

Wiltshire Banding Thresholds and Guidance

Cognition and Learning				
0	1	2	3	4
	The criteria for band 0 has been exceeded	The criteria for band 1 has been exceeded	The criteria for band 2 has been exceeded	The criteria for band 3 has been exceeded
<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, dyscalculia, dysgraphia &/or Irlens <ul style="list-style-type: none"> The CYP is falling behind the average range for attainment and progress for age related expectations 	<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 to severe learning difficulties is working outside of the programme of study for their key stage in all core subjects (English, maths, science) Can communicates using spoken language, sometimes using a range of signs, gesture as well as words Looks for social interaction with peers as well as adults. Can maintain simple relationships with guidance May have SEMH 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 problems with concept development and logical thought. Just below the average range for attainment with SS 75-85 has difficulties with the pace of delivery and needs help to appreciate instructions and how to prioritise/organise work <p>There may be coexistence of secondary needs.</p>	<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 severe learning difficulties communicates using limited range of signs and gestures and some key words has little or no understanding of social reciprocaton. A recognition of the need for social interaction may be yet to develop. Has 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. My require essential and ongoing support and monitoring for healthcare procedures identified in a Health Care Plan, e.g. respiratory care, frequent seizures. Is able to benefit from time limited inclusion in mainstream with support Requires small group with individual support Is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers Has progress that 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. Below average range for attainment with SS 65-75 <p>There may be coexistence of secondary needs.</p>	<p>CYP can progress within smaller or specialised groups with good interventions, but needs constant to regular help in larger classes or activities.</p> <p>In the GRSS documentation your assessment used mostly “frequent” & and significant “specialist” descriptors</p> <p>The CYP;</p> <ul style="list-style-type: none"> has severe or profound and multiple learning difficulties uses facial gestures, eye gaze and body movements to communicate feelings and needs is often socially isolated; no understanding of social reciprocaton requires frequent to constant supervision to ensure safety and to support vulnerability – no understanding of risks relating to social, environmental and physical issues requires 1:1 assistance in relation to additional needs such as severe sensory loss, complex medical condition which is potentially life threatening. have very limited understanding of language and very limited expressive communication have additional needs in one or more other area e.g. ASD, PD, sensory learning may be inconsistent or incomplete. Progress may be limited with standardised assessments 65 -75 in a specific area of learning. <p>There may be coexistence of secondary needs.</p>	<p>CYP can progress within smaller or specialised groups with good interventions, and in one to one situations.</p> <p>In the GRSS documentation your assessment used mostly “Specialist” & and some “frequent” descriptors</p> <p>The CYP;</p> <ul style="list-style-type: none"> has very limited understanding of language and very limited expressive communication has profound and multiple learning difficulties has additional needs in one or more other area e.g. ASD, PD, sensory and may have complex medical needs requires individual supervision within playground and to move around school site is unable to understand and manage risks within the school environment may have additional complex health needs The learning range is in the bottom quartile of SS scores below 65. <p>There is coexistence of secondary needs.</p>

Communication and Interaction (including ASC)				
0	1	2	3	4
	The criteria for band 0 has been exceeded	The criteria for band 1 has been exceeded	The criteria for band 2 has been exceeded	The criteria for band 3 has been exceeded
<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 sensory likes or dislikes e.g. high noises, certain smells • 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>The CYP has identified ASD or Communication & Interaction difficulties which require additional specific provision & specialist advice and an EHCP</p> <p>In the GRSS documentation your assessment used some “occasional”, significant use of “frequent” & some “specialist” descriptors</p> <p>The CYP:</p> <ul style="list-style-type: none"> • Finds it difficult to understand & use language in terms of meaning and/ or structure • Struggles to understand and use concepts and vocabulary outside of the everyday context • Finds it hard making themselves understood because of poor speech intelligibility • Struggles with 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 • 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>The CYP has identified ASD or Communication & Interaction difficulties which require additional specific provision & specialist advice and an EHCP</p> <p>In the GRSS documentation your assessment used mostly “frequent” & “specialist” descriptors</p> <p>The CYP:</p> <ul style="list-style-type: none"> • Has limited language and communication & is often anxious or in need of frequent reassurance • 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 • Has shown limited progress with band 1 	<p>The CYP has identified ASD or Communication & Interaction difficulties which require additional specific provision & specialist advice and an EHCP</p> <p>In the GRSS documentation your assessment used mostly “frequent” & “specialist” descriptors.