Bath & North East Somerset Council

Bath and North East Somerset

High Needs Funding – Operational Guidance

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INTRODUCTION

This operational guidance is written to support fair and transparent distribution of additional funding for children /young people who have been identified as having high needs. It aims to provide local operational interpretation of the new national funding arrangements, which came to effect from 1st April 2013 http://www.legislation.gov.uk/uksi/2017/44/pdfs/uksi_20170044_en.pdf and subsequent changes introduced by the national funding formula for school and the high needs https://www.gov.uk/government/publications/national-funding-formula-tables-for-schools-and-high-needs.

The children and Families Act (2014) required all local authorities to publish their Local Offer for special educational needs (SEN) provision.

The following extract from the draft SEN Code of Practice (2015) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 Chapter 6 sets out statutory requirements on the use of funding to support pupils with SEN:

6.95 All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.
6.96 Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.
6.97 It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, head teacher and governing body or proprietor should establish a clear picture of the resources that are available to the school.
6.98 They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.
6.99 This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN.
Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

Local arrangements for funding SEN are an integral component of the Local Offer. Related documents specify how Bath and North East Somerset Local Authority define High Needs category:

- Early Years Inclusion Funding Threshold
- Guidelines for Initiating a Statutory Education, Health and Care Needs Assessment

NATIONAL AND LOCAL FUNDING ARRANGEMENTS

Early Years

SEN funding in early years settings consist of three elements:

Element 1 - represents funding per child which Early Years settings receive whether a child has SEN or not.

Element 2 - represents additional funding for 3 and 4 year olds based on a deprivation supplement (the provision for 2 year olds is funded using a single base rate with no supplements).

Deprivation Supplement –is paid per child based on their home postcode being within a Lower Super Output Area (LSOA) within the rankings 1 to 4 of the IDACI. Using B&NES LA Children Centre areas for identification purposes, each LSOA is located as follows:
a) IDACI ranking 1 (most deprived) – 1 LSOA in the Twerton area
b) IDACI ranking 2 – 3 LSOAs in the Twerton area and 1 in the St Martins area
c) IDACI ranking 3 – 2 LSOAs in the Parkside area and 1 in the Twerton area
d) IDACI ranking 4 – 3 LSOAs in the Radstock area, 2 in Keynsham, 1 in Peasedown, 1 in St Martins and 1 in the Weston area

The Early Years Pupil Premium (EYPP) was introduced by the government in April 2015 to help early years providers try to close the attainment gap between the most disadvantaged children and their peers. This fund is for three and four-year olds who are taking up their free entitlement and who meet the criteria set by government. The EYPP is paid at an additional 53p per hour.

Disability Access Funding (DAF) – this is a new fund and it will provide £615.00 per year for every eligible child to support their access to the free entitlement. This fund will be for three and four-year olds who are taking up their free entitlement and are in receipt of Disability Living Allowance (DLA).

Element 3 – represents additional funding for individual children with complex special educational needs. This funding comes from the commissioning home LA, and is determined on the basis of the assessed need. Top up funding is paid to a setting(s) where the child is on roll and transfers with the child when moving to a different setting.

Mainstream schools (including academies and free schools)

SEN funding in mainstream schools consist of three national elements and one local element:

National Elements

Element 1 - Age Weighted Pupil Unit (AWPU) – this is basic per pupil funding which schools receive for every child whether or not they have SEN. It has been determined nationally that the element 1 funding amounts to £4K but the exact amount is likely to be different for different age groups and key stages.

Element 2 – Notional SEN budget –this is an amount of money, calculated on a locally determined formula, received by each school annually. It has been determined nationally that the element 2 funding amounts to up to £6K per child identified as having SEN. It funds SEN support provision and pays for the first £6K of additional provision for children/young people in receipt of top up funding.

