

Banding Descriptors - Guidance on Placing Pupils within Bands

1. Band 1 - In exceptional circumstances a bespoke package may be required to meet the combined education, health and care needs.
2. It is intended that these descriptors will be used for learners in all phases and sectors, including Early Years and Post 16. Colleagues will need to be sensitive to applying the descriptors to learners in this wide range of learning environments.
3. Colleagues will need to be able to provide evidence to support their judgements in allocating bands. Sufficient evidence and information will need to be made available to colleagues who make up moderation or other panels. It is for individual schools and settings to decide what evidence they will present. Decisions will be made by the panel and be based on peer moderation of the evidence provided.
4. In applying the descriptors colleagues should focus on the learner's main area of difficulty but should indicate where there are multiple needs, for example a learner with ASD and an additional physical difficulty.
5. The additional descriptors may be applied to any learner but it is likely that they will be most appropriate for learners with profound and multiple learning difficulties and/or physical difficulties.
6. In all cases a 'best fit' approach should be applied.

Cognition and Learning Difficulties - General and specific learning difficulties						
Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Evidence
<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	
Have profound and multiple learning difficulties.	Have very severe, complex or profound and multiple learning difficulties.	Have severe or complex learning difficulties or severe specific learning difficulties.	Have severe learning difficulties or severe specific learning difficulties.	Have moderate learning difficulties or specific learning difficulties.	Have moderate learning difficulties or specific learning difficulties.	
Be severely limited in their ability to access learning and in need of specialist teaching support across the whole curriculum.	Be severely limited in their ability to access the curriculum and need of high levels of individual support.	Only be able to manage their learning in a small group and with high levels individual of support.	Only be able to manage their learning in a small group with significant additional support.	Only require occasional additional support in a small group to enable them to manage their learning.	Only be able to manage their learning in a small group.	
Be unable to understand and manage risks within the school environment and require specialist and personalised support to reduce vulnerability.	Have very limited ability to recognise and manage social and physical risks and require specialist and personalised support to reduce vulnerability.	Have limited understanding of risks in the environment and require specialist and personalised support to reduce vulnerability.	Have limited understanding of risks in the environment and require support to reduce vulnerability.	Have difficulties understanding risk in the environment and therefore require occasional support.	Generally be aware of risk in the environment but may need some reminders.	
Require individual supervision within the playground and to move around school site.						
<i>In addition pupils may/ are likely also to experience some of the following;</i>	<i>In addition pupils may/ are likely also to experience some of the following;</i>	<i>In addition pupils may;</i>	<i>In addition pupils may;</i>	<i>In addition pupils may;</i>	<i>In addition pupils may;</i>	
Have additional needs in one or more other area e.g. ASD, PD, sensory.	Have additional needs in one or more other area e.g. ASD, PD, sensory.	Have additional needs in one other area e.g. ASD, PD, sensory.	Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	
		Have very limited written communication skills.	Have very limited written communication skills.	Have very limited written communication skills.	Have very limited written communication skills.	
Have difficulties developing appropriate relationships with peers.	Have difficulties developing appropriate relationships with peers.	Have difficulties developing appropriate relationships with peers.	Have difficulties developing appropriate relationships with peers.	Have difficulties developing appropriate relationships with peers.	Have difficulties developing appropriate relationships with peers.	
Have additional complex health needs.	Have additional health needs e.g. Gastrostomy feeding.					

Have a very high level of care needs such as personal care, and with eating & drinking and tube feeding.						
Rely on carer/support for postural needs and personal care.						

Speech Language and Communication Difficulties - <i>Speech and Language</i>						
Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Evidence
<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	
Have severe communication difficulties but may be verbal.	Have very limited understanding of language and very limited expressive communication.	Have limited understanding of language and very limited expressive communication.	Have limited understanding of language and limited expressive communication.	Have reasonable understanding of language and limited expressive communication.	Have a good understanding of language and reasonable expressive communication.	
Be dependent on a specialist learning environment.	Be dependent on a specialist learning environment.	Be severely limited in their ability to access learning and in need of high levels of individual support.	Be severely limited in their ability to access learning and in need of high levels of individual support.	Be limited in their ability to access the curriculum and need some support.	Be limited in their ability to access the curriculum and need some support.	
Be severely limited in their ability to access learning and in need of specialist teaching support across the whole curriculum.	Be able only to manage their learning in a small group and with high levels of support.	Be dependent on a specialist environment with the focus on visual support systems such as signing and symbols.	Be able only to manage their learning in a small group and with high levels of support.	Only require occasional additional support to enable them to manage their learning in a small group.		
Require significant levels of support to communicate successfully.	Require support to communicate successfully.	Have difficulties developing appropriate relationships with peers as a result of their limited language.	Have difficulties developing appropriate relationships with peers as a result of their limited language.			
<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	
				Have difficulties developing appropriate relationships with peers as a result of their limited language.	Have difficulties developing appropriate relationships with peers as a result of their limited language.	
Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	

