

## Sensory Needs

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 15 hours. 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
<b>Inclusion Band 0</b> Element 1 & 2  SEN Support	<p>The CYP experiences needs which are managed well in a mainstream class</p> <p><b>Visual impairment</b>  <b>A CYP has a visual impairments such that:</b></p> <ul style="list-style-type: none"> <li>• They have a medically agreed time limited programme of eye patching which needs supporting within the school environment</li> <li>• 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</li> <li>• They have intermittent but regular instances of eye conditions which require attention during the school day e.g. eye drops</li> <li>• 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.</li> <li>• They have reduced vision in one eye</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the GRSS</li> <li>• Observations by class staff &amp; SENCO are used with GRSS documentation</li> <li>• Clear interventions, approaches &amp; teaching strategies are identified &amp; monitoring schedules set.</li> <li>• The My Support Plan paper work is used to guide &amp; document the process</li> <li>• Pupil involved in setting &amp; monitoring their own targets.</li> <li>• Parents are actively involved &amp; are engaged in supporting targets at home.</li> <li>• If the CYP has been referred to the Sensory Impairment team a Teacher of the Deaf will provide an assessment and advice on how best to support the CYP</li> <li>• Advice is taken on supportive strategies e.g. seating arrangements, position in classroom, preferred learning style.</li> <li>• School trips &amp; events are planned well in advance &amp; take into</li> </ul>	<ul style="list-style-type: none"> <li>• The CYP is consulted about the help they would like</li> <li>• A one page profile is completed</li> <li>• Parents, carers &amp; other family members are actively encouraged to contribute</li> <li>• The CYP is enabled to express their views &amp; feelings using a variety of methods</li> <li>• Plans are made with a view to the next point of transition</li> <li>• Friendship groups, out of school activities, progression towards independent travel &amp; wider interests are actively included in planning &amp; interventions</li> <li>• Professionals from the Sensory Impairment Service previous &amp; future settings are involved in planning</li> <li>• There is multi-agency involvement.</li> <li>• There is an assessment of health including</li> <li>• Views from Audiology, ophthalmology and G.P are included as appropriate.</li> <li>• There are positive messages shared with children &amp; staff about how to support the child.</li> </ul>	<ul style="list-style-type: none"> <li>• The class teacher is accountable for the CYP progress</li> <li>• Information about the CYP's needs are shared with relevant staff, in partnership with parents.</li> <li>• Advice &amp; methods for successful strategies &amp; targets (e.g. use of visual and/or auditory equipment, the acoustic qualities) are widely shared.</li> <li>• The child is given resources &amp; approaches to support their learning and independence which they can own &amp; take into different settings in the school.</li> <li>• Whole school or class strategies are utilised when appropriate, e.g. learning about symbols, basic signing or braille, IT solutions</li> <li>• Adapting work schedules to allow for differentiated approaches (e.g. use of subtitles, alternatives to recorded speech, use of note takers, pre teaching), including additional time where needed</li> <li>• Using a variety of annotated recording strategies e.g. IT, video, particularly when working</li> </ul>	<ul style="list-style-type: none"> <li>• Access to individual, small group support planned &amp; tailored to meet identified need.</li> <li>• Learning tasks differentiated by task &amp; outcome to meet individual needs.</li> <li>• Preparation for changes to activities, routines &amp; staffing.</li> <li>• Peer mentoring support.</li> <li>• Supporting specific areas of difficulty e.g. assembly, RE, PE, outdoor play, moving between classrooms, forest schools, swimming etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality First teaching</li> <li>• Support/advice from SENCO.</li> <li>• Additional adults regularly used to support flexible groupings.</li> <li>• Access to targeted individual small group or intervention work with class TA/mentor</li> <li>• Use of ELSA (Emotional Literacy Support Assistant).</li> <li>• All staff teaching/supporting the CYP have completed a minimum on-line training around the particular difficulty visual or auditory.</li> <li>• All staff able to direct parents to support &amp; help through WPCC and NDCS.</li> <li>• Time for meetings with parents on a regular basis.</li> <li>• Targeted lunch time &amp; after school clubs &amp; opportunities e.g. Playpods, audio book clubs, signing/deaf awareness clubs</li> <li>• School may consult the SSENS (Sensory</li> </ul>

