

HETHERSETT CLUSTER



Hethersett Schools Cluster

In Partnership with Schools and Communities

Hethersett Woodside Infant and Nursery, Hethersett VC Junior, Hethersett Academy,
Cringleford Primary, Little Melton Primary, Mulbarton Infant, Mulbarton Junior

SEND FUNDING APPLICATION GUIDANCE

CLUSTER HOST : Hethersett Woodside Infant

CLUSTER CHAIR : Cringleford CE VA Primary

RATIONALE

Funding to meet the needs of pupils with SEN is provided to schools from the local authority. Additional funds to support our learners over and above the allocation in school budgets for high cost, low incidence SEN is delegated to the cluster. It is these significant high cost, low incidence SEN cases to which this process is referring.

This 'needs led' approach affords us the opportunity to work together as a cluster, flexibly, creatively and responsibly. Improving outcomes for our pupils will be demonstrated in terms of impact of provision.

THE FRAMEWORK

This is an agreed shared personalised framework which will be continuously reviewed and when required, subject to modification and refinement.

The Framework will endeavour to meet the following aims and objectives:

1. Achieve bespoke learning support packages of provision and intervention for our learners.
2. Maximise impact and outcomes.
3. Ensure a fair, equitable system with transparency and efficiency amongst the cluster.
4. A shared accountability for finances in the cluster allocation.
5. Pool resources and expertise across the cluster.

Applications will be moderated by the SENCO group. This is made up of all cluster SENCOs and the cluster Host Headteacher. They will also act as the funding panel.

The funding panel will meet each term to discuss funding requests. Meetings will be scheduled at the beginning of each academic year.

No Headteacher or SENCO will vote where his / her school is making an application.

If necessary an appeals panel will be convened. This will consist of 2 head teachers, 2 SENCOs and an independent SEND specialist.

When considering an application to the cluster for funding to support pupils with high levels of SEND need, it may be useful to relate intervention required to one or several of the following categories;

1. Teaching
2. The Environment
3. Skills development
4. Communication
5. Personal care

Consideration will be given to providing a school with full funding of a child's provision where the application clearly states and evidences the school's requirement; and the evidence provided reflects that the child's significant needs:

1. pose a persistent threat of danger of harm to self or others;

or

2. mean that the child is unable to access or function in school at any time without the described support.

Part of the cluster funding will be set aside as 'Emergency Contingency'. This will be available for any emergency need which is unforeseen, eg; A pupil with significant learning / medical / care needs moves into our catchment during the academic year.

FUNDING APPLICATION / ALLOCATION PROCESS

1. Identification of high level special educational need



2. Application to and moderation by funding panel.



3. Decision by Panel



Appeals panel
meets if
required



4. Implementation of Decision



5. Evaluation of Provision



6. Audit of Spend and Impact

THE PROCESS

1. IDENTIFICATION

A school within the cluster identifies a pupil with exceptional need who requires additional support / intervention.

Schools will endeavour to provide appropriately identified intervention using its own resources and where available, support from other schools in the cluster.

Headteacher and SENCO decide if an application should proceed with reference to the level of need criteria.

2. APPLICATION

Application should be made using the attached forms and moderated by the SENCO group.

A copy of the application should be submitted to the funding panel.

All monies will be allocated on a time limited basis appropriate to the child's needs.

Learners with high level SEN moving into the cluster should be assessed for and allocated provision as appropriate and where necessary application for funding submitted to the next funding panel meeting.

3. DECISION MAKING

All applications will be discussed at termly SENCO funding panel meetings and decisions ratified at this point.

A record of decisions will be taken and maintained by the cluster Finance Officer.

The cluster Host Headteacher will report termly to cluster heads and cluster governors about decisions made, financial status and impact of money spent.

Any appeal against a decision of the funding panel must be lodged with the cluster Host Headteacher within two weeks of the funding panel meeting.

One copy of application documents will be retained centrally by the cluster for audit purposes.

4. IMPLEMENTATION

School SENDCO and Headteacher ensure intervention / provision is implemented.

