

## Proposed Updates to Worcestershire’s Top Up Funding Band Descriptors – December 2021

This document describes the proposed changes to Worcestershire’s Top Up Funding Band Descriptors.

It is proposed that two additional interim bands (2.5 and 3.5) will be used for each of the four areas of Special Educational Need: **Speech Language and Communication Needs, Cognition and Learning, Social Emotional and Mental Health** and **Physical and/or Sensory Needs**.

Worcestershire’s current Top Up Funding Band Descriptors can be found at the follow link [Top Up Funding banding descriptors July 2021.pdf](#).

We propose that Special Educational Needs for children within each Top Up Funding Band (for example Bands 2 and 2.5) will be the same, however for the upper band to apply they will require a higher level of special educational provision in order to make progress against agreed outcomes. The upper band descriptors describe the provision needed *in addition* to the special educational provision needed for the lower band. For example, a child at SEMH Band 3.5 will require the special educational provision described in Band 3 *and* Band 3.5.

Due to changes in terminology and support for children with sensory needs, further changes are also proposed regarding the description of Special Educational Needs and Special Educational Provision required for all bands. These changes are *in addition* to the inclusion of interim bands at 2.5 and 3.5. The proposed changes for each of the areas of SEND are described below.

### Speech Language and Communication Needs: Special Educational Provision required at Bands 2 and 2.5

Band 2	Band 2.5
Specialist input and/or additional resources required to access the curriculum.	
Needs a high level of language support / targeted support from a familiar, consistent adult to access the curriculum, unstructured times and manage transitions	

Band 2	Band 2.5
Likely to require very structured approaches to teaching.	Very structured approaches to teaching needed in the majority of lessons.
Pupil needs some access to small group teaching and individual support for learning.	Pupils need access to small group teaching and individual support for learning for at least half of their lessons.
A reduced stimulus workstation within the classroom.	
May need visual cues and support to develop self-help, independence skills and independent learning (at times).	Needs visual cues and support to develop self-help, independence skills and independent learning the majority of the time.
Consistency amongst and between staff in their use of language.	
Requires regular monitoring and review from SLT with specific programmes to be carried out by SLT trained school staff.	
Pre-teaching of curriculum vocabulary and concepts and modelling and demonstration.	
Support needed to manage transitions between activity and place.	Support needed to manage transitions between activity and place requiring a range of strategies over time including visual supports, additional adult support and consistent cues and routines.
Planned and mediated opportunities for social interaction with peers to develop language, communication and play.	Planned and mediated opportunities for social interaction with peers to develop language, communication and play at least three times per week.
Planned and mediated support to adapt to new situations.	Planned and mediated support to adapt to all new situations requiring a range of strategies over time including visual supports and additional adult support.
Needs social skills and emotional understanding and regulation interventions.	Needs planned social skills and emotional understanding interventions on at least a weekly basis with clear progression in and outcomes for activities undertaken.
Withdrawal area for calming.	Regular planned use of withdrawal area for calming as well as in response to specific triggers.

Band 2	Band 2.5
School staff have an awareness of the implications for Autism on learning, social communication and independence.	School staff have an awareness of the implications for Autism on learning, social communication and independence and act on this knowledge consistently across all lessons and activities in school.
Environmental audit and adaptations for aspects of the environment that might lead to increased anxiety, arousal, sensory sensitivity or social interaction difficulties.	
Communication Passport for consistency of approach.	
Personalised rewards linked to interests used to promote motivation.	Personalised rewards linked to interests used to promote motivation used consistently and in collaboration with parent carers.
Access to structured activities, e.g. extra-curricular clubs, during unstructured times of day.	Structured activities e.g. extra-curricular clubs, during unstructured times of day which are utilised by the child on a regular basis.

Speech Language and Communication Needs: Special Educational Provision required at Bands 3 and 3.5

Band 3	Band 3.5
Social communication and interaction interventions delivered by trained staff.	Social communication and interaction interventions delivered by trained staff at least three times per week.
Staff trained in understanding and managing Autism Spectrum Conditions and de-escalation techniques.	
Specialist input and/or additional resources required to access the curriculum.	Specialist input and/or additional resources required to access the curriculum in all lessons.