</p> <p>The CYP</p> <ul style="list-style-type: none"> • is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers • has significant and enduring difficulties with concept development and logical thought • is well below average range for attainment with SS 65 and below (equivalent to first percentile or below) or • Has a very skewed profile of progress and achievement showing great strengths in some areas and significant weaknesses in others. • has some complexity of other needs • has significant difficulties with organisational skills and independent learning • Self-esteem may have suffered and behaviour problems linked to frustration may have resulted. • There are learnt/ingrained behaviours which are being exacerbated, reinforced or maintained by the ASD profile. • Can often become aggressive or angry when conflicts of ideas, thoughts or concepts are too complex, over powering or conflict with the CYPs appreciation of the situation. • has limited functional communication • be involved in incidents which may require physical intervention. • Requires frequent to regular interventions by Senior Leadership Team. • Sometimes display significant and unpredictable distress that requires regular immediate intervention. • Requires specialist planned personalised and prolonged intervention to manage anxiety about change and transitions during the school day. • unable to develop appropriate relationships with others without support 	<p>The CYP has identified ASD or Communication & Interaction difficulties which require additional specific provision & specialist advice and an EHCP</p> <p>In the GRSS documentation your assessment used mostly “specialist” and some “frequent” descriptors.</p> <p>The CYP:</p> <ul style="list-style-type: none"> • presents with a range of issues and an accumulation of layered needs • experiences significant, complex persistent and enduring learning difficulties • may have a medical condition and/or physical or sensory difficulties. • may have associated behaviour difficulties including attention, oppositional or authority difficulties • exhibits violent behaviour on a daily basis • requires individual supervision within playground and social times • is involved in daily incidents which may require physical intervention. • displays persistently anxious and unpredictable behaviour to the extent where they must follow highly structured and personalised learning programmes. • displays significant and repeated habitual behaviours that need help and on-going intervention to break the pattern. • is unable to develop appropriate relationships with others without specialist support. • is unable to recognise social, environmental and physical risks. • Has low self-esteem that often results in defensive or aggressive reactions and behaviours which could be associated with ASD or SEMH • responds to anxiety and small changes with unpredictable, prolonged and sudden outbursts that jeopardizes the health and safety of self and others. • experiences profound, complex lifelong learning difficulties, and will require specialised provision, with personalised programmes of support delivered by staff with a high level of expertise have extremely limited expressive communication

Social, Emotional and Mental Health Needs				
0	1	2	3	4
	The criteria for band 0 has been exceeded	The criteria for band 1 has been exceeded	The criteria for band 2 has been exceeded	The criteria for band 3 has been exceeded
<p>CYP has identified attachment or SEMH needs & is going through assessment</p> <p>The CYP can progress in mainstream with timely and appropriate interventions.</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"> • following classroom routines • complying with adult direction • responding appropriately to social situations • forming and sustaining relationships with peers <p>These may be linked to events in their life which have a temporary or irregular impact on the child.</p> <p>The CYP may:</p> <ul style="list-style-type: none"> • have immature social/emotional skills e.g. difficulties with turn-taking, reciprocal attention, sharing resources, etc. • be socially isolated e.g. tends to be alone and has low-level anxiety in social situations • have low self-esteem which can result in low level bullying, attention seeking or withdrawal. • Have difficult family experiences that are hard to leave outside the classroom 	<p>CYP has identified attachment or SEMH needs & has an EHCP. With appropriate interventions the CYP can progress in some classes, but may need regular smaller classes and activities.</p> <p>In the GRSS documentation your assessment used the “occasional” & but more often the “frequent” descriptors.