DRAFT MAINSTREAM SCHOOL BANDING FRAMEWORK
November 2022

Special Educational Support Descriptors

Mainstream Support Descriptors

(SEND) Banding Framework for children and young people in maintained and other state-funded mainstream schools.

The SEND Banding Framework has been developed by the County Council Special Educational Needs & Disability (SEND) Service in partnership with maintained and other state-funded mainstream schools; Surrey Educational Psychology Service, SEND Advice Surrey, Physical and Sensory Support Service, Therapies, and Education Finance.

The purpose of the SEND Banding Framework is to provide a shared understanding for schools, the local authority, other education related professionals, parents/carers, and services such as health and social care, to:

- Assist in identifying SEND in children and young people alongside the Surrey Service SEN Support Guidance for Schools
- Provide guidance on provision recommended to meet these needs
- Support development of knowledge and understanding about SEND
- Contribute to the development of good SEND and inclusive practice
- Provide a framework to support robust decision-making in relation to Education, Health and Care (EHC) Needs Assessments
- Where an Education Health and Care Plan (EHC Plan) is required, determine the top-up funding that the local authority pays to mainstream schools.

The bands referred to in the SEN Banding Framework apply to EHCP top-funding where a pupil attends a mainstream school or sixth form only. The bands do not apply to EHC Plans where the pupil attends a special school, resourced/centre provision within a mainstream school or any other place of education. Bands do not apply to Early Years or General Further Education (GFE) funding arrangements.

The following document is based on the Child or Young Person (CYP) accessing a Mainstream learning environment.

Primary Environment Example:

This environment is different to Secondary in that it is set up to teach the child/ren and can vary from school to school. Class sizes are usually around 30 children. Teachers will group children in line with the learning activity, with group sizes varying according to the nature of the activity, the child's abilities and learning levels. Lessons rely on the use of learning walls, lots of language. Each class there can often be a range of needs and ability. Breaktimes and unstructured times are supervised, within a defined space e.g. playground, lunch hall.

Secondary Environment Example:

Classes of approximately 30 (subject dependent). Classrooms generally set out in rows. CYP will need to move between learning spaces throughout the day for different subjects. There can be a range of needs and ability in class, but there are greater opportunities to group children in some subject areas to deliver targeted teaching. Breaktimes and unstructured times are supervised, but there is greater freedom to move around the school environment, with some areas where there may be limited supervision.
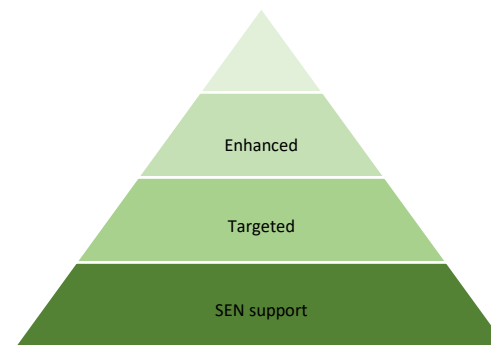
The descriptors are intended to be indicative; they are not an exhaustive list. A learner does not need to be experiencing all the needs described.

The descriptors give examples of the provision that would be expected at each level of need. This is not an exhaustive list, but an indication of the quality provision that should be available in all Surrey maintained and other state-funded mainstream schools.

This document sets out a graded response following increased complexity and intensity of need. Each level of need and provision builds on that described at the previous level.

Levels of Support

SEN Support

Children and young people (CYP) whose SEN can be effectively supported within resources that are available to the school or colleges for this purpose, the notional SEN budget. Schools have a statutory duty to utilise this resource and where necessary, 'to provide high quality, appropriate support from the whole of its budget,' (COP 6.95-6.97).

Most CYP's needs can be met through high quality teaching with reasonable adjustments and strategies as outlined in the Ordinarily Available Guidance. With direct teaching and specific intervention embedded throughout the curriculum. School can access support outlined in the Inclusion and Additional Needs School Offer

Targeted

In addition to the provision expected though SEN Support the CYP require a level of additional or different SEN support at times throughout the day. The level of resourcing may exceed what the school or college can provide from its budget.

CYP whose needs fall into Targeted are likely to be accessing the majority of their learning in the classroom with their peers, with access to adult support. They will access most of their interventions inside of the classroom on a group and/or 1:1 basis.

Some CYP may require targeted interventions on a group or 1:1 basis, specific strategies and support to access the curriculum, adaptive learning resources or flexible approach to assessment, which is over and above what can be provided though delegated funding.

They may also require in direct support in unstructured times, over and above that of their peers.