Speech Language and Communication Difficulties - <i>Autistic Spectrum Disorder (ASD)</i>						
Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Evidence
<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	
Have extremely limited expressive communication.	Have limited functional communication.	Have limited social communication that causes anxiety and limits ability to manage emotions and needs.	Have difficulties with social communication.	Have useful functional and social communication but will experience some difficulty developing and maintaining relationships with others.	Experience some difficulty with social communication and maintaining social relationships.	

Exhibit violent behaviour on a daily basis.	Exhibit frustration which may manifest itself as violence and where supervision is necessary to maintain safety within the playground and social times.	Have difficulties with verbal communication and will require support to communicate successfully.	Have difficulties understanding social and physical risks and therefore require specialist support to reduce vulnerability.	Experience some sensory distress and may require environmental adjustment to mitigate the effects of sensory input.	Have some difficulty in the development of play and imagination.	
Require individual supervision within the playground and social times.	Be involved in incidents which may require physical intervention.	Have difficulties with non verbal communication and will require support to interpret the environment.	Only manage their behaviour in a small group.	Have some difficulty with verbal communication including difficulty expressing feelings or needs.	Experience some difficulty with social communication and maintaining social relationships.	
Be involved in daily incidents which may require physical intervention.	Dependent upon the learning environment; require regular interventions by the Senior Leadership Team.	Be dependent on a specialist environment with the focus on visual support systems such as visual timetables.	Require specialist intervention and a managed environment to cope with change and transitions during the school day.	Become anxious around times of transition and need support when faced with new people, places or events.	Be resistant to changes in routine but have some coping strategies to use when faced with new people, places or events. Have some difficulty with verbal communication but generally be able to describe own basic feelings and communicate needs successfully including using communication which may be augmented by use of low tech communication aids such as PECS.	
Display persistently anxious and unpredictable behaviour to the extent where they must follow highly structured and personalised learning programmes.	Display significant and unpredictable distress which requires regular immediate intervention.	Need structure and routine to reduce stress and anxiety throughout the school day. Experience difficulties with processing sensory input leading to high levels of anxiety: learners will need an environment with lower stimulus.	Exhibit some rigid or obsessional behaviours and need structure across the whole curriculum.			
Exhibit significant and repeated ritualistic behaviour that requests intervention.	Require specialist planned, personalised and prolonged intervention to manage anxiety about change and transitions during the school day.	Have hypersensitivity which may cause anxiety and distractibility. Exhibit "acting out" behaviour or "withdrawn" behaviour.	Exhibit "acting out" behaviour or "withdrawn" behaviour.			
Be unable to develop appropriate relationships with others without specialist support.	Be unable to develop appropriate relationships with others without support.	Often need individual support to manage their own behaviour and/or respond appropriately to others.	Have difficulties developing relationships with others.			
Have no awareness of danger or personal safety which requires constant supervision.	Have a limited awareness of danger and personal safety which requires constant supervision.					
Be unable to recognise social, environmental and physical risks.						
Respond to anxiety and small changes with unpredictable, prolonged and sudden outbursts of behaviour that jeopardizes the health and safety of self and others.						
<i>In addition pupils may/ are likely also to experience some of the following;</i>	<i>In addition pupils may/ are likely also to experience some of the following;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	

Additional sensory integration needs which will affect ability to function independently.	Additional sensory integration needs which will affect ability to function independently without support.	Need access to an adjusted and flexible curriculum which is pupil interest focussed to motivate engagement in learning.	Need access to an adjusted and flexible curriculum package which is pupil interest focussed to motivate engagement in learning.	Have difficulties understanding social and physical risks and therefore require specialist support to reduce vulnerability.	Have some difficulties processing sensory input.	
	Require access to an adjusted and flexible curriculum which is pupil interest focussed to motivate engagement in learning.	Have hypersensitivity which may cause anxiety and distractibility. Learners will require an environment with lower stimulus.	Have hypersensitivity which may cause anxiety and distractibility. Learners will require an environment with lower stimulus.	Be dependant on low-tech communication aids, e.g. communication book, PECS.		
Have additional needs in one or more other area of learning.	Have additional needs in one or more other area of learning.	Have additional needs in one or more other area of learning.	Have additional needs in one or more other area of learning.	Have additional needs in one or more other areas of learning.	Have additional needs in one or more other area of learning.	

