

## Banding Descriptors - Guidance on Placing Pupils within Bands

**Note 1** - Band 1 - In exceptional circumstances a bespoke package may be required to meet the combined education, health and care needs.

**Note 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.

**Note 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.

**Note 3** - 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.

**Note 4** - 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.

**Note 5** - In all cases a 'best fit' approach should be applied.

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

Main area of difficulty	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Speech Language and Communication Difficulties	Pupils will; Have severe communication difficulties but may be verbal.	<i>Pupils will;</i> Have very limited understanding of language and very limited expressive communication.	<i>Pupils will;</i> Have limited understanding of language and very limited expressive communication.	<i>Pupils will;</i> Have limited understanding of language and limited expressive communication.	<i>Pupils will;</i> Have reasonable understanding of language and limited expressive communication.	<i>Pupils will;</i> Have a good understanding of language and reasonable expressive communication.
(1) Speech Language	Be dependent on a specialist learning environment.  Be severely limited in their ability to access learning and in need of specialist teaching support across the whole curriculum.  Require significant levels of support to communicate successfully.  <i>Pupils may;</i> Have additional learning needs.	Be dependent on a specialist learning environment.  Be able only to manage their learning in a small group and with high levels of support.  Require support to communicate successfully.  <i>Pupils may;</i> Have additional learning needs.	Be severely limited in their ability to access learning and in need of high levels of individual support.  Be dependent on a specialist environment with the focus on visual support systems such as signing and symbols.  Have difficulties developing appropriate relationships with peers as a result of their limited language.  <i>Pupils may;</i> Have additional learning needs.	Be severely limited in their ability to access learning and in need of high levels of individual support.  Be able only to manage their learning in a small group and with high levels of support.  Have difficulties developing appropriate relationships with peers as a result of their limited language.  <i>Pupils may;</i> Have additional learning needs.	Be limited in their ability to access the curriculum and need some support.  Only require occasional additional support to enable them to manage their learning in a small group.  <i>Pupils may;</i> Have difficulties developing appropriate relationships with peers as a result of their limited language.  Have additional learning needs.	Be limited in their ability to access the curriculum and need some support.  <i>Pupils may;</i> Have difficulties developing appropriate relationships with peers as a result of their limited language.  Have additional learning needs.
(2) Autistic Spectrum Condition (ASC)	<i>Pupils will;</i> Have extremely limited expressive communication.  Exhibit violent behaviour on a daily basis.  Require individual supervision within the playground and social times.  Be involved in daily incidents which may require physical intervention.  Display persistently anxious and unpredictable behaviour to the extent where they must follow highly structured and personalised learning programmes.	<i>Pupils will;</i> Have limited functional communication.  Exhibit frustration which may manifest itself as violence and where supervision is necessary to maintain safety within the playground and social times.  Be involved in incidents which may require physical intervention.  Dependent upon the learning environment; require regular interventions by the Senior Leadership Team.  Display significant and unpredictable distress which requires regular immediate intervention.	<i>Pupils will;</i> Have limited social communication that causes anxiety and limits ability to manage emotions and needs.  Have difficulties with verbal communication and will require support to communicate successfully.  Have difficulties with non verbal communication and will require support to interpret the environment.  Be dependent on a specialist environment with the focus on visual support systems such as visual timetables.  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.  Have hypersensitivity which may cause anxiety and distractibility.	<i>Pupils will;</i> Have difficulties with social communication.  Have difficulties understanding social and physical risks and therefore require specialist support to reduce vulnerability.  Only manage their behaviour in a small group.  Require specialist intervention and a managed environment to cope with change and transitions during the school day.  Exhibit some rigid or obsessional behaviours and need structure across the whole curriculum.  Have difficulties developing relationships with others.	<i>Pupils will;</i> Have useful functional and social communication but will experience some difficulty developing and maintaining relationships with others.  Experience some sensory distress and may require environmental adjustment to mitigate the effects of sensory input.  Have some difficulty with verbal communication including difficulty expressing feelings or needs.  Become anxious around times of transition and need support when faced with new people, places or events.  <i>Pupils may;</i> Have difficulties understanding social and physical risks and therefore require specialist support to reduce vulnerability.  Be dependant on low-tech communication aids, e.g. communication book, PECS.  Have additional needs in one or more other areas of learning.	<i>Pupils will;</i> Experience some difficulty with social communication and maintaining social relationships.  Have some difficulty in the development of play and imagination.  Experience some difficulty with social communication and maintaining social relationships.  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.

