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Banding

Bandings for the level of support required by children and young people to meet their special educational needs.

The descriptors below describe the special educational needs children and young people may experience. A

Methodology

The Education, Health and Care Plan (EHCP) and appendices should identify the level of need and provision required by children and young people in Worcestershire to enable their needs to be met and for them to receive the right level of provision.

Worcestershire County Council have created the banding document to be used as a guide to identify the

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- › May have, or be being assessed for, a diagnosis of an Autism Spectrum Condition.
- › A level of expressive language skill/ performance which affects effective age-appropriate communication.
- › Some evidence of restricted or repetitive patterns of behaviour or interests.
- › Some stereotyped/ repetitive speech or actions.
- › Some adherence to routine or rituals.
- › Some resistance to change.
- › Some hyper- or hyposensitivity.
- › May have an uneven profile of abilities and understanding.
- › Pupils may have accompanying difficulties including movement, motor co-ordination, clumsiness, sensory sensitivity, sequencing, planning and/or organisational difficulties.

Special Educational Provision

- › Close home/school/ SLT liaison to ensure consistency of approach
- › A daily language programme advised by SLT, delivered by a SLT trained TA, in a small group or 1-1.
- › At least a termly progress review by SLT.
- › In class support from TA to access the curriculum and embed skills.
- › May need small group support in some areas of the curriculum particularly literacy.
- › May need individual support at other times of the day, e.g. to assist with transitions.
- › Small group interventions to develop social interaction, communication skills, motor skills, concentration and on and within task attention, (extension of activities), manage anxieties, and promote /support sensory differences.
- › Visual supports to aid language understanding and curriculum access, e.g. symbols, pictures, objects of reference, signs/ gestures.
- › Key staff can use/ teach Makaton if required.
- › May need AAC strategies e.g. PECs.
- › May need more access to visual aids, and practical learning to enable understanding.
- › use of individualised, group or class visual timetable.
- › Support to promote social skills and interactions with peers, particularly at unstructured times, including break/lunchtime.
- › Environmental audit to identify aspects of the environment that might lead to increased anxiety, arousal or sensory sensitivity.
- › Resources and adjustments consistently available to minimise difficulties linked to sensory modulation and social interaction difficulties including planned seating position, visual materials, sensory fidgets, sensory chews, wobble cushions.
- › Individual Provision Map that identifies and tracks specific targets and strategies in relation to aspects of social interaction, communication, flexible thinking and/or sensory processing.
- › Provision of clear, explicit targets for completion of tasks, e.g. using timers, targets for quantity.
- › Consistent, structures and predictable classroom routines with preparation in advance for changes and transitions.
- › Additional support for planning and structuring written/verbal tasks.
- › Social stories to aid social understanding and plan for new/ unusual events.



- › May be unwilling to engage with peers and intolerant of the proximity of others
- › Self-esteem generally low affecting social inclusion and peer relationships
- › Misunderstandings in social situations may result in inappropriate reactions
- › Intervention is needed to achieve a calm- alert state due to severe and persistent difficulties with



Special Educational Provision

- 1:1 and at times 1:2 support needed to meet needs.
- All teaching takes place in 1-1, paired or small group.
- Needs personalised curriculum and workspace throughout the day.
- Staff are trained and experienced



safely, turn- taking and sharing, listening and attention.

SEMH3

Special Educational Needs

- › A range of significant social, emotional and mental health difficulties which affect progress.
- › Need support to develop an awareness of consequences to their actions.
- › Frequent and significantly challenging and disruptive behaviour which includes refusal to accept consequences.

- › Skilled adult support to develop and maintain on- task attention and emotional regulation.
- › Flexible deployment of staff to support at times of difficulty or crisis to prevent escalation of problems.
- › Individual or small group withdrawal sessions to address social, emotional and/or mental health needs.
- › 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.
- › 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.

SEMH 4

Special Educational Needs

- › Severe social, emotional and mental health difficulties with resulting significantly challenging behaviour.
- › Progress is very significantly affected by SEMH.
- › Very provocative, aggressive and confrontational behaviour which can include verbal and physical aggression towards peers and staff.
- › Difficulty regulating emotions frequently during the day or has frequent episodes of emotional dysregulation.
- › Outbursts are prolonged and difficult to manage.
- › Poor relationships with most staff, disruptive in most lessons and difficulty complying with teachers' requests.
- › Lack of acknowledgement of responsibility for inappropriate behaviour despite objective evidence.
- › Very few positive relationships with pupils, frequent disputes and fights and is known to bully.
- › Lacks confidence and independence.
- › Very rarely volunteers a positive response in class.
- › Very withdrawn, social contact with other pupils is very limited, appears isolated and has no friendship group in school.
- › Chronic non-school attendance issues.
- › Shows extreme levels signs of anxiety in everyday situations.
- › Moderate/ severe anxiety/depression, suicide ideation, deliberate self- harm, eating disorders, psychotic symptoms that are having a significant impact upon daily functioning and therefore require involvement from mental health professionals.
- › Actions often put themselves and others at serious risk.
- › Even with more complex analysis of problems, leading to tightly structured short term behavioural targets the (pupil) rarely responds consistently in a positive manner.

Special Educational Provision

- › Flexible deployment of adult support may be needed to support re-engagement following non-school attendance.
- › Multi and inter- agency support and planning for needs which impact home, school and the community.
- › Multi and inter- agency co-produced structured intervention plan that sets out specific objectives and expected out at q

independence.

- › A fine / gross motor programme.
- › Targeted support to access the curriculum and activities.

- › 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.
- › A higher level of supervision to ensure personal safety.
- › Support to achieve mobility and move safely around the setting.
- › Support from medically trained staff that can carry out routine and/or emergency procedures.
- › Significant support with seating/positioning, self- help, feeding and personal and intimate care throughout the day.
- › May need highly individualised equipment, e.g. Eyegaze or speech output technology.
- › 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

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.
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