

SPECIAL SCHOOL EHCP: BANDS & DESCRIPTORS

Current financial banding criteria re-formatted to reflect the four main categories of need specified in the SEND Code of Practice.

Band Descriptors:

Funding for Special Schools at Bands A to E should ensure that suitable and appropriate provision is made for the majority of pupils with a wide range of special educational needs. This provision should ordinarily be available in all Special Schools. Bands F and G have been created to meet the requirements for those pupils requiring exceptional provision.

There is no expectation that a pupil will display all the difficulties within a Band Descriptor; Pupils may meet some criteria in more than one band. The allocation of a pupil to a band will be determined on the "best fit" of identifiable criteria drawn from the needs specified in the finalised EHCP and/or the latest Annual / Emergency review documentation.

BAND A CRITERIA

Child / young person is currently unable to fully access learning in a mainstream setting due to recognised delay in developing cognition and learning.

Communication & Interaction

The focus is on **delay** in language development. The expectation is the child / young person will develop their language skills but at a slower rate than those of a similar age.

Communication

Receptive language

- Ability to understand and process receptive language is present but is developing at a slower rate than that expected of a child / young person of the same age e.g. Processing classroom instruction, learning and social cues.
- Organisation of information received is delayed.

Expressive language

- Ability to put thoughts into words and sentences in a way that makes sense to the listener and reflects intended meaning to the listener is delayed.
- Use of facial expressions, body language, gesture and intonation are delayed.
- Vocabulary and use of grammar is delayed in comparison to children / young people of the same age.
- Expressive language may not be as well developed as receptive language.

Interaction

- Delayed development of co-operative skills with peers e.g. play, sharing, turn-taking, conversation skills e.g. listening.

- Delay in learning what to do in specific situations, including formal school situations e.g. assembly. Difficulty in following expectations of behaviour and interaction within the school setting e.g. require regular prompting/ coaching/ guidance to remember the social rules of school.

Written Communication

Shows delay in correct use of grammar, inconsistency with spelling and smaller vocabulary than that expected from children and young people of the same age.

Cognition & Learning

- Child / young person is able to access learning delivered through the National Curriculum, making sustained progress across a range of subjects.
- The level of attainment will be generally lower than that of a child / young person of the same age in a mainstream setting.
- Child / young person has recognised difficulty with memory e.g. sensory memory, short term memory, long term memory.
- Impaired organisational skills e.g. ability to remember equipment, arrive on time in the right place.
- The speed of processing information received is slower than that expected of child / young people of the same age.
- Understanding of concepts is delayed e.g. division and multiplication, understanding the sense of a paragraph or longer piece of text.
- Ability to focus and maintain attention on a task as directed by an adult is delayed.
- Ability to generalise learning is delayed.
- Ability to develop problem solving skills is delayed.
- Child / young person has difficulty demonstrating their knowledge and understanding through written work.
- Ability to ask questions to check or extend knowledge and understanding is delayed.

Social Emotional & Mental Health

Child / young person may or may not have additional mild to moderate barriers to learning which have a Social, Emotional or Mental Health root which could include;

- Low self confidence
- Lack of resilience
- Delay in forming reciprocal friendships
- Delay in self-regulation
- Low self esteem
- Low levels of motivation

Physical & Sensory

It is noted that there may be physical or sensory difficulties and/ or impairments present but these are not the primary or secondary category need for the child/ young person

- Child / young person is delayed in self-help skills e.g. dressing/ undressing, personal hygiene.
- Child / young person may be highly sensitive to visual / auditory / tactile sensations.
- Child / young person may have delayed gross and/or fine motor skill development.
- Child/ young person may have a diagnosis of dyslexia

Pupil / Adult Ratio 6:1

A ratio of 6 to 1, requires for every 12 children, 1 Teacher & 1 TA.

BAND B CRITERIA

Significant to severe learning difficulties in all areas of the curriculum.

Pupils may have an ASD diagnosis that affects learning

Communication & Interaction

- Child / young person may have a diagnosis of ASD (NB this banding is not just for ASD pupils)
- Significant communication difficulties which affect learning. e.g. complex language disorder or significant delay in language development.
- Significant difficulty in social interaction due to misunderstanding or failing to understand standard communication methods.
- Significant difficulty in processing spoken, written or signed communication e.g instructions/ requests.
- Significant difficulty in recognising facial expressions, body language, gesture and/or intonation.