Enhanced

CYP whose needs fall into Enhanced require ongoing strategies, intervention and additional SEN support specifically targeted at their needs. The level of resourcing required may exceed what the school or college can provide from its delegated funding and is at a higher level than that required for provision at the targeted support level.

Relatively few CYP will require a highly adaptive learning and assessment approach with a high level of implicit and explicit teaching to be able to access the curriculum and learning environment.

They are likely to spend greater percentage of their school week accessing specific and targeted interventions to support their outcomes. Indirect teaching time (e.g. assembly) may be utilised to timetable additional interventions. Less interventions will be delivered in the classroom. It is expected that CYP with an enhanced level of funding will have opportunities within their school week where their support intensity is reduced to allow them greater independence.

They are likely to need explicit support in unstructured times from an attuned responsive adult.

Bespoke

By exception there may be CYP who requires a bespoke programme of support and learning that would a exceed the level of resources provide by the enhanced level of funding. *e.g. CYP needs 2:1 for medical reasons and is in receipt or under assessment for Continuing Care,* or *a bespoke timetable including alternative provision is required to stabilise the mainstream placement until the next key stage,* or *provision outlined the child plan is indicative of a specialist school and above what can be reasonably provide within the Enhanced level of funding.*

These exceptional cases will be considered on a 'case by case' basis and where the LA is in agreement that the support outlined in the EHCP is over and above the resources provided within Enhanced a specific financial amount agreed to support the school to provide the provision outlined in the EHCP.

Communication & Interaction

Communication & Interaction – SEND Support

Education staff will ensure that general SLCN Strategies are embedded into the pupils' daily routine and used by all staff who work with them

Schools can refer to ordinarily available Provision for signposting to additional resources and the offers available from Surrey Education Services at SEN support.
- Whole school awareness and understanding of communication and interaction needs.
- Whole school audit of skills and training needs in relation to communication and interaction.
- Whole school CPD plan around communication and interaction.
- Communication friendly classrooms.
- Practitioners are aware of and adjust for learners' sensory needs.

Communication & Interaction– T1	Communication & Interaction – T2
Needs	**Needs**
Language	**Language**
CYP has a mild language disorder affecting ability to learn and retain vocabulary, concept knowledge and ability to follow more complex directions and instructions, but some ability to learn and use strategies supported by teaching at the right language level. CYP has some difficulty organising expressive language and making meaning clear.	CYP has a moderate language disorder that regularly affects their ability to learn and retain vocabulary, concept knowledge and ability to follow more complex directions and instructions, difficulty in learning and applying strategies needing. CYP has difficulty organising expressive language and making meaning clear, disordered grammar, muddled word order and sequencing of ideas into a coherent narrative.
Speech and Fluency	**Speech and Fluency**
Speech and/or fluency difficulties impact their communication in the classroom and their ability to demonstrate curriculum knowledge and develop friendships. CYPs has developing speech sound systems whose speech is unclear but improving.	Speech and/or fluency difficulties impact their communication in the classroom and their ability to demonstrate curriculum knowledge and develop friendships. Single words may be clear but connected speech poor – speech only intelligible to familiar people. Severe stammer which impacts on ability to take part in wide range of social and curriculum activities.
Social Communication	**Social Communication**
CYP has social communication difficulties which impact on their ability to engage in some classroom/learning activities which can lead to some anxiety and distress *e.g. difficulty with working with others, making, and maintaining friendships, difficulties with negotiation and compromise.* CYP may have some difficulties recognising and communicating emotions but, in some circumstances able to describe basic feelings and communicate needs. CYP shows social vulnerability due to lack of understanding and knowledge of social behaviour. CYP has difficulties with social communication that have a mild impact on their daily functioning. However, after an initial introduction phase CYP responds quickly and positively to additional support strategies and can use or access support strategies with high levels of independence.	CYP has moderate social communication difficulties which impact on their ability to engage in many classroom/learning activities which often leads to anxiety and distress *e.g. can display rigid and inflexible thought patterns which interfere with engagement, unable to make social predictions*, leading to misunderstandings but can follow adult direction. Anxiety can occasionally overwhelm and impact on ability to follow adult led agenda. CYP has difficulties with social communication that have a moderate impact on daily functioning. However, CYP responds positively to additional support strategies, CYP can use support strategies with moderate levels of independence but will still require adult input or intervention to use consistently. CYP can be distressed when faced with new people, places, events or when unsure what is going to happen. CYP has difficulties understanding social and physical risks.
In addition to social communication needs and/or Autism, the CYP may display the following difficulties / behaviours: • Occasional distressed behaviour / shutdowns. • Occasionally overwhelmed by anxiety which then impends ability to work with others / self-regulate / access learning / follow an adult agenda and impacts on engagement at school. • Often driven by own agenda but is able to work with others and follow adult direction. • Some difficulties with independent self-regulation. • Sensory difficulties and sensitivities. • Occasional ritualised behaviour (about things or people). • Emotional distress witnessed occasionally. • Some difficulties with organisation and planning which impedes independence. • Some difficulties with making social predictions leading to misunderstanding own and peer behaviour.	**In addition to Targeted 1 Social Communication Needs and/or Autism, the CYP may display the following difficulties / behaviours:** • Minor attachment needs. • Repetitive behaviours displayed occasionally. • Regular evidence of sensory seeking / sensory avoiding behaviours. • Infrequent evidence of engaging in high risk behaviours. • On occasion over reliance on adults for emotional social or academic support. • Difficulties with organisation and planning which impedes independence. • Difficulties with making social predictions leading to misunderstanding own and peer behaviour. • Delayed play skills.
Provision CYP requires language activities such as differentiated language, developed in conjunction with the Speech and Language Therapist, with activities embedded into their daily learning programme, this will sometimes involve supporting the child on an individual basis during whole class input. CYP may need prompting and require extra time to process information to respond, provide instructions one at a time, using gestures and visuals to support understanding if required CYP requires support forming and maintaining friendships with peers. CYP requires some support to manage change, transitions, and unpredictability.	**Provision** **In addition to Targeted 1, the:** CYP needs regular support to extend and develop play skills, may need support with play with peers CYP will require language activities, developed in conjunction with the Speech and Language Therapist, with activities embedded into their daily learning programme, as well as small group work where necessary An adult needs to differentiate the language in order to access most class activities, this will sometimes involve supporting the child on an individual basis during whole class input. CYP will require language activities, developed in conjunction with the Speech and Language Therapist, with activities embedded into their daily learning programme, as well as small group work where necessary

