

## BANDING DOCUMENT FOR SEN Support and EHC Plan

### MEETING ADDITIONAL NEEDS

Code of Practice 4 Areas of Need	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	PHYSICAL AND SENSORY	SOCIAL, EMOTIONAL AND MENTAL HEALTH
<b>SEN Support</b>	<ul style="list-style-type: none"> <li>This level of support is available within the resources held by the school and without the need for an EHC plan.</li> <li>Schools will be able to provide targeted individual support in specific areas of need</li> <li>The School will be required to show that they have followed relevant professional advice and used their own resources to meet a pupils needs in the first instance, reviewing the success of such programmes and making appropriate adjustments when necessary.</li> <li>This support is additional to that which is normally available across the school.</li> </ul> <p><b><u>Examples given are by no means considered to be a full list, but offer an example of the sort of provision that is appropriate at this level</u></b></p>			
	<p>Individualised curriculum provided for the pupil for <b>up to 75%</b> of the day.</p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>Identified staffing to support access to the curriculum or personal development for up to <b>75%</b> of the curriculum</li> <li>Modification of <b>up to 75%</b> of curriculum delivery, resources and materials</li> <li>Assistance with recording for <b>most</b> curriculum areas</li> <li>Interventions in small groups / 1:1 situations OR smaller classes</li> </ul> <p><b>Up to ½ termly</b> specialist advice for school staff on how to enable full access to the curriculum or <b>weekly</b> input to provide support for identified curriculum or skill areas</p> <p>For Early Years Foundation Stage (EYFS) of the curriculum is well defined in small steps and additional support should be more readily available . therefore expectations are as above and up 80% of their attendance</p>	<p>Strategies to enhance the communication environment <b>for most of the day</b></p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>Visual strategies</li> <li>Assistive or Alternative and Augmentative Communication (AAC) may be needed to encourage and support communication</li> <li>identified staffing support to ensure understanding of instructions and tasks and to modify language for <b>up to 75 % of the day</b></li> <li>Strategies including some support to develop attention and concentration skills <b>for most of the day.</b></li> </ul> <p><b>Up to half termly</b> SLT advice or input from staff with relevant expertise.</p>	<p>Support to implement and/or reinforce professional programmes and health care plans on <b>up to a fortnightly basis</b></p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>Guidance/strategies and some support to develop self-help and independence skills</li> <li>Some modification of resources and materials</li> <li>which may include the use of multi-sensory strategies</li> <li>Support to develop fine and gross motor skills</li> </ul> <p><b>Up to ½ Termly</b> specialist external or qualified specialist teacher <b>advice and occasional input.</b> Such as HI,VI, OT or Physio</p>	<p>Strategies including support to develop the following as applicable:</p> <ul style="list-style-type: none"> <li>Appropriate social skills</li> <li>Empathy and awareness of the needs of others</li> <li>Ability to maintain attention</li> <li>Emotional regulation</li> <li>Coping strategies for dealing with difficult situations</li> <li>Independence in a learning environment</li> </ul> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>Strategies including support to focus on difficulties at <b>unstructured times</b> which may impact on safety</li> <li>Support to develop a sense of danger and skills for personal safety.</li> <li>Individualised support programmes as advised by an appropriate specialist teacher or educational psychologist or other specialist professionals. (I.e. access to a Key Worker at times of transition or an integrated home-school support plan.)</li> <li>Completion of Risk Assessments and implementation of associated plans, which are regularly reviewed and updated to manage behaviour safely.</li> </ul> <p>Advice and input from specialist teacher and/or professional(s) with the relevant specialist expertise <b>up to twice a year.</b></p>

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<p><b>Education Band 1</b></p> <p><b>WPN 0.5</b></p>	<p><b>Targeted individual support in 3 or more specific areas of need.</b></p> <p><b><u>Examples given are by no means considered to be a full list, but offer an example of the sort of provision that is appropriate at this level</u></b></p>			