Cluster HOST instructs finance officer to release funds as agreed at the meeting.

Finance Officer maintains records.

5. EVALUATION

On completion of support period / intervention for pupils, school SENCO / Headteacher completes evaluation on monitoring impact forms. Evaluation must make clear the progress made by the learner with recommendations of continued, changed or ceased funding for discussion at the next SENCO moderation panel.

Impact of provision for pupils with a statement of special educational needs will be monitored by means of the annual review process and school reviews that are held as required by statutory protocol.

6. AUDIT OF SPENDING

Annually Headteachers in the cluster meeting will moderate the effectiveness and efficiency of the system.

A report of spending will be presented annually to cluster governors.

Refinements and modifications made for future years.

SUPPLEMENTARY NOTES RELATING TO PROCESS

1. IDENTIFICATION

When identifying intervention of provision consult 'Support for Learning Support Options' and the '4 Functions of LSA time'.

Consider using the audit information: Is the expertise / intervention required already in the cluster?

2. APPLICATION

Use the appropriate form: either the Application Form for a new request for funding or the Monitoring Impact form to review existing cluster funded provision. Forms are available electronically.

Be specific in your request detailing both the nature and duration of provision required with associated cost. If required use the guidance sheet to complete your application.

Send applications to cluster Host Headteacher at least one week prior to the SENCO funding panel meeting.

Be prepared to discuss any relevant documents i.e Educational psychologist report.

Use level of need criteria for guidance – may be highlighted and attached.

3. DECISION MAKING

The cluster must ensure the efficient use of cluster resources when making decisions.

Consideration must be given to the provision already accessed and the impact this has had.

4. IMPLEMENTATION

The SENCO / Headteacher must ensure intervention is provided in a timely manner.

The teacher and SENCO should collaborate with the learner and family to set targets, complete a learning support plan and agree a review date.

5. EVALUATION

The teacher and SENCO will, in consultation with the learner and family review the provision and impact it has had to decide on any further need for support.

The SENCO and Headteacher should consider if cluster funding is required to implement any appropriate further support.

Panel will consider the impact and outcomes of interventions put into place and requests for further support.

Evidence kept centrally in cluster for audit purposes.

6. AUDITING

Cluster Finance Officer to keep accurate records and report back on annual spending.

Cluster Finance Officer will give financial status each term to the cluster heads meeting.

Evidence of applications, support and impact to be retained centrally in the cluster.

APPLICATION TO CLUSTER FUNDING

DATE OF APPLICATION :

PUPIL DETAILS

Pupil		Year Group	
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School

Is the child subject of a Statement or Education, Health & Care Plan?

External Agencies actively involved during previous 12 months:

(Please list here and attach any relevant specialist reports)

Current Attainment Data (National Curriculum level and / or age equivalent)

English reading		Reading age	
English writing		Reading comprehension age	
English speaking & listening		Spelling age	
Maths		Number age	

Other: (please detail test and results, notable incidents of behaviour or relevant soft data)

Brief description of the pupil's special educational needs (SEN) and the impact on learning

What is the nature of the learner's SEN and / or disability and the impact on learning?

Current provision and impact

What support has already been provided to the pupil, how long for and what impact has it had?

Nature, cost and anticipated impact of additional support from this funding request?

What is the nature of the proposed provision, how long is it needed for and what is the expected impact?

MONITORING IMPACT

DATE OF EVALUATION :

PUPIL DETAILS

Pupil		School		Year Group	
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CURRENT CLUSTER FUNDING & PROVISION: Funding Allocated: £

Details: What is the nature, frequency and duration of the learning support package that has been provided?

Current Attainment Data

English reading		Reading age	
English writing		Reading comprehension age	
English speaking & listening		Spelling age	
Maths		Number age	

Other: (please detail test and results, notable incidents of behaviour or relevant soft data)

EVALUATION OF INTERVENTION / PROVISION (Including views of the pupil & family)

To be submitted to the funding panel on expiry of current funding allocation. If not received, the cluster will assume that no further funding is required.

