

Cognition and Learning

In Wiltshire Children with SEN may have their needs met in one of three educational settings:

- Mainstream schools
- Resource bases or Enhanced learning Provision (ELP) which are part of mainstream school
- Special school

There is one banding system for all children/young people with SEN using 7 banding points.

1. Band zero
2. Lower band one
3. Upper band one
4. Lower band two
5. Upper band two
6. Band three
7. Band four

The table below shows how bandings relate to School/Academy settings.

School	Banding						
	0	Lower 1	Upper 1	Lower 2	Upper 2	3	4
Mainstream School	✓	✓	✓	✓	✓		
Resource Bases		✓	✓	✓	✓	✓	
ELP		✓	✓	✓			
Special School		✓	✓	✓	✓	✓	✓
Independent Special School							✓

This document is particularly focused on children whose needs are met in **mainstream schools**. There are three possible bandings:

- Band 0 for children with SEN whose needs can be met within the delegated funding to schools, also known by the Department of Education as element's 1 & 2. All children placed in a mainstream school attract Element 1 funding. In January 2016 this sum is £4,000. Element 2 is based on a formula of deprivation & numbers of vulnerable children in the previous school year. In January 2016 this sum is £6,000, roughly attributed to 1 in 75 pupils. This is part of the funding that comes to schools and academies at the start of the financial year and is a national approach. This is sometimes also referred to as the first 15hours. This figure is intended to meet the needs of all children/young people on SEN Support (formerly School action & school action plus) & those with a Statement/ My EHCP who do not require additional funding. In addition this covers all those pupils who schools may decide needs a short term intervention, differentiation or support, but do not necessarily meet the threshold for SEN Support. As part of this new banding this will be referred to as the **delegated funding**. Funding from Pupil Premium or Alternative Provision (Secondary) may also be appropriately used alongside this delegated funding and the banded funding where children and young people meet the eligibility criteria.
- Lower and Upper Band 1 for children/young people with a statement/My EHC Plan who might formerly been identified with up to 12.5 additional hours of support under the named pupils allowance. Actions/adjustments to support children/young people at band 1 may include direct interventions with the child/ young person and wider activity with groups, classes or whole school actions which achieve the objectives set out in a child/young person's statement/My EHC Plan.
- Lower and Upper Band 2 for children/young people with a statement/My EHC Plan who might formerly been identified with up to 25 additional hours of support under the named pupils allowance. Actions/adjustments to support children/young people at band 2 may include direct interventions with the child/young person and wider activity with groups, classes or whole school actions which achieve the objectives set out in a child/young person's statement/My EHC Plan.

For Resource bases the main bandings to be used will be Upper and lower 1 and 2 and 3, For Enhanced learning Provision (ELP) Lower and Upper band 1 and Lower band 1 are appropriate, for special school all bands are appropriate, but with an expectation that bands will be more likely to be higher. There can be exceptions to this, is the basic expectation.

How to use this document

Column one on each table describes characteristics, abilities and disabilities, needs and concerns that relate to a child/young person's SEN. The following columns describe the responses, activities and resources which can be put in place to meet the child/young person's needs.

This document becomes relevant when a school, parent/carers and the young person are thinking about the support, adaptations and teaching approaches a child/young person needs to enable them to progress in their learning. There are five of these documents looking at different aspects of SEN, linked to chapter six of the **SEN Code of Practice 2015** which are underpinned by a baseline of policies, practices, teaching and management approaches;

- **SEN Provision baseline**
- **Communication & interaction banding**
- **Cognition & learning banding**
- **Social, emotional & mental health difficulties banding**
- **Sensory needs banding**
- **Physical and medical needs banding**

These banding documents should be used when you have taken forward or are in the process of assessing and observing a child/young person's needs. This may involve the Graduated Response (GRSS), other specialist assessments which are part of creating a plan at school level for a child or are part of a CAF, SEN Support Plan or My EHC Plan.

When considering whether a child needs additional funding this document can guide you; enabling you to appreciate what activities/adjustments can be taken forward before looking at additional funding and helping a school and the SEN panel agree the kind of activities and funding which may be appropriate to meet a child/young person's needs.