Social, Emotional and Mental Health (SEMH) - Behaviour						
Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Evidence
<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	
Be unable or unwilling to manage their own behaviour and/or reflect on the consequences for others.	Regularly need intensive support to manage their own behaviour and/or reflect on the consequences for others.	Require intensive support to manage own behaviour and/or reflect on the consequences for others.	Require support to manage their own behaviour and/or reflect on the consequences for others.	Be able to manage their behaviour in a small group with some support.	Be able to manage their behaviour in a small group only requiring some reminders.	
Exhibit violence on a daily basis.	Frequently exhibit violent behaviour and will need additional support within the playground and at social times.	Exhibit violent behaviour and will need additional support throughout day (weekly).	Exhibit aggressive behaviour and will need additional support, (occasionally).	Exhibit challenging behaviour which may require occasional support.	Exhibit disruptive and/or attention seeking behaviour which may require support.	
Be involved in persistent and frequent incidents which may require physical intervention (more than once a-day).	Be involved in frequent incidents which may require physical intervention (daily).	Be involved in frequent incidents which may require physical intervention (daily).	Be involved in incidents which may require physical intervention (weekly).	Be involved in incidents which may require physical intervention (occasionally).	Will not require physical intervention.	
Dependent upon the learning environment; require regular interventions by the Senior Leadership Team (several times a day, every day) as behaviour presents a high level of risk to others.	Dependent upon the learning environment; require regular, (daily) interventions by the Senior Leadership Team as behaviour presents a high level of risk to others.	Require regular, (daily) interventions by staff as behaviour presents a high level of risk to others needing more than a 1:1 adult to pupil ratio.	Behave in a way that endangers themselves or others, (weekly) needing more than a 1:1 adult to pupil ratio.	Behave in a way that endangers themselves or others (occasionally).	Rarely behave in a way that endangers themselves and/or others.	
Dependent upon the learning environment require; individual supervision within playground and at social times. Exceptionally a school may take the decision that pupils are not able to be on school site during social times.	Require constant additional supervision during lunch time and play times to ensure safety of others. Will need some support when anxious.	Regularly require additional supervision during lunch time and play times to ensure safety of others.	Sometimes require additional supervision during lunch time and play times to ensure safety of others.	May require some additional supervision during lunch time and play times to ensure safety of others.	Require personalised MDSA supervision during lunch time and play times to ensure the safety of others.	
Persistently sabotage and disrupt teaching groups to the extent where they must follow highly structured, personalised learning programmes.						

Display prolonged, targeted, unpredictable, explosive behaviour resulting in frequent assaults.						
Frequently display prolonged and sudden outbursts of behaviour that jeopardizes the health and safety of self and others.						
Will need a high level of support during de-escalation process e.g. key person of trust who may be able to help calm the person.						
Dependent upon the learning environment; will require constant supervision to ensure the safety of self and others.						
<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	
Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	Have additional learning needs.

