

APPENDIX 3: BANDING DOCUMENT

INCLUSION AND DISABILITY SUPPORT SERVICES

All children and young people in Lancashire have a right to education and the opportunity to fulfil their potential.

Excellence in universal, targeted and specialist services for children and young people with special educational needs is underpinned by the implementation of the Special Educational Needs Banding Document. The document below describes the way in which Lancashire determines in general terms the level of additional provision needed in mainstream and special schools to meet the identified special educational needs of a child or young person.

<p>UNIVERSAL</p>	<p>Funding is provided to all Lancashire mainstream schools at a Universal level to meet all children and young people's needs.</p>
<p>ADDITIONAL</p>	<p>Following consultation funding is allocated on the basis of an agreed formula to meet the special educational needs of those children or young people who need support which is additional to or different from differentiated approaches and resources normally available within the classroom.</p> <p>Funding is provided in mainstream schools through School Action and School Action Plus to meet the needs of more vulnerable children and young people who experience a more severe and complex range of needs including learning difficulties, speech and language, autism, sensory, physical, medical and behaviour, emotional and social difficulties.</p>
<p>STATEMENTED</p>	<p>Each individual child or young person is allocated a band of funding on the basis of their identified needs the majority of pupils with more severe learning and behaviour difficulties would have their needs met at Band E.</p> <p>This is to assist the school in providing a specifically identified intervention which is in addition to the range of provision already in place from within the school's full range of resources.</p> <p>For a small proportion of pupils with significant sensory needs, high cost specialist provision is made in mainstream schools.</p> <p>In special schools or mainstream schools in Key Stage 4 with an individually tailored package, children and young people with a range of challenging and complex behaviours and / or conditions/difficulties have their needs met through intensive specialist multi agency working and individual programmes and interactions throughout the day often requiring 2:1 or 3:1 interventions.</p>

MEETING ADDITIONAL NEEDS

COP 4 Areas of Need	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	PHYSICAL AND SENSORY	SOCIAL, EMOTIONAL AND BEHAVIOURAL
A D D I T I O N A L	Targeted individual and/or small group support in 1 specific area of need			
	<p>Some modification of curriculum delivery, resources and materials. Some modification of curriculum delivery, resources and materials.</p> <p>Occasional specialist advice for school staff on how to enable full access to the curriculum and provide support or frequent input for identified curriculum or skill areas e.g. literacy, numeracy, mobility / PE, science, technology.</p> <p>Some assistance with recording for identified curriculum areas.</p>	<p>Support to access the interaction elements of the unstructured parts of the day</p> <p>Support to facilitate communication, interaction and curriculum access/personal development through a specified therapy programme.</p> <p>Strategies to develop attention and concentration skills.</p> <p>General strategies to enhance the communication environment.</p>	<p>Some modification of resources and materials</p> <p>Conditions at a level that require minimum support from suitably trained staff, aimed towards independence and self-management.</p> <p>Some use of multi sensory strategies.</p> <p>Strategies to develop organisational skills.</p>	<p>Strategies to focus on difficulties at unstructured times which impact on learning opportunities and access.</p> <p>Support to develop: Appropriate social skills OR Empathy and awareness of the needs of others OR Ability to maintain attention OR Emotional regulation OR Coping strategies for dealing with difficult situations OR Independence in a learning environment</p> <p>Support to develop a sense of danger and skills for personal safety.</p> <p>Key worker to support transitions</p>
B A D D I T I O N A L	Increased targeted individual support in 1 or 2 specific areas of need.			
	<p>Modification of some curriculum delivery, resources and materials.</p> <p>Regular specialist advice for school staff on how to enable full access to the curriculum or weekly input to provide support for identified curriculum or skill areas</p> <p>Assistance with recording for some curriculum areas.</p>	<p>Support to facilitate communication, interaction and curriculum access / personal development and manage transitions through a specified therapy programme.</p> <p>Occasional SLT Advice. Strategies to develop attention/concentration skills.</p> <p>General strategies to enhance the communication environment throughout the day.</p>	<p>Support to reinforce health professional programmes and health care plans.</p> <p>Some use of multi sensory strategies.</p> <p>Support to develop fine and gross motor skills</p> <p>Strategies to promote self-help / independence skills. Occasional specialist teacher or QTVI/QTOD advice.</p>	<p>Support to develop: A combination of 2 or 3 programmes as identified in Band A above.</p> <p>Support to develop identified social / behaviour / imaginative skills.</p>