CYP requires some support for difficulties with unusual responses to sensory experiences (can be easily distracted, upset by noise/touch/light)
CYP needs some support to extend and develop play skills
CYP requires additional individualised strategies to support with understanding and access to the curriculum that are not used by the majority of the class.

Some modelling of specific social skills using age-appropriate examples/activities. Modelling needs to be done at an appropriate time for the situation and then demonstrated into a real-life situation. Use of social stories/ role play as appropriate to consider specific situations and the appropriate behaviour choices.

A structured and predictable environment with clear rules and routines. Unavoidable changes to routine will be communicated before they take place.
Access to a quiet area of the classroom to be accessed independently when feeling overwhelmed
Some opportunities to engage in facilitated social opportunities with peers.

An adult will need to provide support for the child to demonstrate their learning and join in classroom conversations and activities due to the difficulties they have in expressing themselves.

Adults working with these children will attend appropriate training and be following advice recommended by the speech and language therapist.

CYP will need support and strategies to make transitions, and unexpected changes in routine or people.
Regular use of specific interventions throughout the week to practice and have modelled appropriate social interactions and social behaviours in a small group with a trained adult, for example, 'Circle of Friends'.
CYP will need adult support to comprehend the language used and to express themselves in group situations.

Adults working with these children will attend appropriate training and be following advice recommended by involved professionals such as the Speech and Language Therapist.