Social, Emotional and Mental Health (SEMH) - Emotional						
Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Evidence
<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	
Experiences extreme variations in mood which inhibit learning.	Experiences extreme variations in mood which inhibit learning.	Experience regular variations in mood which inhibit learning.	Experience regular variations in mood which inhibit learning.	Experience variations in mood which inhibit learning.	Experience some variations in mood which inhibit learning.	
Be extremely withdrawn, and timid and in need of nurture across the whole curriculum.	Be severely withdrawn and timid and in need of nurture across the whole curriculum.	Be regularly withdrawn, and timid and in need of nurture across much of the curriculum.	Be regularly withdrawn and timid and in need of nurture across significant areas of the curriculum.	Exhibit withdrawn and timid behaviour requiring nurture to access the curriculum.	Be withdrawn and timid and in need of nurture in some areas of the curriculum.	
Be unable to cope with changes in routine and transition and/or when faced with new people, places or events and requiring intense additional support.	Without significant additional support be unable to cope with changes in routine and transition or when faced with new people, places or events.	Even with some support have difficulty in responding appropriately when faced with changes in routine and transition, new people, places or events.	Be resistant to changes in routine and transition and require support when faced with new people, places or events.	Become anxious at times of transition but have some coping strategies to use when faced with new people, places or events.	Become anxious at times of transition when faced with new people, places and events.	
Be unable to access the curriculum due to an extremely low level of self-esteem and confidence.	Without constant support be unable to access the curriculum due to an extremely low level of self-esteem and confidence.	Due to severely low self-esteem and self-confidence have difficulty in accessing the curriculum and require a high level of support.	Due to severely low self-esteem and self-confidence have difficulty in accessing the curriculum and require additional support.	Due to low self-esteem and self-confidence have difficulty in accessing the curriculum and require additional support.	Due to low self-esteem and self-confidence have difficulty in accessing the curriculum and require some additional support.	
Be unable to accept praise and disappointments even with significant levels of additional support.	Be unlikely to be able to accept praise and disappointments even with some additional support.	Even with a high level of support will find it difficult to accept praise and/or disappointments.	Require significant support to be able to accept praise and/or disappointments.	Usually be able to accept praise and/or disappointments with support.	Usually be able to accept praise and/or disappointments.	
Engage in extreme and repeated self-harm behaviours e.g. cutting, banging head against hard surfaces etc.	Often engage in severe self-harm behaviours e.g. self-biting, self-scratching, tapping head etc.	Exhibit regular self-harm behaviours.	Exhibit regular self-harm behaviours.	Exhibit self-harm behaviours.	Exhibit risk taking behaviour which may cause harm.	

Exhibit an unrealistic view of self which requires constant additional support.	Exhibit an unrealistic view of self which requires high levels of additional support.	Exhibit an unrealistic view of self which requires additional support.	Exhibit an unrealistic view of self which requires some additional support.	Sometimes exhibit an unrealistic view of self which requires occasional support.	Exhibit a distorted view of self which requires occasional support.	
Be unable to communicate emotional needs requiring constant additional support.	Be unable to communicate emotional needs requiring high levels of additional support.	Be unable to communicate emotional needs requiring additional support.	Be able to communicate emotional needs with high levels of additional support.	Be able to communicate emotional needs with additional support.	Be able to communicate emotional needs with some support.	
Exhibit extreme over familiarity with strangers which makes them extremely vulnerable or exhibit a lack of trust towards others.	Exhibit extreme over familiarity with strangers which makes them extremely vulnerable or exhibit a lack of trust towards other's except for particular individuals.	Exhibit over familiarity with strangers which makes them vulnerable or exhibit a lack of trust towards others.	Exhibit over familiarity with strangers which makes them vulnerable or exhibit a lack of trust towards other's except for particular individuals.	Exhibit over familiarity with strangers.	Exhibit a lack of awareness with strangers.	
Exhibit a total lack of care in personal appearance and/or levels of hygiene and /or belongings.	Exhibit a total lack of care in personal appearance and/or levels of hygiene and /or belongings.	Exhibit a lack of care in personal appearance and/or levels of hygiene and /or belongings.	Exhibit a lack of care in personal appearance and/or levels of hygiene and /or belongings.	With additional support can take care of personal appearance and/or hygiene and/or belongings.	With support can take care of personal appearance and/or hygiene and/or belongings.	
Display persistently anxious and unpredictable behaviours and/or distress to the extent where they must follow highly personalised learning programmes.	Display significant and unpredictable behaviours and/or distress as a result of anxiety which requires regular immediate intervention.	Require frequent specialist intervention to cope with behaviours and/or distress triggered by high levels of anxiety.	Require some specialist intervention to cope with behaviours and/or distress triggered by high levels of anxiety.	Need support and help to develop strategies to reduce the impact of anxiety on behaviours and/or distress.	Require support to develop coping strategies to use when experiencing high levels of anxiety.	
<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	
Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	