SEND Lead workers, SENCOs and The SEN Panel can use these banding descriptors to guide agreements on funding. When taking a child/young person's needs forward to panel these documents can be annotated to show the needs that you think a child/young person's has, the kind of activities/adjustments that are already in place and what might be the appropriate next action. These can be linked to objectives set on the EHCP or SEN Support documents.

The Role of banding

One of the key aims of banding is to expand discussion such that hours of a teaching assistant are not considered the only appropriate intervention. When a child/young person's EHCP is agreed there will not be a single commitment to hours but a commitment to a set of interventions described in the EHCP within a banded assessment and an appropriate school setting, thus increasing the specificity within an EHCP. This approach should be more transparent, as all partners can agree on the needs and appropriate responses. It will give Schools/Academies and Settings more capacity to meet the child/young person's needs and achieve the outcomes in the EHCP, rather than only providing hours of TA support. Thus the funding may enable a range of interventions, training, teaching assistant support (one to one/two or three etc.), specialist support and group activities with clear detail about how these will be delivered. The effectiveness of the EHCP or SEN Support plan will therefore rightly not be judged by the provision of a number of hours, but by the achievement of objectives.

The use of these bandings as a tool or resource ensures that the potential of inclusion band 0 is thoroughly explored before looking at bands 1 and 2. It also enables the SEN panel to develop equitable, consistent and transparent decision making.

These descriptors are drawn from a number of sources, including the former banding systems Wiltshire had for Resource bases, ELP and Special Schools, from descriptors used in York Council and from significant consultation and written text from SENCO's, SEND Lead workers, Specialist Advisory teachers and Education Officers from Wiltshire's Schools/Academies. The approach has also been discussed with parent/carers through consultation on the Wiltshire SEN strategy supporting Schools 2015/18.

Lower and Upper bands

Lower band one or two will be given when a child/young person meets some, but not all of the descriptors within a banding. Upper bands will be given where most or all of the criterion are met or where a child/young person presents with needs from more than one banding area, e.g. Communication and interaction and Social emotional and mental health. When looking at higher bands all the elements in the lower band should already have been considered.

All pupils with a My EHC Plan who are educated in a mainstream school (not in a resource base/ELP) will be identified with band 1 or 2 except in very rare circumstances (about 1%) where additional funding linked to objectives may be agreed.