Band 3	Band 3.5
Requires at least half- termly monitoring and review from SLT with specific programmes to be carried out by SLT trained school staff in 1-1, paired or small group. SLT programme may include intensive therapy 'blocks', individual or small group interventions delivered by the SLT.	
Support to generalise SLT programme outcomes in an integrated setting.	Planned support to generalise SLT programme outcomes in an integrated setting with ongoing monitoring of progress against small step targets.
Targeted classroom support from familiar trained and experienced staff.	Targeted classroom support from familiar trained and experienced staff working to small step targets with close monitoring of progress and adaptations to the approach as needed.
Total Communication Environment.	
Staff trained in the use of AAC, which can include signing, PECs.	Consistent use of AAC by trained staff across all activities during the child's school day.
Visual supports and strategies used consistently to aid language understanding, social understanding and curriculum access.	
Technology available and accessible to support communication, independence and curriculum access.	
May need the majority of the curriculum delivered in 1-1, paired or small group.	Requires the majority of the curriculum and other school activities to be 1:1, paired or small group.
Teaching environment is adapted to address the needs of pupils with Autism Spectrum Conditions.	
Environmental audit informs planning for and adaptations to the environment, to address needs arising from Autism Spectrum Conditions.	

Band 3	Band 3.5
Curriculum is personalised with adaptations, individualisation and overlearning to support engagement, learning progress and promote independence.	The child's engagement and progress with their personalised curriculum is reviewed on a daily basis and adapted accordingly to meet needs.
Curriculum includes specific teaching of social interaction and communication skills and understanding and managing emotions and anxiety.	Specific teaching of social interaction and communication skills and understanding and managing emotions and anxiety is managed in collaboration with parent carers through the curriculum and through targeted interventions with planned opportunities for reinforcement throughout the school day.
Planned and mediated opportunities for social interaction with peers to develop language and shared play.	
Structured Visual Teaching Approaches based on TEACCH principles.	Structured Visual Teaching Approaches based on TEACCH principles used for the majority of the child's learning experiences.
Access to reduced stimulus workstation within and outside the classroom.	Use of a reduced stimulus workstation within and outside the classroom for the majority of the school day.
Access to visual aids, and practical learning, modelling and demonstration to enable understanding.	Access to visual aids, and practical learning, modelling and demonstration to enable understanding for the majority of lessons.
Communication profile/ passport, which identifies communication needs and interpretation of behaviour as a communication.	
Teaching sessions broken up into shortened chunks interspersed with regular, planned motivating activities or sensory breaks.	
Adult support and visual cuing needed to manage transitions between activity and place.	
Pre-preparation and visual cuing for changes in routine and new experiences.	

Band 3	Band 3.5
May require additional adult assistance for sensory activities.	Will require additional adult assistance for sensory activities and a variety of planned approaches and resources to help the child manage any sensitivities and learn to tolerate these over time where possible.
A sensory programme developed from a personalised sensory profile, with support from an adult to use the resources and equipment to achieve a calm- alert state.	
An appropriate safe and accessible calming place to manage anxiety and ensure the safety of self, others and property.	An appropriate safe and accessible calming place to manage anxiety and ensure the safety of self, others and property required at least three times per week.
Functional assessment of behaviour to identify specific factors that might lead to heightened anxiety, arousal or challenging behaviour.	
Development of a personalised behaviour plan with specific strategies to minimise triggers for anxiety/ heightened arousal, and clear strategies for responding consistently to incidents where behaviour can be a challenge.	Personalised behaviour plan which requires review and adaptation at least half termly, based on expert advice about need and approaches to be taken, agreed in collaboration with parent carers.
Positive and meaningful feedback given on all achievements to enhance self-esteem and motivation.	
Multi-agency review of outcomes to ensure a person- centred, coordinated approach with parents fully involved.	At least termly multi-agency review of outcomes to ensure a person- centred, coordinated approach with parents fully involved.
Interventions such as Sulp, COSST &/or Communication Books need to be highly individualised.	