Social, Emotional and Mental Health (SEMH) – Social						
Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Evidence
<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	
Be unable to show empathy or awareness of others even with additional support.	Have significant difficulty in showing empathy towards others and require very high levels of additional support.	Have difficulty in showing empathy towards others and require high levels of additional support.	Have difficulty showing empathy towards others and require additional support.	Have difficulty showing empathy towards others and require some support.	Begin to show empathy towards others with support.	
Be unable to develop and/or maintain relationships even with additional support.	Have significant difficulty in developing and/or maintaining relationships and require very high levels of additional support.	Have difficulty in developing and/or maintaining relationships and require high levels of additional support.	Have difficulty in developing and/or maintaining relationships and require additional support.	Be able to develop and/or maintain some relationships to a limited degree with additional support.	Be able to develop and/or maintain some relationships with additional support.	
Be unable to interact appropriately with others even with additional support.	Have significant difficulty in interacting appropriately with others and require very high levels of additional support.	Have difficulty in interacting appropriately with others and require high levels of additional support.	Have difficulty in interacting appropriately with others and require additional support.	Be able to interact appropriately to a limited degree with others with additional support.	Be able to interact appropriately with others with support.	
<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	
Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	Have additional learning needs.	

Physical Difficulties and Sensory Difficulties - <i>Physical Difficulties (PD)</i>						
Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Evidence
Will require support for a disability or condition which affects mobility, stamina, stability or coordination on a daily basis.	Will require support for a disability or condition which affects mobility, stamina, stability or coordination on a daily basis.	Will require support for a disability or condition which affects mobility, stamina, stability or coordination on a daily basis.	Will require support for a disability or condition which affects mobility, stamina, stability or coordination on a daily basis.	Will have a disability or condition which affects mobility, stamina, stability or coordination on a daily basis.	May have a disability or condition which affects mobility, stamina, stability or coordination on a daily basis.	
<p>Will be unable to move the majority of their body independently. They need support with every change of position.</p> <p>Will require two trained staff for hoist and sling transfers.</p> <p>Will need two person support for all personal care/self-help needs.</p> <p>Will need access to specialist equipment for hoist and sling transfers.</p> <p>Will need access to suitable equipment and environment for personal care routines.</p> <p>Will need access to trained staff with understanding of manual handling and personal care needs.</p>	<p>Will be unable to move the majority of their body independently. They need support for most changes of position.</p> <p>Will require two trained staff for hoist and sling transfers.</p> <p>Will require two person support for most personal care /self-help needs.</p> <p>Will need access to specialist equipment and environment for personal care routines.</p> <p>Will need access to trained staff with understanding of manual handling and personal care needs.</p>	<p>Is unable to move some of their body independently.</p> <p>Will need one person support for all transfers for every change of position.</p> <p>Will need one personal support for all personal care / self-help needs.</p> <p>Will need access to a suitable environment for personal care / self-help needs.</p> <p>Will need access to trained staff with understanding and knowledge of their personal care / self-care needs.</p>	<p>Will be able to move the majority of their body independently.</p> <p>Will need one person support for some transfers for some changes of position.</p> <p>Will need one person support for some personal / self-help needs.</p> <p>Will need access to a suitable environment for personal care / self-care needs.</p> <p>Will need access to training staff with understanding and knowledge of their personal care / self-care needs.</p>	<p>May need support to assist with changes of position.</p> <p>May need verbal or physical support with personal care routines.</p> <p>May need access to adapted equipment for personal care.</p>	<p>Will be able to move independently without physical assistance or specialist equipment.</p> <p>Will be toilet trained and independent at an age appropriate level.</p>	
Will require support to complete fine motor tasks, on a daily basis including personal care tasks.	Will require support to complete fine motor tasks, on a daily basis including personal care tasks.	Will require support to complete fine motor tasks, on a daily basis including personal care tasks.	Will require support to complete fine motor tasks, on a daily basis including personal care tasks.	Pupil's disability or condition will impact on fine motor tasks, on a daily basis including personal care tasks.	Pupil's disability or condition may impact on fine motor tasks, on a daily basis including personal care tasks.	
Be users of complex communication aids, e.g. Tellus /dynovox.	Have a disability which creates severe communication difficulties. Be communication aid users e.g. 4talk4.	Have a physical disability that creates communication difficulties.	Will need to use a low tech communication aid occasionally to support verbal communication	Will have some communication difficulties associated with their physical difficulties.	Will have good communication skills.	
<p>Will need specialist equipment and adult support to access alternative methods of recording at all times.</p> <p>Will need access to trained staff with knowledge and understanding of the specialist equipment of alternative methods of communication</p> <p>Will need regular access to staff time for technical support / preparation with the specialist equipment for alternative methods of recording.</p>	<p>Will need specialist equipment and adult support to access alternative methods of recording for most of the time.</p> <p>Will need access to trained staff with understanding and knowledge of the specialist equipment for alternative methods of recording.</p> <p>Will need occasional access to staff time for technical support/preparation with the specialist equipment for alternative methods of recording.</p>	<p>Will need access to high/low tech alternative methods of recording for some of the time with adult support.</p> <p>Will need access to staff time to create resources to support the high/low tech alternative methods of recording.</p>	<p>Will need access to low tech alternative methods of recording on occasions.</p> <p>Will need access to staff time to create resources to support the low tech alternative methods of recording.</p>			
Will need individual specialist adult support to access learning and at social times.	Will need adult support to access learning and social intervention.	Will need support related to an additional learning need.	May have additional need in one or more other areas.	May have additional need in one or more other areas.	May have additional need in one or more other areas.	