RECOMMENDATION

CHANGE

MAINTAIN

CEASE

Please state whether you require funding to continue at the same or different rate, or stop. If continuing please state nature of provision required and reasons why.

RECORD OF CASE SPEND

What is the allocation of cluster funding for this child to date? List all dates and allocations. **TOTAL: £**

Form completed by (Name & position held)

GUIDANCE NOTES FOR COMPLETING HIGH NEED SEND FUNDING APPLICATION FORM

INTRODUCTION:

The purpose of the high needs funding application form is to enable schools to demonstrate clearly the full range of measures that have been taken to meet the pupil's special educational needs (SEN), what has been the impact of these and identify what exceptional provision is needed. It needs to be clear that all reasonable adjustments have been made.

SECTIONS ON APPLICATION FORM		GUIDANCE NOTES FOR COMPLETION
1	Pupil details	Use pupil initials to identify the pupil. If more than one pupil share the same initials, include a middle initial or date of birth.
2	Impact of SEN on learning	Include all current attainment data (using standardised assessments and appropriate assessment methods employed by the school) to provide information about the impact of the child's SEN on their learning and entry data for the purpose of measuring impact of additional cluster support. Include anecdotal or other data (E.g. frequency & nature of behaviour incidents, exclusions, attendance, etc) Attach reports provided in the last 6 months by a professional specialist (e.g. Educational Psychologist, Paediatrician, etc) Attach a copy of the pupil's statement or EHC Plan where applicable. Do not attach examples of work
3	Brief description of pupil's SEN and funding request:	Describe clearly the nature of the pupil's SEN. Include details of the main presenting need and any other needs with reference to the four areas of need as described in the SEN Code of Practice (2014). Explain how the pupil's needs affect their and their peers' learning opportunities and wellbeing.
4	Current provision and impact	Describe how the pupil has been supported by the school. Explain what effect the support has had. Include the views of the pupil and family where appropriate and possible.
5	Nature of the request for cluster funding	What provision will be put in place using the cluster funding? If provision is to be of LSA time, detail how the LSA will support the pupil. What positive impact do you expect it to have in meeting the pupil's needs? How long do you anticipate the support will be needed?
SECTIONS ON IMPACT FORM		GUIDANCE NOTES FOR COMPLETION
2	Impact of SEN and provision on learning	As above BUT do not include a copy of the pupil's statement of SEN or EHC Plan where already provided.
3	Evaluation of Impact	Attach copies of any pupil progress tracking records for the relevant period. Provide details with evidence of any change to the pupil's engagement, attainment, achievement, progress and learning outcomes. Include pupil and family views where appropriate and possible.
4	Recommendation to cluster	Indicate if the school wishes the cluster to continue to fund the pupil's provision or if funding can cease. If funding is requested to continue, identify if the provision should remain the same (maintain) or will be different (change). Give reasons for your recommendations based on the evidence provided in sections 2 and 3.
5	Record of case spend	List with dates all funding allocations made to the school for this pupil by the cluster.

SUPPORT FOR LEARNING CATEGORIES OF SUPPORT OPTIONS

TEACHING SUPPORT	ENVIRONMENTAL SUPPORT	PERSONAL CARE
<ul style="list-style-type: none"> • Adult Mediator - to facilitate access to differentiated lesson, scribe, reader. • Adult Reinforcement - of a skill or behaviour, to rehearse or remind. • Peer Support - role model or coach. • Supply Teacher - to release class teacher for half a day to assess / work with learner or group of learners. 	<ul style="list-style-type: none"> • Furniture - posture chair, bean bag, sloping desk, hoist. • ICT aids - laptop, tablet, button switches, voice recorder. • Sensory / Auxiliary Aids - hearing aid, Braille equipment, hearing loop, mobility aids. • Play equipment 	<ul style="list-style-type: none"> • Welfare Support - changing, gastro tube, self-help skills, dressing, feeding, toileting programme. • Safety and risk management. • Independence.
TARGETED SKILL DEVELOPMENT	COMMUNICATION	OTHER
<ul style="list-style-type: none"> • Implement a specified Health programme eg: Physio, Occupational Therapist, Speech and Language • Anger Management • Social skills / friendships • Enhanced literacy skills / numeracy • Self-esteem, confidence • Memory, listening skills 	<ul style="list-style-type: none"> • Visual timetable • Picture Exchange Communication System • Non-verbal communication programme or aids including Makaton, Sign Along, British Sign Language. 	<ul style="list-style-type: none"> • Preparing for change • Transition support