Cognition and Learning: Special Educational Provision required at Bands 2 and 2.5

Band 2	Band 2.5
In the Early Years, may need 1:1 intensive support and/or specialist teaching programmes.	In the Early Years, will need 1:1 intensive support and/or specialist teaching programmes at least twice a week.
High level of adult support needed to model tasks and lead learning with appropriate level questioning within a withdrawal group.	High level of adult support needed to model tasks, ensure understanding and lead learning with appropriate level questioning within a withdrawal group on at least a daily basis.
May need provision within a smaller class group.	Will need provision within a smaller class group for some of their lessons and access to a higher adult to child ratio in other lessons where support is needed.
Access to curriculum will involve an individualised programme of adapted and differentiated learning activities planned by the staff team.	Access to curriculum will involve an individualised programme of adapted and differentiated learning activities planned by the staff team on a weekly basis with robust monitoring of attainment and progress to ensure plans are updated where needed.
Staff team need time for individualised programme planning.	Staff require time on a fortnightly basis for individualised programme planning and review.
A stepped and graduated sequence of learning activities (will need to be carefully shared and reinforced).	
Language of instruction modified and adapted.	Language of instruction modified and adapted, supported by visual cues, understanding checks and repetition where needed.
Curriculum will include regular opportunities to consolidate learning.	Frequent and planned opportunities for overlearning to ensure maintenance of skills and generalisation. This may require a narrowing of curriculum content and differentiated expectations to ensure that skills and knowledge are learned properly.
Needs occasional prompts and some additional supervision in maintaining social relationships.	Needs regular prompts and some additional supervision in maintaining social relationships.

Band 2	Band 2.5
Staff skilled in adapting and differentiating learning and checking understanding.	Adaptations and differentiation of learning opportunities and assessment of understanding will take place by qualified teaching staff (sometimes in consultation with the SENCo). Delivery may be supported by highly skilled teaching assistants working closely with the class or subject teacher(s).
May need adapted or specialist resources.	
Parents will benefit from family learning in consolidating their child's learning.	Homework will be appropriately adapted to the child's level and needs and families will be able access support in how to help their child's engagement and success with this.
Develops relationships with familiar people, shows empathy, but has limited understanding of social rules.	

Cognition and Learning: Special Educational Provision required at Bands 3 and 3.5

Band 3	Band 3.5
1:1, paired or small group teaching throughout the day in order to make progress.	1:1 or paired teaching throughout the day in order to make progress.
Needs a high level of verbal, visual and physical prompting in order to access learning.	All tasks and activities require verbal, visual and physical prompting in order to access learning.
An individualised curriculum with advice from specialists.	
Staff to spend at least 2.5 hours planning and differentiating the learning programme each week.	Weekly and daily planning and differentiating the learning programme, with robust review and adaptation within lessons as needed.
Learning progress monitored through observation of behaviour and responses against personalised targets.	Daily recording of observations of behaviour and responses against personalised targets leading to adaptation of curriculum delivery plans as needed.
Access to curriculum through concrete and practical learning activities.	Access to curriculum may be based on personal interests and/or a topic approach to ensure engagement.
May need AAC to access the curriculum.	Will require AAC to access parts or all of the curriculum and/or to record and communicate learning.
Curriculum will include generalising learning for application across a range of situations.	
Staff skilled in augmentative communication methods and supporting individually differentiated learning.	Staff skilled in augmentative communication methods and supporting individually differentiated learning receive regular training and performance management to ensure the child's needs are met effectively.
May need some personalised and/or specialist resources.	Requires personalised and/or specialist resources to access the majority of the curriculum and extra curriculum activities.

Band 3	Band 3.5
May need a therapeutic programme.	
Parents will need to support their child in generalising learning through a partnership with school.	Learning and developmental targets and activities will be supported at home and in the community by parent carers and other agencies supporting the child.

Social Emotional and Mental Health: Special Educational Provision required at Bands 2 and 2.5

Band 2	Band 2.5
Most areas of curriculum planning reflect the need to develop social, emotional and/or mental health, well-being and resilience.	All areas of curriculum planning reflect the need to develop social, emotional and/or mental health, well-being and resilience.
Available and accessible safe space for withdrawal at times of distress or crisis.	Available and accessible safe space for withdrawal is needed on a regular basis (at least once per week) when the child is distressed.
1-1 support from trained and experienced staff to support behaviour, self- regulation and access to the curriculum.	1:1 support from trained and experienced staff to support behaviour, self- regulation and access to the curriculum needed for part of each day in a planned way, focused on progress towards agreed outcomes.
Flexible adult response to be available at times of difficulty to prevent escalation of problems.	Flexible adult response to be available at times of difficulty to prevent escalation of problems including in lessons and unstructured times.
CAMHS may be involved to address mental health needs with time for staff to liaise as necessary.	CAMHS and/or other external agencies are involved to address mental or emotional health and wellbeing needs with time for staff to liaise around effective strategies and assessment.

