



Banding Matrix of ‘Descriptive Needs’ and Curriculum, Resources, and Environmental Requirements with Associated Staffing Allocations

BAND 6: (For special provision:- 7 pupils with 1 Teacher and 5 Teaching Assistants) includes children who typically require constant high levels of adult attention for the vast majority of the time and an individually designed curriculum.

<i>Descriptive Needs</i>	<i>Curriculum</i>	<i>Resources</i>	<i>Environment Facilities</i>	<i>Teachers</i>	<i>Teaching Assistants</i>
Some children may have very little understanding and may be unable and/or unwilling to manage their behaviour or reflect on its consequences for others and violence is a constant of their day. Other pupils may have profound and multiple learning difficulties with substantial sensory loss and significant medical needs. Such children require constant high levels of adult attention for the vast majority of the time and especially so within the playground and at social times. All children in band 6 can be described as being unable to function in a group or they require highly specialised support because they are educationally blind, deaf-blind or require high levels of BSL/SSE interpretation for all aspects of school life and/or require an individualised curriculum as they are likely to display (any one or more of):	<p>The curriculum, teaching styles and materials are designed to meet the needs of pupils with complex, profound and multiple needs including SLD, ASD or ADHD.</p> <p>The curriculum is likely to be developmental and may include independence training</p>	<p>Access to individual specialised aids and technology is essential to develop communication</p> <p>Access to support staff highly skilled in meeting the care and/or feeding needs of such children and in delivering physiotherapy programmes and in some cases physical intervention.</p>	The teaching and learning environment will be designed and adjusted for individual work.	0.14	0.71



<ul style="list-style-type: none"> • PMLD (functioning between P1 and P3) whose cognition and learning/development is at an 18 month level or below and/or unlikely to change very much and, who may be in need of continuing care probably requiring a high level of support in all areas of self-help skills including toileting. • SLD (including syndromes such as Downs, Edwards), ASD or severe ADHD associated with multiple problems in the range of attention, communication, empathy, emotional control, attachment, anxiety or depression associated behaviour that is either harmful to others or harmful to self or that prevents participation (such as extreme avoidance or withdrawal). <p>Probably functioning between P2 and P3 with difficulties accepting change, transitions, endings, and working in groups: therefore requiring a high level of consistency and predictability in their environment, with communication techniques, behavioural management via relationships with a consistent adult.</p>			<p>An adjustable multi-sensory environment, with highlighted and tactile features, is essential. The teaching and learning environment will be designed and adjusted for individual work.</p>		
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<ul style="list-style-type: none"> • A combination of physical/medical and/or sensory needs (particularly VI) requiring extremely high curriculum differentiation demands that are totally different from the majority of their peers: they could be functioning anywhere between P1 and NC level 5; they are totally dependent on adults for accessing the curriculum and for meeting self-care needs; and, they may also have degenerative conditions and/or be vulnerable due to feeding/oxygen needs. • Experiencing complex multi-sensory impairments or a hearing or visual impairment in combination with other profound learning needs. Or pupils who are educationally blind but capable of access a mainstream curriculum and require: all curriculum materials translated into Braille and tactile format; a high level of mobility training and social communication skills; need training in the use of Braille and aids; individual help at regular intervals during the day to ensure their safety; access to additional curriculum materials, e.g. keyboarding, Braille, etc. Or pupils who have a very significant hearing impairment but are capable of accessing a mainstream curriculum and whose main communication mode is BSL or a high level of SSE and require: a high level of interpretation and training to improve their signing; individual help at regular intervals during the day and, access to a deaf culture. 	<p>The curriculum may require highly individualised and specialised sensory and/or tactile programmes taught by qualified teachers of HI/VI/MSI.</p> <p>TAs need to be highly skilled in delivery of specialised individual sensory or tactile programmes.</p>	<p>Access to support staff highly skilled in the delivery of specialised individual sensory and/or tactile programmes</p> <p>Training, assessment and support provided by qualified teachers of pupils with sensory impairment and technical support services.</p> <p>Access to staff specialising in use of braille and/or tactile and/or sensorily enhanced communication. Staff skilled at facilitating independence training.</p>			
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EDUCATIONAL PSYCHOLOGY SERVICE – *working with open minds*
Head of Service – Dr Michael Hymans

