

Wiltshire SEN Banding Thresholds – 2016

Communication & Interaction (Including Autistic Spectrum Conditions)

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, but 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 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
Inclusion Band 0 Element 1 & 2 SEN Support	<p>CYP has identified needs & is going through assessment or identified as having ASD or SLCN</p> <p>In the Graduated Response documentation your assessment used the “occasional” & some “frequent” descriptors</p> <p>The CYP may:</p> <ul style="list-style-type: none"> • need help developing communication, social, emotional & organisational skills. • react differently to emotions • Need strong routines & boundaries to stay engaged • need help developing & maintaining communication & language skills particularly in noisy/overstimulating environments • be very self-contained • Makes limited eye contact • Have a series of sounds or words which, while not in common use, are understandable by others • Struggle to move on from an activity or seek repetitive acts • React to low level 	<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 which are worded in language that they can understand • Parents are actively involved & are engaged in supporting targets at home. • Advice is taken on successful strategies e.g. position in classroom, preferred learning style, effective use of spoken and written language • School trips & events are planned well in advance & take into consideration the needs of the CYP. • There are on-going reviews of whether a full My EHCP is 	<ul style="list-style-type: none"> • The CYP is consulted about the help they would like in a way which is appropriate and understandable to their language and communication needs • 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, where appropriate • 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, mental wellbeing & diet. G.P views are included as appropriate. • There are positive messages shared with children & staff about why the pupil finds certain 	<ul style="list-style-type: none"> • The class teacher is accountable for the CYP progress • Information about the CYP’s difficulties is 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 is given resources & approaches to support their communication and learning which they can own & take into different settings in the school. E.g. key vocabulary book, mat to sit on, ear defenders, praise books • Whole school or class strategies are utilised when appropriate, e.g. learning about clear communication, symbols, how to handle difference, or strong emotions in social settings. • Using a variety of annotated recording strategies e.g. IT, video, particularly when working towards assessed work • Ensure that you plan with the CYP a “way through” when instructions or tasks 	<ul style="list-style-type: none"> • Access to small group support planned & tailored to meet identified need; including good language role models. E.g. social skills groups, problem solving skills, SEAL, Circle Time, self-esteem group • Learning tasks differentiated by task, pace & outcome to meet individual needs. • Pre-teaching opportunities for ‘overlearning’ new vocabulary and concepts in line with developmental progression • Ensuring learning incorporates the level of personal experience • Use of task planners and frameworks to scaffold ideas and sequences • Preparation for changes to activities, routines & staffing if needed • Peer mentoring support • Daily planning with opportunities for the CYP to recognise & communicate their feelings about the school day e.g. identified ‘talk time’, emotion rating scale • Checking pupils understanding of task & recording of work (including use of a variety 	<ul style="list-style-type: none"> • Quality First teaching • Support/advice from SENCO. • Additional adults regularly used to support flexible groupings. • Access to targeted small group or intervention work with class TA/mentor • Use of ELSA (Emotional Literacy Support Assistant). • All school staff have completed a minimum on-line training around SLCN &/or ASD available through Kwango & Disability Matters. • All staff able to direct parents to support & help through WPCC. • Time for meetings with parents on a regular basis. • Targeted lunch time & after school clubs & opportunities e.g. Playpods, quiet rooms • School consults the SLT Service, SSENs teams & Behaviour team for advice. • Precision marking • The SLT advice line and/or website