Funding	Descriptors	Assessment & planning	Wellbeing, Health & Transition	Teaching & learning strategies	Curriculum/interventions	Resources & training
<p>Inclusion Band 0 Element 1 & 2</p> <p>SEN Support</p>	<p>CYP has is making insufficient progress & is going through assessment</p> <p>The CYP can progress in mainstream with timely and appropriate interventions. (This may involve some small group work)</p> <p>In the GRSS documentation your assessment used the “occasional” & some “frequent” descriptors.</p> <p>The CYP experiences low level/low frequency difficulties with:</p> <ul style="list-style-type: none"> one aspect of learning e.g. written communication, verbal communication, numbers appreciating instruction tackling new concepts dyslexia or dyscalculia, dysgraphia The CYP may be falling behind the average range for attainment and progress for age related expectations 	<ul style="list-style-type: none"> Use of the GRSS Observations by class staff & SENCO are used with GRSS documentation Clear interventions, approaches & teaching strategies are identified & monitoring schedules set. The My Support Plan paper work is used to guide & document the process Pupil involved in setting & monitoring their own targets. Parents are actively involved & are engaged in supporting targets at home. Advice is taken on successful strategies e.g. seating arrangements, coloured pens, IT and preferred learning style. School trips & events are planned well in advance & take into consideration the needs of the CYP. There is a review of whether a full My EHCP is required Routine school and class formative and summative assessments are used 	<ul style="list-style-type: none"> The CYP is consulted about the help/support they would like A one page profile is completed Parents, carers & other family members are actively encouraged to contribute The CYP is enabled to express their views & feelings using methods other than words Plans are made with a view to the next point of transition Friendship groups, out of school activities, progression towards independent travel & wider interests are actively included in planning & interventions Professionals from previous & future settings are involved in planning There is an assessment of health including hearing, vision & diet. G.P views are included as appropriate. There are positive messages shared with children & staff about how to support the child. Information is given to families about support & advice available, particularly through WPCC 	<ul style="list-style-type: none"> The class teacher is accountable for the CYP progress Information about the CYP’s difficulties and strengths are shared with relevant staff, in partnership with parents. Advice & methods for successful strategies & targets e.g. use of visual supports, developing organisational skills, TA support, rewards is widely shared. The child develops and takes ownership of strategies to support learning which they can own & take into different settings in the school. E.g. IT, praise records Whole school or class strategies are modelled and utilised when appropriate, e.g. learning about symbols, work organisation, approaches to tackling spelling. Adapting work schedules to allow for differentiated approaches Using a variety of annotated recording strategies e.g. IT, video, particularly when working towards assessed work Ensure that you give the CYP a “way through” when instructions or tasks may be difficult for them, 	<ul style="list-style-type: none"> Access to small group support planned & tailored to meet identified need; including good role models. E.g. problem solving skills, spelling groups, social speaking and reading clubs Learning tasks differentiated by task & outcome to meet individual needs. Preparation for changes to activities, routines & staffing. Peer mentoring support. Checking pupils understanding of task & recording of work. Supporting specific areas of difficulty e.g. MFL, Personal reward charts and approaches Opportunities to excel and acuities which support the CYPs sense of achievement 	<ul style="list-style-type: none"> Strategic Support & advice from SENCO. Additional adults regularly used to support flexible groupings. Access to targeted small group or intervention work with class TA/mentor/teacher All staff have completed a minimum on-line training around SEN (see Disability Matters website). All staff able to direct parents to support & help through WPCC. Time for meetings with parents on a regular basis. Targeted and inclusive lunch time & after school clubs & opportunities. Relevant IT and support resources including assessment knowledge School may consult the SSENs teams & Behaviour team for advice. Whole school CPD e.g. Wi5 has included use of the Inclusion Development