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	<p>Exhibit significant and repeated ritualistic behaviour that requests intervention.</p> <p>Be unable to develop appropriate relationships with others without specialist support.</p> <p>Have no awareness of danger or personal safety which requires constant supervision.</p> <p>Be unable to recognise social, environmental and physical risks.</p> <p>Respond to anxiety and small changes with unpredictable, prolonged and sudden outbursts of behaviour that jeopardizes the health and safety of self and others.</p> <p><i>In addition pupils may/ are likely also to experience some of the following;</i> Additional sensory integration needs which will affect ability to function independently.</p> <p>Have additional needs in one or more other area of learning.</p>	<p>Require specialist planned, personalised and prolonged intervention to manage anxiety about change and transitions during the school day.</p> <p>Be unable to develop appropriate relationships with others without support.</p> <p>Have a limited awareness of danger and personal safety which requires constant supervision.</p> <p><i>In addition pupils may/ are likely also to experience some of the following;</i> Additional sensory integration needs which will affect ability to function independently without support.</p> <p>Require access to an adjusted and flexible curriculum which is pupil interest focussed to motivate engagement in learning.</p> <p>Have additional needs in one or more other area of learning.</p>	<p>Exhibit “acting out” behaviour or “withdrawn” behaviour.</p> <p>Often need individual support to manage their own behaviour and/or respond appropriately to others.</p> <p><i>Pupils may;</i></p> <p>Need access to an adjusted and flexible curriculum which is pupil interest focussed to motivate engagement in learning.</p> <p>Have hypersensitivity which may cause anxiety and distractibility. Learners will require an environment with lower stimulus.</p> <p>Have additional needs in one or more other area of learning.</p>	<p><i>Pupils may</i> Need access to an adjusted and flexible curriculum package which is pupil interest focussed to motivate engagement in learning.</p> <p>Have hypersensitivity which may cause anxiety and distractibility. Learners will require an environment with lower stimulus.</p> <p>Exhibit “acting out” behaviour or “withdrawn” behaviour.</p> <p>Have additional needs in one or more other area of learning.</p>		<p><i>Pupils may:</i> Have some difficulties processing sensory input.</p> <p>Have additional needs in one or more other area of learning.</p>

Main area of difficulty	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Behaviour, Emotional and Social Difficulties(BESD)	<b>Behaviour</b>					
	<p><i>Pupils will;</i> Be unable or unwilling to manage their own behaviour and/or reflect on the consequences for others.</p> <p>Exhibit violence on a daily basis.</p> <p>Be involved in persistent and frequent incidents which may require physical intervention (more than once a-day).</p> <p>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.</p> <p>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.</p> <p>Persistently sabotage and disrupt teaching groups to the extent where they must follow highly structured, personalised learning programmes.</p> <p>Display prolonged, targeted, unpredictable, explosive behaviour resulting in frequent assaults.</p> <p>Frequently display prolonged and sudden outbursts of behaviour that jeopardizes the health and safety of self and others.</p> <p>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.</p> <p>Dependent upon the learning environment; will require constant supervision to ensure the safety of self and others.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p><i>Pupils will;</i> Regularly need intensive support to manage their own behaviour and/or reflect on the consequences for others.</p> <p>Frequently exhibit violent behaviour and will need additional support within the playground and at social times.</p> <p>Be involved in frequent incidents which may require physical intervention (daily).</p> <p>Dependent upon the learning environment; require regular, (daily) interventions by the Senior Leadership Team as behaviour presents a high level of risk to others.</p> <p>Require constant additional supervision during lunch time and play times to ensure safety of others.</p> <p>Will need some support when anxious.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p><i>Pupils will;</i> Require intensive support to manage own behaviour and/or reflect on the consequences for others.</p> <p>Exhibit violent behaviour and will need additional support throughout day (weekly).</p> <p>Be involved in frequent incidents which may require physical intervention (daily).</p> <p>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.</p> <p>Regularly require additional supervision during lunch time and play times to ensure safety of others.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p><i>Pupils will;</i> Require support to manage their own behaviour and/or reflect on the consequences for others.</p> <p>Exhibit aggressive behaviour and will need additional support, (occasionally).</p> <p>Be involved in incidents which may require physical intervention (weekly).</p> <p>Behave in a way that endangers themselves or others, (weekly) needing more than a 1:1 adult to pupil ratio.</p> <p>Sometimes require additional supervision during lunch time and play times to ensure safety of others.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p><i>Pupils will:</i> Be able to manage their behaviour in a small group with some support.</p> <p>Exhibit challenging behaviour which may require occasional support.</p> <p>Be involved in incidents which may require physical intervention (occasionally).</p> <p>Behave in a way that endangers themselves or others (occasionally).</p> <p>May require some additional supervision during lunch time and play times to ensure safety of others.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p><i>Pupils will:</i> Be able to manage their behaviour in a small group only requiring some reminders.</p> <p>Exhibit disruptive and/or attention seeking behaviour which may require support.</p> <p>Will not require physical intervention.</p> <p>Rarely behave in a way that endangers themselves and/or others.</p> <p>Require personalised MDSA supervision during lunch time and play times to ensure the safety of others.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>

