

Wirral High Needs Funding Bands. Summary of SEND Assessed Pupil profiles

Wirral Local Authority has developed five HNF Bands which aim to capture the diverse range of pupil needs. The bands are not condition specific, rather they focus on the pupil's need for additional intervention and support and the adjustments required to provide a suitable learning environment.

The descriptors are based on models developed by other local authorities.

Not all descriptors need to be met in order to be allocated to a Band. A pupil will be assigned to the band which most accurately reflects their needs.

The Four Broad Areas of SEN and Disability

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Condition (ASC) including Asperger's syndrome have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Children and young people with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Band 1	Cognition and Learning	Communication and Interaction	Physical and/or Sensory Needs	Social, Mental and Emotional Health
	<p>Differentiated small group support where a high level of individualised support is required to reinforce key learning concepts.</p> <p>Alternative arrangements to record their learning.</p> <p>Curriculum content delivered in a small group where a level of individual support can be provided.</p>	<p>Simple instructions given throughout the day.</p> <p>Written or drawn visual supports for tasks and/or personal organisation.</p>	<p>Moderate sensory impairment that is fully managed by simple equipment or curriculum adaptations.</p> <p>Minor environmental adaptations e.g. low level specialist equipment such as standing frames.</p> <p>Additional support to ensure that the appropriate hearing and radio aids are used to access curriculum content.</p>	<p>Pupils may be working on how best to relate to other peers and are able to demonstrate social awareness and reduce own anxiety/verbal aggression and/or withdrawal.</p> <p>Use of key working approaches to assist access to a trusted adult at vulnerable times. Personalised reward systems. Restorative practices.</p>

Band 2	Cognition and Learning	Communication and Interaction	Physical and/or Sensory Needs	Social, Mental and Emotional Health
	<p>Pupil has a Moderate degree of learning difficulty which places their learning below the 2nd centile of the overall school population.</p> <p>Despite carefully planned and executed previous interventions there are difficulties with the acquisition of language, literacy and numeracy and access to most curriculum areas is affected.</p> <p>A developmental curriculum.</p> <p>Assistance needed with/and alternative recording for most curriculum areas</p> <p>Where specialist teacher and TA knowledge skills and experience will be required to identify and manage specific needs.</p>	<p>The pupil is working towards understanding simple information and routine instructions using a structured language approach, visual reinforcers, context and cues throughout the day.</p> <p>Classroom support may include the use of visual timetable, prompt and/or instruction sheets identified expectations and teaching outcomes.</p> <p>Specialist language programmes in conjunction with Speech and Language programme planning.</p>	<p>Individualised specialised sensory programmes to enable successful learning.</p> <p>Independent movement around familiar places. Supervision and support when out in the community.</p> <p>The involvement of specialist and targeted services to support and manage any existing health conditions.</p> <p>Frequent additional support for pupils whose hearing is binaurally aided and radio aided to ensure access to the curriculum.</p> <p>Additional support for pupils who have a Moderate or severe visual difficulty, including presentation of curriculum content in an accessible format.</p> <p>Physical adaptations as required.</p>	<p>Assistance to maintain attention on a required activity for short amounts of time with adult direction.</p> <p>Working with adult assistance on increasing positive and appropriate interaction and reducing high levels of anxiety/aggression.</p> <p>Medium severity behaviour difficulties. Working towards a reduction of disruptive behaviour and anxiety.</p>

Band 3	Cognition and Learning	Communication and Interaction	Physical and/or Sensory Needs	Social, Mental and Emotional Health
	<p>Pupils learning, development and behaviour needs require small group support.</p> <p>Developmental curriculum, differentiated into small steps.</p> <p>Multi-sensory approach to learning</p> <p>Curriculum designed to develop life skills</p> <p>Working above lower quartile of P levels for chronological age.</p> <p>Assistance with/and alternative recording for most curriculum areas.</p>	<p>Assistance with speech or proficient with a communication aid.</p> <p>Able to express simple requests and opinions.</p> <p>Form appropriate relationships with staff and peers. Staff support in social/play situations.</p> <p>Support to develop attention and concentration skills throughout the day</p>	<p>Assistance with independent movement around familiar places</p> <p>Supervision and support when out in the community.</p> <p>Able to perform most basic self care tasks in line with chronological age.</p> <p>Significant levels of sensory impairment that is fully managed by equipment or adaptations.</p> <p>Daily sensory exercises to aid calmness and reduce anxiety.</p>	<p>Behaviour support to develop age appropriate listening, attention and impulse control skills.</p> <p>Adult support and guidance to aid emotional and behavioural responses.</p> <p>High Frequency/Medium severity disruptive behaviours, such as verbal aggression or refusal to follow instructions.</p>