Element 3 - Top up funding which is agreed for individual children/young people when the provision required to meet their needs costs more than £10K. This funding comes from the commissioning home LA, and is determined on the basis of assessed needs (EHC needs assessment). Top up funding is paid to a school where the child is on roll and transfers with the child/young person when moving to a different school.

Local Element

High Needs Targeted Support Funding - it was introduced as a local additional grant as part of the introduction of the new national funding arrangements which came in to affect from 1st April 2013.

Currently this cash limited budget is retained by the LA and held centrally in the high needs block in order to allocate funding to mainstream schools; this is in addition to the schools formula funding. The allocation to schools may vary from term to term as the numbers of cases changes

This grant was introduced in order to support mainstream schools that have a greater than average expected number of pupils on roll at the school, on a census day, who receive high needs top up funding in respect of an EHCP. This pupil number count excludes any pupils on roll, on census day, who take up a place at a special unit.

This additional funding is allocated on a 3 termly basis in each financial year based on census data collected from the relevant May, October and January census. This data is compared to an original local average number of expected pupils with an EHCP created from the autumn census in the preceding financial year.

Resource bases

Funding for resource bases consists of three elements:

- The individual Age Weighted Pupil Unit (AWPU) - for all children recorded on the school census.

- Planned/commissioned place value - occupied by pupils recorded on the school census are funded at £6K, commissioned places which are not occupied at the time of the school census are funded at £10K. Pupils in these places will also attract funding through the mainstream school formula.

- Top up funding - allocated to the individual child/young person on roll of the school (equivalent of the element 3 funding). As other top up funding, this element transfers with the child/young person when moving to a different school

Special schools

Funding for special schools is provided from the High Needs Block and consist of two elements:

- £10K base funding which funds the cost of a planned/commissioned place. This funding is transferred to schools annually
- top up funding which is allocated to the individual child/young person on roll of the school (equivalent of the element 3 funding). As other top up funding, this element transfers with the child/young person when moving to a different school

Post 16

SEN funding in post 16 institutions consists of three elements:

Element 1 – this is an amount per student attending post 16 institutions calculated by the national funding 16 -19 system

Element 2 - £6K allocation for all students identified as having high needs

Element 3 - Top up funding which is agreed for individual students when the provision required to meet their needs costs more than £10K. This funding comes from the commissioning home LA, and is determined on the basis of the assessed need (EHC needs assessment). Top up funding is paid to a post 16 institutions where the student is on roll and transfers with the student when moving to a different post 16 institutions.

For the vast majority of children/ young people with SEN, funding delegated to early years settings, schools and post 16 institutions through the elements 1 and 2 is sufficient to ensure that they are included in their local community, make good progress and prepare well for their transition to the next key stage. The summary of need and provision for these children are outlined in the SEN Support Plan. This process known as graduated approach (assess – plan- do –review process) is managed and coordinated by EY settings, schools and colleges and overseen by a SENCO or SEN lead. It is essential for the views of children/ young people and their families to be evidenced throughout the process.

Note: depending on the status of the educational institution the above funding may be distributed by the Education Funding Agency (EFA), the Local Authority (LA) or a combination of both. Regardless of the funding allocation mechanism the totality of funding comes from the Dedicated Schools Grant (DSG) determined by the DfE for Bath and North East Somerset.

ALLOCATION OF TOP UP FUNDING (Element 3)

The High Needs element of the Dedicated Schools Grant which pays for element 3 funding is retained by the local authority so that it can allocate top up funding to individual children/young people identified as having high needs.
Bath and North East Somerset Local Authority, in partnership with representatives from early years settings, schools and colleges developed a new tool for allocation of top up funding. This model is based on a banding system which was put together to give greater clarity about eligibility and consistency of the decision making process.

Key aims of the new banding model include:

- A whole system approach to SEN from universal, SEN Support to the EHCP level of need.
- Consistency for all age groups and all types of provision, as a result transferability of bands between key stages and different types of schools
- Fairer, evidence based approach driven by descriptors of need.
- Transparency in decision making, clarity for parents/ carers and educational settings
- Sustainability of the process to ensure effective management of the High Needs Budget

The new, universal banding model applies across the whole early years sector, primary, secondary, special schools and post 16 institutions in Bath and North East Somerset.