		<p>to tailor lesson objectives and teaching</p> <ul style="list-style-type: none"> • Data Analysis; Pupil Progress meetings: Lesson observations and work scrutiny identify difficulties and inform provision planning. • Differentiated lesson plans are monitored as part of the school improvement process 		particularly in social situations		programmes for Dyslexia and/or SLCN.
Funding	Descriptors	Assessment & planning	Wellbeing, Health & Transition	Teaching & learning strategies	Curriculum/interventions	Resources & training
<p>Band 1 Element 1 & 2</p> <p>EHCP</p>	<p>CYP has identified learning disabilities and has an EHCP</p> <p>With appropriate interventions the CYP can progress in classes but may need regular differentiated activities classes and activities.</p> <p>In the GRSS documentation your assessment used the “occasional” & but often the “frequent” descriptors.</p> <p>The CYP</p> <ul style="list-style-type: none"> • has moderate learning difficulties • is working outside of the programme of study for their key stage in all core subjects (English, maths, science) • Can communicate 	<p><i>Bands 0 plus:</i></p> <ul style="list-style-type: none"> • My EHCP is in place & has a review timetable • Use of the GRSS to support on-going changes & needs • Environmental audit including risks, threats and facilitation. • Risk assessments of tricky situations to inform adaptations incl. educational visits. • Specialist assessments e.g. Specialist Teacher Ed Psych., SALT, OT, CAMHS. • TAs are routinely included in planning and review & are provided with lesson plans & learning objectives in advance of the lesson to ensure their input is 	<p><i>Bands 0 plus:</i></p> <ul style="list-style-type: none"> • Consideration of EHCAF if appropriate • Team around a child approaches are used to engage parents & family • Careful reviewing of needs before transition at key stages • There is a commitment to developing independence with agreed planned steps (Inc. travel, self-led assignments, friendship groups) • Where interventions & strategies are resulting in progress consideration of future funding requirements • Additional support to transition, e.g. assessment, visits, try out classes, friendship groups 	<p><i>Bands 0 plus:</i></p> <ul style="list-style-type: none"> • The class/subject teacher is accountable for the progress of the CYP within the mainstream class • Manage access arrangements for internal & external examinations & assessments and other tasks that inform setting. • Awareness of social & emotional aspects of disability and SEN • Established communication strategies to facilitate communication & to assess learning. • Modified & adapted PE lessons as required. • Use of key-working approaches to ensure the pupil has a trusted adult to offer support during vulnerable times. 	<p><i>Bands 0 plus:</i></p> <ul style="list-style-type: none"> • Regular/daily small group teaching of cognitive skills. • Peer awareness training • Targeted TA support • A detailed, time limited, personalised, intervention timetable &/or resource. This may include withdrawal from some activities • Short term small group &/or individual interventions, to develop specific areas of curriculum access as identified by the subject teacher, educational specialist teacher or other professional. • Teaching style adapted to suit pupil's learning style e.g. level/pace/amount of teacher talk reduced, access to practical 	<p><i>Bands 0 plus:</i></p> <ul style="list-style-type: none"> • Time for formal meetings with parents on a regular basis. • Allocate appropriate space for visiting professionals to work with individual pupils, taking into account safeguarding issues. • Access to SWAP parent groups. • Adult intervention targeted at specific curriculum areas or specific social times. • Consult with the specialist teacher for when recruiting staff to work with a named pupil. • Access to low stimulus area for focused tasks e.g.

