

Appendix C

DEVELOPING THE BANDS for SPECIALIST SEN PROVISION

Top Up	Staffing Average	Cognition and Learning	Communication and Interaction	Behaviour, Emotional and Social	Physical, Medical and Sensory
Band One		<p>Differentiated curriculum/tasks and resources in small groups or smaller classes.</p> <p>Staff to support access to curriculum or personal development in one or more areas.</p> <p>Assistance with recording.</p>	<p>Support to facilitate effective interactions, communication, attention and concentration skills.</p> <p>Occasional SLT input</p> <p>Specific/ targeted and visual strategies to enhance communication throughout the day.</p>	<p>Support to develop a range of personal adaptive skills in learning, working with others, emotional regulation, independent learning.</p> <p>Supervision may be needed at unstructured times.</p> <p>Positive handling plan in place</p>	<p>Health related programmes implemented</p> <p>Strategies to support fine and gross motor skills.</p> <p>Guidance with self-help and independent skills.</p>
Band Two		<p>Differentiated curriculum/tasks and resources in small groups or smaller classes.</p> <p>Staff to support access to curriculum or personal development in one or more areas.</p> <p>Assistance with recording.</p>	<p>Access to communication support to facilitate effective interactions, communication, attention and concentration skills through a specified programme.</p> <p>Occasional/frequent SLT input</p> <p>Specific/ targeted and visual strategies to enhance communication throughout the day.</p>	<p>Additional support to implement crisis management plan.</p> <p>Targeted, individual support available for some of the day as a due to challenging/high risk behaviour.</p> <p>Support at unstructured times.</p>	<p>Health related programmes implemented</p> <p>Strategies to maintain support fine and gross motor skills.</p> <p>Guidance and assistance with self-help and independent skills.</p>
Band Three		<p>Individualised curriculum provided throughout the day.</p> <p>Staff to support access to curriculum or personal development in two or more areas for part of the day.</p> <p>Assistance with and alternative recording/ for most curriculum areas.</p>	<p>Access to communication support to facilitate effective interactions, communication, attention and concentration skills through a specified programme.</p> <p>Occasional/frequent SLT input</p> <p>Specific/ targeted and visual strategies to enhance communication throughout the day.</p>	<p>Additional support to implement crisis management plan.</p> <p>Targeted, individual support available for some of the day as a due to challenging/high risk behaviour.</p> <p>Support at unstructured times.</p>	<p>Health related programmes implemented</p> <p>Strategies to maintain support fine and gross motor skills.</p> <p>Guidance and assistance with self-help and independent skills.</p>

Band Four	<p>Identified staffing to support access to access to the curriculum or personal development throughout the day.</p> <p>Staff to support access to curriculum or personal development in three +areas for most of the day.</p> <p>Assistance with and alternative recording for most curriculum areas.</p>	<p>Access to communication support through a specified programme covering 3+ areas to facilitate interaction, communication attention and concentration, and emotional regulation of anxiety, throughout the day.</p> <p>Regular SLT/specialist input.</p> <p>Tactile curriculum/Braille for part of the day.</p>	<p>Targeted, individual support available for most of the day as a result of challenging/high risk behaviour that may be subject of a risk assessment.</p> <p>Support at unstructured times.</p> <p>Wide ranging needs with challenging behaviour (reckless and aggressive) and/or associated communication difficulties frequently impacting on learning, health, safety and well being of self/others.</p>	<p>Health programmes implemented e.g. medication, mobility, moving and handling plans.</p> <p>Additional support in small specialist teaching group.</p> <p>Multi sensory delivery of the curriculum</p>	
Band Five	<p>Individualised curriculum provided throughout the day.</p> <p>Identified staffing to support access to the curriculum or personal development throughout the day.</p> <p>May need 2:1 support for most of the day.</p>	<p>Access to communication support through a specified programme covering 3+ areas to facilitate interaction, communication attention and concentration, and emotional regulation of anxiety, throughout the day.</p> <p>Regular SLT/specialist input.</p> <p>Tactile curriculum/Braille for all the day.</p>	<p>Targeted, individual support available for all the day as a result of risk assessment e.g . due to challenging/high risk behaviour.</p> <p>Complex wide ranging needs with challenging behaviour (reckless and aggressive) and/or associated communication difficulties frequently impacting on learning, health, safety and well being of self/others.</p> <p>May need more than 2:1 occasionally.</p>	<p>Health programmes implemented e.g. medication, tube-feeding, mobility, moving and handling, etc. requiring 2:1 support for complex/degenerating medical conditions.</p> <p>Additional support in small specialist teaching group.</p> <p>Multi-disciplinary support for personal care for all the day.</p>	