The table below outlines the new banding framework (for detail please refer to Appendix 1)

Early years	Universal Support	SEN Support	Band A	Band B		Band C	
Mainstream Schools and colleges	Universal support Band 0	SEN support Band 1	High Needs Band 2	High Needs Band 3	High Needs Band 4	High Needs Band 5	High Needs Band 6
Resource bases and special schools	Place funding						

Note:
The above diagram does not reflect the totality of funding arrangements for educational settings. Some children with SEND will have access to other sources of funding such as Disability Access Fund or Pupil Premium.

Due to the differences in funding arrangements in early years, schools and colleges the values of top ups allocated for each band may vary between different types of providers.

HOW DO THE BANDS WORK?

All Children/young people are continuously assessed by EY practitioners, teachers or tutors. This may be an assessment available at the universal level of support or a more specific assessment as part of the graduated response (assess- plan- do- review) at the SEN Stage of the SEN Code of Practice.

Once needs of children/young people become severe, complex and long term and despite purposeful action taken by the educational setting they are not making expected progress a statutory EHC needs assessment can be applied for (for more information about this assessment refer to BANES Guideline for Initiating a Statutory EHC Needs Assessment). Please note that in EY additional support is available outside of the statutory process set out in the guidance on inclusion funding for EY.

The assessment process is informed by evidence received by the LA from a cross section of professionals from education, health and care. This evidence is then used to establish the type and severity of need and to allocate the appropriate band.

Band descriptors are set out in 4 SEN types and 7 levels of severity of need.

4 SEN types:

- Cognition and learning
- Communication and interaction (which includes specific references to language and social communication development)
- Social, emotional and mental health
- Sensory needs (which covers hearing, visual and physical needs)

7 levels of severity of need:

- Two bands (0-1) cover universal and SEN support available in EY, schools or colleges.
- Five bands (A- C in EY and 2-6 in schools and colleges) cover high need descriptors – they attract additional top up funding (element 3) for individual children/young people.

When allocating a band the decision maker will use their professional judgment and the principle of 'best fit'. This means that the band should be the best possible match between the band descriptor and the special educational need assessed by the relevant professional.

An increase or decrease in band allocation may be agreed if:

- There is evidence of an increase/decrease of need within a single area of SEN type, for example a child with difficulties in cognition and learning but no specific needs in other areas of SEN may be allocated bands 2 – 6
- There is evidence of an increase/ decrease of complexity of need across a range of SEN type, for example a child with severe learning difficulties and complex medical and physical needs. All descriptors are then taken into account and the 'best fit' model is used.

Note: Any requests for changes must be supported by a robust evidence of a change of need.

EARLY YEARS BANDING AND DECISION MAKING PROCESS

Children in Early Years have access to additional funding without having to go through the statutory assessment process.

All applications for additional funding are considered by the Early Years Panel on case by case bases. Decisions are made through a discussion facilitated by the chair with an aim to reach a consensus view. If a consensus view cannot be reached, a voting system is used, with the chair having the casting vote. The panel is made up of representation from Education, Early Years, Health and Social Care, drawn from within the Local Authority and its partners and they provide professional advice and support to the Chair. The membership of the panel is regularly reviewed.

The allocation of the band is informed by the evidence which should demonstrate the type and severity of SEN and how the graduated approach (cycles of assess-plan- do and review) has been implemented and monitored by early years settings prior to making an application (for detail please refer to Early Years Inclusion Support Funding Thresholds document).

Requests for continuation of additional funding to the Reception year is also considered by the Early Years panel on case by case bases. If agreed transitional funding applies until the end of the Reception year. This funding system supports early identification, intervention and good quality transition for children with complex SEND. It allows for settings and reception teachers to continue with the graduated approach, monitor progress and decide if an application for an EHC needs assessment should be pursued.