Band 4	Cognition and Learning	Communication and Interaction	Physical and/or Sensory Needs	Social, Mental and Emotional Health
	<p>Some 1-1 support for activities and learning opportunities in order to have full access to an appropriate developmental/learning curriculum.</p> <p>Development and behaviour needs require a high level of small group support with high adult to pupil ratios. Access to additional learning/ behaviour support.</p> <p>Pupil is working in lower quartile of P levels for chronological age.</p> <p>Continuous significant modification of curriculum materials and delivery</p> <p>Alternative methods of recording for all curriculum areas and a high level of individualised support.</p>	<p>Significant support for communication (either or both expressive or receptive).</p> <p>Support to interact appropriately with adults and peers.</p> <p>Intensive interaction techniques to support and facilitate communication.</p>	<p>Some manual handling and positioning support.</p> <p>Specialist equipment in order to support positioning/ moving.</p> <p>Access to large specialist equipment that is also used by others.</p> <p>A high level of supervision to maintain safety in and out of school</p> <p>Access to sensory equipment specifically recommended for individual pupils.</p> <p>Adult intervention or modification/adaptation of most activities.</p> <p>Support with medical interventions on a regular basis.</p>	<p>Proactive support strategies to minimise the frequency of behavioural incidents.</p> <p>Strategies to minimise self-harm or dangerous behaviour and to minimise emotional distress.</p> <p>A high level of teacher and TA skill and resource additional to that which could be delivered within a small group (1 teacher, 2 support staff to 7/8 pupils) or specialist setting.</p> <p>Strategies to respond to frequent challenging behaviour.</p>

Band 5	Cognition and Learning	Communication and Interaction	Physical and/or Sensory Needs	Social, Mental and Emotional Health
	<p>1:1 support for 75% or more of the school day and/or 2:1 support frequently to access the curriculum. Operating permanently below P levels.</p> <p>Learning, development and behaviour needs require a high level of small group support where the following adult to pupil ratios could be provided: (1 teacher, 2 support staff to 7/8 pupils). In addition to this pupils may also require frequent access to additional learning/behaviour support.</p> <p>An individualized curriculum that is in addition to, or an alternative to, that provided for the rest of the class.</p> <p>A high level of specialist teaching techniques on an individual basis.</p>	<p>Specialist support with communication as well as Augmentive and Alternative Communication.</p> <p>Extensive communication assistance requiring highly skilled highly skilled intensive interaction interventions.</p>	<p>Skilled manual handling and positioning support.</p> <p>Consistent 1:1 support to manage transitions in school and to access the community/off-site learning.</p> <p>Skilled 1:1 and occasional 2:1 support for self-help tasks.</p> <p>Strategies to address severe sensory processing issues.</p> <p>Profound Multi-sensory and/or complex medical/health issues requiring frequent or constant 1:1 or 2:1 support e.g. suction, oxygen management, tube feeding.</p> <p>Individual use of highly specialised equipment for moving, handling and positioning.</p>	<p>Access to skilled staff to implement proactive behaviour support strategies for most of the day to avoid incidents. Skilled intervention to avoid damage to property, or injury to self or others.</p> <p>Complex needs with challenging behaviour and/or associated communication difficulties that frequently impact on learning and safety/well being of self and others.</p>

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Appendix1

	<p>A familiar team of skilled staff.</p> <p>Tube feeding or other types of assistance for significant medical conditions.</p> <p>Use of wheelchair with assistance, or other mobility aids requiring staff support.</p>			
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