Band 2	Band 2.5
Individual or small group work to build social and emotional skills and access learning. This may be through a nurture group approach.	Individual or small group work to build social and emotional skills and access learning at least twice a week focused on key learning outcomes.
Monitoring and review with external professionals to develop consistency of approach, curriculum content, planning and delivery with staff.	
Individual instructions for new or unfamiliar tasks.	Individual instructions for new or unfamiliar tasks, supported by visual cues, follow up where needed and positive feedback/rewards for engagement.
Encouragement from an adult to participate in an activity.	Differentiation of tasks to take account of attentional control, motivation and emotional response to learning alongside adult support and encouragement to maximise participation.
Close monitoring by familiar, skilled staff during less structured times or activities.	Preventative and reactive strategies for minimising social emotional and mental health difficulties and promoting pro-social behaviours at unstructured times.
Daily 1:1 mentoring or pastoral support including specific praise or feedback about any improved behaviour and to reinforce successes.	Planned daily and adhoc mentoring or pastoral support including specific praise or feedback about any improved behaviour and to reinforce successes.
Modelling, support and intervention from an adult to conform to age-appropriate conventions and expectations and make safe independent decisions.	
Support and encouragement from an adult to recognise and manage their feelings and the impact their actions have on themselves, others and property.	Agreed visual and verbal tools used and reinforced with the child to help them recognise and manage their feelings and the impact their actions have on themselves, others and property.

Band 2	Band 2.5
May have a severe attachment disorder or other mental health needs.	

Social Emotional and Mental Health: Special Educational Provision required at Bands 3 and 3.5

Band 3	Band 3.5
Development of social skills, emotional resilience and/or mental health and well-being is embedded within the curriculum and through targeted interventions.	Social skills, emotional resilience and/or mental health and well-being targets and activities are embedded within all aspects of the curriculum and through regular targeted interventions (at least three times per week).
Behaviour support plan in place and consistently implemented by all staff.	Behaviour support plan is reviewed and updated weekly with all staff to ensure effectiveness.
Constant direct support in a 1-1, paired or small group; 2:1 staffing may be required at times.	Constant direct support in a 1:1 or pair. 2:1 staffing will be required at times of significant emotional dysregulation.
Extensive curriculum differentiation.	All curriculum activities are differentiated to take account of the child's response to learning, social interaction and emotional regulation.
Planning and liaison time for the staff team and also with involved external professionals which may include CAMHS, Targeted Youth Services.	Regular planning and liaison time for the staff team will involve external professionals such as CAMHS or Targeted Youth Services.
Parents/carers involved so that they can support outcomes in the home. Involvement of family support where parents/carers may be hard to reach.	Agreed consistent approach to managing social emotional and mental health difficulties across home and school which includes support for the family through an early help, mental health or social care offer.

Band 3	Band 3.5
Monitoring and encouragement of regular attendance.	Use of alternative provision and/or bespoke support packages to ensure the child receives and is able to engage with their full entitlement of 25 hours of education.
Individual support to engage in new or unfamiliar tasks.	
Frequent encouragement and positive reinforcement to engage in activities.	Structured reward-based system used consistently by all staff for all activities to maximise engagement.
Adult support to develop resilience and overcome setbacks or anxieties.	Planned structured approach to teaching and reinforcing resilience and problem solving delivered through regular targeted intervention and embedded within all school activities.
Prompting to ask for help to solve problems.	Agreed classroom approach to promoting independence in learning and seeking support alongside close monitoring of the child's response in all activities to prompt use of these strategies where needed.
Monitoring and review with external professionals with very detailed guidance to staff to develop consistency of approach, curriculum content, planning and delivery.	
Close monitoring by familiar, skilled staff during less structured times or activities.	Close monitoring by familiar, skilled staff during less structured times or activities with alternative activities provided both on a planned and reactive basis as required.
Individual or small group work to address individual learning needs.	Detailed assessment of gaps in learning resulting from social emotional and mental health needs with catch up interventions in place.
Skilled adult support to develop and maintain on- task attention and emotional regulation.	Skilled support from adults who have received regular training in working with children with social emotional and mental health needs.