	<p>Modified curriculum provided for the pupil for at least <b>75%</b> of the day.</p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• Identified staffing to support access to the curriculum or personal development for at least <b>75%</b> of the curriculum.</li> <li>• Specialist led interventions in small groups / 1:1 situations OR smaller classes for some of the curriculum</li> <li>• Modification of <b>at least 75%</b> of curriculum resources and materials</li> <li>• Assistance with <b>and/or</b> alternative recording for <b>75%</b> curriculum areas.</li> </ul> <p>For EYFS curriculum this is well defined in small steps and additional support should be more readily available. Therefore expectation is as above and for at least 80% of their attendance.</p> <p><b>Monthly</b> specialist advice or <b>½ termly</b> input for school staff on how to enable full access to the curriculum and support to deliver and evaluate interventions.</p>	<p>Support to facilitate effective communication and interaction <b>throughout the day.</b></p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• Identified staffing support to ensure understanding of instructions and tasks and to modify language <b>for at least 75 % of the day.</b></li> <li>• Targeted support to develop attention and concentration skills.</li> <li>• Assistive or Alternative and Augmentative Communication (AAC) needed to be supported <b>throughout the day.</b></li> <li>• Specific/targeted and visual strategies to enhance the communication environment <b>throughout the day.</b></li> </ul> <p><b>Monthly</b> advice and <b>termly</b> input from SLT or staff with relevant expertise</p>	<p>Implementation of health and/or physical related programmes on a <b>weekly basis.</b></p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• Guidance and support to develop self-help and independence skills.</li> <li>• A specific specialist programme to develop fine and gross motor skills</li> <li>• Modification of resources and materials</li> <li>• which may include the use of multi-sensory strategies</li> </ul> <p><b>Monthly</b> specialist external or qualified specialist teacher <b>advice and up to 1/2 termly input.</b> Such as HI,VI, OT or Physio</p>	<p><b>Identified staffing and targeted strategies to support the development of most of the following areas:</b></p> <ul style="list-style-type: none"> <li>• social skills using adult intervention to structure learning situations</li> <li>• specific programmes / small group opportunities to develop empathy and awareness of others</li> <li>• strategies to enhance attention control</li> <li>• programmes / approaches to develop emotional regulation</li> <li>• a range of coping strategies for dealing with difficult situations</li> <li>• independent learning strategies</li> </ul> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• Supervision to ensure safety at unstructured times.</li> <li>• Specific programmes to facilitate meaningful engagement, where social and emotional needs (such as significant anxiety and/or phobias) are having a negative impact on curriculum access and/or school attendance.</li> <li>• Positive Handling Plan in place.</li> <li>• Risk assessment in place.</li> </ul> <p><b>Termly</b> advice and <b>termly</b> input from specialist teacher and/or professional(s) with the relevant specialist expertise.</p>

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<p><b>Education Band 2</b></p> <p><b>WPN 1.0</b></p>	<p><b>Targeted individual support in 3 or more specific areas of need. (Likely CWD threshold)</b></p> <p><u>Examples given are by no means considered to be a full list, but offer an example of the sort of provision that is appropriate at this level</u></p>			
	<p>Significantly Modified curriculum provided for the pupil <b>throughout</b> the day.</p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• Modification of <b>100% of curriculum resources</b> and materials</li> <li>• <b>Specialist led interventions in small groups / 1:1 situations OR smaller for some of the day</b></li> <li>• Assistance with and alternative recording methods for at least 75% of the curriculum.</li> <li>• Identified staffing to support access to the curriculum or personal development <b>for 100%</b> of the curriculum</li> </ul> <p><b>Monthly</b> specialist advice or <b>monthly</b> input for school staff on how to enable full access to the curriculum and support to deliver and evaluate interventions.