	<p>sensory likes or dislikes e.g. high noises, certain smells</p> <ul style="list-style-type: none"> • Have a tendency to follow their own agenda rather than that of the class • Need “safe” places to sit, work or eat • Looks to others to support decision making • Enjoys and engages in some positive activities • With help may gain skills and strategies to manage the difficulties identified. • Need adults to simplify language used or provide visual support/adapted activities. • Need support to produce written work • Have some difficulty sharing their ideas by talking. 	<p>required.</p> <ul style="list-style-type: none"> • Adapted resources or learning experiences are made available. • A consistent Communication Friendly Environment is developed • A range of communication opportunities are planned for across the curriculum. 	<p>tasks difficult and how to support the them</p> <ul style="list-style-type: none"> • Information is given to families about support & advice available, particularly through WPCC • The child has access to learning breaks or activities to support emotional wellbeing and self-esteem. • The child is given specific, positive feedback about their communication and interaction 	<p>may be difficult for them, particularly in social situations</p> <ul style="list-style-type: none"> • Adults use appropriate levels and style of communication with the child • The teacher works collaboratively with outside agencies to ensure there is effective communication amongst the TAC 	<p>of ways to record work).</p> <ul style="list-style-type: none"> • Supporting specific areas of difficulty e.g. assembly, PE, outdoor play, moving between classrooms, subjects with more complex, abstract language • Personal reward charts and meaningful sanctions which do not penalise the CYP's inability to manage a task due to their needs • Opportunities to explore personal interests e.g. after school clubs that focus upon an interest that cannot be brought into every class (e.g. a fascination with a cartoon character, game or subject). 	<p>www.getwiltshiretalki ng.org</p>
Fundin g	Descriptors	Assessment & planning	Wellbeing, Health & Transition	Teaching & learning strategies	Curriculum/interventions	Resources & training
Band 1 Element 1 & 2 EHCP	<p>The CYP has identified ASD or Communication & Interaction difficulties which require additional specific provision or specialist advice</p> <p>In the GRSS documentation your assessment used some “occasional”, significant use of “frequent” & some</p>	<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 • Opportunities to develop language and communication skills in everyday settings planned and maximised 	<p><i>Bands 0 plus:</i></p> <ul style="list-style-type: none"> • Consideration of CAF if appropriate • Team around the child approaches are used to engage parents & family • Careful reviewing of needs before transition at key stages • There is a commitment to developing functional 	<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. • Awareness of the impact of speech, language and 	<p><i>Bands 0 plus:</i></p> <ul style="list-style-type: none"> • Weekly or more frequent small group teaching of social skills with all staff supporting transfer of skills into the classroom and wider school environment • Peer awareness training of SLCN or autism • Targeted teacher or TA support 	<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.

<p>“specialist” descriptors</p> <p>For example, a CYP who finds it difficult:</p> <ul style="list-style-type: none"> • to understand & use language in terms of meaning and/ or structure • to understand and use concepts and vocabulary outside of the everyday context • with making themselves understood because of poor speech intelligibility • understanding social interactions & friendships including difficulties interpreting other people’s behaviour, & intentions • Frequently experiences high levels of anxiety coping with the demands of the school day • Can participate in most aspects of the day but has difficulties in following instructions, classroom routines & maintaining attention to task • Has a set of words or sounds to express him/herself, but these are only understood by a very limited number of people and only elicited reluctantly 	<ul style="list-style-type: none"> • Environmental and communication audit including risks & threats • Risk assessments of tricky situations to inform adaptations incl. educational visits which should include consideration of the accessibility of spoken and written language for pupils • Specialist assessments and advice i.e. SALT, Specialist Advisory Teacher for Communication and Interaction, and other agencies as required • TAs are trained to understand how to support pupils with communication and interaction needs and are routinely included in planning & or/are provided with lesson plans & learning objectives in advance of the lesson to ensure their input is effective • Behaviour records updated daily & analysed to consider frequency, duration as well as triggers & patterns • There is a clear assessment & commitment to the 	<p>communication skills and independence with agreed planned steps (Inc. travel, self-led assignments, friendship groups)</p> <ul style="list-style-type: none"> • CYP are supported to explore suitable activities outside school. • Where interventions & strategies are resulting in progress consideration of future approaches • Additional support to transition, e.g. assessment, visits, try out classes, friendship groups • Where required support is given to the family e.g. SWAPP courses, Triple P, advice from SALT and/or Specialist Advisory teacher for communication and interaction • 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 	<p>communication needs upon social & emotional skills.