4 FUNCTIONS OF LEARNING SUPPORT ASSISTANT TIME

In order to account for the distribution and impact of Learning Support Assistant (LSA) time, the purpose of allocation must be explicit. The model proposed here identifies four possible functions. These can be used to determine the targeted purpose of LSA time as well as a means of moderating impact.

Teachers and support staff would be able to account for targeted actions using this language, demonstrating their direct 'planning' of this resource. (Explicitly noted in the Teaching and Learning judgement of the Ofsted framework 2012).

The function of LSA time is to offer:

MEDIATION

The TA / LSA would be asked to 'scaffold' access to class teaching and to mediate between the differentiated task delivered by the teacher and the experience of the learner.

This is measureable through the successful engagement with differentiated class based tasks.

REINFORCEMENT (OF A SKILL OR LEARNING BEHAVIOUR)

The TA / LSA would rehearse a skill with a learner as part of their preparation for a new task, or remind them of a skill or learning behaviour. This is also measurable through the successful participation of differentiated class based tasks.

ASSESSMENT

A TA / LSA may be asked to complete tasks, tests or observations of learners with SEND to inform the on-going assessment of progress and needs.

This would be evidenced within teacher planning and timetabling of TA / LSA resources.

INTERVENTION

A TA / LSA may be asked to deliver a targeted intervention programme intended to develop skill acquisition.

This may be as part of a programme identified by an external agency, or as part of the support for learning package identified by the SENDCO and commissioned by the SEND focused cluster.

The evidence for this would be within teacher planning and timetabling of TA / LSA resources.

SEND LEVEL OF NEED GUIDANCE

Pupils with low level special educational needs or with low levels of attainment

Provision made in class

- Attaining below nationally expected levels for age.
- Unable to maintain concentration / focus for periods appropriate to age
- Difficulties with independence, organisation and following instruction
- Displays some disruptive / inappropriate behaviour that requires management
- Some difficulties with friendships/relationships
- Some delay in fine and/or gross motor skills
- Some communication and/or language difficulties although is understood by known people
- Requires some support / supervision for care / mobility / medical needs through a health / care plan
- Requires some small group work to ensure progress
- *Wave 2 or 3 provision*

Pupils with moderate level special educational needs

Needs met by school with Wave 3 provision up to a cost of £6,000 per year

- Known to one or more services / agencies
- Attaining well below nationally expected levels for age for a prolonged period (*reaching P5-8 at end of KS2 or L2 at end of KS4*)
- Require some adult support / 1:1 work / specialist equipment to facilitate access to the curriculum
- Delay in fine and/or gross motor skills requiring adult support
- Experience significant social difficulty
- Some communication and/or language difficulties hinders access although can make needs known
- Reduced participation in and contribution to learning activities
- Evidence of stress and/or anxiety responses to identified situations
- Displays behaviour that frequently disrupts own or peers' learning opportunities
- Requires intervention for care / self help / mobility / medical needs through health / care plan
- Sensory needs generate a requirement to modify information and materials

Pupils with high level special educational need

Possible application for funding from cluster for provision costing over £6,000

- Known to a number of services / agencies with high level of involvement from at least one
- Achieving significantly below nationally expected levels for age ($\leq 2^{\text{nd}}$ percentile)
- Very slow progress resulting in a widening gap between their own and age appropriate attainment despite support
- Delayed fine and/or gross motor skills require adult support and specialist equipment
- Significant difficulties with organisation and/or communication inhibit access to classroom activities
- Require a highly adapted or personalised curriculum, able to participate in limited classroom activities
- Experiences extreme social difficulties and frequent social isolation
- Reduced attendance and/or engagement
- Display behaviour that persistently disrupts attendance, own or peers' learning opportunities, progress and/or repeatedly causes harm or damage
- Extreme stress and/or anxiety responses generated by identified situations
- Requires extensive intervention to develop age appropriate self help / daily living / personal care skills