</p>	<p>Assistive and Alternative and Augmentative Communication (AAC) needed throughout the day.</p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• <b>Identified staffing support to ensure understanding of instructions and tasks and to modify language through a specified programme covering 3+ areas of communication and interaction throughout the day.</b></li> <li>• Targeted Support to develop attention and concentration skills.</li> <li>• Specific/targeted and visual strategies to enhance the communication environment throughout the day.</li> </ul> <p>Monthly advice and <b>termly</b> input from SLT and staff with relevant expertise to train school staff in Assistive Communication.</p>	<p>Implementation of health and/ or physical related programmes on a daily basis</p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• <b>Assistance</b> with self-help and independence skills throughout the day</li> <li>• Moving and Handling and Care plan in place.</li> <li>• <b>Additional 1:1 support</b> within small specialist teaching groups.</li> <li>• <b>Termly Input from OT or Physio and/ or staff with relevant expertise to train school staff in areas such as sensory, mobility, alternative recording</b></li> </ul> <p><b>Monthly</b> specialist external or qualified HI or VI specialist teacher advice and <b>monthly</b> input.</p>	<p><b>Identified staffing and targeted strategies to support the development of all the following areas:</b></p> <ul style="list-style-type: none"> <li>• social skills using adult intervention to structure learning situations <b>both within the curriculum and during unstructured times</b></li> <li>• specific programmes / small group opportunities to develop empathy and awareness of others</li> <li>• strategies to enhance attention control</li> <li>• programmes / approaches to develop emotional regulation</li> <li>• a range of coping strategies for dealing with difficult situations</li> <li>• independent learning strategies</li> </ul> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• <b>Targeted, individual support as a result of a risk assessment, e.g. due to challenging / high risk behaviour</b></li> <li>• Supervision to ensure safety at unstructured times</li> <li>• Specific programmes to facilitate meaningful engagement, where social and emotional needs (such as significant anxiety and/or phobias) are having a negative impact on school attendance.</li> <li>• Positive Handling Plan in place.</li> </ul> <p><b>Termly</b> advice and <math>\frac{1}{2}</math> <b>termly</b> input from specialist teacher and/or professional(s) with the relevant specialist expertise.</p>

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<p><b>Education Band 3</b></p> <p><b>WPN 1.5</b></p>	<p align="center"><b>Significant amounts of targeted individual support in 3 or more specific areas of need.</b></p> <p><u>Examples given are by no means considered to be a full list, but offer an example of the sort of provision that is appropriate at this level</u></p>			
	<p>Individualised curriculum provided for the pupil <b>throughout</b> the day.</p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• Significant modification of curriculum resources and materials across the whole curriculum.</li> <li>• <b>Specialist led interventions in small groups / 1:1 situations OR smaller classes for much of the day</b></li> <li>• Assistance with and alternative recording methods for <b>all</b> curriculum areas.</li> <li>• Identified staffing to support access to the curriculum or personal development <b>throughout</b> the whole day, including unstructured times</li> </ul> <p>Monthly specialist advice and weekly input for school staff on how to enable full access to the curriculum and support to deliver and evaluate interventions</p>	<p>Assistive and Alternative and Augmentative Communication (AAC) needed throughout the day.</p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• <b>Identified staffing support to ensure understanding of instructions and tasks and to modify language through a specified programme covering 3+ areas of communication and interaction throughout the day.</b></li> <li>• Targeted Support to develop attention and concentration skills <b>throughout the day.</b></li> <li>• Communication through Braille and the tactile curriculum for at least <b>50%</b> of the day.</li> </ul> <p>Monthly advice and <b>half-termly</b> input from SLT and staff with relevant expertise to train school staff in Assistive Communication.