ATTACHMENT 2

<ul style="list-style-type: none">Experiencing significant (out of school) trauma in their lives and/or displaying mental health problems without any formal diagnosis from CAMHS, and/or a have combination of recognised syndromes such as AD(H)D, OCD, ODD, or developmental disorders that are resistant to change, leading to one or more of the following behaviours in school which means that they cannot keep themselves safe and/or they be a danger to other children and adults: running out of/around class/school including and/or proactive gratuitous aggression and violence that is sometimes pre-meditated, targeted at particular individuals and prolonged. As a result their attainment levels at KS2 are likely to be in the region of P8/NC L1/2 - their verbal abilities are likely to be significantly delayed and they may be unable to record their work in writing without additional aids.		Access to training, assessment and support provided by CAMHS			
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Band 5: (For special provision: 7 children with 1 Teacher and 3 Teaching Assistants) includes children who typically require constant interventions on a daily basis from a range of adults.

<i>Descriptive Needs</i>	<i>Curriculum</i>	<i>Resources</i>	<i>Environment/ Facilities</i>	<i>Teachers</i>	<i>Teaching Assistants</i>
<p>These children may be unable to interact greatly with other pupils and staff due to learning and/or social difficulties: they may need high levels of adult support in movement and escorting and could have significant medical needs which impact on the demands placed on staff in the classroom and around social meal times. Some of these children may be extremely violent, unrestrained and a danger to themselves and others thus requiring high frequency calming and physical intervention.</p> <p>All children in band 5 can be described with (any one or more of):</p> <ul style="list-style-type: none">With SLD /ASD and/or other known syndromes (e.g. Downs, Fragile X) with some challenging behaviour and the capacity for making small progress, functioning mostly at P4 probably with ongoing toileting issues and, with those at P5/6+ likely to have other additional needs (e.g. medical) and who may have challenging behaviour particularly around non-compliance and inability to cope in a range of environments.	<p>The curriculum, teaching styles and materials are designed to meet the needs of pupils with SLD and/or ASD and/or extreme physical, medical, sensory, emotional or language and/or communication needs.</p> <p>The curriculum may be developmental and may involve independence training.</p>	<p>Frequent and regular access to teachers with experience of pupils with SLD/ASD. TAs are additionally trained. Staff skilled at facilitating independence training. Training, assessment and support provided by teachers with experience of pupils with SLD/ASD. Access to individual specialised aids and technology essential to access the curriculum.</p>	<p>Facilities for small group and individual teaching.</p> <p>Optimum environment with minimum distractions.</p>	0.14	0.43



<ul style="list-style-type: none"> • With extreme physical; medical; sensory; and/or emotional needs who demonstrate the potential for making small amounts of progress in accessing some aspects of the curriculum and/or self-regulating their behaviour. • A combination of learning difficulties, speech and language delay and social deficits (sub threshold for an autistic spectrum disorder) associated with multiple problems in the range of attention, communication, empathy, emotional control, attachment, anxiety or depression associated behaviour that is either harmful to others or harmful to self or that prevents participation (such as extreme avoidance or withdrawal). • Experiencing a significant level of hearing or severe visual impairment requiring a highly differentiated curriculum with all lessons/work adapted and/or interpreted. Children with HI may also have a significant language delay requiring some signed support or general support for understanding tasks and concepts. Children with severe sight impairment may be capable of accessing a mainstream curriculum with high levels of modification and adaptation of materials: if they have a marked cognitive delay they could access the curriculum through tactile and auditory means; they may require mobility training; assistive technology & low vision aids. 	<p>Frequent and regular access to teachers with experience of pupils with speech and language delay and social deficits. TAs are additionally trained.</p> <p>The curriculum, teaching styles and materials are designed to meet the needs of pupils with HI/VI. IEP targets are formulated and delivered by qualified HI/VI teachers.</p>	<p>Frequent and regular access to qualified teachers of pupils with HI/VI. TAs are additionally trained.</p> <p>Staff skilled at facilitating independence training.</p>	<p>Optimum environment with minimum distractions.</p> <p>Training, assessment and support provided by appropriate therapists (e.g. SALT, PT, psychotherapist)</p> <p>Optimum lighting with highlighted and tactile environmental features are essential. Individualised environmental audit will be required.</p>		
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<ul style="list-style-type: none">Experiencing some degree of trauma in their lives out of school without any additional recognised syndromes other than SEBD: they are responding to intervention and are not able to keep themselves safe and present a significant danger to others. They are likely to have KS attainments around NC L2 and to have only slightly below average verbal abilities.	Frequent and regular access to teachers with experience of SEBD with additionally trained TAs.				
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Band 4: (For special provision:- 7 children with 1 Teacher and 2 Teaching Assistants) – includes children who typically need regular, additional time from a range of adults.