Evidence necessary to consider applications for additional funding:

- My Plan at SEN Support
- Other supporting documents and reports which may include risk assessments, medical care plans, behaviour logs.

The Early Years panel does not consider applications for a statutory EHC needs assessments. All EHC referrals should be directed to the SEN team which operates a separate SEN Panel (for detail please refer to the Guidelines for Initiating a Statutory EHC Needs Assessment).

MAINSTREAM SCHOOLS, RESOURCE BASES, SPECIAL SCHOOLS AND POST 16 INSTITUTIONS BANDING AND DECISION MAKING PROCESS

The allocation of bands for children and young people in schools and post 16 institutions is informed by the statutory EHC needs assessment. Decisions are considered by the SEN Panel and are dependent on the evidence of the type and severity of need. The members of the panel include representatives of the school/college sector, health and care services; they provide professional advice and support to the Chair who makes the final decision.

Decisions about the allocation of a band will be taken at the following times:

- On completion of a statutory EHC needs assessment only if the LA decides to issue an EHC plan
- Following a specific recommendation made by the educational setting to allocate a different band (lower or higher); this may be due to the level of progress made or changes in the severity of need despite the relevant interventions already put in place.
- Following the annual review, when the screening process carried out by the SEN team identifies a need for a different band. In these cases schools and colleges will be contacted prior to the case being considered by the SEN Casework Team

Evidence necessary for the banding allocation:

- All contributions to the statuary EHC needs assessment which include reports from the educational setting, educational psychologist, relevant HI or VI specialist (if relevant), relevant educational, care and health support services involved with the child/ young person and a contribution from the parent/career and the child/young person
- Annual review including a copy of the EHCP and any other recent relevant reports. They may include care or medical plans, sample of behaviour logs, Thrive assessments.
  Any pen pictures provided will be cross-referenced with the evidence provided. All evidence should be up to date.

It is anticipated that once the new banding model matures it will also enhance the guidance on admissions to resource bases and special schools with an aim to secure a more proportionate approach to need and type of provision offered to children and young people in Bath and North East Somerset.

INDEPENDENT AND NON MAINTAINED SCHOOLS AND COLLEGES – DECISION MAKING PROCESS

All local authorities have a legal duty to secure efficient use of resources and therefore work strategically with local educational providers, health and social care services to ensure that children /young people with the most complex needs can be met by local joint agency approach.

Currently, Bath and North East Somerset has a very high number (above regional and national average) of children/young people placed in the independent sector, often far away from their homes. This means that contact with their families, local community is much more difficult to maintain and plans for their return and support in preparing for adult life can be difficult. It also presents the local authority services with challenges to monitor and oversee the effectiveness of such provision. This is why Bath and North East Somerset Local Authority is committed to ensure that all children and young people are able to access local mainstream or specialist provision, which can meet their needs appropriately and secure good progress.

It is acknowledged that, in exceptional circumstances, it might be necessary to agree support packages or placements provided by the independent sector. In order to improve the decision making, monitoring arrangements and reviews of any potential placements in the independent sector, in addition to the SEN Statutory Panel, the local authority is introducing the following process:

- Exceptional Cases Panel which is going to consider individual requests for additional educational resources falling outside of the universal banding model. Typically, these requests will be to support children and young people whose local school/college placement is breaking down and in order to maintain access to a local provision an exceptional package of support needs to be put in place. A decision for the allocation of such exceptional funding will need to be agreed by the Head of Educational Inclusion, SEN Manager and at least 2 head teachers of local special schools.

- Joint Agency Panel is a panel of joint education, social care and health senior officers and commissioners who consider exceptional cases where despite all possible actions taken by local services it has not been possible to meet the needs of the child/young person locally. This is known as a Joint Agency Panel.

  Bath and north East Somerset has recently joined the Surrey Dynamic Purchasing Framework (DPF) which will improve the commissioning arrangements for all such placements including monitoring costs and outcomes.