</p>	<p>Implementation of health and/or physical related programmes on a daily basis</p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• Moving and Handling plans and Health Care plan in place.</li> <li>• <b>Full support with</b> self-help, personal care and independence skills throughout the day.</li> <li>• <b>Additional 1:1 support</b> within small specialist teaching groups.</li> <li>• <b>½ termly input from OT or Physio and/ or staff with relevant expertise to train school staff in areas such as sensory, mobility, alternative recording.</b></li> </ul> <p><b>Weekly</b> specialist external or qualified HI or VI specialist teacher advice and/or input</p>	<p>Ongoing support as identified in Bands E1 and E2 above.</p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• Multi-agency support to implement crisis management plan.</li> <li>• Targeted Support and specific programmes at unstructured times promoting social skills and awareness of danger.</li> <li>• <b>Targeted, individual support</b> as a result of a risk assessment, e.g. due to challenging / high risk behaviour (<b>which may involve occasional 2:1 staffing</b>)</li> <li>• Strategies to manage occasional self harming behaviours</li> <li>• Supervision to ensure safety for most of the day.</li> <li>• Specific programmes to facilitate meaningful engagement, where social and emotional needs (such as significant anxiety and/or phobias) are having a negative impact on school attendance.</li> </ul> <p>½ <b>termly</b> advice and monthly input from specialist teacher and/or professional(s) with the relevant specialist expertise.</p>

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<p><b>Education Band 4</b></p> <p><b>WPN 2.5</b></p>	<p align="center"><b>Significant amounts of targeted individual support in 3 or more specific areas of need.</b></p> <p><u>Examples given are by no means considered to be a full list, but offer an example of the sort of provision that is appropriate at this level</u></p>			
	<p>Individualised curriculum provided for the pupil <b>throughout</b> the day.</p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• Significant modification of curriculum resources and materials across the whole curriculum.</li> <li>• <b>Specialist led interventions in small groups / 1:1 situations OR smaller classes for most of the day</b></li> <li>• Assistance with and alternative recording for <b>all</b> curriculum areas.</li> <li>• Identified staffing to support access to the curriculum or personal development <b>throughout</b> the day including unstructured times.</li> </ul> <p>Fortnightly specialist advice and <b>weekly</b> input for school staff on how to enable full access to the curriculum and support to deliver and evaluate interventions.</p>	<p>Alternative and Augmentative Communication (AAC) throughout the day.</p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• <b>Identified staffing support to ensure understanding of instructions and tasks and to modify language through a specified programme covering 3+ areas of communication and interaction throughout the day.</b></li> <li>• Targeted support to develop attention and concentration skills <b>throughout the day.</b></li> <li>• Communication through Braille and the tactile curriculum for at least <b>75%</b> of the day.</li> </ul> <p>Monthly advice and <b>monthly</b> input from SLT and staff with relevant expertise to train school staff in Assistive Communication.</p>	<p>Implementation of health and or physical related programmes on at least a daily basis.</p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• Moving and Handling plans and Health Care plan in place, including 2-person hoisting.</li> <li>• <b>Full (occasional 2:1) support with</b> self-help, personal care and independence skills throughout the day. Additional 1:1 support within small specialist teaching groups.</li> <li>• Monthly input from OT or Physio and/ or staff with relevant expertise to train school staff in areas such as sensory, mobility, alternative recording</li> </ul> <p><b>At least weekly</b> specialist external or qualified HI or VI specialist teacher advice and/or input.</p>	<p>Ongoing support as identified in Bands E1 to E3 above.</p> <p>For example this may include:</p> <ul style="list-style-type: none"> <li>• Multi-agency support to implement crisis management plan.</li> <li>• Targeted, individual support throughout the day as a result of a risk assessment, e.g. due to challenging / high risk behaviours (<b>which may involve occasional 2 or 3:1 staffing.</b>)</li> <li>• Strategies to manage regular self-harming behaviours.</li> <li>• Individual supervision to ensure safety at all times.</li> <li>• Specific programmes and interventions to facilitate meaningful engagement, where social and emotional needs (such as significant anxiety and/or phobias) are having a negative impact on school attendance.</li> </ul> <p>Monthly advice and weekly input from specialist teacher and/or professional(s) with the relevant specialist expertise.</p>