Communication & Interaction – E1	Communication & Interaction – E2
Needs	**Needs**
Language	**Language**
CYP has a significant language disorder that frequently affects their ability to learn and retain vocabulary, concept knowledge and ability to follow more complex directions and instructions, difficulty in learning and applying strategies	CYP has a significant language impairment, impacting on the ability to access some classroom and learning activities. CYP has a significant severity of expressive language difficulties.
CYP expressive language difficulties may need to use other communication methods to support with getting message across e.g. signing, communication book.	Additional strategies needed to support with understanding and access to the curriculum e.g. Aided Language Displays and signing.
CYP needing more frequent teaching/ modification of the curriculum.	May need to use other communication methods to support with getting message across e.g. signing, communication book.
Speech	**Speech**
Speech and/or fluency difficulties prevent from communicating in the classroom and demonstrating curriculum knowledge and developing friendships.	Speech unintelligible even to familiar adults, reliant on another form of communication e.g. PECS, signing.
Social Communication	**Social Communication**
CYP has social communication difficulties which impact frequently on the ability to engage in classroom/learning activities which often leads to anxiety and distress, *e.g. can display rigid and inflexible thought patterns which interfere with engagement, unable to make social predictions*, leading to misunderstandings but can follow adult direction.	CYP has significantly limited social communication that causes anxiety, limits ability to manage emotions which significantly impacts on ability to sustain learning.
CYP has difficulties with social communication that have a significant impact on daily functioning and the CYP responds inconsistently to additional support strategies, CYP requires frequent/repeated adult input or intervention to access support strategies.	**In addition to Enhanced 1 Social Communication Needs and/or Autism, the CYP may display the following difficulties / behaviours:**
	• Significant levels of anxiety above the level expected with an autism diagnosis.
In addition to Targeted 2 social communication needs and/or Autism, the CYP may display the following difficulties / behaviours:	• Patterns of self-harm.
• Frequent breakdowns in peer and adult interactions.	• Demand Avoidance Behaviour. Avoidance of demands when anxiety increases, resulting in an escalation of intervention.
• Anxiety above the level expected with an autism diagnosis seen occasionally.	• Distressed behaviour / shut downs on a very regular basis.
• Repetitive and obsessional behaviours frequently displayed which can cause difficulty with classroom learning and engagement.	• Regularly overwhelmed by anxiety which then impends ability to work with others / self-regulate / access learning / follow an adult agenda and impacts on engagement at school.
• Sensory differences can affect access to classroom/ learning activities	• Significant difficulties with independent self-regulation.
• Occasional patterns of disordered eating (ARFID / Anorexia/Binge eating).	• Significant sensory difficulties and sensitivities.
• Comorbidities include ADHD / OCD.	• Significant patterns of difficulties with transitions across the day or week.
• Episodes of self-harm at school.	• Risk of CSE / Prevent.
• Episodes of sexualised behaviour.	• Evidence of sensory seeking / sensory avoiding behaviours.
• Often driven by own agenda but is able to work with others and follow adult direction.	• Emotional distress witnessed regularly.
• Repetitive behaviours frequently displayed.	• Evidence engaging in high risk behaviours.
• Ritualised behaviour (about things or people) can impede social interaction or learning.	• Hypervigilance in a school setting.
• Emotional distress witnessed sometimes.	• Over reliance on adults for emotional social or academic support.
• Evidence engaging in high risk behaviours occasionally.	• Occasional working in separate spaces away from their peers, with intervention measures to introduce transition opportunities to support inclusive peer learning.
• On occasion over reliance on adults for emotional social or academic support.	• Inability to wait or understand the concept of finish without the need for constant supervision, which could lead to minimal risk to themselves, peers and/or adults.
• Frequent difficulties with change and unpredictability.	
• Infrequent working in separate spaces away from their peers, with intervention measures to introduce transition opportunities to support inclusive peer learning.	**Provision**
• Inability to wait or understand the concept of finish without the need for supervision and/or strategies.	**In addition to Enhanced 1, the CYP is likely to require:**
	Explicit teaching of strategies to manage transitions, and unexpected changes in routine or people.
	Frequent adult intervention needed to teach functional communication and communicative intent.

Provision	
Provision **In addition to Targeted 2, the CYP is likely to need:** Frequent support related to delayed play skills and is not yet able to engage in shared play with a small group of peers without support. Modelling of strategies to manage transitions, and unexpected changes in routine or people. Modelling of specific social skills using age appropriate examples/activities. Modelling needs to be done at an appropriate time for the situation and then demonstrated into a real life situation. High level of visual cues to support and remind the student of the expected behaviours required in the specific learning environment CYP will require daily structured language activities, developed in conjunction with the Speech and Language Therapist, with activities incorporated into their daily learning programme, as well as to be taught separately when necessary. An adult needs to highly differentiate the language in order to access all class activities, this is likely to involve supporting the child on an individual basis during whole class input. The CYP needs additional strategies to support with understanding and access to the curriculum e.g. Aided Language Displays, signing. An adult will need to provide a high level of support for the child to demonstrate their learning and join in classroom conversations and activities due to the difficulties they have in expressing themselves. They may need to use other communication methods to support with getting message across e.g. signing, communication book. Adults working with these children will attend appropriate training and be following advice recommended by involved professionals such as the Speech and Language Therapist.	Explicit modelling of specific social skills using age-appropriate examples/activities. Modelling needs to be done at an appropriate time for the situation and then demonstrated into a real-life situation. These skills will need to be taught daily/weekly. Adults working with these children will attend appropriate training and be following advice recommended by involved professionals such as the Speech and Language Therapist.