</p> <p>CYP may:</p> <ul style="list-style-type: none"> • require support to interact appropriately in unstructured times • be withdrawn, timid and in need of nurture across the curriculum • show anxiety, distress or challenging behaviour which requires access to a specialist environment for more than half of the school day • occasionally refuse to go to school • May have learning difficulties or delays in progress associated with the primary need that would be expected, with appropriate support, to abate as the SEMH needs are met • struggle with self-regulating emotion or be full of strong feelings that have no outlet resulting in inappropriate language or frequent angry, emotional or aggressive outbursts, sexualised language, anxiety, mood swings, and unpredictable behaviour, which affect relationships and learning • regularly fail to engage with appropriate learning tasks – would be ‘off task’ for much of the time unless supported • struggle with appropriate learning behaviour e.g. sustaining attention and concentration, motivation to engage with work-related tasks • often challenges rules and shows persistent resistance to adult intervention to help them manage their behaviour without supportive interventions • have significant self-esteem issues affecting relationships and behaviour patterns (‘acting in’ or ‘acting out’) • struggle socialising with peers and adults e.g. lack of empathy, victim or perpetrator of bullying • often show low mood or refuse to communicate for periods of time • have difficult relationships with adults in authority • need time to discuss feelings and experiences before learning can start • sometimes particular activities or adults/CYP will trigger difficult emotions that need to be responded to at the time. • sometimes approaches situations in ways which causes a barrier to learning such as disengaging, destroying own/others’ work, use work avoidance strategies, often with limited concentration. <p>The CYP’s SEMH needs may co-exist with other learning needs.</p>	<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>CYP may:</p> <ul style="list-style-type: none"> • be involved in regular incidents. Where s/he deliberately chooses to express physical aggression which requires specific intervention • have additional complex mental health needs which impacts on their learning or social interaction and which requires additional staff interventions • target other children and/or staff, often with limited understanding of the consequences of their behaviour on others • regularly refuses to go to school • engage in self-harm and activities which deliberately put him/her in dangerous situations • have imbedded habits that inhibit learning and progression • have approaches to situations that are disruptive to the learning of others and leads to frequent conflict with staff. • Once interventions are in place, require occasional interventions by Senior/specific staff <p>The CYP experiences significant, frequent difficulties:</p> <ul style="list-style-type: none"> • with regular incidences of non-compliant and uncooperative behaviour which are long-lasting and frequent e.g. refusals to work, defiance, leaving classroom/school site on a regular basis. • With self-regulating e.g. intense emotional or aggressive outbursts, uninhibited unpredictable outbursts, inappropriate sexualised behaviour, high levels of anxiety, hyper-vigilance, mood swings, or difficulties with social relationships. • Often or regularly approaches situations in ways which cause a significant barrier to learning e.g. disengaging, destroying own/others’ work, use work avoidance strategies, often with limited concentration. • increasing concerns around mental health e.g. self-harm, irrational fears, risk-taking, and substance misuse. <p>The CYP’s SEMH needs may co-exist with other learning needs</p>	<p>CYP mostly needs small classes and or supported activities.</p> <p>Where interventions are not embedded the pupil may continue to exhibit emotional and disruptive incidents. Where interventions are embedded the pupil may continue to exhibit emotional and disruptive incidents at times of pressure.</p> <p>In the GRSS documentation your assessment used mostly “frequent” & “specialist” descriptors</p> <p>The CYP:</p> <ul style="list-style-type: none"> • is involved in frequent (daily) incidents. Where s/he deliberately chooses to express physical violence which requires specific intervention • may have mental health needs with concerns around mental health e.g. self-harm, irrational fears, risk-taking, and substance misuse. which impacts on their learning or social interaction • targets other children and/or staff, with limited understanding of the consequences of their behaviour on others • frequently refuses to go to school • engages in self-harm and activities which deliberately put him/her in dangerous situations • has daily incidences of non-compliant and uncooperative behaviour which are long-lasting and frequent e.g. refusals to work, defiance, leaving classroom/school site on a regular basis. • require regular interventions by Senior Leadership Team • Has limited ability to self-regulate intense emotional with aggressive outbursts, uninhibited unpredictable outbursts, inappropriate sexualised behaviour, high levels of anxiety, hyper-vigilance, mood swings, difficulties with social relationships. • Regularly and sometimes frequently approaches situations in ways which causes a significant barrier to learning e.g. disengaging, destroying own/others’ work, use work avoidance strategies, often with limited concentration. <p>The CYP’s SEMH needs may co-exist with other learning needs</p>	<p>CYP mostly need small classes and or supported activities.</p> <p>Where interventions are embedded the pupil may continue to exhibit emotional and disruptive incidents.