SEN Panel

Responds to requests for statutory EHC needs assessments, issuing EHC plans, initial allocation of high needs universal band or a change of band recommended as a result of the annual review process.



Exceptional cases panel

Responds to requests for funding outside of the universal High Needs banding tool in order to secure local provision and to reduce reliance on the independent sector



Joint Agency Panel (JAP)

Responds to requests for a joint funding from at least two out of three agencies (education, social care, health)

Appendix 1 – Banding Descriptors

	0 Universal offer	1 SEN Support	2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
Cognition and Learning	Cognitive abilities within broad average levels and National Curriculum attainments average or close to average. Some pupils may present with some learning delay, show difficulties with conceptual understanding in some elements of the core curriculum. Attainment levels may be more than 1 year below average. Pupils may have weak phonological skills/difficulty applying phonological skills to decoding or spelling Pupils may have some difficulty organising written work, expressing and/or recording ideas.	Moderate Learning Difficulties in the low range on standardised assessments of cognitive ability. Pupil may present with a very uneven profile. Difficulties across all areas of the curriculum Significant delay in reasoning, problem solving, attention and concentration skills. Concerns about rate of progress, generalising and retention of skills and information Difficulties with organisational and presentational skills. Pupils with specific learning difficulties may experience discrepancy between oral and literacy skills. Some pupils may grasp mechanical skills but lack comprehension e.g. reading, maths	Moderate Learning Difficulties, extremely low range on standardised assessments - Below low average range (1st – 2nd centile). For children in EY more than 50% delay in several aspects of the three prime areas which result in having a significant impact on accessing the EYFS Significant delay in reasoning skills and difficulties across all areas of the curriculum, significant difficulties retaining skills and information, generalising skills, staying on task. Pupil is very likely to have additional needs in other areas of SEN	Severe Learning Difficulties - significantly low (below 1st centile) range on standardised assessments Very slow rate of progress despite a high level of intervention. Severe difficulties in making inferences, generalisation and transferring skills Severe: EY – 70/75% delay in several aspects of the three prime areas of the EYFS End KS1: P2 –P5 End KS2: P4 – P8 End KS3 and above: P5 – equivalent of working within Key Stage 1 across core subjects	Band 3 plus additional needs in other areas of SEN in mobility and coordination, communication or acquisition of self help skills.	Profound and Multiple or Learning Difficulties Functioning at early developmental level Due to level of learning difficulties unable to accomplish personal care, self help and independence skills throughout the school day Profound: Attainment within P scale range 1-4 throughout their schooling	Band 5 plus additional needs in other areas of SEN (totally physically dependent, neurological, genetic or other medical condition which results in profound needs in other areas of SEN)
Communication and Interaction	**Speech and Language**						
	Language communication skills within average or close to average levels. May have difficulties with comprehension and ability to follow instructions may have difficulties in giving accounts of events, conveying more abstract and complex thoughts. May be reluctant to comment in class/group situations	Moderate delay in expressive and/or receptive language and/or mild speech sound disorder (general guide – 5th centile and below on standardised assessments) Processing difficulties leading to difficulties in understanding and following instructions. Literal use and interpretation of language. Experiencing unusual aspects of speech such as unusual intonation, volume, rate echolalia and idiosyncratic phrases. Capable of clear speech wen prompted but clarity deteriorate in spontaneous speech.	Language delay in expressive or receptive language and/or speech disorder (general guide 50% delay, 2th centile and below on standardised assessments) Language abilities are impaired to a degree that prevents effective age appropriate communication Considerable difficulty organising expressive language and making meaning clear Single words clear but connected speech poor, speech only intelligible to familiar adults	Severely limited language in expressive and receptive language and/or speech disorder causing limited functional communication causing significant barriers to learning and social relationships. Signals basic needs in verbal or non verbal way which may be very idiosyncratic and/or speech intelligibility limited to familiar words used in context Pupil likely to withdraw from communication in class, limited social interaction with language difficulties having significant impact on learning in all subjects.	Band 3 plus additional needs in other areas of SEN	Profoundly limited language skills; non-verbal and very limited or no understanding of language or other means of communication. Pupils communicate by gesture, eye pointing or symbols	Band 5 plus additional needs in other areas of SEN