Code of Practice 4 Areas of Need	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	PHYSICAL AND SENSORY	SOCIAL, EMOTIONAL AND BEHAVIOURAL
<p><b>Education Band 5</b></p> <p><b>WPN 3.5+</b></p>	<p align="center"><b>Significant amounts of targeted individual support in 3 or more specific areas of need.</b></p> <p><u>Examples given are by no means considered to be a full list, but offer an example of the sort of provision that is appropriate at this level</u></p>			
	<p>Individualised curriculum provided for the pupil <b>throughout</b> the day. For example this may include:</p> <ul style="list-style-type: none"> <li>• Significant modification of curriculum resources and materials across the whole curriculum</li> <li>• <b>Specialist led interventions in small groups /OR smaller classes with additional staffing levels/ 1:1( or 2:1)situations</b></li> <li>• May need 2:1 support for most of the day</li> <li>• Assistance with and alternative recording for <b>all</b> curriculum areas.</li> <li>• Identified staffing to support access to the curriculum or personal development <b>throughout</b> the day.</li> </ul> <p>Weekly specialist advice and <b>weekly</b> input for school staff on how to enable full access to the curriculum and support to deliver and evaluate interventions.</p>	<p>Alternative and Augmentative Communication (AAC) throughout the day. For example this may include:</p> <ul style="list-style-type: none"> <li>• <b>Identified staffing support to ensure understanding of instructions and tasks and to modify language through a specified programme covering 3+ areas of communication and interaction throughout the day. May need 2:1 support.</b></li> <li>• Targeted support to develop attention and concentration skills <b>throughout the day.</b></li> <li>• Communication through Braille and the tactile curriculum throughout the day.</li> </ul> <p>Monthly advice and <b>weekly</b> input from SLT and staff with relevant expertise to train school staff in Assistive Communication.</p>	<p>Implementation of health or physical related programmes on at least a daily basis. . For example this may include:</p> <ul style="list-style-type: none"> <li>• May require 2:1 support for severe / complex physical / medical programmes / degenerating conditions</li> <li>• Significant medical issues requiring intervention e.g. epilepsy medication / tube feeding / stoma</li> <li>• Moving and Handling plans and Health Care plan in place including 2 or 3 person hoisting.</li> <li>• <b>2:1 support with</b> self-help, personal care and independence skills throughout the day.</li> <li>• <b>Additional (more than 1:1) support</b> within small specialist teaching groups,</li> <li>• <b>Weekly input from OT or Physio and/ or staff with relevant expertise to train school staff in areas such as sensory, mobility, alternative recording</b></li> <li>• May require Deaf / Blind Intervener.</li> </ul> <p>At least weekly specialist external or qualified HI or VI specialist teacher advice and/or input.</p>	<p>Ongoing support as identified in Bands E1 to E4 above. For example this may include:</p> <ul style="list-style-type: none"> <li>• Multi-agency support to implement crisis management plan.</li> <li>• Targeted, individual support throughout the day as a result of a risk assessment, e.g. due to challenging / high risk behaviours (<b>which may require 2 or 3:1 staffing.</b>)</li> <li>• Strategies and supervision to manage regular self-harming behaviours.</li> <li>• Individual supervision (including occasional 2:1staffing) to ensure safety at all times.</li> <li>• Specific, intensive programmes and interventions to facilitate meaningful engagement, where social and emotional needs (such as significant anxiety and/or phobias) are having a negative impact on school attendance.</li> <li>• Complex wide ranging needs with challenging behaviour and/or associated communication difficulties, frequently impacting on the learning, health, safety and well being of self and/or others. May need 2:1 or 3:1 occasionally.</li> </ul> <p>Weekly advice and weekly input from specialist teacher and/or professional(s) with the relevant specialist expertise.</p>