	<p>which can give some difficulties with spatial awareness</p> <p><b>Hearing impairment - A CYP:</b></p> <ul style="list-style-type: none"> <li>Has a reoccurring conductive deafness. This may be associated with middle ear infections, glue ear, temporary perforated eardrums</li> <li>Has a unilateral (one sided) hearing loss</li> <li>Needs temporary use of hearing aids and/or Sound fields</li> <li>May require appropriate differentiated teaching strategies including provision of visual clues, seating places, access to lip patterns and consideration of acoustic environment</li> <li>Consequently the CYP may: <ul style="list-style-type: none"> <li>be easily distracted and struggle to concentrate</li> <li>find it difficult to listen and attend to speech</li> <li>be withdrawn and wait for cues from others in the class</li> <li>find it difficult to listen in background</li> </ul> </li> </ul>	<p>consideration the needs of the CYP.</p> <ul style="list-style-type: none"> <li>There are on-going reviews of whether a full My EHCP is required</li> <li>There are appropriate risk assessments in place</li> </ul>	<ul style="list-style-type: none"> <li>Information is given to families about support &amp; advice available, particularly through WPCC, Local and National Deaf Children's Society Groups, RNIB</li> <li>Where ever possible supportive therapies, medical interventions and assessments are supported in and by the school, such that the child' attendance record is in line with other pupils.</li> </ul>	<p>towards assessed work</p> <ul style="list-style-type: none"> <li>Ensure there is a "way through" for the CYP when instructions or tasks may be difficult for them, particularly in social situations</li> </ul>		<p>Impairment Service) teams &amp; for advice.</p> <ul style="list-style-type: none"> <li>The school has appropriate signage to support the CYPs access around the building</li> <li>Escape routes are discussed with the CYP (fire escapes etc.) and a named adult is available to support the CYP in an emergency</li> <li>Allocate appropriate space for visiting professionals to work with individual pupils, taking into account safeguarding issues</li> <li>Advice from the Specialist Teacher on sensory resources, activities, use of ICT.</li> <li>Time for meetings with the Specialist Teacher for Impairment. Inc. advice on use of ICT, Equipment &amp; software loans</li> <li>Time to work with the Specialist Teacher for joint planning with the pupil, family &amp; other professionals.</li> </ul>
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	<p>noise</p> <ul style="list-style-type: none"> <li>○ not hear clearly in a group situation</li> <li>○ have unclear speech</li> <li>○ have a vocabulary deficit or delayed language</li> <li>○ be experiencing difficulties acquiring phonic sounds</li> </ul> <ul style="list-style-type: none"> <li>• needs A risk assessment for extended school activities</li> <li>• Has a **Speech intelligibility score 4 (Connected speech is intelligible to a listener who has little experience of a deaf person's speech)</li> </ul> <p><b>Generic terms</b> 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>					
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Funding	Descriptors	Assessment & planning	Wellbeing, Health & Transition	Teaching & learning strategies	Curriculum/interventions	Resources & training
<b>Band 1</b> Element 1 & 2  EHCP	<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><b>Visual Impairment The CYP has:</b></p> <ul style="list-style-type: none"> <li>• A recognised visual condition which requires adjustments to support independent learning</li> <li>• Reduced vision which means they have an on-going difficulty accessing aspects of the curriculum and may require enlarged resources</li> <li>• Reduced vision that may require appropriate IT to enable full access to materials and / or large print resources.</li> <li>• Access technology may need to be linked to the school system</li> <li>• Reduced vision which may require support with social interaction</li> <li>• A diagnosis of a visual condition which limits independence in specific areas</li> <li>• Vision difficulties that mean they require</li> </ul>	<p><i>Bands 0 plus:</i></p> <ul style="list-style-type: none"> <li>• My EHCP is in place &amp; has a review timetable</li> <li>• Use of the GRSS to support on-going changes &amp; needs?</li> <li>• Environmental audit including risks &amp; threats</li> <li>• Risk assessments of tricky situations to inform adaptations incl. educational visits.</li> <li>• Teachers should be aware of the BCIG guidelines for pupils with cochlear implants</li> <li>• Specialist assessments e.g. Specialist Teacher Ed Psych., SALT, OT, CAMHS.</li> <li>• TAs are routinely included in planning &amp; or/are provided with lesson plans &amp; learning objectives in advance of the lesson to ensure their input is effective</li> <li>• There is a clear assessment &amp; commitment to the social care &amp; health needs of the CYP</li> <li>• Close scrutiny of tracking</li> </ul>	<p><i>Bands 0 plus:</i></p> <ul style="list-style-type: none"> <li>• Team around a child approaches are used to engage parents &amp; family</li> <li>• Careful reviewing of needs before transition at key stages</li> <li>• There is a commitment to developing independence with agreed planned steps (Inc. travel, self-led assignments, friendship groups)</li> <li>• Where interventions &amp; strategies are resulting in progress-consideration of future funding requirements</li> <li>• Additional support to transition, e.g. assessment, visits, try out classes, friendship groups</li> <li>• Where required information is given to the family about supporting organisation in Wiltshire (WPCC), short breaks &amp; advocacy.</li> <li>• The family &amp; CYP are made aware of personal budgets &amp; encouraged to use where appropriate.</li> <li>• As part of the annual review there is consideration of whether the CYP could</li> </ul>	<p><i>Bands 0 plus:</i></p> <ul style="list-style-type: none"> <li>• The class/subject teacher is accountable for the progress of the CYP within the mainstream class</li> <li>• Manage access arrangements for internal &amp; external examinations &amp; assessments.</li> <li>• Awareness of social &amp; emotional aspects of impairment.</li> <li>• Established communication strategies to facilitate communication &amp; to assess learning.</li> <li>• Modified &amp; adapted PE lessons as required.</li> <li>• Use of key-working approaches to ensure the pupil has a trusted adult to offer support during vulnerable times.</li> <li>• Identified daily support or activities to undertake the following;               <ul style="list-style-type: none"> <li>• prepare &amp; make relevant visual/auditory supports &amp; structure</li> <li>• write Social Stories, where needed adapt materials for lesson e.g. chunking work into manageable amounts for the individual pupil</li> <li>• facilitate alternative</li> </ul> </li> </ul>	<p><i>Bands 0 plus:</i></p> <ul style="list-style-type: none"> <li>• Regular/daily small group teaching of social skills.</li> <li>• Peer awareness training</li> <li>• Targeted TA support</li> <li>• A detailed, time limited, personalised, intervention timetable &amp;/or resource. This may include withdrawal from some activities</li> <li>• Short term small group &amp;/or individual interventions, to develop specific areas of curriculum access as identified by the subject teacher, educational specialist teacher or other professional.</li> <li>• Teaching style adapted to suit pupil's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities.</li> <li>• Access to structured teaching as required.</li> <li>• Individualised support to implement recommendations from support services</li> <li>• Use of social stories.</li> <li>• Individual support for pre &amp; post teaching.</li> <li>• Access to a key worker or mentor for meeting &amp; greeting, checking in throughout the day to provide reassurance &amp;</li> </ul>	<p><i>Bands 0 plus:</i></p> <ul style="list-style-type: none"> <li>• Time for formal meetings with parents on a regular basis.</li> <li>• Allocate appropriate space for visiting professionals to work with individual pupils, taking into account safeguarding issues.</li> <li>• Adult intervention targeted at specific curriculum areas or specific social times.</li> <li>• Consult with the specialist teacher for when recruiting staff to work with a named pupil.</li> <li>• Access to low stimulus area for focused tasks e.g. individual workstation.</li> <li>• Flexible approaches to the timetable, break times &amp; lunchtimes.</li> <li>• Advice from the Specialist Teacher on sensory resources, activities, use of ICT.</li> <li>• Loan of sensory materials on trial basis. Hearing Impairment team loan radio aids and</li> </ul>