<i>Descriptive Needs</i>	<i>Curriculum</i>	<i>Resources</i>	<i>Environment/ Facilities</i>	<i>Teachers</i>	<i>Teaching Assistants</i>
<p>These children may make frequent, possibly constant, demands for support because of their learning/behavioural difficulties and/or because of their dependency on adults for their self-help/care needs. These children can be very challenging on a frequent basis, have no regard for their own safety or the safety of others and are very vulnerable without high levels of supervision. They may also require support because of personal/manual handling reasons or medical needs or frequent restraint.</p> <p>All children in band 4 can be described with (any one or more of):</p> <ul style="list-style-type: none">• SLD /ASD and/or other known syndromes such as Downs, with no other needs who are likely to be functioning mostly at P5/6 and probably beyond at KS 3/4 and possibly between P7/8 and NC1-4 where there may be complex behavioural needs arising out of ADHD and/or other social and emotional factors requiring therapeutic and behavioural interventions. There is the potential for greater independence and capacity to make progress with learning, in comparison with bands 5 and 6, within staffing resources available.	<p>Access to a significantly differentiated and modified learning curriculum, materials, specialist teaching approaches to meet the needs of students with SLD and/or ASD; ADHD and/or SEBD. Curriculum to include independence training.</p>	<p>Access to individual specialised aids and technology essential to access curriculum.</p> <p>Training, assessment and support provided by teachers with experience of pupils with SLD and/or ASD.</p>	<p>Facilities for small group and individual teaching as necessary.</p>	<p>0.14</p>	<p>0.29</p>



<ul style="list-style-type: none"> • SEBD who are unlikely to exhibit pre-meditated aggression but rather are likely to display frequent and challenging temper tantrums: they may also be, by contrast, emotionally very fragile – possibly having been in receipt of therapeutic interventions and/or heavy medication to manage their condition. They are likely to have KS attainments around NC L2/3 and to have age appropriate verbal abilities. • A moderate, severe or profound hearing impairment or significant visual impairment with additional needs that have some adverse compounding impact on learning and social interaction with adults and/or peers. 	<p>Curriculum management requires significant differentiation and modification of learning materials, specialist teaching approaches, such as moon/Braille, specialist aids and adaptations to the learning environment. IEPs must be formulated in collaboration with qualified HI/VI teachers.</p>	<p>Training, assessment and support provided by teachers with experience of pupils with SEBD.</p>			
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Band 3: (For special provision: 7 children with 1 Teacher and 1 Teaching Assistant) – includes children who typically can manage only within a small group and who require close supervision sometimes from senior staff

<i>Descriptive Needs</i>	<i>Curriculum</i>	<i>Resources</i>	<i>Environment/ Facilities</i>	<i>Teachers</i>	<i>Teaching Assistants</i>
<p>These children may be aggressive and may require physical intervention but only very infrequently, other children may be anxious, immature, unpredictable and impulsive. They may have medical needs which require staff to provide a level of support throughout the day.</p> <p>All children in band 3 can be described with (any one or more of):</p> <ul style="list-style-type: none">• Having the capacity to make progress with their learning and independence more rapidly than those children/young people in higher bands but who may still have significant communication and social interaction needs and who may require a 'nurturing' and/or highly structured approach.	<p>The curriculum, teaching styles and materials are differentiated to meet the needs of pupils with significant communication and social interaction needs, and/or SEBD.</p> <p>Specialist staff may be required to facilitate independence training.</p>	<p>Training, assessment and support provided by staff with experience of pupils with significant communication and social interaction needs, and/or SEBD and/or ASD and/or moderate levels of HI/VI or perceptual impairment.</p>	<p>Facilities for small group and individual work as necessary.</p>	<p>0.14</p>	<p>0.14</p>