	<p>using spoken language, sometimes using a range of signs, gesture as well as words</p> <ul style="list-style-type: none"> • Looks for social interaction with peers as well as adults. Can maintain simple relationships with guidance • May have ESMH difficulties associated with the primary need that would be expected to abate as the learning needs are met. • May require essential and ongoing support and monitoring for healthcare procedures identified in a HC plan, e.g. respiratory care, occasional seizures • Is able to benefit from an inclusive approach to the mainstream curriculum with support • There are clear difficulties with concept development and logical thought. • Below the average range for attainment for age related expectations • Has difficulties with the pace of delivery and needs help to appreciate instructions and how to prioritise/organise work <p>There may be Co-</p>	<p>effective</p> <ul style="list-style-type: none"> • There is a clear assessment & commitment to the social care & health needs of the CYP • Close scrutiny of tracking 	<ul style="list-style-type: none"> • Where required support & is given to the family e.g. SWAPP courses, Triple P & • Where required information is given to the family about supporting organisation in Wiltshire (WPCC), short breaks & advocacy. • The family & CYP are made aware of personal budgets & encouraged to use where appropriate. • As part of the annual review there is consideration of whether the CYP could now be supported at band 0 • For CYP approaching 16yrs there is an appreciation of what adult services may have to offer. 	<ul style="list-style-type: none"> • Personalised reward systems known to all staff in school who have contact with the pupil, implemented consistently across the curriculum. • Identified daily support or activities to undertake the following <ul style="list-style-type: none"> • prepare & make relevant visual supports & structure • write Social Stories, where needed adapt materials for lesson e.g. chunking work into manageable amounts for the individual pupil • facilitate alternative recording strategies including access to ICT equipment • Provide access to visual approaches- e.g. TEACCH, Numicon, See & Learn • Support emotional development e.g. supporting pupil to recognise & communicate their feelings about the school day • Time-limited intervention programmes with staff who have knowledge & skills to address specific needs, may include withdrawal for social interaction & communication groups. • Access to an annotated differentiated curriculum. 	<p>activities.</p> <ul style="list-style-type: none"> • Access to structured teaching as required. • Individualised support to implement recommendations from support services • Use of social stories. • Individual support for pre & post teaching. • Access to a key worker or mentor for meeting & greeting, checking in throughout the day to provide reassurance & support throughout the day 	<p>individual workstation.</p> <ul style="list-style-type: none"> • Flexible approaches to the timetable, break times & lunchtimes. • Advice from the Specialist Teacher on sensory resources, activities, use of ICT. • Loan of sensory materials on trial basis. • Access to a quiet area for 'chill-out' at times of stress • Close supervision during breaks & lunch. • Time for meetings with the Specialist Teacher for Autism. Inc. advice on use of ICT, Equipment & software loans • Increased training for all staff, including a minimum of the level 2 City & Guilds course for the class teacher.
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	occurring difficulties representing a secondary need?					
Funding	Descriptors	Assessment & planning	Wellbeing, Health & Transition	Teaching & learning strategies	Curriculum/interventions	Resources & training
Band 2 Element 1 & 2 EHCP	<p>CYP can progress within a smaller group with good interventions, but needs additional help in larger classes or activities.</p> <p>In the GRSS documentation your assessment used mostly “frequent” & and some “specialist” descriptors</p> <p>The CYP;</p> <ul style="list-style-type: none"> • has moderate learning difficulties • communicates using limited range of signs and gestures and some key words • has little or no understanding of social reciprocity. A recognition of the need for social interaction may be yet to develop. • continuing emotional, social and behavioural difficulties associated with the primary need that would be expected to lessen over time as the learning needs are met. • requires a high level of support to scaffold thinking. • may require essential 	<p><i>Band 0 & 1</i></p> <ul style="list-style-type: none"> • Regular multi-agency assessment &/or review of strategies & progress. • Review the EHCP annually when all agencies are involved in reflection & joint planning in partnership with pupils & their parents/carers. • Introduction of a Positive Handling Plan • Individual risk assessments for practical subjects. 	<p><i>Band 0 & 1</i></p> <ul style="list-style-type: none"> • Independent travel training is provided to develop independence skills for the future. • There is full support for CYP turning 16 to manage their own EHCP • Families & CYP are made aware of all the options available to them at transition.(including personal budgets) • A SEND worker is involved at points of transition where possible. • A regular review is made of elements of the CYPs need for health of social care support in addition to what is available through schools funding • The role of CAMHS & other mental health support groups has been considered in meeting the child’s social & emotional well-being • As part of the annual review there is consideration of whether the CYP could now be supported at band 1 • There is clear evidence that adaptations have been made commensurate with the CYPs SEN to enable 	<p><i>Band 0 & 1</i></p> <ul style="list-style-type: none"> • The class/subject teacher is accountable for the progress of the CYP • Identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, taking into account the advice within the statement/EHCP, annual review & advice from agencies. • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher.. • The evaluation and use of specialist or adapted equipment / software where appropriate to access the curriculum & for communication. 	<p><i>Band 0 & 1</i></p> <ul style="list-style-type: none"> • Individualised support to implement recommendations from support services e.g. SALT, OT etc. • Structured individual programmes. • Programmes to develop literacy and numeracy, as identified by the assessment & planning. • Advice & assessment of the use of specialist or adapted ICT to access the curriculum. • Teaching focusing on both learning curriculum & throughout the school day. Targets informed by statutory assessment/EHC plan or Annual Review. • Regular/daily small group teaching of skills. • A range of interactive programmes & approaches are in use for the individual children & groups/classes to support My EHCP goals 	<p><i>Band 0 & 1</i></p> <ul style="list-style-type: none"> • SENCOs provide support to teacher & TAs & take responsibility for arranging appropriate specialist CPD & quality assuring the learning experience of the CYP • All Staff in contact with the child have training in the awareness of sensory needs, specialist resources, equipment, specific disability & their impact on learning & social & emotional well-being • Time to coordinate multi-agency involvement & TAC, fulfilling the key worker role. • Time to work with the Specialist Teacher for joint planning with the pupil, family & other professionals. . • Staff to work with small group &/or individual intervention to

	<p>and ongoing support and monitoring for healthcare procedures identified in a Health Care Plan, e.g. respiratory care, frequent seizures.</p> <ul style="list-style-type: none"> • able to benefit from time limited inclusion in mainstream with support • requires small group with individual support • The CYP is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers • Progress is at a very slow rate Additional support is required to ensure progress and/or access the curriculum • Moderate difficulties with concept development and logical thought which limits access to the curriculum. • Notably below the average range for attainment for age related expectations <p>There may be coexistence of secondary needs.</p>		<p>the child's voice to be heard.</p> <ul style="list-style-type: none"> • For CYP over 15yrs there is a clear understanding of the transition' to adulthood and adult services 			<p>develop specific areas of the curriculum following a programme designed or recommended by an external agency. E.g. Dyslexia-SpLD Trust</p> <ul style="list-style-type: none"> • Liaison with pupils, parents & other professionals when determining outcomes for individual children.
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