	0 Universal offer	1 SEN Support	2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
		Self confidence and social integration limited by communication difficulties, may respond inappropriately in social and/or learning environment.	Able to follow simple instructions in a clear context	Pupil may show signs of distress and confusion, likely to be misunderstood and respond inappropriately			
	Social Communication						
	Pupil may have features of autism/ a diagnosis of ASD but has academic and behavioural competencies to support his/her ability to cope with the expectations of school's life with some differentiation e.g. time out card, additional time/encouragement/reassurance. Pupil may experience low level/low frequency difficulties with following: classroom routines responding to social situations such as turn taking, reciprocal attention, sharing of resources, social isolation or low level anxiety in social situations. Mostly confident with occasional difficulty integrating or fulfilling social activity	Delayed social communication skills which can lead to anxiety frustration or distress and impact on the ability to engage in the classroom activities. Lack of awareness of social space and related social difficulties. Social vulnerability due to lack of understanding and knowledge of social behaviour. This may cause withdrawal to their own world Difficulties recognising and communicating emotions. Difficulties forming and maintaining friendships with peers. Have difficulties managing change and transitions.	Rigid and inflexible thought patterns which interfere with engagement in learning. They may also result in challenging behaviours. Show signs of distress when faced with new people, places, events or when unsure what is going to happen. Difficulty expressing feeling or needs. Limited ability to understand the impact of their actions on others Have difficulties understanding social and physical risks. Pupils is socially isolated and may be easily led and is vulnerable to bullying. Limited initiation of social interaction but can take part in some imaginative play if taught/supported, but can not develop this independently Experience difficulties/ unusual responses to sensory experiences (can be easily distracted, upset by noise/touch/light, could lead to behaviours that challenge the norm)	Limited functional and social communication skills which impacts on the ability to engage in the classroom activities Have difficulties understanding social and physical risks and their own vulnerability, severely limited ability to understand consequences and responsibility for actions Exhibit rigid or obsessional behaviours which make it difficult to cope with unexpected changes and events. Difficulties expressing emotions which may lead to challenging behaviours, increased anxiety and episodes of heightened emotional state Experience significant difficulties to sensory experiences. Shows signs of distress over even small changes in the environment.	Significantly limited social communication that causes anxiety, limits ability to manage emotions Regular high levels of distress and anxiety which presents significant barrier to their learning and ability to function within the schools Often in a high state of anxiety, seeks to control circumstances and challenge authority of staff. Rigid, repetitive or obsessional behaviours make it difficult to cope with unexpected changes and to engage in learning. These can lead to severe anxiety, aggression or withdrawals Unable to reflect on consequences of his/her behaviour on others. Approach others paying little or no attention to their response.	Profoundly limited social communication skills, which impact on all areas of learning and social activity including play times and lunch times. Persistently anxious or frustrated, leading to frequent, and unpredictable, behaviours that jeopardizes the health and safety of self and others. No recognition of own of others emotions. Frequently in a high state of anxiety. Difficulties that present as highly manipulative behaviour that undermine the organisation of the classroom and severely disrupts learning by seeking to control the environment.	Profoundly limited functional social communication skills which lead to daily, persistently high levels of distress and anxiety. Inability to tolerate any social interaction other than meeting own basic needs. Permanently in a high state of anxiety. Unpredictable, escalating and prolonged challenging behaviours throughout the day that jeopardises health and safety of self and others. Daily ritualistic and obsessional behaviours that prevent adults from engaging the pupil with any adult-led activities Lack of awareness of personal safety, exhibits violent behaviour several times a day.