Social, Emotional and Mental Health

Social, Emotional and Mental Health – SEND Support

Schools can refer to ordinarily available Provision for signposting to additional resources and the offers available from Surrey Education Services at SEN support.

- A well-being policy underpinned by an inclusive ethos and values with clearly communicated expectations around behaviour and engagement.
- Use of whole school approaches to promote wellbeing and resilience.
- Training on building and maintaining relational approaches in schools.
- Use of Restorative Approaches to build, maintain and repair relationships.
- Anti-bullying work.
- Regular opportunities for staff to reflect on a child's wellbeing and behaviour and plan together in partnership with the child and family.
- Use of PSHE, Circle time and curriculum approaches to explicitly teach rules and routines, build self-esteem, and develop social and emotional skills to all learners.
- Use of nurturing approaches and nurture groups.
- Developing attachment aware strategies (training available from the Virtual School and Educational Psychology Service).
- Small team of key adults identified for more vulnerable children with whom the child can build trusting relationships.
- Reasonable adjustments are made such that we differentiate for social, emotional and mental health (SEMH) in the same way that we differentiate for learning.
- Schools should draw upon best practice guidance in relation to emotional based school non-attendance

Social, Emotional and Mental Health – T1	Social, Emotional and Mental Health – T2
Needs CYP is able to maintain stable healthy emotional states but may sometimes struggle to manage and accept change in systems and routines. CYP may not be able to see the changes that they can make with support in order to make progress. CYP may find it hard to express themselves emotionally and let others know how they are feeling. Difficulties with managing emotions might manifest through the CYP's potential for disruptive behaviors but this can be managed in the classroom environment with minimal support. **Provision** Opportunities must be given to express how the CYP is feeling using visual reinforces. Emotional Support staff training opportunities (ELSA or similar) Access to Emotional literacy interventions on a 1:1 or group basis. Regular support available in a quiet space/ place of safety outside of the classroom to be used when feeling overwhelmed. Regular tailored opportunities to experience success as a learner to develop a positive self-perception. Activities appropriately differentiated in terms of content and structure to enable experiencing success in learning, with a higher than usual level of specific positive feedback and reinforcement	**Needs** Increased concerns to any or multiple of the bullet points below across diagnosis of need and/or behaviours, that results in levels of adult intervention for specific/group support. **Frequent concerns to any or multiple of the bullet points below across diagnosis of need and/or behaviours, that results in levels of adult intervention for specific/group support.** • Mood (anxiety or depression). • Recognised disorders such as Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD). • An anxiety disorder • Difficulties with attachment • Post-traumatic Stress/Historic Trauma **Provision** **In addition to Targeted 1, the CYP may require:** Tailored check-in time at the end of each day with a trusted adult to identify specific emotions experienced during the day, linking to behaviours and events. Explicit teaching of relaxation techniques such as mindfulness and calming strategies which can be used independently once learnt.

Social, Emotional and Mental Health– E1	Social, Emotional and Mental Health– E2
Needs Frequent concerns to any or multiple of the bullet points below across diagnosis of need and/or behaviours, that results in levels of adult intervention for specific/group support. • Mood (anxiety or depression). • Recognised disorders such as Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD). • An anxiety disorder. • Difficulties with attachment. • Post-traumatic Stress/Historic Trauma. **May display Behaviours similar to:** • Problems of conduct (oppositional attitudes). • Attention seeking, clingy, or over-dependant behaviour. • Behaviour that is disruptive to the learning of others. • Avoidance behaviours. • Difficulties sustaining attention to tasks or activities. • Obsessive behaviours. • Impulsive or risky behaviour. • Physical or verbal aggression. • Emotional distress. • Selective talking. CYPs frequently find it difficult to cope with learning situations as an individual or as part of a group despite constant adult support and intervention. **Provision** **In addition to Targeted 2, the CYP may require:** Core systems and rewards are effective with frequent adult support and intervention. Block of Emotional Literacy Support sessions. CYP requires frequent support additional to/different from emotional support provided in class. Daily reflection with a trusted adult and meaningful rewards for identifying 'What Went Well' (WWW) and 'Even Better If' (EBI) Access to a trusted adult who is able to be confident about their boundaries and set limits, but also be highly flexible and imaginative, adjusting support to the students mood and fluctuating levels of tolerance throughout the day.	**Needs** Significant concerns to any or multiple of the bullet points below across diagnosis of need and/or behaviours, that results in levels of adult intervention for explicit and targeted support. • Mood (anxiety or depression). • Recognised disorders such as Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD). • An anxiety disorder. • Difficulties with attachment. • Post-traumatic Stress/Historic Trauma. **May display Behaviours similar to:** • Problems of conduct (oppositional attitudes). • Self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. • Sexualised behaviour. • Attention seeking, clingy, or over-dependant behaviour. • Behaviour that is disruptive to the learning of others. • Avoidance behaviours (e.g. running off, truancy, school refusal, being sent out of lessons). • Deliberate self-harm. • Negative peer interactions (e.g. rejecting others, conflicts with peers, negatively influencing or being influenced by peers). • Difficulties sustaining attention to tasks or activities. • Obsessive behaviours. • Impulsive or risky behaviour • Physical or verbal aggression • Significant emotional distress • Selective talking • Damaging or destroying property and/or stealing • Behaviour may be severely risky and put themselves and others at significant risk • Shows only minimal regard for adults and CYP of the same age The CYP is not able to engage in participation in learning in the school day due to their SEMH needs Note that this is not an exhaustive list and other needs and behaviours may exist. CYPs will experience significantly difficult in coping with learning situations as an individual or as part of a group despite a high ratio of constant adult support and intervention. **Provision** **In addition to Enhanced 1, the CYP may require:** All learning to be adapted to meet need dependant on the student's mood and tolerance levels to interventions throughout the day. Adult support required at unstructured times during the school day Setting may require staff with MAPA training for safe restraint