Main area of difficulty	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
	<b>Emotional</b>					
	Pupils will; Experiences extreme variations in mood which inhibit learning.	Pupils will; Experiences extreme variations in mood which inhibit learning.	Pupils will; Experience regular variations in mood which inhibit learning.	Pupils will; Experience regular variations in mood which inhibit learning.	Pupils will; Experience variations in mood which inhibit learning.	Pupils will; 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> Have additional learning needs.	<i>Pupils may;</i> Have additional learning needs.	<i>Pupils may;</i> Have additional learning needs.	<i>Pupils may;</i> Have additional learning needs.	<i>Pupils may;</i> Have additional learning needs.	<i>Pupils may;</i> Have additional learning needs.

Main area of difficulty	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
	<b>Social</b>					
	<p>Pupils will; Be unable to show empathy or awareness of others even with additional support.</p> <p>Be unable to develop and/or maintain relationships even with additional support.</p> <p>Be unable to interact appropriately with others even with additional support.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p>Pupils will; Have significant difficulty in showing empathy towards others and require very high levels of additional support.</p> <p>Have significant difficulty in developing and/or maintaining relationships and require very high levels of additional support.</p> <p>Have significant difficulty in interacting appropriately with others and require very high levels of additional support.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p>Pupils will; Have difficulty in showing empathy towards others and require high levels of additional support.</p> <p>Have difficulty in developing and/or maintaining relationships and require high levels of additional support.</p> <p>Have difficulty in interacting appropriately with others and require high levels of additional support.</p> <p><i>Pupils may;</i> Have additional learning needs</p>	<p>Pupils will; Have difficulty showing empathy towards others and require additional support.</p> <p>Have difficulty in developing and/or maintaining relationships and require additional support</p> <p>Have difficulty in interacting appropriately with others and require additional support</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p>Pupils will; Have difficulty showing empathy towards others and require some support.</p> <p>Be able to develop and/or maintain some relationships to a limited degree with additional support</p> <p>Be able to interact appropriately to a limited degree with others with additional support.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p>Pupils will; Begin to show empathy towards others with support.</p> <p>Be able to develop and/or maintain some relationships with additional support</p> <p>Be able to interact appropriately with others with support.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>
Physical Difficulties and Sensory Difficulties (1) Physical Difficulties (PD)	<p>Pupils will; Be totally reliant on 1 or more adults for positioning, movement, personal care including eating and drinking e.g. require hoisting, gastrostomy.</p> <p>Be users of complex communication aids e.g. Tellus/Dynavox.</p> <p>Need individual specialist adult support to access learning and at social times.</p> <p>Have severe medical needs e.g. unstable epilepsy.</p> <p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, ASC.</p>	<p>Pupils will; Be highly reliant on adults for moving, positioning, personal care including eating and drinking e.g. requires hoisting.</p> <p>Have a physical disability which creates severe communication difficulties.</p> <p>Be communication aid users e.g. 4Talk4.</p> <p>Need adult support to access learning and social interaction.</p> <p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, ASC.</p>	<p>Pupils will; Be highly reliant on adults for support in moving, positioning, personal care.</p> <p>Have some independent mobility e.g. to assist with transfers, use a powerchair.</p> <p>Have a physical disability that creates communication difficulties.</p> <p>Need support related to an additional learning need.</p> <p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, ASC.</p>	<p>Pupils will; Require some support in moving, positioning, personal care.</p> <p>Have some independent mobility e.g. independent transfers.</p> <p>Have some communication difficulties associated with their physical difficulties.</p> <p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, ASC.</p>	<p>Pupils will; Independently use a mobility aid to overcome their physical difficulties e.g. walking frame, power-chair.</p> <p>Need to use a low-tech communication aid occasionally to support verbal communication.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>	<p>Pupils will; Confidently and independently use a mobility aid to overcome their physical difficulties e.g. walking frame, power-chair.</p> <p>Have good communication skills.</p> <p><i>Pupils may;</i> Have additional learning needs.</p>