</p> <p>In the GRSS documentation your assessment used mostly “specialist” with some “frequent” descriptors</p> <p>The CYP:</p> <ul style="list-style-type: none"> • is unable or unwilling to manage their own behaviour and/or reflect on the consequences for others • exhibits violence on a daily basis • requires individual supervision within playground and social times • is involved in persistent and continuous incidents which may require physical intervention (more than once a-day) • requires frequent interventions by Senior Leadership Team (several times a day, every day) • is mostly absent or not able to school • persistently sabotages and disrupts teaching groups to the extent where they must follow highly structured, personalised learning programmes • displays prolonged, targeted, unpredictable, explosive behaviour resulting in frequent assaults • significantly and repeatedly self-harms such that intervention is frequently required • experiences prolonged and sudden outbursts of behaviour that jeopardizes the health and safety of self and others • has a profile of sexualised behaviour that requires constant supervision • has additional, complex mental health or learning needs which require daily intervention

Physical and Medical Needs

0	1	2	3	4
	The criteria for band 0 has been exceeded	The criteria for band 1 has been exceeded	The criteria for band 2 has been exceeded	The criteria for band 3 has been exceeded
<p>The CYP experiences needs which are managed well in a mainstream class</p> <p>The CYP may;</p> <ul style="list-style-type: none"> Have some lack of control or precision around fine and/or gross motor skills are developing at a slower pace than his/her peers. appear clumsy, poorly co-ordinated and lack strength. have minor difficulties with daily living skills such as dressing, personal care, eating and drinking. have mobility affected by fatigue have verbal communication affected by physical causes. have a long term medical condition that is self-managed and not life limiting (dependent on age). be visually different, which may lead to low self-esteem or vulnerability to bullying, this may not be associated with a physical impairment. independent use a mobility aid to overcome their physical difficulties e.g. walking frame, power chair. need to use a technological or supportive lo-tech communication aid occasionally to support verbal communication have a medical condition that requires regular medication and/or management which is self-managed, but requires class and school appreciation and staff (MDSA, class teacher and TA) awareness. 	<p>The CYP has an EHCP. 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 may:</p> <ul style="list-style-type: none"> Experience fine and gross motor difficulties and whose physical condition varies from day to day. experience a physical difficulty recording their work. experience difficulties with their core stability have mobility that is moderately impaired and experiences difficulties on stairs and with spatial orientation and whose movements are unsteady in crowded areas and on uneven ground. have an unpredictable long term condition which sometimes affects their ability to access normal activities. They may experience fluctuating levels of pain and their school attendance may be affected. fail to make age related expected progress because of their physical limitations. A child whose speech production is affected by breath control or impaired for physical reasons and finds it difficult to make themselves understood or finds it too tiring to repeat themselves. need some assistance with personal care, positioning or getting around. have some independent mobility e.g. independent transfers, good use of self-propelled or powered mobility aid <p>The CYPs Physical disability/medical needs could co-exist with other secondary learning needs but are still within an the range for his/her year group.</p>	<p>CYP can progress within a smaller group with good interventions, but needs greater help in larger classes or activities.</p> <p>In the GRSS documentation your assessment used mostly “frequent” & and some “specialist” descriptors</p> <p>May require funding from more than one source.</p> <p>The CYP may;</p> <ul style="list-style-type: none"> have moderate difficulties with fine and gross motor movement. be highly reliant on adults for support in moving, positioning, personal care have some independent mobility e.g. assistance with transfers, use a power chair have a physical disability that creates communication difficulties unable to negotiate steps and stairs unstable when sitting on standard chairs or on floor be able to reposition self when seated be unable to independently manage transfers and personal care including toileting, eating and drinking , e.g. cutting up food, wiping own nose have restricted fine motor skills, e.g. unreadable mark making; unable to use scissors or do/undo buttons, but with appropriate low or high technology can participate in class tasks have communication aids which are mostly self-managing or can be appreciated and understood by other children and staff relatively easily unable to do tasks that require strength, e.g. screw/unscrew have a skill level that fluctuates significantly or deteriorates during the day be able to complete simple fine motor tasks with additional time compared to age group <p>The CYPs Physical disability/medical needs could co-exist with other secondary needs which may require P scales.