Cognition and Learning

Cognition and Learning– SEND Support

Schools can refer to ordinarily available Provision for signposting to additional resources and the offers available from Surrey Education Services at SEN support.

- Whole school staff awareness of the principles of assessment through teaching and evidence-based approaches to intervention.
- Individualised and meaningful reward system with additional praise and positive reinforcement
- Some additional time to process information and complete tasks compared to peers
- Exam arrangements may be required for formal exams for specific learning needs such as Dyslexia

Cognition and Learning – T1	Cognition and Learning – T2
Needs Attainment levels are below age related expectations, e.g. approximately 2 years below at Secondary Assessment has identified difficulties with cognitive processes that have had limited response to intervention This could include, but is not limited to, specific learning needs such as: - Dyslexia - Dyspraxia - Visual or auditory processing difficulties **Provision** Visual prompts and support available to get started with learning tasks and maintain focus. Use of visual timetables May require scaffolding support to begin and progress with learning tasks. Regular pre-teaching and overlearning interventions required in a small group to access and retain whole class learning Use of structured weekly group support such as a weekly literacy programme or Maths interventions to work on specific areas of need. Access to Adult support within class to support access to the curriculum	**Needs** Regular and marked difficulties in acquisition of literacy/numeracy skills, phonological awareness, graphophonic skills and/or handwriting, affecting access to the curriculum The CYP has moderate or specific learning difficulties. **Provision** **In addition to Targeted 1:** Adapted learning apparatus such as manipulatives to assist with Maths or alternative methods for the recording of work. May include an individualized workstation within the classroom with low distractions/ careful positioning to aid concentration Range of small group to address specific areas of need within the curriculum throughout the week.
Cognition and Learning – E1	Cognition and Learning – E2
Needs Children with complex learning difficulties have conditions that co-exist. They may present with a range of issues and combination of layered needs. Their attainments may be inconsistent, presenting an atypical or uneven profile Processing difficulties limit independence and confidence **Provision** **In addition to Targeted 2:** Frequent differentiation to take account of particular learning needs and provide maximum flexibility in relation to co-existing conditions. Range of small group and some 1:1 interventions to address specific areas of need within the curriculum throughout the week. Specific interventions to work on short term auditory and visual memory skills spread throughout the week.	**Needs** Life-long learning difficulties or disabilities, across several areas of development. Cognitive and learning difficulties have a profound impact on making choices and expressing their everyday needs Processing difficulties limit independence such that additional adult support needed in all curriculum areas Severe Learning Difficulties – children present with significant cognitive difficulties Long term lack of progress despite a high level of specialist advice and intervention **Provision** **In addition to Enhanced 1:** Fully differentiated curriculum with group and 1:1 intervention throughout the classroom-based hours of the school day. Bespoke learning resources tailored to the students' specific needs created to capture particular interests to encourage participation.

Sensory and/or Physical

Sensory and/or Physical – SEND Support

Schools can refer to ordinarily available Provision for signposting to additional resources and the offers available from Surrey Education Services at SEN support.

- The physical environment is adapted to meet the needs of learners.
- Practitioners are aware of and adjust for learners' sensory needs which may include physical impairment e.g., hearing/ vision and sensory differences e.g., touch, smell, noise
- CYP may use hearing aids, radio aids, or a soundfield system provided by school.