<ul style="list-style-type: none"> • Regularly exhibiting anti-social behaviour (verbal or physical disruptions; acting out/showing off; displaying provocative behaviour) – often in response to known triggers or situations; a lack of trust in adults; impulsivity; and a failure to link their actions and behaviour with the resultant consequences. • Having poor attention and listening skills. • Being vulnerable as a result of having a lack of social awareness about themselves and their surroundings. • ASD and/or other syndromes (e.g. Downs) or medical conditions (e.g. epilepsy) with some global developmental delay that is less marked than band 4 such that at KS1/2 are likely to be functioning between P7/8 and NC 1/2 and at KS3/4 functioning up to NC L4. 	<p>The curriculum, teaching styles and materials are differentiated to meet the needs of pupils with and/or ASD and/or significant levels of HI/VI or perceptual impairment.</p>	<p>Training, assessment and support provided by staff with experience of pupils with ASD and/or significant levels of HI/VI or perceptual impairment.</p> <p>Specialist equipment and materials provided to address ASD needs.</p>	<p>Good environmental features to meet ASD needs are essential.</p>		
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<ul style="list-style-type: none"> • A hearing and/or visual impairment with some additional learning needs that are derived from factors involved in the history of their hearing impairment such as language delay & late aiding that is less marked than band 4. • A specific language disorder and some associated learning and social, emotional and behavioural difficulties such that at KS1/2 are likely to be functioning between P7/8 and NC 1/2 and at KS3/4 functioning up to NC L4. • Extremely limited voluntary muscle control and/or a medical condition requiring intermittent high levels of care including nursing 		Specialist equipment and materials provided to address HI/VI needs.	Good lighting and highlighted environmental features to meet HI/VI needs are essential. Pupils are able to access appropriate facilities to manage personal aids. Individualised environmental audit will be required.		
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Band 2: (For special provision:- 10 children with 1 Teacher and 1 Teaching Assistant) – includes children who typically can manage only within the overall organisation and curriculum.

<i>Descriptive Needs</i>	<i>Curriculum</i>	<i>Resources</i>	<i>Environment/ Facilities</i>	<i>Teachers</i>	<i>Teaching Assistants</i>
<p>These children may, on occasions/possibly regularly but not too frequently, require some low level additional supervision and intervention from others. They are likely to respond positively to routine, structure and support. They will have the ability to make more progress than children in higher bands.</p> <p>All children in band 2 can be described as having (any one or more of):</p> <ul style="list-style-type: none">• Likely to be functioning below age-expected NC levels with accompanying significant communication (language and/or hearing) and social communication needs and/or may require a ‘nurturing’ and/or highly structured approach for learning and/or behaviour. Such that at KS1 they will be unable to recognise and name any familiar letters/words or use mathematical language and will be unable to sequence time; routine; events; and/or experiences. At KS2 attainments will be mostly around level 2C and at KS3/4 mostly around 3C	<p>In-class differentiation to meet the needs of pupils likely to be functioning below age-expected NC levels with accompanying significant communication (language and/or hearing) and social communication needs and/or displaying persistent low-level disruption.</p>	<p>Training courses, assessment and advice sought from SALT and/or other therapists, qualified HI/VI teachers, and/or teachers with experience of pupils with SEBD.</p> <p>Generally 0.6 TA in m/s class of 1Teacher to 30 pupils</p> <p>With up to 0.8 TA for pupils where the chronological age and attainment gap has or is likely to widen.</p>	<p>Pupils are able to access appropriate facilities to manage personal aids.</p>	<p>0.10</p>	<p>0.10</p>