</p>	<p>The CYP has significant primary needs which impact on progress requiring Long term involvement of educational and non-educational professionals as part of a EHCP</p> <p>May require an integrated funding package.</p> <p>The CYP:</p> <ul style="list-style-type: none"> has a medical condition that impacts on personal hygiene (catheter, colostomy bags) has physical or medical needs which require active management by adults to keep them safe and able to access education needs which make them reliant on adults for moving, positioning, personal care including eating and drinking e.g. require hoisting has a physical disability that creates severe communication difficulties has a communication aid which need significant engagement from the communicant needs adult support to access learning and social interaction is unable to walk more than a few steps with aids or may be dependent on adults for mobility is unstable when seated is unable to move by his or herself for positioning, transfers, personal care including eating and drinking, toileting is unable to feed self, may be unable to chew food or take food orally. Has very limited fine motor skills e.g. is unable to: mark make; wipe own nose; lift a drink to mouth; grip clothing to readjust it; do/undo buttons; turn over pages of a book Is only able to complete simple motor tasks if given a significant amount of time e.g. touch single button switch(longer than 2 seconds or may miss button on first attempt) Is unable to undertake two handed tasks in need of daily physical therapy <p>The CYPs Physical disability/medical needs could co-exist with other secondary learning needs which may require P scales.</p>	<p>The CYP will experience significant, complex persistent and enduring difficulties acknowledged through and EHCP</p> <p>May require a complex funding package</p> <p>The CYP;</p> <ul style="list-style-type: none"> presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, physical, medical, sensory, communication & cognition needs constant support to access curriculum needs adaptations to the environment. e.g. use of a hygiene suite and hoist needs bespoke modifications to postural equipment following the advice of NHS colleagues. where palliative care needs to be balanced against school attendance be reliant on 1 or more adults for positioning, movement, personal care including eating and drinking e.g. require hoisting, gastrostomy be complex communication aid users e.g. Tellus/Dynavox need individual specialist adult support to access learning and social Pupils may have severe medical needs e.g. unstable epilepsy Cannot benefit from a mainstream environment

Sensory Impairment				
0	1	2	3	4
	The criteria for band 0 has been exceeded	The criteria for band 1 has been exceeded	The criteria for band 2 has been exceeded	The criteria for band 3 has been exceeded
<p>The CYP experiences needs which are managed well in a mainstream class</p> <p>Visual impairment A CYP has a visual impairments such that:</p> <ul style="list-style-type: none"> • They have a medically agreed time limited programme of eye patching which needs supporting within the school environment • They have a mild visual loss(that cannot or is not fully corrected by glasses) which requires some small adjustments to ensure access to the curriculum • They have intermittent but regular instances of eye conditions which require attention during the school day e.g. eye drops • They have colour blindness or other low level sight conditions which do not make significant impact on their learning, but need some alterations within the learning environment. • They have reduced vision in one eye which can give some difficulties with spatial awareness 	<p>With appropriate interventions the CYP can progress in classes but may need regular differentiated activities classes and activities</p> <p>There is a referral by health specialist</p> <p>Visual Impairment The CYP has:</p> <ul style="list-style-type: none"> • A recognised visual condition which requires adjustments to support independent learning • Reduced vision which means they have an on-going difficulty accessing aspects of the curriculum and may require enlarged resources • Reduced vision that may require appropriate IT to enable full access to materials and / or large print resources. • Access technology may need to be linked to the school system • Reduced vision which may require support with social interaction • A diagnosis of a visual condition which limits independence in specific areas • Vision difficulties that mean they require adjustment to their environment • May require examination modifications 	<p>CYP can progress within a smaller group with good interventions, but needs greater help in larger classes or activities. The CYP may have an EHC plan</p> <p>In the GRSS documentation your assessment used mostly “frequent” & and some “specialist” descriptors</p> <p>Visual Impairment The CYP:</p> <ul style="list-style-type: none"> • Has a level of visual impairment that impacts on his/her ability to access a significant part of the curriculum independently. • Has a recognised visual condition that requires adaptation of resources and teaching approaches across the curriculum. (large print, access technology) • Access technology may need to be linked to the school system e.g. white board / on line materials • Requires mobility skills for the safe movement around the environment due to limited