Communication*Receptive language*

- Processing language in any form presents a significant barrier to learning e.g understanding 3 stage instructions whether spoken, signed, written or symbolised.

Expressive language

- Expressive language is restricted to simple phrases whether spoken, signed, written or symbolised.
- Use of language may be repetitive, lack flexibility, be echolalic.
- Self - care needs can be communicated but there is significant difficulty making feelings and emotions understood by others.

Interaction

- Tendency to play alone or alongside others with minimal or no interaction. Difficulty engaging in activities not of their choosing.
- Group dynamics present significant difficulties to the child / young person whether during social interaction or group learning activities. Reluctance to initiate interaction with peers and unfamiliar adults. At times of social interaction learned phrases may be used rigidly without awareness of appropriateness or possible risks to personal safety. e.g. talking to strangers may only be willing to initiate interaction with a familiar adult(s)

Cognition & Learning

The level of attainment will be significantly lower than that of a child / young person of the same age in a mainstream setting whilst still accessing learning through the National Curriculum.

- Rigid understanding of words and terms that demonstrate lack of flexibility in comprehension.
- Significant difficulty in generalising learning and/ or transferring learning to different contexts.
- Significant difficulty in extending knowledge and understanding through questioning.
- Child / young person has significant difficulty in assessing risk or danger to self or others. e.g crossing a road alone, cooking, understanding stranger danger, impact of their actions on others.
- Significant delay in development of imaginative play or obsessive play on a limited range of themes including ritualistic behaviour.
- Significant difficulty in understanding concepts.
- Learns at a significantly slower rate than peers in mainstream settings.

Social Emotional & Mental Health

- High levels of anxiety and stress are present which may lead to incidents of self-harm e.g face/ arm scratching, biting self, head banging. Significant anxiety during social interactions, leading to meltdowns on occasions. Triggers can be identified over a period of time.
- Significant difficulty in learning to self-regulate.
- Child / young person displays significant difficulty in learning how to manage transitions.
- Significant difficulty in understanding others emotions, behaviours and the concept of personal space.
- Incidences of heightened emotions can be expressed in a range of ways. When physically expressed there may be a risk of harm to self and/ or others.
- Significant difficulty in understanding the nature of their learning difficulties.

Physical & Sensory

- Child / young person is significantly delayed in self-help skills e.g. dressing/ undressing, personal hygiene, feeding, toileting.
- Child / young person may have a significant level of sensitivity to visual / auditory / tactile sensations. Learning needs may be exacerbated by visual or auditory impairments.
- Heightened sensory sensitivity to light, sound, texture, taste, smell and movement of people.
- Recognised difficulty in regulating own behaviour, including self-stimulating.
- Physical difficulties and/or lack of coordination that inhibits access to the environment for learning.
- Child / young person may experience difficulties with muscle tone and coordination affecting their ability to function at age appropriate levels and this can affect speech, fine and gross motor skills.

Pupil / Adult Ratio 5:1

A ratio of 5 to 1, requires for every 10 children, 1 Teacher & 1 TA.

BAND C CRITERIA

- These children or young people display extremely serious pattern of behaviour related to impairment of social relationships, social communication and social understanding such that the physical safety of the child/ young person and/ or others is in jeopardy.
- These behaviour occur regularly throughout the week and are sustained over a period of time.
- Formal learning cannot take place at any level unless done in partnership with direct skills teaching about social interaction.

Pupil / Adult Ratio 2.5:1

A ratio of 2.5 to 1, requires for every 10 children, 1 Teacher & 3 TAs.

BAND D CRITERIA

Profoundly delayed development accompanied by very slow progress

Communication and Interaction

- Profound communication difficulties
- Life-long disorder in acquisition of communication (including non-verbal / verbal language) skills

Cognition & Learning

- Learning progress would have been within the range of National curriculum assessments P1 - P3 in all areas
- Dependent on adults for personal safety
- Child / young person has recognised profound difficulty with memory whether sensory memory, short term memory, or long term memory.

