



Banding

Pupils are banded when their placement requires funding above that of a regular placement with or without top up funding. This usually applies to pupils in Enhanced resource Placements or Special Schools.

The band will be allocated by the Inclusion and Assessment officer in negotiation with the setting.

Band amounts are calculated annually.

	<u>Learning</u>	Communication and Interaction	Sight Impaired	Hearing Impaired	Physically Impaired	BESD
1	<u>Reduced level of Learning from that of peers. Delayed development and slow progress</u>	Specific language disorder where cognitive ability is within the normal range for chronological age	Partially sighted accesses curriculum with minor modifications	Partially hearing accesses curriculum with minor modifications	Independent around school site, access full curriculum, may need some support in practical lesson for health and safety reasons. Learning and behaviour at an appropriate level.	Interaction difficulties in terms of social and or personal development. Inappropriate behaviour that can be rectified with spoken communication. Behaviour presents a barrier to Learning

2	<u>Reduced level of Learning displaying immature behaviour and some degree of medical needs</u>	Moderate Learning difficulties including communication difficulties with some pragmatic disorder	Partially sighted registered blind. Using print. Condition may be deteriorating. Needs modified curriculum with support to access Learning. Social, emotional, behavioural factors affect Learning	Partially hearing, moderate to severe hearing loss. Using print, some sign support. Condition may be deteriorating. Needs modified curriculum with support to access Learning. Social, emotional, behavioural factors affect Learning	Independent in accessing ground floor rooms, either by walking or in a wheel chair needs escorting to upper floors. Needs support with carrying, packing equipment Learning and behaviour within the normal range for chronological age	Significant difficulty in social interaction Emotionally immature in the school setting. May need limited physical intervention. Behaviour presents a barrier to Learning As at Level 2 in Learning
3	<u>Limited oral communication skills with some basic literacy and numeracy. Needs supervision and direction to use skills functionally. Immature behaviour. May have additional medical needs</u>	Severe specific language disorder where adapted curriculum is needed for progress to occur, cognitive ability is appropriate to chronological age	Registered blind. Support needed for 90% of lessons. Curriculum modification needed across whole curriculum. Social, emotional, behavioural factors affect Learning	Severe to profound hearing loss Support needed for 90% of lessons. Curriculum modification needed across whole curriculum. Social, emotional, behavioural factors affect Learning	Wheel chair user for distance but can be mobile, needs escorting to all rooms Learning is restricted by physical needs, curriculum needs adaptation. May have reduced social contact because of physical needs. May be the need for medical intervention	Significant difficulty in social interaction may need physical intervention. Presents with emotional difficulties Behaviour presents a barrier to Learning, because of behaviour pupil presents with Learning below chronological age
4	<u>Limited communication skills May need augmentative communication</u> <u>Need structured and detailed teaching programmes. Needs self care activities. Working at levels of much younger child.</u>	Autism where all areas of interaction are greatly restricted. Moderate to severe Learning difficulties and challenge behaviour	As above – condition deteriorating. Deterioration in behaviour and social skills. Mobility becoming increasing difficult because of increasing needs	As above – condition deteriorating. Deterioration in behaviour and social skills. Mobility becoming increasing difficult because of increasing needs. Regular indiv or small	Could be wheel chair user needs escorting to all rooms. Learning is restricted by physical needs; curriculum needs adaptation and is accessing a modified curriculum. May have	Significant difficulty in social interaction. High level of emotional difficulties. Needs regularly physical intervention on a weekly basis.

	<u>Fine and gross motor skills difficulties. May have medical needs</u>			group sessions with TOD. Learning below chronological age	behaviour difficulties. Will need medical intervention regularly	Behaviour presents as a barrier to Learning as at Level 2 in Learning
5	<u>Communication single words</u> <u>Needs communication to be augmented. Needs close supervision and small group work to develop literacy and numeracy.</u> <u>Formal/abstract thinking very slow to develop. Behaviour and self help skills 1/2 of chronological age</u> <u>May have health needs that require frequent treatment</u>	Severe autism where all areas of interaction are greatly restricted. Severe Learning difficulties and severe challenge behaviour	Registered blind. Access to curriculum erratic and unpredictable. Full time support required for specialist skills – use of Braille, touch-typing. May have increasing need for medical treatment because of condition	Profoundly deaf. Access to curriculum erratic and unpredictable. Additional emotional/physical/behavioural/Learning/mobility needs May have increasing need for medical treatment because of condition Daily SLT needed	Severe physical needs, unable to have any independent movement. Unable to access national curriculum Is working on an extremely modified curriculum.	Significant difficulty in social interaction. Severe emotional difficulties. Behaviour of an intensity that places others in jeopardy physical intervention on a daily basis. Behaviour presents a barrier to Learning as at level 4 Learning