Band 3	Band 3.5
Flexible deployment of staff to support at times of difficulty or crisis to prevent escalation of problems.	Clear arrangements in place for managing risk at time of difficulty or crisis which will involve senior leaders, parent carers and external professionals.
Individual or small group withdrawal sessions to address social, emotional and/or mental health needs.	Individual or small group withdrawal sessions to address social, emotional and/or mental health needs at least twice weekly.
Carefully planned and targeted intervention by skilled adults in and out of the classroom to support transitions and potential areas of difficulty.	
At least weekly contact with the family and guidance for them to access support from other agencies.	At least twice weekly contact with the family and guidance for them to access support from other agencies.
Daily 1:1 mentoring or pastoral support with identified staff who plan and monitor the structured behaviour programme.	
Available and accessible safe space for withdrawal at times of distress or crisis to maintain the safety of self, others and property.	Available and accessible safe space for withdrawal at times of distress or crisis to maintain the safety of self, others and property which will be needed at least weekly.

Physical Disability: Special Educational Provision required at Bands 2 and 2.5

Band 2	Band 2.5
Direct support for learning needs associated with physical /medical needs.	Direct support for learning needs associated with physical/medical needs needed daily.
Support with seating/positioning, self- help, feeding and personal and intimate care throughout the day.	Support with seating/positioning, self-help, feeding and personal and intimate care throughout the day which may require additional adapted or specialist equipment.

Band 2	Band 2.5
A Programme advised and regularly reviewed by a physiotherapist and delivered daily by trained staff.	
Adaptations to the building and environment, tools and equipment for accessibility, specialist furniture, resources or technology, advised and reviewed by OT/P to promote learning and independence.	
A fine/gross motor programme Targeted support to access the curriculum and activities.	A fine/gross motor programme delivered at least twice weekly to improve skills needed to access the curriculum and activities.
Targeted support to access the curriculum and activities.	Targeted support to access the curriculum and activities needed for part of each day.
Access to a specialist toilet with changing facility.	
Close supervision with some aspects of mobility due to impaired spatial awareness.	Close supervision with some aspects of mobility due to impaired spatial awareness which includes unstructured activities such as playtimes and in class support/ moving around the school.
Speech and Language/Communication Assessment may be needed with programme advised and reviewed by a speech and language therapist and delivered by SLT-trained staff.	
A regularly reviewed and updated care plan.	An individual health care plan, informed by external professionals that is reviewed with parent carers and updated at least monthly.
Targeted support to access the curriculum; may need scribe or support to use ICT, accessible P.E and swimming May need staff to support them in coming to terms with their disability.	1:1 support to access some aspects of the curriculum; will need scribe or ICT packages to record and communicate their learning, accessible P.E and swimming.
Staff trained in the administration of medication and the undertaking of medical and emergency procedures.	Staff trained in the administration of medication and the undertaking of medical and emergency procedures, with oversight or practice from a qualified medical professional.

Band 2	Band 2.5
Support with personal care.	Support with personal care at least daily.
Periods in hospital or sick at home may inhibit progress with catch-up programmes after periods of absence from school.	Periods in hospital or sick at home may inhibit progress and will require planned programmes to catch up after periods of absence from school and/or alternative arrangements for the delivery of education for short periods.
Good home-school links and communication to support learning and work at home.	Approach home-school links communication and support is clearly outlined in the child's individual health and care plan.
Support to understand and 'come to terms' with own disability.	Planned opportunities to interact with role models and mentors with disabilities and a school environment which includes positive representations of children and people with disabilities across all aspects of the curriculum.
Building adaptations such as ramps and disabled toilet facilities will need to be in place.	

Physical Disability: Special Educational Provision required at Bands 2 and 2.5

Band 2	Band 2.5
A postural programme requiring additional equipment.	
A totally accessible building with specialist personal care facilities (will be required).	
Assessments may need to include: Medical, Physiotherapy, Speech Language and Communication with programmes advised and regularly reviewed by specialists and delivered daily by specialist-trained staff.	Assessments will include: Medical, Physiotherapy, Speech Language and Communication with programmes advised and regularly reviewed by specialists and delivered daily by specialist-trained staff.