The School should also refer to OT resources pack.

Sensory and/or Physical – T1	Sensory and/or Physical - T2
Needs **Physical** CYP can move and position independently but may have stability and/or gross/fine motor coordination difficulties; hand or limb function may be restricted. Some assistance may be required for access to curriculum. CYP is independent with many areas of self-care. CYP may require some strategies to support fine and gross motor skills. **Medical** CYP has diagnosed long term medical condition and/or has some needs as a result of a medical trauma CYP needs some support in managing medical interventions required for their condition e.g. personal care, self-medication in school. Implementation of health-related programmes on a daily basis. **Hearing** CYP has unilateral sensori-neural or bilateral fluctuating conductive hearing loss. Some curriculum access possible with possible specialist equipment, adaptation, and support. **Vision** CYP may function at a low level of vison impairment. There may be some difficulty with near or distance field vision, but the difficulty will not be significant and /or may be correctable with consideration to school and classroom environment. Colour blindness may be present. CYPs may have patching for squints, monocular vision or may have fluctuating vision impairment. Some CYPs may have a restricted field of vision or vision impairment in one eye. Some strategies, monitoring and advice from a teacher maybe required for the CYP to progress at an expected rate. CYP is independently mobile in familiar areas. **Provision** **Physical** Some assistance may be required for access to curriculum.	**Needs** **Physical** CYP can move and position independently but may have stability and/or gross/fine motor coordination difficulties; hand or limb function may be restricted. CYP is independent with many areas of self-care. **Medical** CYP has diagnosed long term medical condition and/or has some needs as a result of a medical trauma CYP is mostly independent in managing medical interventions required for their condition e.g. personal care, self-medication in school requiring regular adult support. **Hearing** CYP has unilateral sensori-neural or bilateral fluctuating conductive hearing loss. Mild-Moderate sensori-neural (with/without conductive overlay) hearing loss. **Vision** CYP may function at a low level of vison impairment. There may be some difficulty with near or distance field vision, but the difficulty will not be significant and /or may be correctable with consideration to school and classroom environment. Colour blindness may be present. CYPs may have patching for squints, monocular vision or may have fluctuating vision impairment. Some CYPs may have a restricted field of vision or vision impairment in one eye. CYP is independently mobile in familiar areas. The CYP has impaired function in the educational setting, and this is generally accepted to be the key criterion. There may be a restricted field of vision; fluctuating visual impairment; deteriorating conditions; cerebral visual impairment; retinal atrophy; Retinal dystrophy; Recently acquired permanent VI or late diagnosis. CYPs will have a bilateral impairment.

CYP may require some targeted interventions to support fine and gross motor skills e.g. a scribe or assistive technology.

Medical
CYP needs some supervision in managing medical interventions required for their condition e.g. personal care, self-medication in school.
Implementation of health-related programmes on a daily basis.

Hearing
Curriculum access possible with possible specialist equipment, adaptation, and support.
CYP may use hearing aids and a soundfield system provided by school.

Vision
Specialist teacher advice and input from qualified teacher of VI/MSI.
Curriculum access possible with adaptations of curriculum materials.

Provision
Physical
CYP requires Prompting and minor assistance with self-help and independence skills and support with everyday tasks such as dressing, self-hygiene and eating.

Medical
CYP needs prompting and supervision in managing medical interventions required for their condition e.g. personal care, self-medication in school.
Implementation of health-related programmes on a daily basis.

Hearing
Key staff members will require training in managing equipment and ensuring inclusion. The CYP may require regular support to become an independent user of their equipment and to understand their hearing and listening needs.
Specialist teacher advice and regular input from qualified teacher of HI.

Vision
Specialist teacher advice and regular input from qualified teacher of VI/MSI.
Curriculum access possible with regular mediation and/or adaptations of curriculum materials.

Sensory and/or Physical – E1	Sensory and/or Physical – E2

Needs
Physical
CYP has limited mobility but able to be independent for some positioning and/or transfers e.g. Can independently transfer to and use a wheelchair when needed.
Neurological factors associated with impairment also impact on independent learning and approach to self-care more frequently. Neurological factors may have an impact on learning and functioning.

Medical
Severe long-term medical condition

Hearing
Moderate, bilateral hearing loss (sensori-neural, conductive or mixed) or Auditory. Neuropathy/Dysynchrony Spectrum Disorder.