	<p>adjustment to their environment</p> <ul style="list-style-type: none"> <li>• May require examination modifications</li> </ul> <p><b>Hearing Impairment - The CYP has:</b></p> <ul style="list-style-type: none"> <li>• A recognised permanent hearing impairment which requires adjustments to support access to the curriculum and support to learn independently</li> <li>• a diagnosis of a hearing impairment which limits their ability to act independently</li> <li>• 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</li> <li>• Personal radio aids that may need to be linked to the school technology system</li> <li>• Hearing difficulties that mean they require some changes to their listening environment</li> </ul>		<p>now be supported at band 0</p> <ul style="list-style-type: none"> <li>• Hearing equipment checks are carried out daily</li> <li>• For CYP approaching 16yrs there is an appreciation of what adult services may have to offer. (Transition clinics at hospitals support available at colleges)</li> <li>• A SEND worker is involved at points of transition where possible</li> </ul>	<p>recording strategies including access to ICT equipment</p> <ul style="list-style-type: none"> <li>• Provide access to auditory or visual approaches- e.g. TEACCH, Numicon, See &amp; Learn</li> <li>• Support emotional development e.g. supporting pupil to recognise &amp; communicate their feelings about the school day</li> <li>• Time-limited intervention programmes with staff who have knowledge &amp; skills to address specific needs, may include withdrawal communication groups.</li> <li>• Access to a differentiated curriculum.</li> </ul>	<p>support throughout the day</p>	<p>soundfield systems</p> <ul style="list-style-type: none"> <li>• Access to a quiet area for 'chill-out' at times of stress</li> <li>• Close supervision during breaks &amp; lunch.</li> <li>• Time for meetings with the Specialist Teacher for Impairment. Inc. advice on use of ICT, Equipment &amp; software loans</li> <li>• Increased training for all staff, including a minimum of basic course/training for the class teacher.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Needs that will require ongoing training with specialist equipment</li> <li>• Needs that will require additional visual approaches to support their learning e.g. use of subtitles and note taker.</li> <li>• Needs the school to make reasonable adjustments to provide acoustically treated environments</li> <li>• Need for support within the setting and out of school activities for some areas of the curriculum to ensure safety (science, DT, PE)</li> <li>• Reduced hearing which will require support with social interaction and/or broader school life</li> <li>• Need of specific teaching of language skills and some SSE (sign supported English)</li> <li>• A delay of receptive / expressive language</li> <li>• Additional SEN or English may be a second language such that greater help is needed</li> </ul> <p>May require examination modifications.</p>					
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Funding	Descriptors	Assessment & planning	Wellbeing, Health & Transition	Teaching & learning strategies	Curriculum/interventions	Resources & training
<b>Band 2</b> Element 1 & 2  EHCP	<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” &amp; and some “specialist” descriptors</p> <p><b>Visual Impairment The CYP:</b></p> <ul style="list-style-type: none"> <li>• Has a level of visual impairment that impacts on his/her ability to access a significant part of the curriculum independently.</li> <li>• Has a recognised visual condition that requires adaptation of resources and teaching approaches across the curriculum. (large print, access technology)</li> <li>• Access technology may need to be linked to the school system e.g. white board / on line materials</li> <li>• Requires mobility skills for the safe movement around the environment due to limited vision.</li> <li>• Requires support with independent living skills</li> </ul>	<p><i>Band 0 &amp; 1</i></p> <ul style="list-style-type: none"> <li>• Regular multi-agency assessment &amp;/or review of strategies &amp; progress.</li> <li>• Review the EHCP annually when all agencies are involved in reflection &amp; joint planning in partnership with pupils &amp; their parents/carers.</li> <li>• Introduction of a Positive Handling Plan</li> <li>• Individual risk assessments for practical subjects, extra-curricular activities and school trips.</li> </ul>	<p><i>Band 0 &amp; 1</i></p> <ul style="list-style-type: none"> <li>• Independent travel training is provided to develop independence skills for the future.</li> <li>• There is full support for CYP turning 16 to manage their own EHCP</li> <li>• Families &amp; CYP are made aware of all the options available to them at transition.</li> <li>• A SEND worker is involved at points of transition where possible.</li> <li>• 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</li> <li>• The role of CAMHS &amp; other mental health support groups has been considered in meeting the child’s social &amp; emotional well-being</li> <li>• As part of the annual review there is consideration of whether the CYP could now be supported at band 1</li> <li>• There is clear evidence that adaptations have been made commensurate with the CYPs SEN to enable the child’s voice to be heard.</li> <li>• For CYP over 15yrs there is a clear understanding</li> </ul>	<p><i>Band 0 &amp; 1</i></p> <ul style="list-style-type: none"> <li>• The class/subject teacher is accountable for the progress of the CYP within the mainstream class</li> <li>• 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/<b>EHCP</b>, annual review &amp; advice from agencies.</li> <li>• Facilitate production of differentiated materials in accordance with the advice from a specialist</li> <li>• The use of specialist or adapted equipment / software where appropriate to access the curriculum &amp; for communication.</li> </ul>	<p><i>Band 0 &amp; 1</i></p> <ul style="list-style-type: none"> <li>• Individualised support to implement recommendations from support services e.g. SALT, OT etc.</li> <li>• Structured individual programmes.</li> <li>• Programmes to develop social interaction &amp; emotional well-being, as identified by the assessment &amp; planning.</li> <li>• Advice &amp; assessment of the use of specialist and/or adapted ICT to access the curriculum.</li> <li>• Teaching focusing on both learning curriculum &amp; social skills throughout the school day. Targets informed by statutory assessment/EHC plan or Annual Review.</li> <li>• Regular/daily small group teaching of social skills.</li> <li>• A range of interactive programmes &amp; approaches are in use for the individual children &amp; groups/classes to support My EHCP goals</li> </ul>	<p><i>Band 0 &amp; 1</i></p> <ul style="list-style-type: none"> <li>• SENCOs provide support to teacher &amp; TAs &amp; take responsibility for arranging appropriate specialist CPD &amp; quality assuring the learning experience of the CYP</li> <li>• All Staff in contact with the child have training in the awareness of sensory needs, specialist resources, equipment, specific disability &amp; their impact on learning &amp; social &amp; emotional well-being</li> <li>• Time to coordinate multi-agency involvement &amp; TAC, fulfilling the key worker role.</li> <li>• Time to work with the Specialist Teacher for joint planning with the pupil, family &amp; other professionals.</li> <li>• Staff to work with small group &amp;/or individual intervention to develop specific areas of the curriculum following</li> </ul>