Band 2	Band 2.5
Adaptations to the building and environment, tools and equipment for accessibility, specialist furniture, resources or technology, advised and reviewed by OT/P to promote learning and independence.	Multiple adaptations to the building and environment, tools and equipment for accessibility, specialist furniture, resources or technology, advised and reviewed by OT/P to promote learning and independence.
May require episodes of care.	Will require episodes of care.
Regularly monitored, reviewed and updated care plans and risk assessments for moving and handling.	Regularly monitored and updated care plans and risk assessments for moving and handling which are informed by and reviewed with medical professionals.
A Programme advised and regularly reviewed by a physiotherapist and delivered daily by physiotherapist-trained staff.	
Adaptations to tools and equipment for curriculum access.	Adaptations to all tools and equipment for curriculum access.
A significantly modified or adapted curriculum/timetable. This will include regular therapy treatments and mobility programmes e.g. hydrotherapy.	
1-1, paired or small group support from trained staff.	1:1 or paired support from trained staff.
A higher level of supervision to ensure personal safety.	Supervision throughout the school day to ensure personal safety.
Support to achieve mobility and move safely around the setting.	Support to achieve mobility and move safely around the setting at all times.
Support from medically trained staff that can carry out routine and/or emergency procedures.	Support from medically trained staff required daily for routine procedures and/or as needed for emergency procedures.
Significant support with seating/positioning, self-help, feeding and personal and intimate care throughout the day.	

Band 2	Band 2.5
May need highly individualised equipment e.g. Eyegaze or speech output technology.	Highly individualised equipment e.g. Eyegaze or speech output technology required to ensure access to the curriculum and/or communication.
Support to understand and 'come to terms' with own disability.	
Periods in hospital or sick at home may inhibit progress with catch-up programmes after periods of absence from school.	
Good home-school links and communication to support learning and work at home.	
Family has ongoing involvement with family support agencies.	Family has ongoing involvement with family support agencies which will include support within the home and access to short breaks.

## Sensory

As with the other areas of SEND, two additional bandings for Sensory Impairment have been created at 2.5 and 3.5. To reflect changes since 2014 when Top Up Fundings were last updated, slight amendments have also been made to the description of Special Educational Needs and provision at Bands 1,2,3 and 4. The new descriptors are provided in full below.

### Sensory 1

#### Special Educational Need

- Moderate or greater sensory loss (using NatSIP criteria)
- Sensory loss has a significant impact on access to the curriculum
- Pupils may experience additional behavioural/ learning needs as a consequence of their sensory loss
- Hearing loss causes significant delay in language and communication skills (as measured by appropriate assessments) but expressive and receptive language is largely age-appropriate

- Mild vision loss would be accompanied by significant visual field loss or degenerative condition
- The sensory loss may impact on social and emotional health and wellbeing.

#### Special Educational Provision

- Pupil will need regular, daily support to access the curriculum at key times throughout the day
- Pupil will need significant level of resources modified
- Pupil may need specialist Habilitation support
- Pupil will need some specialist equipment, e.g. Radio Aid, classroom soundfield system, laptop with access software, low vision aids. This is largely used effectively and independently with some guidance required.

#### Sensory 2

##### Special Educational Need

- Moderate or greater sensory loss (using NatSIP criteria)
- Sensory loss has a very significant impact on access to the curriculum
- Pupils are likely to experience additional behavioural/ learning needs as a consequence of their sensory loss
- Significant delay in language and communication skills (as measured by appropriate assessments undertaken by a Specialist Teacher). Support is required to develop expressive and receptive language.
- Language and communication delay would be compounded by inconsistent use of assistive technology and support is required to use this effectively.
- May have additional learning or physical difficulty.
- The sensory loss is likely to impact on social and emotional health and wellbeing.

##### Special Educational Provision

- Pupil will need a high level of 1:1 support for access to learning and resource modification

- Regular 1:1 support required throughout the week for pre and post tutoring and to ensure that the curriculum is suitably differentiated in terms of language and cognitive level
- Pupil will need a range of specialist resources e.g. laptop with accessibility software, electronic magnifier
- Pupil will need all curriculum materials modified into accessible formats
- Curriculum language will need to be modified to enable the pupil to access lesson content
- Pupil will need regular specialist Habilitation support
- Pupil will require input from specialist Peripatetic Teaching Assistant
- Pupil require a structured additional curriculum, e.g. touch typing, Braille, BSL
- Pupil may require EHWP support from a Specialist in the SI team

## Sensory 2.5

### Special Educational Need

- Severe sensory loss (using NatSIP criteria)
- Sensory loss has a substantial impact on access to the curriculum
- May have more than one sensory loss eg hearing and vision, more than one condition affecting vision
- All curriculum materials modified into accessible formats.
- Severe delay in language and communication skills (as measured by appropriate assessments undertaken by a Specialist teacher).
- Significant support required to use assistive technology such as hearing aids, screen reader
- Gaps in expressive and receptive language, affecting ability to communicate and access the curriculum.
- May have additional learning or physical difficulty.