May require specialist transport and higher staff ratios when being transported or when working off site.	May require specialist transport and higher staff ratios when being transported or when working off site.	May require specialist transport and higher staff ratios when being transported or when working off site.	May require specialist transport and higher staff ratios when being transported or when working off site.	May require special consideration for transport and staff ratios when being transported or when working off site.	May require special consideration for transport and staff ratios when being transported or when working off site.	
Is gastro feed or has to be feed by trained staff within school hours. There may be a possible choking hazard.	Will require adult to provide high level of support to feed self.	Will require adult supervision when eating. May need some physical assistance, such as opening packets, containers, and help with cutlery. Possible use of adapted cutlery or crockery.	Will require minimal adult supervision to assist with practical skills, such as opening packets, cutting food, verbal prompts to eat.	Independent / age relevant feeding skills.		

Physical Difficulties and Sensory Difficulties – Sensory Difficulties (SD)

Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Evidence
<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	
Have a profound/severe sensory loss necessitating individual specialist adult support.	Have a profound/severe sensory loss which severely limits access to learning and requires a high level of specialist support.	Have a profound/severe sensory loss which limits curriculum access and requires a high level of support.	Have a profound/severe sensory loss which limits curriculum access and requires a significant level of support.	Have a severe/moderate sensory loss which limits curriculum access and requires a substantial level of support.	Have a moderate sensory loss which limits curriculum access and requires some additional support.	
Require the provision of reasonable adjustments throughout the day.	Require the provision of reasonable adjustments throughout the day.	Require the provision of reasonable adjustments throughout the day.	Require the provision of reasonable adjustments throughout the day.	Require the provision of reasonable adjustments throughout the day.	Require the provision of reasonable adjustments throughout the day.	
Be unable to access spoken language effectively.	Have significant delays in spoken language skills – receptive and/or expressive.	Have significant delays in spoken language skills – receptive and/or expressive.	Have some delay in spoken language skills – receptive and/or expressive.	Have mild delay in spoken language skills – receptive and/or expressive.		
Gain very little or no benefit from hearing aids/cochlear implant.	Gain some benefit from hearing aids/cochlear implants.	Gain some benefit from hearing aids/cochlear implants.	Gain some benefit from hearing aids/cochlear implants.	Require hearing aids/cochlear implants to access spoken language.	Require hearing aids to access spoken language.	
Be reliant on alternative modes of communication to learn such as BSL.	Require alternative modes of communication to support learning, such as BSL.	Use alternative modes of communication to support understanding of spoken English.				
<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	<i>Pupils may;</i>	
Have additional needs in one or more other area, e.g. EBD, PD.	Have additional needs in one or more other area, e.g. EBD, PD.	Have additional needs in one or more other area, e.g. EBD, PD.	Have additional needs in one or more other area, e.g. EBD, PD.	Have additional needs in one or more other area, e.g. EBD, PD.	Have additional needs in one or more other area, e.g. EBD, PD.	
Use technology to improve their access to auditory information.	Use technology to improve their access to auditory information.	Use technology to improve their access to auditory information.	Use technology to improve their access to auditory information.	Use technology to improve their access to auditory information.	Use technology to improve their access to auditory information.	

Additional Descriptors

These additional descriptors may apply to learners with any of the above main areas of need but are most likely to apply to those with profound and multiple learning difficulties and/or physical difficulties and are intended to provide a greater understanding of the complexity of some cases.