vision. • Requires support with independent living skills due to their level of visual difficulties • Reduced vision which may require support with social interaction • Has a diagnosis of Cortical Visual Impairment that affects both cognitive and visual functioning • Will require examination modifications 	<p>The CYP has significant primary needs which impact on progress requiring Long term involvement of educational and non-educational professionals as part of a EHCP</p> <p>Visual Impairment The CYP:</p> <ul style="list-style-type: none"> • Has a severe visual difficulty requiring extensive modification of resources to fully access the curriculum • Has a deteriorating or degenerative condition that will require skills to be introduced in preparation for future needs e.g. loss of visual field (mobility) and/or reduced visual acuity (braille or IT) • Requires the learning of braille in conjunction with current large print access • Specialist assessment of IT and a package of equipment provided to enable access to the curriculum • Access technology will need to be linked to the school system e.g. white board / on line materials • Will require ongoing training with specialist equipment • Requires some adjustments to the school environment to ensure safety of movement or lighting levels • Support needed within the setting for areas of the curriculum to ensure safety (science, DT, PE) • Requires mobility training within the school environment and in the home / community (including road crossing and safety) • Requires support with independent living skills due to their significant visual difficulties • Reduced vision which may require support with social interaction • Has a diagnosis of Cortical Visual Impairment that severely affects both cognitive and visual functioning • Has learning and / or physical difficulties requiring the tactile system of Moon as the main method of accessing material • Has a combination of difficulties which when added to the severe visual difficulty makes access to teaching / accessing resources extremely complex e.g. dual sensory loss • Has a severe deteriorating visual condition which will require a change in the method of accessing the curriculum and /or the environment and may require increased 	<p>The CYP will experience significant, complex persistent and enduring difficulties acknowledged through an EHCP</p> <p>May require a complex funding package</p> <p>Visual Impairment The CYP:</p> <ul style="list-style-type: none"> • Requires total curriculum to be taught through the medium of Braille • Specialist teaching required for literacy and broader curriculum areas through a tactile medium • Support within the setting for areas of the curriculum to ensure safety (science, DT, PE) • All written material and diagrams need transcribing into braille or tactile format • Will require examination modifications • Specialist assessment of IT and the provision of a package of specialist equipment to enable access to the curriculum • Will require ongoing training with specialist equipment • Access technology will need to be linked to the school system e.g. white board / online materials • Requires adjustments to the school environment • Requires mobility training within the school environment & in the home / community (including road crossing and safety) • Requires support with independent living skills due to their significant visual difficulties • Reduced vision which may require support with social interaction • Has a diagnosis of Cortical Visual Impairment that severely affects both cognitive and visual functioning • Has learning and / or physical difficulties requiring the tactile system of Moon as the main method of accessing material • Has a combination of difficulties which when added to the severe visual difficulty makes access to teaching / accessing resources extremely complex e.g. dual sensory loss • Has a severe deteriorating visual condition which will require a change in the method of accessing the curriculum and /or the environment and may require increased

<p>Hearing impairment - A CYP:</p> <ul style="list-style-type: none"> • A reoccurring conductive deafness. This may be associated with middle ear infections, glue ear, temporary perforated eardrums • Has a unilateral (one sided) hearing loss • Needs temporary use of hearing aids and/or Sound fields • May require appropriate differentiated teaching strategies including provision of visual clues, seating places, access to lip patterns and consideration of acoustic environment • Consequently the CYP may: <ul style="list-style-type: none"> ○ be easily distracted and struggle to concentrate ○ find it difficult to listen and attend to speech ○ be withdrawn and wait for cues from others in the class ○ find it difficult to listen in background noise ○ not hear clearly in a group situation ○ have unclear speech ○ have a vocabulary deficit or delayed language ○ be experiencing difficulties acquiring phonic sounds • needs A risk assessment for extended school activities • Has a **Speech intelligibility score 4 (Connected speech is intelligible to a listener who has little experience of a deaf person's speech) <p>Generic terms Hearing aids means any personal hearing aid device i.e. Hearing aids, Cochlear implants, Bone Anchored Hearing Aids.</p> <p>Radio Aids means any device remotely connected to the personal hearing aid device to enhance the listening environment for the HI child i.e. digital radio aids, FM radio aids etc.