### Special Educational Provision

- A high level of 1:1 support for access to learning and resource modification.
- Regular 1:1 support required throughout the week for pre and post tutoring and to ensure that the curriculum is suitably differentiated in terms of language and cognitive level.
- Appropriate specialist equipment, e.g. laptop with accessibility software, electronic magnifier

- Poor use of hearing aids and assistive technology may negatively impact initiatives to close language and communication gap
- Regular access to a Specialist Teacher
- Regular Habilitation support for mobility and independent living skills
- All curriculum materials modified into suitable format under guidance from the Specialist Teacher
- Specialist equipment required to meet needs
- Access arrangements in place for all internal and external examinations eg extra time, large print
- Targeted support to access the curriculum and activities
- Close supervision with some aspects of mobility around school
- A regularly reviewed and updated plan
- Personal emergency evacuation plan (PEEP) and additional risk assessments for trips and off-site visits
- Some adaptations to the building and environment, advised and reviewed by the Habilitation Specialist to promote learning and independence
- Access to Peripatetic Specialist TA support for areas of additional curriculum learning such as touch typing, to promote access

### Sensory 3

#### Special Educational Needs

- Severe sensory loss (using NatSIP criteria)
- Sensory loss has a substantial impact on access to the curriculum
- Pupils have additional behavioural/ learning needs as a consequence of their sensory loss
- Severe delay in language and communication skills (as measured by appropriate assessments undertaken by a Specialist Teacher). There are large gaps in expressive and receptive language, affecting ability to communicate and access the curriculum.
- May have additional learning or physical difficulty.
- The sensory loss impacts on social and emotional health and wellbeing.
- All curriculum materials must be modified into accessible formats.
- Severe delay in language and communication skills (as measured by appropriate assessments undertaken by a Specialist Teacher). Expressive and receptive language is significantly delayed, affecting all aspects of school life.

- May require a bespoke curriculum using a total communication approach.

#### Special Educational Provision

- Pupil will need all curriculum materials modified into accessible formats. Pupil is likely to require a BSL, total communication, tactile or heavily modified curriculum
- Pupil needs 1:1 support throughout the school day, including at break and lunchtime
- Pupil will require weekly access to a specialist from the SI team
- Pupil will need highly specialist equipment for example, Perkins Brailler, Braille Note, speech software, Radio Aid, classroom soundfield system, Widgit
- Regular 1:1 support required throughout the week for pre and post tutoring and to ensure that the curriculum is suitably differentiated
- Some joint planning will be needed between Specialist Teachers and school teaching staff
- School based TAs will need additional time to liaise and to modify materials
- Pupil will need weekly, ongoing specialist Habilitation support e.g. long cane training
- Pupil will require input from specialist Peripatetic Teaching Assistant for skills such as touch typing
- Pupil requires a structured additional curriculum, e.g. ILS, Braille, BSL timetabled within the school day
- Pupil is likely to require EHWB support from a Specialist in the SI team and regular opportunities to meet with other SI children
- School based TAs for the pupil should attend the equivalent of one day per year of specialist training with the SI Team
- Regular Habilitation support for mobility and independent living skills
- All curriculum materials modified into suitable format under guidance from the Specialist Teacher
- Access arrangements in place for all internal and external examinations eg extra time, large print, scribe
- Targeted support to access the curriculum and activities
- Close supervision with mobility around school
- Personal emergency evacuation plan (PEEP) and additional risk assessments for trips and off-site visits
- Some adaptations to the building and environment, advised and reviewed by the Habilitation Specialist to promote learning and independence
- Access to Peripatetic Specialist TA support for areas of additional curriculum learning such as touch typing, to promote access