	<p>due to their level of visual difficulties</p> <ul style="list-style-type: none"> <li>• Reduced vision which may require support with social interaction</li> <li>• Has a diagnosis of Cortical Visual Impairment that affects both cognitive and visual functioning</li> <li>• Will require examination modifications</li> </ul> <p><b>Hearing Impairment - The CYP:</b></p> <ul style="list-style-type: none"> <li>• Has a significant permanent moderate to severe hearing impairment that requires adaptation of resources and teaching approaches across the curriculum.</li> <li>• May have late diagnosis of hearing loss which has affected listening and language development</li> <li>• Requires personal radio aids will need to be linked to the school system e.g. white board / on line materials</li> <li>• Needs specialist assessment for assistive listening devices to enable access to the curriculum</li> <li>• May require the learning of BSL/bilingual/total</li> </ul>		<p>of the interface with adult services</p>			<p>a programme designed or recommended by an external agency.</p> <ul style="list-style-type: none"> <li>• Liaison with pupils, parents &amp; other professionals when determining priorities for individual children.</li> </ul>
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	<ul style="list-style-type: none"> <li>communication</li> <li>• May be a BSL first language user</li> <li>• Has a**Speech intelligibility score 3 (Connected speech is intelligible to a listener who concentrates and lip reads within a known context)</li> <li>• Will require examination modifications.</li> </ul>					
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### **Notes:**