Main area of difficulty	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
(2)Sensory Difficulties (SD)	<p>Pupils will; Have a profound/severe sensory loss necessitating individual specialist adult support.</p> <p>Require the provision of reasonable adjustments to access all aspects of school life throughout the day.</p> <p>Have additional needs in one or more other area e.g. EBD, PD.</p> <p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, PD.</p> <p>Use aids to help improve their sensory loss.</p>	<p>Pupils will; Have a profound/severe sensory loss which severely limits access to learning and requiring a high level of specialist support.</p> <p>Require the provision of reasonable adjustments for the majority of the day.</p> <p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, PD.</p> <p>Use aids to help improve their sensory loss.</p>	<p>Pupils will; Have a moderate sensory loss which limits curriculum access and requires high levels of support.</p> <p>Require the provision of reasonable adjustments for a high proportion of the day.</p> <p>Require the provision of reasonable adjustments for a significant proportion of the day.</p> <p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, PD.</p> <p>Use aids to help improve their sensory loss.</p>	<p>Pupils will; Have a moderate sensory loss which limits curriculum access and require some support.</p> <p>Require the provision of reasonable adjustments for a proportion of the day.</p> <p><i>Pupils may;</i> Have additional needs in one or more other area e.g. EBD, PD.</p> <p>Use aids to help improve their sensory loss.</p>	<p>Pupils will; Have a mild sensory loss but be able to access the curriculum.</p> <p>Need the provision of reasonable adjustments at times.</p> <p><i>Pupils may;</i> Have additional needs in one other area e.g. PD, ASC.</p> <p>Use aids to help improve their sensory loss.</p>	<p>Pupils will; Have a mild sensory loss but be able to access the curriculum.</p> <p>Need the provision of reasonable adjustments at times.</p> <p><i>Pupils may;</i> Have additional needs in one other area e.g. PD, ASC.</p> <p>Use aids to help improve their sensory loss.</p>