<ul style="list-style-type: none"> • Likely to display an inability to concentrate with limited focus on teacher allocated tasks for some of the time with persistent low-level disruption (frequent inappropriate interruptions) and occasionally exhibiting anti-social behaviour. • May relate to other pupils by bullying or as provocative victims of bullying and.... • May use aggression as a principal response some of the time such that they ... • May engage in deliberate provocative and confrontational behaviour with adults for some of the time by, for example, refusing to back down when confronted or by responding to correction aggressively. <ul style="list-style-type: none"> • Experiencing a significant hearing impairment and/or visual or perceptual impairment as described by specialist staff which impacts on most areas of learning. • Specific language disorder with no additional associated difficulties. <p>Not mobile/non-ambulant and one of the following:</p> <ul style="list-style-type: none"> • Significant co-ordination and/or motor difficulties with for example: feeding, dressing, recording. • A medical condition requiring long-term, intensive support from external therapists. 	<p>IEP targets will include specialised input from therapists and/or qualified HI/VI teachers.</p>	<p>0.6 TA in m/s class of: 1Teacher to 30 pupils If only ONE description</p> <p>0.7 TA with TWO descriptions</p> <p>0.8 TA with THREE descriptions</p> <p>0. 9 TA with All FOUR descriptions</p> <p>Equipment and materials modified to address HI/VI perceptual needs</p>	<p>Good lighting and highlighted environmental features are all essential.</p>		
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Band 1: (For special provision:- 12 children with nominally 1 Teacher and 0.5 Teaching Assistant) – includes children who typically can manage within the general organisation and curriculum of the school, without, generally requiring resources additional to the base classroom staffing

<i>Descriptive Needs</i>	<i>Curriculum</i>	<i>Resources</i>	<i>Environment/ Facilities</i>	<i>Teachers</i>	<i>Teaching Assistant s</i>
<p>These children may, on occasions/possibly regularly but not too frequently, require some low level additional supervision and intervention from others. They will be able to make more rapid progress with their learning than children in higher bands and will be able to function reasonably well within small groups with minimal support.</p> <p>All children in band 1 can be described as having (any one or more of):</p> <ul style="list-style-type: none"> Likely to functioning below age-appropriate NC levels and may have specific literacy and/or numeracy difficulties and/or problem-solving difficulties that do not significantly impede curriculum access such that progress will be slow but adequate: at KS1 they will only be able to recognise and name a few familiar letters/words with limited use of mathematical language and their ability to sequence time; routine; events; and/or experiences will be inconsistent. At KS2 attainments will be mostly around level 2B and at KS3/4 mostly around 3B 	<p>Minimal adaptations to the curriculum and/or learning environment will be required which will include high quality differentiation with a slower pace delivery allowing opportunities for repetition and over-learning.</p>	<p>Training courses and information sought from relevant qualified and/or specialist teachers</p> <p>Generally 0.3 TA in m/s class of 1T to 30 pupils</p> <p>With up to 0.5 TA for pupils where the chronological age and attainment gap has or is likely to widen.</p>	<p>Access to small groups within and/or outside the main classroom for part of the day.</p> <p>These children would benefit from a 'nurture group' approach.</p>	0.08	0.04



<ul style="list-style-type: none"> • Likely to display some unresponsive behaviour or immaturity of attention, response and/or social interaction •Together with work avoidance and/or disruptive or confrontational behaviours •Which can sometimes be dangerous or damaging to self or others and that result in occasional inappropriate disruptions and.. • May require adult reassurance to manage behaviour. <ul style="list-style-type: none"> • Experiencing a significant hearing impairment and/or visual or perceptual impairment as described by specialist teachers which impacts on some aspects of learning <p>Any two of the following:</p> <ul style="list-style-type: none"> • Wheelchair user requiring minimum assistance • Significant co-ordination and/or motor difficulties with for example: feeding, dressing, recording. • A medical condition requiring long-term, intensive support from external therapists. 	<p>Advice may need to be sought from qualified HI/VI teachers.</p> <p>May require curriculum to include independence training.</p>	<p>0.2 TA in m/s class of: 1Teacher to 30 pupils If only ONE description 0.3 TA with TWO descriptions 0.4 TA with THREE descriptions</p> <p>0. 5 TA with All FOUR descriptions</p>	<p>Good lighting and highlighted environmental features with good acoustics are recommended.</p>		
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