	0 Universal offer	1 SEN Support	2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
Social, Emotional and Mental Health	Pupil may experience low level/low frequency difficulties with: - self- esteem and/or confidence - making and/or sustaining friendships. - complying with adult directions - working independently - motivation requiring frequent encouragement to stay on task Pupil may avoid or become upset when faced with new/unfamiliar tasks No regular group of friends	Involved in regular incidents in and outside of lessons. Persistent disruption, attention seeking behaviours Have difficulty with concentration, engagement and participation in learning; this maybe as a result of fear of failure, or low self-esteem. Some attachment seeking or avoiding behaviours, likely to be reliant on relationships with key adults. May display anxiety or emotional distress. May be at risk or isolation or becoming socially vulnerable. Low self esteem, inappropriate actions in search of attention. Seeks affection, approval and reassurance repeatedly but appears to remain insecure.	Regular incidents which may involve violent outbursts and/or aggression. they may create situations which have health and safety implications Have significant difficulties related to level of concentration, engagement and participation in learning. Have low self esteem and a lack of resilience. When emotionally overwhelmed unable to access support. May have mental health needs including attachment difficulties leading to attachment seeking or avoiding behaviours. They may impact on the ability to build and maintain successful relationships with adults and peers	Regular incidents which involve violent outburst and aggressive confrontations with peers or adults Oppositional, defiant impulsive behaviours, refusal/inability to comply with reasonable requests Needs including impulsivity and unpredictability which can place the pupil and others at risk May have mental health needs that significantly impact on the ability to build and maintain successful relationships with adults and peers and may cause the need to feel in control in order to feel emotionally safe. . .	Regular, daily incidents which involve violent outbursts and aggression. Refusing to accept requests or sanctions, or to accept responsibility Have mental health needs that significantly impact on the ability to build and maintain successful relationships with adults and peers. Has difficulty managing emotional responses, exhibits regular mood swings.	Frequent and intense in duration incidents of challenging behaviours. Not able to self regulate emotions and/ or behaviors Emotional needs lead to challenging behaviours that disrupt teaching groups and jeopardise the health and safety of self and others Have mental health needs; for example this may include attachment disorder, depression, self-harm.	Very frequent and persistent (more than once per day) incidents of aggressive behaviours, often impulsive with no apparent triggers which are difficult to manage, even with specific, individualised intervention. Unpredictable, prolonged and sudden outbursts of behaviour that disrupts teaching groups and jeopardises the health and safety of self and others. Risk of significant self harm. Have complex mental health needs; this may include severe attachment disorder, depression, withdrawn behaviour, severe anxiety.

