**PROGRESS**

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

**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.

BAND

D

**MONITORING**

Regular detailed advice from the SENDCo and outside agency specific/individual advice is in place.

**NEED**

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

**SEMH**

**SOCIAL**

**Increasing** difficulty making and maintaining friendships. Limited understanding of safety and behaviour, requiring **frequent** support. Requiresindividualised teaching of skills, routines and conflict resolution.

**SEMH**

**MENTAL HEALTH**

**Frequent** anxiety in busy or unfamiliar environments/new situations. **Often** tearful/withdrawn.  **Some** low levels of self-harm. Needssettingbased therapeutic support, based on advice from mental health/wellbeing outside agency.

**SEMH**

**EMOTIONAL**

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

**COMMUNICATION & INTERACTION**

**SOCIO-COMMUNICATION**

**Significant** support for:

social interaction/skills; transition; unstructured times; rigid thinking/behaviours; empathy; understanding others; inclusion; anxiety; repetitive actions. Increasing difficulty with social cues/norms and conversations and lacks the skills to initiate friendships or manage most change. Specific advice from the SES C&I team is in place.

**COMMUNICATION & INTERACTION**

**SPEECH & LANGUAGE**

**Moderate** disorder or delay. Speech is impaired, understanding is at a simple level and difficulty with grammar/word finding/ vocabulary is more obvious and frequent. Effect on literacy development is becoming more pronounced. Difficulties with articulation may be due to a specific disorder (e.g. verbal dyspraxia). Difficulties with decoding of instructions/processing in whole class learning. Can use communication aids, where needed, withmore **frequent** support. Language modification in most subjects. An NHS speech and language assessment has been carried out and therapy is required.

Specific advice from the SES SEMH team is in place. May be increasing attendance issues as a result of SEMH needs.

**SENSORY**

**OTHER**

**Frequent** specialist support andmodification to the environment, and/or the curriculum, to meet sensory need(s). **Frequent** support for impact on social interaction and distress caused by normal physical contact or use of personal space.

**SENSORY**

**VISUAL**

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

**PHYSICAL**

**Frequent** support and/or mobility adaptations/ resources needed for a physical disability. **Moderate** motor skill difficulties. **Significant** support for medical issue that may include pain management, focus on learning, communicating their needs or self-care tasks. 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.

**SENSORY**

**HEARING**

**Frequent** specialist support/modification to the environment with specific advice from the SES Sensory Team in place. Enhanced learning environment, sound field production, positional seating and some signing.

**COGNITION & LEARNING**

**ATTENTION & CONCENTRATION**

**MEMORY & PROCESSING**

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

**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.

**COGNITION & LEARNING**

**COGNITIVE ABILITY**

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

Specific advice from the SES C&L team is in place.