COP 4 Areas of Need	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	PHYSICAL AND SENSORY	SOCIAL, EMOTIONAL AND BEHAVIOURAL
C A D D I T I O N A L	Increased targeted individual support in 2 or 3 specific areas of need.			
	Individualised curriculum provided for the pupil for some of the day. Frequent specialist advice for school staff on how to enable full access to the curriculum or weekly input to provide support for identified curriculum or skill areas with differentiated activities and resources in small groups or 1:1 settings. Assistance with recording for several curriculum areas.	Support to facilitate effective communication, interaction and curriculum access / personal development through a specified therapy programme and for some of the day. Targeted support to develop attention and concentration skills. Regular SLT advice / input from staff with relevant expertise. General and visual strategies to enhance the communication environment throughout the day.	Support to implement mobility and health care plans. Some use of multi sensory strategies / Support to develop fine and gross motor skills. Strategies or support to promote self-help / independence skills. Frequent specialist external or qualified HI or VI specialist teacher advice.	Ongoing support as identified in Bands A (3 or 4 programmes) and B above. Individualised support programmes as advised by an appropriate specialist teacher or educational psychologist or other specialist professionals. Access to a Key Worker in addition to times of transition. Integrated home-school support plan.
D A D D I T I O N A L	Increased targeted individual support in 3 or more specific areas of need.			
	Individualised curriculum provided for the pupil for some of the day. Frequent specialist advice and occasional input for school staff on how to enable full access to the curriculum and provide support for several curriculum or skill areas and/or task analysis, differentiated activities and resources in small group / 1:1 settings OR smaller classes. Assistance with recording for most curriculum areas.	Support to facilitate effective communication, interaction and curriculum access / personal development and to ensure understanding of instructions and tasks and to modify language through a specified programme for some of the day. Support to develop attention and concentration skills for some of the day. Frequent SLT advice or input from staff with relevant expertise. Specific/targeted and visual strategies to enhance the communication environment throughout the day.	Support to implement mobility and health care plans. Some use of multi sensory strategies. Support to develop fine and gross motor skills. Guidance and support to develop self-help and independence skills. Frequent specialist external or qualified HI or VI specialist teacher advice and occasional input.	Ongoing support as identified in Bands A (4 or 5 programmes), B and C above. Completion of Risk Assessments and implementation of associated plans, which are regularly reviewed and updated to manage behaviour safely.

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BAND E	Targeted individual support in 3 or more specific areas of need.			
	<p>Individualised curriculum provided for the pupil for most of the day.</p> <p>Frequent specialist advice or regular input for school staff on how to enable full access to the curriculum and provide support for most curriculum or skill areas and/or task analysis, differentiated activities and resources in small groups / 1:1 situations OR smaller classes.</p> <p>Assistance with <i>and</i> alternative recording for most curriculum areas.</p> <p>Identified staffing to support access to the curriculum or personal development in 1 or more areas / for some of the day.</p> <p>Significant modification of curriculum resources and materials e.g. modified text</p>	<p>Assistive or Alternative and Augmentative Communication (AAC) needed e.g. Makaton / PECs</p> <p>Support to facilitate effective communication, interaction and curriculum access / personal development and to ensure understanding of instructions and tasks and to modify language through a specified programme for most of the day.</p> <p>Support to develop attention and concentration skills for most of the day.</p> <p>Frequent advice and occasional input from SLT or staff with relevant expertise to train school staff in Assistive Communication.</p> <p>Specific/targeted and visual strategies to enhance the communication environment throughout the day.</p>	<p>Implementation of health related programmes on a daily basis.</p> <p>Support for mobility and healthcare plans.</p> <p>Multi sensory delivery of some of the curriculum.</p> <p>Strategies to support fine and gross motor skills.</p> <p>Guidance and support to develop self-help and independence skills.</p> <p>Frequent specialist external or qualified HI or VI specialist teacher advice and regular input.</p>	<p>Support to develop a combination of all of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> social skills using adult intervention to structure learning situations <input type="checkbox"/> specific programmes / small group opportunities to develop empathy and awareness of others <input type="checkbox"/> strategies to enhance attention control <input type="checkbox"/> programmes / approaches to develop emotional regulation <input type="checkbox"/> a range of coping strategies for dealing with difficult situations <input type="checkbox"/> independent learning strategies <p>Support to develop age appropriate behaviour skills.</p> <p>Positive Handling Plan in place.</p> <p>Supervision to ensure safety at unstructured times.</p>
BAND F	Targeted individual support in 3 or more specific areas of need. (Likely CWD threshold)			
	<p>Individualised curriculum provided for the pupil for most of the day.</p> <p>Frequent specialist advice and frequent input for school staff on how to enable full access to the curriculum and provide support for most curriculum or skill areas and/or task analysis, differentiated activities and resources in small groups / 1:1 situations OR smaller classes.</p> <p>Assistance with and alternative recording methods for most curriculum area.</p> <p>Identified staffing to support access to the curriculum or personal development in 2 or more areas / for most of the day.</p> <p>Significant modification of curriculum resources and materials e.g. modified text</p>	<p>Assistive and Alternative and Augmentative Communication (AAC) needed e.g. Communication Aid with occasional programming/updating.</p> <p>Support to facilitate effective communication, interaction and curriculum access / personal development and to ensure understanding of instructions and tasks and to modify language through a specified programme covering 3+ areas of communication throughout the day.</p> <p>Support to develop attention and concentration skills throughout the day.</p> <p>Frequent advice and occasional input from SLT and staff with relevant expertise.</p> <p>Specific/targeted and visual strategies to enhance the communication environment throughout the day.</p>	<p>Implementation of health related programmes on a daily basis.</p> <p>Moving and Handling plans, Care plan and Mobility programmes in place.</p> <p>Multi sensory delivery of most of the curriculum.</p> <p>Strategies to maintain fine and gross motor skills.</p> <p>Assistance with self-help and independence skills.</p> <p>Frequent specialist external or qualified HI or VI specialist teacher advice and frequent input.</p>	<p>Ongoing support as identified in Band 1 above.</p> <p>Support to develop social skills using adult intervention to structure learning situations both within the curriculum and during unstructured times.</p> <p>Positive Handling Plan in place.</p>