Pupils with a significantly higher level of special educational need

Possible request for statutory assessment (Single assessment of Education, Health and Care from 2014)

- High levels of involvement from a number of services
- Unable to access classroom activities or formal learning situations despite significant support
- Show minimal progress or even regression despite high levels of support
- Socially isolated, vulnerable and/or disengaged
- Motor skills require high levels of adult support and specialist equipment to access the curriculum
- Wholly dependent upon adult support for care needs
- Display extremely inappropriate behaviour that consistently disrupts own or peers' learning opportunities
- Behaviour causes damage to property and / or danger of harm to him/herself and / or others
- Disengaged from learning with imminent risk of exclusion

ADDITIONAL RESOURCE INDICATORS for EMOTIONAL, SOCIAL AND MENTAL HEALTH NEEDS – Including alternative provision

KEY THEME					including alternative provision				
PUPIL PARTICIPATION IN EDUCATION	Some ESMH inhibit participation, understanding and contribution to activities and learning in the classroom, which results in limited progress in many areas.	Frequent ESMH inhibit regular participation understanding and contribution to activities and learning in the classroom, which results in limited progress in most areas.	Persistent ESMH inhibit most participation, understanding and contribution to activities and learning in the classroom, which results in limited progress in all areas.	ESMH inhibiting participation, understanding and contribution to activities in the classroom. ESMH is a barrier to all learning.					
	PUPIL RESPONSE TO EDUCATION	Some unpredictable responses to learning tasks, resulting in periods of uncooperative behaviour and / or emotional withdrawal.	Frequent unpredictable responses to learning tasks, resulting in periods of uncooperative behaviour and / or emotional withdrawal.	Persistent extreme responses resulting in prolonged periods of uncooperative behaviour and / or emotional withdrawal.					
IMPACT ON SELF AND OTHERS	Some behaviour which may be injurious or endanger others.	Frequent behaviour which may be injurious or endanger others, resulting in some social isolation and rejection.	Repeated extreme behaviours which are injurious or endanger others. High level of rejection and social isolation.	Behaviours result in significant risk of harm to self and others, even with close adult support, leading to extreme social isolation, vulnerability and disengagement.					
SOCIAL INTERACTION	Some difficulties in making and maintaining friendships and relationships.	Significant difficulties in making and maintaining appropriate relationships.	Extreme difficulties in making and maintaining relationships, resulting in frequent social isolation and vulnerability with some disengagement.	Little evidence of positive social relationships, resulting in extreme social isolation, vulnerability and disengagement.					
EMOTIONAL HEALTH AND WELLBEING	Some periods of disruption to social and emotional wellbeing, resulting in an impact on learning.	Frequent disruption to social and emotional wellbeing, resulting in regular impact on learning.	Extreme and persistent disruption to social and emotional wellbeing, resulting in extreme unhappiness / stress. Possible prolonged periods of absence / disengagement.	Complete disruption to social and emotional state, leading to extreme isolation and disengagement.					
INTERVENTION	Some modification of teaching styles. Increase incident of disruption / disaffection are experienced despite the provision of an appropriate curriculum and the strengthening of other classroom strategies.	Significant modification of teaching styles and an individualised curriculum in some areas are in place. Teaching and learning is disrupted frequently.	Teaching and learning is persistently disrupted despite an individualised curriculum being provided for most of the time.	A highly individualised programme is required.					
ALTERNATIVE PROVISION	Alternative provision for behaviour is not likely to be applicable for pupils matching the above descriptors for emotional, social and mental health needs. Needs and behaviours should instead be addressed using resources available to the schools and families.	Significant safeguarding evidence demonstrates a potential risk of significant harm as a consequence of emotional, social and mental health needs and/or resulting challenging behaviour not previously met through SEND procedures which cannot be managed in a mainstream setting.							