</p> <ul style="list-style-type: none"> • Awareness of the impact of associated motor planning needs on performance. • Established communication strategies to facilitate communication & to assess learning. • Modified & adapted PE or other subjects/lessons as required. • Use of key-working approaches to ensure the pupil has a trusted adult or adults to offer support during vulnerable times. • Personalised reward and appropriate sanctions 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 and/or differentiate written work according to language level of the pupil • write Social Stories, where needed adapt materials for lesson e.g. chunking language and work 	<ul style="list-style-type: none"> • A detailed, time limited, personalised, intervention timetable &/or resource. This may include withdrawal from some activities/subjects • Short term small group &/or individual interventions, to develop specific areas of curriculum access as identified by the subject teacher, Speech and Language therapist or specialist advisory teacher or other professional. • Teaching style adapted to suit pupil’s communication needs and learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities/visual resources to support verbal language • Individualised support to implement recommendations from outside agencies • Use of social stories or written plans/scripts if appropriate • Individual support for pre & post teaching of key vocabulary and concepts • Access to an identified staff member for meeting & greeting, checking in throughout the day to provide reassurance & support throughout the 	<ul style="list-style-type: none"> • School supported access to SWAPP or other parent groups. • Adult intervention targeted at specific curriculum areas and/ or specific social times. • Consult with the specialist advisory teacher for communication and interaction when recruiting staff to work with a named pupil if necessary • Access to low stimulus area for focused tasks e.g. individual workstation. • Carefully planned classroom with reduced visual and other stimuli, with action points from Communication environment audit • Flexible approaches to the timetable, break times & lunchtimes. • Advice from the SLT/Specialist advisory Teacher for communication and interaction on appropriate resources including sensory resources, activities, use of ICT. • Access to a quiet area for ‘chill-out’ at
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	<ul style="list-style-type: none"> • Displays strong pre-occupations & needs support or preparing for changes in routines. • Needs support managing & developing their reactions & behaviour when anxious or distressed • Does not notice or follow social cues from other children • Will avoid eye contact or direct interaction • Is making limited progress within band 0 support, but can benefit from a inclusive environment with appropriate differentiation and support <p>The CYPs ASD/SLCN could co-exist with other secondary needs.</p>	<p>social care & health needs of the CYP</p> <ul style="list-style-type: none"> • Close scrutiny of tracking measures to ensure the CYPs learning is regularly adjusted in line with progress. 	<p>appreciation of what adult services may have to offer.</p>	<p>into manageable amounts for the individual pupil</p> <ul style="list-style-type: none"> • facilitate alternative recording strategies including access to ICT equipment • Provide access to visual approaches- e.g. TEACCH, Numicon, See & Learn if necessary e.g. Colourful semantics and shape coding, • Support 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 a differentiated curriculum. • Collaboration with multidisciplinary team to ensure a robust TAC 	<p>day</p>	<p>times of stress</p> <ul style="list-style-type: none"> • Close supervision during breaks & lunch. • Time for meetings with the Specialist advisory teacher for communication and interaction/SLT Inc. advice on use of ICT and equipment. • Increased training for all staff, including a minimum of the level 2 City & Guilds course for the class teacher. • Access to ELKLAN Verbal AS course national credited course and also to Specialist Module course for those supporting children with SLCN, both these courses are delivered by the SLT Department.