Vision
CYP has a restricted field of vision; Fluctuating visual impairment; Deteriorating conditions; Cerebral visual impairment; Retinal atrophy; Retinal dystrophy; Recently acquired permanent VI or late diagnosis. CYPs will have a bilateral impairment.

Provision
Physical
Differentiating curriculum access requires frequent personalised use of assistive technology.
CYP may need regular adaptations for access to curriculum e.g. alternative methods of recording.

Needs
Physical
CYP has life-long PD, across key areas. Physical skills may fluctuate or deteriorate during a day.
The disability significantly limits the range of independent self-care. Neurological factors linked to specific physical impairments may also significantly impact on many areas of independent learning and independent self-care.

Medical
CYP has significant long-term progressive/regressive condition(s).

Hearing
CYP has severe bilateral hearing loss (sensori-neural or mixed) or Auditory Neuropathy/Dysynchrony Spectrum Disorder.

Vision
CYPs will have significantly impaired functional vision in the educational setting affecting the presentation of the curriculum, the school or classroom environment, and the classroom management of the CYPs for example positioning in class, use of equipment etc. This may be compounded by other problems such as visual field loss, ocular motor impairment, visual perception difficulties or the presence of degenerative visual conditions.

Provision
Physical
Targeted intervention/specialist therapy.
CYP has possible independent wheelchair use but requires adult support for transfer and some aided mobility.
Structured planning is required for effective use of assistive technology required in certain other key areas including learning, communication, and self-care.
CYP may need regular support with aspects of personal care and movement.
Moving and Handling plans, Care plan and Mobility programmes may be in place.

Medical Support needed for frequent and complex personal care/medical interventions. Requires medication and/or medical procedure in an emergency CYP may need some support with aspects of personal care and movement. **Hearing** Key staff members require training in managing equipment and ensuring inclusion. The CYP will require frequent support to become an independent user of their equipment and to understand their hearing and listening needs. CYP requires assistive devices to access the curriculum with considerable adaptations of learning materials. **Vision** CYPs will require differentiated vi to touch-type. Specialist assistive technology may be required. They are likely to require enlarged print 18-24 print but be able to access pictures and colours	Medical Requires monitoring and some medical interventions, without which their condition may seriously deteriorate. CYP may require emergency medication more frequently. CYP may be gastrostomy fed. CYP is amber risk for feeding, needing thickened fluids and certain textured foods to enable a safe swallow Hearing The CYP will require significant support to become an independent user of their equipment and to understand their hearing and listening needs. CYP is only able to access the curriculum with assistive devices and requires substantial adaptations of materials. Vision They will require printed materials to be modified to ensure access to learning. They will likely require enlarged materials N18-24 and be unable to access pictures, graphs, or diagrams visually without modification.

Appendix 1

Current Arrangements

There are 4 bands currently being utilised for mainstream schools, with a set number of hours within each band. The table below sets out the range of hours within each band, and the range of top up funding paid by the local authority, dependant on the hours identified for individual pupils through the EHCP assessment process.

Current Band	Current TA hours equivalent per week	Current yearly top up cost range paid by LA *(based upon agreed yearly hourly rate of £484.86)*
Band 0	0 – 12.67 hours	£0 *(funded by school notional SEND budget)*
Band 1	12.68 – 19.5 hours	£0 - £3,306
Band 2	19.51 – 28.5 hours	£3,311 - £7,670
Band 3	28.51 – 34.5 hours	£7,675 - £10,579
Band 4	34.52 hours +	£10,584 +

Testing

- Testing with Schools
  - A sample group of children with EHCPs selected by the school to test impact of proposed bands.
  - Initial results seem to indicate that the banding descriptors are in line with CYP current level of funding.

- SCC finance testing
  - Based on full cohort of current EHCPs in schools.
  - Based on this testing we have increased the rate of each band to ensure that it is a truer reflection of the resources required for each level of need.

- Shadow Panel
  - A sample of Governance Board, Yes to issue for mainstream, decision to be reviewed against the banding descriptors
  - Shadow panel will consist of a Multi-disciplinary team reflective of these who would usually take part in the area Governance Board.
  - Will provided an indication that the descriptors are in line with the information and advice provided as part of and EHC assessment when assigning an initial band on the issuance of and EHCP.

Band	Proposed Banding rates (June 22)	Proposed Banding rates (Revised Dec 22)
SEN support	£0	£0
T1	£1,576	£1,614.58
T2	£3,152	£3,554.02
E1	£5,576	£5,978.32
E2	£7,515	£9,372.34
Bespoke	£10,424+	£10,424+

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Developed in collaboration with Surrey School Representatives