## Sensory 3.5

### Special Educational Needs

- Severe to profound sensory loss (using NatSIP criteria)
- Sensory loss has a substantial impact on access to the curriculum
- May have more than one sensory loss eg hearing and vision, more than one condition affecting vision
- All curriculum materials modified into accessible formats.
- Severe delay in language and communication skills (as measured by appropriate assessments undertaken by a Specialist Teacher).
- Significant support required to use assistive technology such as hearing aids
- Gaps in expressive and receptive language, affecting ability to communicate and access the curriculum.
- May have additional learning or physical difficulty.
- Sensory loss impacts on all areas of the curriculum, social interaction, behaviour and learning
- Likely to have complex needs in terms of learning

### Special Educational Provision

- Special school with additional, specialist, daily input for sensory needs **or**
- Mainstream school with full time support throughout the school day, including break and lunch times plus additional hours for resource preparation
- 1:1 support will facilitate access to a suitable, highly differentiated and heavily modified curriculum, plus midday supervision to ensure safe inclusion at lunchtime.
- Weekly support from a SI Team specialist
- Curriculum access primarily through specialist language and communication e.g. Braille, BSL
- Highly specialist equipment, e.g. brailier, Braille Note, speech software, classroom soundfield system, Widgit
- Access to an additional, structured SI curriculum to promote independence and inclusion e.g. Braille, independent living skills, travel training, timetabled within the school day

- Monitoring of functionality and use of high output hearing aids or cochlear implant and other assistive technology, e.g. personal FM systems.
- 1:1 daily pre and post tutoring
- Weekly, ongoing specialist Habilitation support e.g. long cane training, independent living skills
- Access arrangements in place for all internal and external examinations e.g. Braille paper, Modified large print, scribe, reader
- EHWB support from a specialist in the SI team and regular opportunities to meet with other SI children
- Personal emergency evacuation plan (PEEP) and additional risk assessments for all trips and off-site visits
- Adaptations to the building and environment, advised and reviewed by the Habilitation Specialist to promote learning and independence
- School based TAs for the pupil should attend the equivalent of one day (6 hours) per year of specialist training with the SI Team

## Sensory 4

### Special Educational Needs

- Profound sensory loss (using NatSIP criteria)
- Sensory loss has a substantial impact on all areas of the curriculum, social interaction, behaviour and learning
- May have more than one sensory loss eg hearing and vision, more than one condition affecting vision
- All curriculum materials must be modified into accessible formats.
- Profound delay in language and communication skills (as measured by appropriate assessments undertaken by a Specialist Teacher). Expressive and receptive language is severely delayed, affecting all aspects of school life.
- Substantial support required to use assistive technology such as hearing aids
- May have additional learning or physical difficulty.
- Likely to require a bespoke curriculum using a total communication approach.

### Special Educational Provision

- Special school with additional, specialist, daily input for sensory needs **or**
- Mainstream school with full time support throughout the school day, plus additional working days for modification of the curriculum
- 1:1 support will facilitate access to a suitable, highly differentiated and heavily modified curriculum, plus midday supervision to ensure safe inclusion at lunchtime.
- Will have complex needs in terms of learning due to SI
- Pupil will need all curriculum materials modified into accessible formats. Pupil will require a BSL, total communication, tactile or heavily modified curriculum
- More than weekly access to a specialist within the SI Team
- Highly specialist equipment for example, Perkins Brailler, Braille Note, speech software, Radio Aid, classroom soundfield system, Widgit
- Daily 1:1 support required throughout the week for pre and post tutoring
- School based TAs for the pupil should attend the equivalent of one day (6 hours) per year of specialist training with the SI Team
- Significant joint planning will be needed between Specialist Teacher and school teaching staff
- Pupil will need weekly, ongoing specialist Habilitation support e.g. long cane training, independent living skills
- Access to an additional, structured SI curriculum to promote independence and inclusion e.g. Braille, independent living skills, travel training, timetabled within the school day
- Monitoring of functionality and use of high output hearing aids or cochlear implant and other assistive technology, e.g. personal FM systems.
- Weekly, ongoing specialist Habilitation support e.g. long cane training, independent living skills
- Access arrangements in place for all internal and external examinations e.g. Braille paper, Modified large print, scribe, reader
- EHWB support from a specialist in the SI team and regular opportunities to meet with other SI children
- Personal emergency evacuation plan (PEEP) and additional risk assessments for all trips and off-site visits
- Adaptations to the building and environment, advised and reviewed by the Habilitation Specialist to promote learning and independence