<b>Additional Descriptors</b> 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	<p>Pupils will;</p> <ul style="list-style-type: none"> <li>Have severe and complex medical needs such that any medical procedures need to be carried out by a Health Carer.</li> <li>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.</li> <li>Only be able to manage their medical needs in a small group and with high levels of support.</li> <li>Need access to health professionals with specialist understanding and knowledge of their medical condition and emergency/every day procedures needed.</li> <li>Need access to a suitable environment to meet their severe and complex medical needs.</li> <li>Need access to specialist equipment as well as suitable storage of such equipment.</li> </ul>	<p>Pupils will;</p> <ul style="list-style-type: none"> <li>Have severe and complex medical needs but any medical procedures necessary can be carried out by an educational professional.</li> <li>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.</li> <li>Only be able to manage their medical needs in a small group with additional support.</li> <li>Need access to staff with specialist understanding and knowledge of their medical condition and emergency/every day procedures needed.</li> <li>Need access to a suitable environment to meet their severe and complex medical needs.</li> <li>Need access to specialist equipment as well as suitable storage of such equipment.</li> </ul>	<p>Pupils will;</p> <ul style="list-style-type: none"> <li>Have moderate medical needs.</li> <li>Be limited in their ability to access the curriculum and need some support.</li> <li>Only require occasional additional support in a small group to enable them to manage their medical needs in a small group.</li> </ul> <p><i>Pupils may:</i></p> <ul style="list-style-type: none"> <li>Need access to staff with understanding and knowledge of their medical condition, and every day procedures needed.</li> <li>Need access to a suitable environment to meet their moderate medical needs.</li> <li>Need access to specialist equipment as well as suitable storage of such equipment.</li> </ul>	<p>Pupils will;</p> <ul style="list-style-type: none"> <li>Have mild medical needs.</li> <li>Usually be able to access the curriculum.</li> <li>Only be able to manage their medical needs in a small group.</li> </ul> <p><i>Pupils may:</i></p> <ul style="list-style-type: none"> <li>Need access to staff with understanding and knowledge of their medical condition and every day procedures needed.</li> <li>Need access to a suitable environment to meet their mild medical needs.</li> <li>Need access to specialist equipment as well as suitable storage of such equipment.</li> </ul>
Manual Handling Needs	<p>Pupils will;</p> <ul style="list-style-type: none"> <li>Be unable to move the majority of their body independently.</li> <li>Need support with every change of position.</li> <li>Need two person hoist and sling transfers.</li> <li>Need two person support for all personal care/self help needs.</li> <li>Need access to specialist equipment for hoist and sling transfers.</li> <li>Need access to specialist equipment for personal care/self care needs.</li> <li>Need access to a suitable environment for personal care/manual handling manoeuvres.</li> <li>Need access to trained staff with understanding and knowledge of the personal care/manual handling required.</li> </ul>	<p>Pupils will;</p> <ul style="list-style-type: none"> <li>Be unable to move the majority of their body independently.</li> <li>Need support for most changes of position.</li> <li>Need two person hoist and sling transfers.</li> <li>Need two person support for most personal care/self help needs.</li> <li>Need access to specialist equipment for hoist and sling transfers.</li> <li>Need access to specialist equipment for personal care/self care needs.</li> <li>Need access to a suitable environment for personal care/manual handling manoeuvres.</li> <li>Need access to trained staff with understanding and knowledge of the personal care/ manual handling required.</li> </ul>	<p>Pupils will;</p> <ul style="list-style-type: none"> <li>Be unable to move some of their body independently.</li> <li>Need one person support for all transfers for every change of position.</li> <li>Need one person support for all personal care/self help needs.</li> </ul> <p><i>Pupils may:</i></p> <ul style="list-style-type: none"> <li>Need access to specialist equipment for all personal care/self help needs.</li> <li>Need access to a suitable environment for personal care/self help needs.</li> <li>Need access to trained staff with understanding and knowledge of their personal care/self care needs.</li> </ul>	<p>Pupils will;</p> <ul style="list-style-type: none"> <li>Be able to move the majority of their body independently.</li> <li>Need one person support for some transfers for some changes of position.</li> <li>Need one person support for some personal care/self help needs.</li> </ul> <p><i>Pupils may:</i></p> <ul style="list-style-type: none"> <li>Need access to specialist equipment for some personal care/self care needs.</li> <li>Need access to a suitable environment for personal care/self care needs.</li> <li>Need access to trained staff with understanding and knowledge of their personal care/self care needs.</li> </ul>



Alternative Methods of Recording	<p>Pupils will;</p> <ul style="list-style-type: none"><li>• Need specialist equipment and adult support to access alternative methods of recording at all times.</li><li>• Need access to trained staff with understanding and knowledge of the specialist equipment for alternative methods of recording.</li><li>• Need regular access to staff time for technical support/preparation with the specialist equipment for alternative methods of recording.</li></ul>	<p>Pupils will;</p> <ul style="list-style-type: none"><li>• Need specialist equipment and adult support to access alternative methods of recording for most of the time.</li><li>• Need access to trained staff with understanding and knowledge of the specialist equipment for alternative methods of recording.</li><li>• Need occasional access to staff time for technical support/preparation with the specialist equipment for alternative methods of recording.</li></ul>	<p>Pupils will;</p> <ul style="list-style-type: none"><li>• Need access to high/low tech alternative methods of recording for some of the time with adult support.</li><li>• Need access to staff time to create resources to support the high/low tech alternative methods of recording.</li></ul>	<p>Pupils will;</p> <ul style="list-style-type: none"><li>• Need access to low tech alternative methods of recording on occasions.</li><li>• Need access to staff time to create resources to support the low tech alternative methods of recording.</li></ul>
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