **Frequent** support for socio-communication needs
* **Low** cognitive range (>3 years below ARE)
* **Regular** support for SEMH needs
* **Regular** support for physical/medical needs
* **Regular** support for sensory needs

**E**

* **Significant** to **severe** needs
* **All** learning requires 1:1 support and some 1:1 may be required in social time\*
* Interventions overseen by SENDCo
* Outside agency assessment has been carried out and some contact with learner is ongoing
* **Moderate/severe** speech and language disorder or delay
* **Constant** support for socio-communication needs
* **Extremely low** cognitive range
* **Significant** SEMH needs and **daily** support
* **Significant** support for physical/medical needs
* **Significant** support for sensory needs