ADDITIONAL RESOURCE INDICATORS for COGNITION AND LEARNING NEEDS

COGNITIVE AND LEARNING NEEDS				
KEY THEME				
COGNITIVE DEVELOPMENT , ATTAINMENT AND PROGRESS	Attainment is at lower level than majority of peers even with some additional support. Progress is at slower rate than majority of peers.	Attainment is significantly lower than majority of peers - gaps in comparative attainment levels increasing. This is likely to be P5 - P8 by the end of KS2 and L2 at KS4. Slow progress even with significant and increasing levels of intervention.	There is very little and very slow progress, even with high levels of intervention. Progress demonstrated through Portage / PIVATS.	Progress is minimal or regressive even with high levels of intervention.
MOTOR SKILLS	Some delay in fine and gross motor skills.	Significant delay in fine and gross motor skills, requiring some adult intervention.	Extreme delay in fine and gross motor skills, requiring extensive adult intervention.	Motor skills at a level that prevents access to the curriculum without high levels of adult support.
COMMUNICATION AND PARTICIPATION	Some language and communication difficulties.	Significant communication difficulties inhibit regular participation, understanding and contribution to activities in classroom / setting.	Extreme communication difficulties seriously inhibit participation, understanding and contribution to activities in classroom / setting.	Extreme communication difficulties preclude participation, understanding and contribution to activities in the majority of settings.
SOCIAL INTERACTION	Some difficulties in making and maintaining friendships and relationships.	Significant difficulties in making and maintaining appropriate relationships.	Extreme difficulties in making and maintaining relationships, resulting in frequent social isolation and vulnerability with some disengagement.	Little evidence of positive social relationships, resulting in extreme social isolation, vulnerability and disengagement.
SELF -HELP SKILLS	May need some additional support to develop independence in organisational skills and personal care needs.	Requires significant additional input to develop age-appropriate independence skills for daily living and personal care needs.	Requires extensive additional input to develop age-appropriate independence skills for daily living and personal care needs.	Totally dependent on adult for daily living and personal care needs.
CURRICULUM ACCESS / PUPIL PARTICIPATION	Some difficulties with concentration and retention even with some intervention and curriculum modification. Limited ability to transfer skills and knowledge.	Significant difficulties with concentration and retention requiring adult intervention and curriculum modification. Little evidence of skill and knowledge transfer.	Requires extensive adult support and a highly adapted curriculum.	Totally dependent on adult support and requires an individualised curriculum.
SOCIAL DEVELOPMENT	Some difficulties in making and maintaining friendships and relationships.	Significant difficulties in making and maintaining friendships and relationships.	Extreme difficulties in making and maintaining friendships and relationships, resulting in frequent social isolation vulnerability, with some disengagement.	Little evidence of positive social relationships, resulting in extreme social isolation vulnerability, disengagement.