Social Emotional & Mental Health

- Profound social interactive difficulties resulting from the severity of learning difficulties.
- Profound difficulties associated with personal development
- May also have mild to severe emotional and / or mental health difficulties.

Physical & Sensory

- Dependent physical needs in mobility and / or personal care.
- Severe visual impairment or difficulty needing significant modification to enable access to the learning environment.
- Severe auditory impairment or difficulty needing significant modification to enable access to the learning environment.

Pupil / Adult Ratio 2:1

A ratio of 2 to 1, requires for every 8 children, 1 Teacher & 3 TAs.

BAND E CRITERIA

A degree of severity where Health Services' involvement has been specified in the EHC Plan to provide regular oversight and medical or paramedical therapy, nursing care or mobility aids.

Medical conditions (e.g. severe / chronic illness, impairment or injury) directly impairing learning, attendance, social or motor functions.

Communication & Interaction

- Communication and Interaction may or may not be affected by the medical condition.

Cognition & Learning

- Medical condition has a direct effect on learning, including attendance.

Social Emotional & Mental Health

- Severe emotional or mental health illness may be the reason for medical interventions / difficulties.

Physical & Sensory

- Learning and sensory difficulties in addition to a severe medical condition.
- Severe impairment of motor functions, affecting dexterity or mobility in school.
- Sensory difficulties in addition to physical impairment.
- Requiring an adapted learning environment and/or specialist equipment.
- Dependent needs in mobility and/or personal care.
- Severe injury may be the cause of the medical intervention.
- Sensory impairments may or may not be present as a result of the medical condition or injury.

Pupil / Adult Ratio 2:1

A ratio of 2 to 1, requires for every 8 children, 1 Teacher & 3 TAs.

BAND F CRITERIA

Child has a diagnosis of ASD with challenging behaviour.

Communication & Interaction

- Severe communication difficulties that may include undesirable behaviour as communication, or may be pre-verbal, or have limited meaningful communications. Is unable to indicate needs, wishes or feelings in a way which is consistently understood by familiar adults.
- Significant difficulties in processing spoken, written or signed communication, e.g. instructions / requests.
- The child's ability to function in an educational setting, including interacting with peers and adults is severely compromised.

Cognition & Learning

- Significant rigidity in thinking, e.g. repetitive patterns of behaviour, ritualistic behaviour.
- Significant difficulty in sustaining attention to adult-directed activities.
- Dependency in personal safety at break / lunch, or during movement around the school, or when using equipment, or whilst on educational visits.

Social Emotional & Mental Health

- Regular (several times a week) high levels of emotional distress leading to challenging / undesirable behaviour; communicating frustration through extreme behaviours (screaming, gesticulation or movement, aggression) such that the physical safety of the child, peers or adults may be in jeopardy; regular use of staff to support calming, or de-escalation of emotional crisis.
- Significant difficulty in regulating own behaviour, including self-stimulating.
- Significant difficulty for familiar adults in identifying triggers for a child's meltdown, or outburst of extreme behaviour (verbal/physical), or for shut down and withdrawal from all interaction; such behaviour is unpredictable, even if not frequent.
- Significant difficulties in managing transitions needing adult support to successfully move on.

Physical & Sensory

- Heightened sensory sensitivities e.g. requiring significant moderation to the environment; sensitivity to lights or noise; tactile sensitivity including the need for space or preference for / refusal of certain clothes / materials, stimming.
- Dependency in personal care including toileting.

Pupil / Adult Ratio 2:1 with others to call on in an emergency.

A ratio of 2 to 1, requires for every 6 children, 1 Teacher & 2 TAs.

BAND G CRITERIA

Severe physical and / or sensory disabilities or other medical conditions resulting in total dependence, despite mechanical or technological aids, in the following 3 areas:

Communication & Interaction

- For effective communication (unable to communicate needs – dependent on staff interpretation of body movements (language).

Physical & Sensory

- For mobility both environmental (moving about the building) and personal (unable to change body position without some assistance).
- For basic self-care - toileting, feeding.
- Chronic medical condition, impairment or injury that requires constant monitoring to reduce threat to life, or safety.

Pupil / Adult Ratio 1:1