

Appendix 2: Banding descriptors (amended version – January 2018)

The banding descriptors are a needs led tool to ensure fair, transparent and evidence-based allocation of top up funding across all types of educational settings in Somerset. They should be used in the context of the guidance on decision making document for requests for statutory EHC needs assessments. Within each band descriptors are not listed in a specific order, they are not hierarchical and should be used on the basis of ‘best fit’ match with the evidence provided

	1	2	3	4	5	6	7
Cognition and Learning	<p>Moderate Learning Difficulties or Global Developmental Delay</p> <p>Significant difficulties across all areas of the curriculum</p> <p>Significant delay in reasoning, problem solving, attention and concentration skills</p> <p>Cognitive skills as measured by standardised assessments in Below low average range (1st – 2nd centile)</p>	<p>Band 1 <u>plus</u> additional needs in other areas of SEN</p> <p>Note additional needs should be at least border line band 1/2</p>	<p>Severe Learning Difficulties</p> <p>Significantly low (below 1st centile) range on standardised assessments</p> <p>Very slow rate of progress despite a high level of specialist intervention</p> <p><u>Severe means:</u> End of Reception: Below step 7 in the developmental area ‘thinking’ of the Developmental Journal End KS1: P2 –P5 End KS2: P4 – P8 End KS3 and above: P5 – equivalent of 1c Across core subjects</p>	<p>Band 3 <u>plus</u> additional needs in other areas of SEN</p> <p>Note additional needs should be at least border line band 3/4</p>	<p>Profound and Multiple or Learning Difficulties</p> <p>Functioning at early developmental level</p> <p>Due to level of learning difficulties unable to accomplish personal care, self-help and independence skills throughout the school day</p> <p><u>Profound means:</u> Attainment within P scale range 1-4 throughout their schooling</p>	<p>Band 5 <u>plus</u> additional needs in other areas of SEN</p> <p>Note additional needs should be at least border line band 5/6</p>	<p>Profound and Multiple or Learning Difficulties <u>and</u> other SEN needs at band 7</p>

	1	2	3	4	5	6	7
Communication and Interaction	Speech and Language						
	<p>Language delay in expressive and/or receptive language at a moderate level, ie around 5th percentile for KS2+ children and for KS1 or below a general guide of a level of around half their chronological age</p> <p>Difficulty organising expressive language and making meaning clear</p> <p>Speech difficulties which impact on intelligibility in certain situations or a stammer which restricts talking in certain situations</p> <p>Reception and below children with developing speech sound systems whose speech is unclear but improving</p>	<p>Persistent difficulties with understanding of spoken language typically at 2nd percentile or lower on receptive language OR Unable to use a range of grammatically correct simple structures. May muddle word order or use tele-grammatical structures without grammatical markers</p> <p>Persistent difficulties with speech production which impact on intelligibility and literacy skills. Severe stammer which impacts on ability to take part in wide range of social and curriculum activities</p> <p>Single words may be clear but connected speech poor – speech only intelligible to familiar people</p>	<p>Persistent difficulties with understanding of spoken language typically at 2nd percentile or lower on receptive language AND Unable to use a range of grammatically correct simple structures. May muddle word order or use tele-grammatical structures without grammatical markers</p> <p>Significant difficulties with speech production resulting in communication difficulties with adults and peers</p> <p>Difficulties cause significant impact across all areas of the curriculum</p> <p>Severity of need may need use of supplementary means of communication, eg signing or a communication photo or symbol book</p>	<p>Band 3 <u>plus</u> additional needs in other areas of SEN</p> <p>Note: additional needs should be at least borderline band 3/4</p>	<p>Profoundly limited language skills; non-verbal <u>and</u> very limited or no understanding of language AND Reliant on other means of communication than spoken language, eg communication aid</p>	<p>Band 5 <u>plus</u> additional needs in other areas of SEN</p> <p>Note: additional needs should be at least borderline band 5/6</p>	<p>Profoundly limited language skills; non-verbal <u>and</u> very limited or no understanding of language AND Unable to use any supportive communication system so entirely reliant on familiar adults interpretation of their needs AND Other SEN needs at band 7</p>
	Social Communication						
	<p>Delayed social communication skills which can lead to anxiety or distress</p> <p>Social communication difficulties which impact on the ability to engage in the classroom/learning activities</p> <p>Difficulties recognising and communicating emotions, but in some circumstances able to describe basic feelings and communicate needs</p> <p>Difficulties forming and maintaining friendships with</p>	<p>Have difficulties developing social communication with peers and adults</p> <p>Rigid and inflexible thought patterns which interfere with engagement in learning</p> <p>Show signs of distress when faced with new people, places, events or when unsure what is going to happen Exhibit difficulty expressing feeling or needs</p>	<p>Limited functional and social communication skills which impacts on the ability to engage in the classroom/learning activities</p> <p>Have difficulties understanding social and physical risks and their own vulnerability</p> <p>Have difficulties managing and sustaining relationships with others</p> <p>Exhibit some rigid or obsessional behaviours which make it difficult to cope with unexpected changes and events</p>	<p>Significantly limited social communication that causes anxiety, limits ability to manage emotions</p> <p>Difficulties significantly impact on ability to sustain learning</p> <p>Regular high levels of distress and anxiety (at least 3 times per week) which may lead to 'acting out' behaviour or 'withdrawn behaviour'</p> <p>Rigid or obsessional behaviours make it difficult to</p>	<p>Profoundly limited social communication that prevent from engaging with learning on daily basis</p> <p>Persistently anxious or frustrated, leading to frequent, and unpredictable, aggressive behaviours</p> <p>Difficulties that present as</p>	<p>Profoundly limited social communication skills, which impact on all areas of learning and social activity including lay times and lunch times</p> <p>Unpredictable, sudden outbursts of challenging behaviour that jeopardizes the health and safety of self and others Frequent ritualistic and obsessional behaviours</p> <p>Unable to recognise</p>	<p>Profoundly limited functional social communication skills which lead to daily, persistently high levels of distress and anxiety</p> <p>Unpredictable, escalating and prolonged challenging behaviours throughout the day that jeopardises health and safety of self and others</p>

