**SUPPORT**

A multi-agency package of support, that includes specialist interventions and personalised approaches, is in place in either in a mainstream or a specialist setting. This support can be delivered by suitably trained in-house staff.

**PROGRESS**

Progress across all areas of the learning and social curriculum is reliant on a totally individualised curriculum in a mainstream setting or will be in a specialist setting.

Support for a range of needs in an integrated environment. Individualised timetable. Highly structured curriculum. Specialised equipment. Planned inclusion. Specialist staff. External agency input. Multi-professional advice.

**MONITORING**

Ongoing detailed and daily monitoring by SENDCo and outside agencies in a mainstream setting, or by a multi-agency internal and external team in a specialist setting.

**NEED**

Combination of **complex** and **profound** needs.

Needs have **significant** impact on functioning beyond educational setting.

BAND

G

**COMMUNICATION & INTERACTION**

**SPEECH & LANGUAGE**

**Complex** disorder and delay. Very limited speech that is largely unintelligible and understanding is at single word level. Impacts on all aspects of daily life and little understanding gained from communication aids. Literacy development is **severely** affected. Limited use of communication aids that only involve simple choices/non-verbal language. Totalcurriculum modification. Access to SaLT as part of individualised, therapeutic provision.

**COMMUNICATION & INTERACTION**

**SOCIO-COMMUNICATION**

**Significant** support to achieve some level of social interaction. Obsessional and ritualistic behaviour impacts greatly on all aspects of the day. Limited participation in daily life and learning.

**SEMH**

**MENTAL HEALTH**

**Extensive** advice and support from CAMHS (or equivalent).

Presents with **significant** mental health issues and withdrawn from many aspects of daily life. Physical outbursts if stressed by peers. Ongoing self-harm despite interventions. Detailed risk assessment identifying support and a clear plan.

**SEMH**

**EMOTIONAL**

Episodes of frustration that are a **constant** damage to self-esteem. Often uncooperative, defiant or aggressive. Severely challenging behaviour on a daily basis, that is dangerous to themselves or others and requires additional staff to support. Neurodevelopmental difficulties, attachment disorder or past trauma require therapeutic, targeted support. Planned programme of behaviour management with intervention from assigned staff. Risk assessment in place, that requires regular updating.

**SEMH**

**SOCIAL**

**Extremely** withdrawn and is distressed by social interaction – day to day social activity is very limited.**Constant** support to interact appropriately with others. Planned programme of personal and social development with highly predictable routine. Frequent specialist and external support.

**COGNITION & LEARNING**

**COGNITIVE ABILITY**

Have **significant** cognitive and intellectual impairment which limits access to all areas of learning and the social curriculum.

**COGNITION & LEARNING**

**ATTENTION & CONCENTRATION**

**MEMORY & PROCESSING**

Exhibits **significant** fluctuation in attention and concentration. Is dependent on adult support for all organisation and processing.

**SENSORY**

**OTHER**

Exhibits unusual reactions to sensory stimuli. Access to specialised interactive environments and a personalised curriculum to meet sensory need(s). Specialistsupport for impact on social interaction. Behaviours linked to sensory needs can be injurious to self or others.

**SENSORY**

**VISUAL**

**Severe/complex** visual impairment or multi-sensory loss. Needs 1:1 specialist support and a high level of assistive aids. Requires specialist involvement from the SES Sensory Team for advice, monitoring, evaluating progress and staff training.

**SENSORY**

**HEARING**

**Severe/profound** hearing impairment or multi-sensory loss. Needs 1:1 specialist support and high level of assistive aids. Requires specialist involvement from the SES Sensory Team/Teacher of the Deaf for advice, monitoring, evaluating progress and staff training.

**PHYSICAL**

**Severe/complex** physical disability that may need a powered wheelchair, mobility assistance or hoist. Dependent on trained staff for manual handling or self/personal care requiring two adults. Curriculum modified to reflect physical needs. Physical programme incorporated into curriculum. **Severe/complex** medical condition that may need medical intervention throughout the day. The condition is persistent and limits access to daily life, is life limiting or degenerative and Continuing Health Care may be in place. Detailed risk assessment and plan of action for medical emergencies.