Medical Needs			
<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>
Have severe and complex medical needs such that any medical procedures need to be carried out by a Health Carer.	Have severe and complex medical needs but any medical procedures necessary can be carried out by an educational professional.	Have moderate medical needs.	Have mild medical needs.
Be severely limited in their ability to access learning and in need of specialist teaching support across the whole curriculum because of their severe and complex medical needs.	Be severely limited in their ability to access learning and in need of high levels of individual support because of their severe and complex needs.	Be limited in their ability to access the curriculum and need some support.	Usually be able to access the curriculum.
Only be able to manage their medical needs in a small group and with high levels of support.	Only be able to manage their medical needs in a small group with additional support.	Only require occasional additional support in a small group to enable to them to manage their medical needs in a small group.	Only be able to manage their medical needs in a small group.
<i>Pupils may:</i>	<i>Pupils may:</i>	<i>Pupils may:</i>	<i>Pupils may:</i>
Need access to health professionals with specialist understanding and knowledge of their medical condition and emergency/every day procedures needed.	Need access to staff with specialist understanding and knowledge of their medical condition and emergency/every day procedures needed.	Need access to staff with understanding and knowledge of their medical condition, and every day procedures needed.	Need access to staff with understanding and knowledge of their medical condition and every day procedures needed.
Need access to a suitable environment to meet their severe and complex medical needs.	Need access to a suitable environment to meet their severe and complex medical needs.	Need access to a suitable environment to meet their moderate medical needs.	Need access to a suitable environment to meet their mild medical needs.
Need access to specialist equipment as well as suitable storage of such equipment.	Need access to specialist equipment as well as suitable storage of such equipment.	Need access to specialist equipment as well as suitable storage of such equipment.	Need access to specialist equipment as well as suitable storage of such equipment.

Manual Handling Needs			
<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>
Be unable to move the majority of their body independently.	Be unable to move the majority of their body independently.	Be unable to move some of their body independently.	Be able to move the majority of their body independently.
Need support with every change of position.	Need support for most changes of position.	Need one person support for all transfers for every change of position.	Need one person support for some transfers for some changes of position.
Need two person hoist and sling transfers.	Need two person hoist and sling transfers.	Need one person support for all personal care/self-help needs.	Need one person support for some personal care/self-help needs.
Need two person support for all personal care/self-help needs.	Need two person support for most personal care/self-help needs.		
Need access to specialist equipment for hoist and sling transfers.	Need access to specialist equipment for hoist and sling transfers.		
Need access to specialist equipment for personal care/self-care needs.	Need access to specialist equipment for personal care/self-care needs.		

Need access to a suitable environment for personal care/manual handling manoeuvres.	Need access to a suitable environment for personal care/manual handling manoeuvres.		
Need access to trained staff with understanding and knowledge of the personal care/manual handling required.	Need access to trained staff with understanding and knowledge of the personal care/ manual handling required.		
<i>Pupils may:</i>	<i>Pupils may:</i>	<i>Pupils may:</i>	<i>Pupils may:</i>
		Need access to specialist equipment for all personal care/self-help needs.	Need access to specialist equipment for some personal care/self-care needs.
		Need access to a suitable environment for personal care/self-help needs.	Need access to a suitable environment for personal care/self-care needs.
		Need access to trained staff with understanding and knowledge of their personal care/self-care needs.	Need access to trained staff with understanding and knowledge of their personal care/self-care needs.

Alternative Methods of Recording			
<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>	<i>Pupils will;</i>
Need specialist equipment and adult support to access alternative methods of recording at all times.	Need specialist equipment and adult support to access alternative methods of recording for most of the time.	Need access to high/low tech alternative methods of recording for some of the time with adult support.	Need access to low tech alternative methods of recording on occasions.
Need access to trained staff with understanding and knowledge of the specialist equipment for alternative methods of recording.	Need access to trained staff with understanding and knowledge of the specialist equipment for alternative methods of recording.	Need access to staff time to create resources to support the high/low tech alternative methods of recording.	Need access to staff time to create resources to support the low tech alternative methods of recording.
Need regular access to staff time for technical support/preparation with the specialist equipment for alternative methods of recording.	Need occasional access to staff time for technical support/preparation with the specialist equipment for alternative methods of recording.		