Funding	Descriptors	Assessment & planning	Wellbeing, Health & Transition	Teaching & learning strategies	Curriculum/interventions	Resources & training
Band 2 Element 1 & 2 EHCP	<p>The Pupil:</p> <p>In the GRSS documentation your assessment used mostly “frequent” & “specialist” descriptors</p> <ul style="list-style-type: none"> • Has limited language and communication & is 	<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 	<p><i>Band 0 & 1</i></p> <ul style="list-style-type: none"> • Functional communication skills and independent travel training, if necessary is provided to develop communication skills and independence skills for the future. • There is full support for 	<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 within the mainstream class • Identified individual support across the curriculum in an inclusive mainstream setting to 	<p><i>Band 0 & 1</i></p> <ul style="list-style-type: none"> • Individualised support to implement and embed recommendations from support services e.g. SALT, specialist advisory teacher for communication and interaction • Structured individual 	<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 & ensuring that the learning experience

<p>often anxious or in need of frequent reassurance</p> <ul style="list-style-type: none"> • Has limited ability to manage & express thoughts, opinions or emotions in appropriate or socially acceptable • Is dependent on a specialist environment with specific support systems such as visual timetables • Requires specialist intervention & a managed environment to cope with communicative demands, and/or change & transitions during the school day • Exhibits a range of rigid or obsessional behaviours & needs structure across the whole curriculum • May have hypersensitivity & is easily distracted requiring environments with lower stimulus • Communicates using limited speech sounds, words, signs, gestures & use of low-tech communication aids • Potentially has other SEN or mental wellbeing concerns • Is able to benefit from structured inclusion in mainstream with support and a high level of differentiation 	<p>partnership with pupils & their parents/carers.</p> <ul style="list-style-type: none"> • Introduction of a Positive Handling Plan if necessary • Individual risk assessments for practical subjects • Subjects are considered in terms of their language load and adaptations and differentiation made to allow the pupil to succeed. • Consistent evaluation and maintenance of the Communication Friendly Environment including: <ul style="list-style-type: none"> • Environment • Communication Style • Planning • Communication opportunities 	<p>CYP turning 16 to manage their own EHCP</p> <ul style="list-style-type: none"> • Families & CYP are made aware of all the options available to them at transition. • A SEND worker is involved at points of transition where possible. • A regular review is made of elements of the CYPs need for health or 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 the child's voice to be heard including the use of alternative and augmentative communication where necessary • The CYP's potential vulnerability due to their SLCN is highlighted and strategies to monitor and support this are in place • For CYP over 15yrs there is a clear understanding 	<p>provide a personalised learning experience, taking into account the advice within the statement, annual review & advice from agencies.</p> <ul style="list-style-type: none"> • Facilitate production of differentiated materials in accordance with the advice from the specialist advisory teacher for communication and interaction &/or SLT • The use of specialist or adapted equipment / software where appropriate to access the curriculum & for communication. 	<p>programmes for learning</p> <ul style="list-style-type: none"> • Programmes to develop language and communication skills, social interaction & emotional well-being, as identified by the assessment & planning. • Advice & assessment of the use of specialist or adapted ICT to access the curriculum. • Teaching focusing on learning curriculum, promoting appropriate communication & social interaction skills throughout the school day. Targets informed by statutory assessment/EHC plan or Annual Review. • Regular/daily small group teaching of language, communication and/or social skills. • A range of interactive programmes & approaches are in use for the individual children & groups/classes to support My EHCP goals 	<p>of the CYP is appropriate, meaningful and sufficiently challenging</p> <ul style="list-style-type: none"> • All Staff in contact with the child have training in the awareness of ASD and communication and interaction issues • Time to coordinate multi-agency involvement & TAC, fulfilling the key worker role. • Time to work with the SLT/ Specialist advisory Teacher for joint planning with the pupil, family & other professionals. . • Staff to work with small group &/or individual intervention to develop specific areas of the curriculum following a programme designed or recommended by an external agency. • Liaison with pupils, parents & other professionals when determining priorities for individual children. • Access to ELKLAN Verbal AS course, national credited
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	<ul style="list-style-type: none"> • Has shown limited progress with band 1 		of the interface with adult services			course and also to Specialist Module D, course for those supporting children with SLCN, both these courses are delivered by the SLT Department.
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