\*BB93 can be accessed at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/400784/BB93\\_February\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/400784/BB93_February_2015.pdf)

\*\*Speech Intelligibility ratings obtained from <http://www.earfoundation.org.uk/education-programme/education-online/assessment-and-monitoring/additional-resources/downloads>

Below is a chart giving a guide to the support from the SSENS HI team. These haven't been put in the bandings as;

- SSENS team support is primarily for children and young people in mainstream settings, and
- A child or young person's needs for overall support are not always related to their degree of hearing loss, but to the variation in hearing, introduction of different hearing support equipment, changes in circumstances in school or at home.

However the guide below gives a useful indication which is drawn from the NATSIP guidelines (the national body that over sees professional practice for Sensory Impairment) as to appropriate levels of support that is relevant in relation to hearing and vision loss and can be seen as part of the resources available to the school and child/young person.

<b>NASIP criteria</b>	<b>Category</b>	<b>Wiltshire Sensory Impairment Service Allocation</b>
<b>70%+</b>	<b>A1</b>	Weekly visit – from a member of the Sensory Impairment Service
<b>50-69%</b>	<b>A2</b>	Fortnightly – from a member of the Sensory Impairment Service
<b>40-49%</b>	<b>A3</b>	Once every 3 – 4 weeks
<b>30-39%</b>	<b>B1</b>	Once every 4 – 6 weeks
<b>25-29%</b>	<b>B2</b>	Once a new term (6 times per year)
<b>20-24%</b>	<b>C1</b>	On Request
<b>15-19%</b>	<b>C2</b>	On Request
<b>&lt; 15%</b>	<b>NFA</b>	Not on caseload