**SUPPORT**

**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.

H

**MONITORING**

Specialist multi-agency monitoring and interventions.

**PROGRESS**

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

**NEED**

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

BAND

**SEMH**

**MENTAL HEALTH**

Requires an integrated plan ofadvice and support from CAMHS (or equivalent).

Presents with **extreme** mental health issues and are severely withdrawn from daily life. Self-harm that is a risk to life and may require frequent hospitalisation.

Detailed risk assessment overseen by an individually trained adult. Attendance can be severely affected by SEMH needs.

**SEMH**

**EMOTIONAL**

**Severe and complex** behavioural needs – requires resources for crisis intervention. Difficulties can be directly attributed to severe neurodevelopmental difficulties, attachment disorder or past trauma. Unsafe, risky or anti-social behaviour that may require body protection for self -injurious actions or injury to staff. Requires specialist teaching with high levels of intervention. Detailed risk assessment overseen by a trained adult and regularly updated.

**SEMH**

**SOCIAL**

**Severe** difficulty in engaging in peer relationships due to lack of understanding, awareness or interest and attempts to support engagement can result in distress and/or extreme withdrawal. **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 or boundaries.

**COMMUNICATION & INTERACTION**

**SOCIO-COMMUNICATION**

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

Very limited learning access and even in familiar surroundings, is distressed and highly anxious.

**COMMUNICATION & INTERACTION**

**SPEECH & LANGUAGE**

Is non-verbal and any communication is via random sound production/body language/visible excitement or distress. Has **severe** difficulty understanding language (verbal/non-verbal communication). Very little communicative intent and needs are difficult for others to interpret. **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. SaLT is not effective.

**COGNITION & LEARNING**

**COGNITIVE ABILITY**

**Extreme** impairment across the range of cognitive skills.

**COGNITION &**

**LEARNING**

**ATTENTION & CONCENTRATION**

Even with full adult support, has extremely limited ability to engage or maintain interest.

**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. Behaviours linked to sensory needs are significantly injurious to self or others.

**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**

**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.

**PHYSICAL**

**Complex and Profound** physical disability requiring resources for crisis intervention. Needs an individually adapted environment. and detailed manual handling plan. Requires the implementation of multi-disciplinary support. **Complex and Profound** medical needs requiring resources for crisis intervention. Needs an individually adapted environment. Requires the implementation of multi-disciplinary support and Continuing Health Care will be in place. The condition is persistent, seriously limits access to daily life, and is potentially life-threatening. Detailed plan of specific actions for medical emergencies. Risk assessment overseen by an individually trained adult.