</p>	<p>Hearing Impairment - The CYP has:</p> <ul style="list-style-type: none"> • A recognised permanent hearing impairment which requires adjustments to support access to the curriculum and support to learn independently • a diagnosis of a hearing impairment which limits their ability to act independently • Reduced hearing which means they have an on-going difficulty accessing aspects of the curriculum and may require assisted listening devices in addition to personal hearing aids such as Soundfield systems and radio aids • Personal radio aids that may need to be linked to the school technology system • Hearing difficulties that mean they require some changes to their listening environment • Needs that will require ongoing training with specialist equipment • Needs that will require additional visual approaches to support their learning e.g. use of subtitles and note taker. • Needs the school to make reasonable adjustments to provide acoustically treated environments • Need for support within the setting and out of school activities for some areas of the curriculum to ensure safety (science, DT, PE) • Reduced hearing which will require support with social interaction and/or broader school life • Need of specific teaching of language skills and some SSE (sign supported English) • A delay of receptive / expressive language • Additional SEN or English may be a second language such that greater help is needed • May require examination modifications. 	<p>Hearing Impairment -The CYP:</p> <ul style="list-style-type: none"> • Has a significant permanent moderate to severe hearing impairment that requires adaptation of resources and teaching approaches across the curriculum. • May have late diagnosis of hearing loss which has affected listening and language development • Requires personal radio aids will need to be linked to the school system e.g. white board / on line materials • Needs specialist assessment for assistive listening devices to enable access to the curriculum • May require the learning of BSL/bilingual/total communication • May be a BSL first language user • Has a**Speech intelligibility score 3 (Connected speech is intelligible to a listener who concentrates and lip reads within a known context) • Will require examination modifications. <p>Notes:</p> <p>*BB93 can be accessed at : https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/400784/BB93_February_2015.pdf</p> <p>**Speech Intelligibility ratings obtained from http://www.earfoundation.org.uk/education-programme/education-online/assessment-and-monitoring/additional-resources/downloads</p>	<p>Hearing Impairment - The CYP:</p> <ul style="list-style-type: none"> • Has significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals as part of a EHCP. • Has a severe to profound permanent hearing impairment requiring extensive modification of resources to fully access the curriculum • May have auditory neuropathy - the CYP's ability to listen and access the curriculum may vary on a daily basis • Has a deteriorating or degenerative condition that will require skills to be introduced in preparation for future needs • Requires adjustments to the classroom and school environment so the pupil can be provided with a high level of visual support (written clues, lip- reading, transcripts etc) • Requires the learning of BSL/bilingual/total communication • Needs daily support from HI specialist (ToD / CSW / HITA) in all lessons • Has learning and/or physical difficulties requiring specialist communication approaches • Has a serious delay of receptive/expressive language • Requires support with independent living skills • Has an additional need(s) which jointly have a higher impact than the severity of the hearing condition alone. <p>Notes:</p> <p>For Sensory Impairment and Physical and Medical conditions it may be possible for CYPs to stay in a mainstream setting to have their needs met</p>	<p>specialist provision to be in place at secondary or post 16 transition.</p> <p>Hearing Impairment - The CYP:</p> <ul style="list-style-type: none"> • Experiences significant, complex, persistent and enduring difficulties acknowledged through an EHCP. • May require a complex funding package. • Has a severe deteriorating hearing condition which will require a change in the method of accessing the curriculum and /or the environment and will require increased specialist provision to be in place • May have had a late diagnosis of hearing loss or late fitting of hearing aids which have delayed learning goals • May have rejected or struggle to make good use of their aided hearing, such that communication is very limited • Needs the provision of a package of specialist equipment to enable access to a supported curriculum (assisted listening devices) • Requires total curriculum to be taught through the medium of BSL/bilingual/total communication • Specialist teaching required for literacy and broader curriculum areas in an acoustically treated environment meeting building standard *BB93 • Will require specialist Teachers of the Deaf to deliver all lessons • Has a combination of difficulties which when added to the significant hearing difficulty makes access to teaching / accessing resources extremely complex e.g. dual sensory loss • language does not follow patterns of spoken English • has a**Speech intelligibility score 2 or lower(Connected speech is unintelligible but is developing for single words)
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