	0 Universal offer	1 SEN Support	2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
Sensory and/or Physical	**Vision**						
	Vision within normal range, including when corrected by glasses 6/6 – 6/12.	Mild to Moderate vision impairments: 6/18-6/36 (LogMAR0.5-0.78) N14-18 CYP Is independently mobile in familiar areas Curriculum access possible with specialist equipment, adaptation and support to show appropriate progress May have difficulties with spatial awareness, using standard text and pictorial materials e.g. maps and graphs	Moderate vision impairments: 6/18-6/36 (LogMAR0.5-0.78) N18-N24 Curriculum access not possible without significant mediation and/or adaptations of curriculum materials requiring training to produce resources and additional support in practical subjects (safety)	Severe impairment: 6/36-6/60 (LogMAR0.8-1.00) N24 Registered sight impaired Able to access curriculum and buildings only with substantial adaptations of all learning materials requiring training to produce resources and additional support in practical subjects (safety May have progressive visual impairment where functional vision is expected to deteriorate to registered sight impaired level	Band 3 plus additional needs in other areas of SEN	Profound impairment: Less than 6/60 (LogMAR 1.02) N36 Registered severely sight impaired Able to access curriculum and buildings only with substantial adaptations of all learning materials including the requirement for some use of tactile means of communication to be able to access Able to access independently buildings and move around the school only with significant support and or skill development	Profound impairment: Less than 6/60 (LogMAR 1.02) Registered severely sight impaired Able to access information using braille/tactile methods which require specialist training to produce resources. Able to access buildings and move around the school only with regular and individual formal teaching of orientation and mobility.
	Hearing						
	Hearing within normal range CYP may miss-hear and misunderstand oral information which requires monitoring. Pupils may have some immaturities of speech but is understood by adults	Mild or Moderate sensory-neural hearing loss greater than 41dB with late diagnosis or onset Curriculum access possible with specialist equipment, adaptation and support Hearing aid user Requires signal to noise ratio of 20-30 dBA Requires classroom reverberation time of 0.4 seconds	Chronic long term conductive hearing loss along with a sensory-neural hearing loss in one or both ears resulting in severe functional hearing loss. Curriculum access not possible without significant mediation and/or adaptations of curriculum materials	Severe sensory-neural hearing loss greater than 71dB Could be an acquired hearing loss, congenital or progressive hearing loss Hearing aid/cochlear implant user Requires assistive devices to access curriculum with substantial adaptations of all learning materials Requires signal to noise ratio of 20-30 dBA Requires classroom to have reverberation time of 0.4 seconds	Band 3 plus additional needs in other areas of SEN	Profound hearing loss greater than 95dB Hearing aid/cochlear implant user Able to access curriculum only with assistive devices and requires substantial mediation and/or adaptations of materials Requires signal to noise ratio of 20-30dBA Requires classroom, reverberation time of 0.4seconds	Profound hearing loss greater than 95dB Able to develop communication via sign support e.g. SSE or alternative methods of communication

	0 Universal offer	1 SEN Support	2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
Physical/ medical Needs	No needs, physical development within normal levels. Pupil attempts all physical activities within normal school day.	Poor fine and/or gross motor skills. Able to use mobility aid with some competence to overcome physical difficulties, e.g. walking frame or power chair. Likely to have difficulties adapting to new/specific environments May have needs relating to undertaking practical tasks, reducing the level of independence. May have physical/medical condition which impact on access to the academic and social curriculum and require care plan/require medication to stabilise condition. Pupil may tire more quickly than other pupils. Condition may require monitoring eg arthritis and diabetes. May have physical abnormalities, which may make pupil self conscious, isolate, defensive or behave erratically.	Physical needs give rise to safety issues and Curriculum access may not be possible without mediation and/or adaptations of curriculum materials Has limited independence in managing interventions required for their condition e.g. personal care, movement	Curriculum access not possible without substantial mediation and/or adaptations of curriculum materials Requires support in moving positioning and personal care, eating/drinking needs Will have substantial communication/recording needs associated with physical disability.	Band 3 plus additional needs in other areas of SEN	Has limited ability to contribute to self care therefore is highly reliant on adult support for moving, positioning, personal care including drinking eating, e.g. hosting. Profound long term progressive/regressive condition (s) Have severe physical disability that create substantial communication difficulties requiring aid such as 4Talk4 or other assistive curriculum devices	Profound physical, long term condition/needs Has total and complex support needs for mobility, personal care, positioning, movement, hoisting and eating/drinking. Require continues monitoring and support throughout the day and includes complex medical interventions Non-verbal, able to communicate when using specialist communication aids, e.g. Tellus/Dynavox

Exceptional allocation of top ups:
The local authority is committed to provide local and good quality placements for local children and young people. In very exceptional circumstances when a local provision is at risk of breaking down the local authority will consider an allocation of exceptional top up. It is specifically aimed to prevent placements in the independent sector or to support return to a local provision. The allocation of the exceptional top up will be time limited and subject to a 6 monthly review process. It is anticipated that within a maximum of 1 academic year the generic banding system outlined above will be used. The value of the exceptional top up is to be determined on case by case basis and can be allocated only with an agreement of at least 2 head-teachers of special schools