ADDITIONAL RESOURCE INDICATORS for COMMUNICATION AND INTERACTION NEEDS

KEY THEME	Some difficulties in following instructions and routines and maintaining attention to task.	Significant difficulties in following instructions and routines and maintaining attention to task.	Extreme and persistent difficulties in following instructions and routines and maintaining attention to task.	Unable to follow instructions and routines in a classroom setting.
PUPIL PARTICIPATION	Some difficulties in making and maintaining friendships and relationships.	Significant difficulties in making and maintaining friendships and relationships.	Extreme difficulties in making and maintaining friendships and relationships, resulting in frequent social isolation and vulnerability with some disengagement.	Little evidence of positive social relationships, resulting in extreme social isolation, vulnerability and disengagement.
DEVELOPMENTAL PROFILE	May have uneven development profile.	Uneven progress between subject areas due to problems with particular aspects of communication development.	Limited progress across subject areas due to problems with particular aspects of communication development which have an extreme impact on learning.	Little evidence of progress across subject areas due to problems with all aspects of communication development which have an extreme impact on learning.
COMMUNICATION AND PARTICIPATION	Some language and communication difficulties.	Significant communication difficulties inhibit regular participation, understanding and contribution to activities in classroom / setting.	Extreme communication difficulties inhibit regular participation, understanding and contribution to activities in classroom / setting.	Extreme communication difficulties preclude participation, understanding and contribution to activities in the majority of settings.
FLEXIBILITY OF THOUGHT	Some evidence of inflexible thought.	Evidence of rigid thought, making the pupil inflexible and unlikely to cope with change, resulting in significant signs of stresses and anxiety.	Evidence of rigid thought, making the pupil inflexible and unlikely to cope with change, resulting in extreme response.	Evidence of rigid thought, making the pupil totally inflexible and unable to cope with change, resulting in extreme response.
RESPONSE TO SENSORY STIMULI	Unusual response to some sensory stimuli, requiring adjustments.	Unusual response to some sensory stimuli, requiring significant adjustments.	Unusual and frequent response to some sensory stimuli, requiring major adjustments.	Extreme and frequent response to a wide range of sensory stimuli, requiring major adjustments.

ADDITIONAL RESOURCE INDICATORS for SENSORY AND /OR PHYSICAL NEEDS

KEY THEME	Is able independently to participate in most classroom / settings and activities. Progress requires some additional adult support.	Is able independently to participate in some classroom / settings and activities. Progress requires significant additional adult support.	Is only able to participate in limited classroom / settings and activities. Progress requires extensive adult support. Classroom information and curriculum materials require extensive modification to enable access mostly using tactile and multi-sensory approaches. Pupil requires BSL interpretation to access much of the curriculum.	Pupil is totally dependent on adult support to meet all physical, medical care and educational needs. Pupils sole access to curriculum requires BSL interpretation. Totally dependent on tactile approaches such as Braille or Moon.
CURRICULUM ACCESS / PUPIL PARTICIPATION				
CARE / MOBILITY NEEDS	Has care needs or mobility needs requiring some adult intervention. Pupil may have a personal and intimate care plan / manual handling plan.	Has care needs or mobility needs requiring significant adult intervention. Pupil will have a personal and intimate care plan / manual handling plan.	Has care or mobility needs requiring extensive adult support.	Pupil is totally dependent on adult support to meet all care or mobility needs. Some intervention will require support from more than one adult eg; hoisting.
MEDICAL NEEDS	Has medical needs requiring some adult intervention. <ul style="list-style-type: none"> • need regular medication • receive funding from medical needs panel • have a health care plan 	Has medical needs requiring significant adult intervention. Pupil will have a health care plan. Pupil requires supervisory support as there is a predictable risk of harm requiring immediate adult intervention eg. pupil with heart condition will need supervisory support during aerobic activities, break time, PE etc.	*Has medical needs requiring extensive adult support. Pupil will require supervisory support to ensure immediate intervention is available in foreseen life threatening circumstances which may occur at any time. Pupil's age and or cognitive ability My impact upon their ability to self-manage their condition.	*Pupil is totally dependent on adult support to meet all medical needs. Some interventions will require support from more than one adult.
SOCIAL INTERACTION	Some difficulties in making and maintaining friendships and relationships requiring some additional adult support.	Significant difficulties in making and maintaining appropriate relationships requiring significant additional adult support	Extreme difficulties in making and maintaining relationships resulting in social isolation and vulnerability, with some disengagement requiring extensive adult support.	Little evidence of positive social relationships, resulting in extreme social isolation, vulnerability and disengagement.
LANGUAGE AND / OR WRITTEN / ORAL COMMUNICATION	Communication / language difficulties requiring some specialist support and approaches.	Communication / language difficulties requiring significant specialist support and approaches.	Communication / language difficulties requiring extensive specialist support and approaches.	Pupil is totally dependent on specialist support and approaches.

**Learner's health care plan must be submitted with the bid*