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<p>BAND G</p> <p>S T A T E M E N T</p>	Significant amounts of targeted individual support in 3 or more specific areas of need.			
	<p>Individualised curriculum provided for the pupil throughout the day.</p> <p>Frequent specialist advice and weekly input for school staff on how to enable full access to the curriculum and provide support for most curriculum or skill areas and/or task analysis, differentiated activities and resources in small groups / 1:1 situations OR smaller classes.</p> <p>Assistance with and alternative recording methods for most curriculum areas.</p> <p>Identified staffing to support access to the curriculum or personal development throughout the day.</p> <p>Significant modification of curriculum resources and materials e.g. modified text</p>	<p>Alternative and Augmentative Communication (AAC) needed e.g. Communication Aid with regular programming/ updating.</p> <p>Access to communication support through a specified programme covering 3+ areas of communication to facilitate effective communication and interaction throughout the day.</p> <p>Support to develop attention and concentration skills throughout the day.</p> <p>Frequent advice and regular input from SLT and staff with relevant expertise.</p> <p>Communication through Braille and the tactile curriculum for some of the day.</p>	<p>Implementation of health professional programmes including medication.</p> <p>Moving and Handling plans, Health Care plan and Mobility programmes in place.</p> <p>Multi sensory delivery of the whole curriculum and throughout the day.</p> <p>Strategies to maintain fine and gross motor skills.</p> <p>Supported self-help and independence skills.</p> <p>Additional 1:1 support within small specialist teaching groups.</p> <p>Implementation of multi disciplinary support for personal care for some of the day.</p> <p>Weekly specialist external or qualified HI or VI specialist teacher advice and/or input.</p>	<p>Ongoing support as identified in Bands 1 and 2 above.</p> <p>Additional support to implement crisis management plan.</p> <p>Support at unstructured times promoting social skills and awareness of danger.</p> <p>Targeted, individual support available for some of the day as a result of a risk assessment, e.g. due to challenging / high risk behaviour</p> <p>Strategies to manage regular or occasional self harming behaviours</p>
<p>BAND H</p> <p>S T A T E M E N T</p>	Significant amounts of targeted individual support in 3 or more specific areas of need.			
	<p>Individualised curriculum provided for the pupil throughout the day.</p> <p>Frequent specialist advice and weekly input for school staff on how to enable full access to the curriculum and provide support for all curriculum or skill areas and/or task analysis, differentiated activities and resources in small groups / 1:1 situations OR smaller classes.</p> <p>Assistance with and alternative recording for all curriculum areas.</p> <p>Identified staffing to support access to the curriculum or personal development throughout the day.</p> <p>Significant modification of curriculum resources and materials e.g. modified text</p>	<p>Alternative and Augmentative Communication (AAC) e.g. Communication Aid with frequent programming / updating.</p> <p>Access to communication support through a specified programme covering 3+ areas of communication to facilitate effective communication and interaction throughout the day.</p> <p>Support to develop attention and concentration skills throughout the day.</p> <p>Frequent advice and frequent input from SLT and staff with relevant expertise.</p> <p>Communication through Braille and the tactile curriculum for most of the day.</p>	<p>Implementation of health professional programmes including medication.</p> <p>Moving and Handling plans, Health Care plan and Mobility programmes in place.</p> <p>Multi sensory delivery of the whole curriculum and throughout the day.</p> <p>Supported self-help and independence skills.</p> <p>Additional 1:1 support within small specialist teaching groups, including 2 person hoisting.</p> <p>Implementation of multi disciplinary support for personal care for most of the day.</p> <p>Weekly specialist external or qualified HI or VI specialist teacher advice and/or input.</p>	<p>Ongoing support as identified in Bands 1 to 3 above.</p> <p>Constant supervision to ensure safety at all times.</p> <p>Targeted, individual support available for most of the day as a result of a risk assessment, e.g. due to challenging / high risk behaviour</p> <p>Strategies to manage regular or occasional self-harming behaviours.</p>