	1	2	3	4	5	6	7
	<p>peers</p> <p>Social vulnerability due to lack of understanding and knowledge of social behaviour</p> <p>Have difficulties managing change and transitions</p> <p>Experience difficulties/ unusual responses to sensory experiences (can be easily distracted, upset by noise/touch/light)</p>	<p>Have difficulties understanding social and physical risks</p> <p>Can use language that provokes negative reactions</p>	<p>Difficulties expressing emotions which may lead to challenging behaviours</p> <p>Difficulties that present as manipulative behaviour</p> <p>Exhibits some awareness of personal and social safety of self and others</p> <p>Experience significant difficulties to sensory experiences</p>	<p>cope with unexpected changes and events</p> <p>Difficulties that present as manipulative behaviour that seeks to control the circumstances and challenge authority of staff</p> <p>Unable to reflect on the consequences of their behaviours on others</p> <p>Exhibits lack of awareness of personal and social safety of self and other for most of the time</p> <p>Frequently seeking sensory input to satisfy basic needs which may cause risk to safety of self or others</p>	<p>highly manipulative behaviour that undermine the organisation of the classroom and severely disrupts learning by seeking to control the environment</p>	<p>personal, social, environmental and physical risks</p> <p>Able to form limited appropriate relationships with others and only with support</p>	<p>Daily ritualistic and obsessional behaviours that prevent adults from engaging the pupil with any adult-led activities</p> <p>Lack of awareness of personal safety, exhibits violent behaviour several times a day</p>

	1	2	3	4	5	6	7
Social, Emotional and Mental Health	<p>Involved in regular (weekly) incidents in and outside of lessons; they may create situations which have health and safety implications</p> <p>Emotional needs which are impacting on attitude and approach to learning</p> <p>Regular disruption, attention seeking behaviours</p> <p>Have difficulty with concentration, engagement and participation in learning; this maybe as a result of for example fear of failure, or low self-esteem</p> <p>Some attachment seeking or avoiding behaviours needs but able to build relationships with key adults and support</p> <p>Some difficulties engaging in adult directed tasks</p> <p>May display anxiety or emotional distress</p>	<p>Regular incidents (weekly), which may involve challenging outbursts and/or aggression</p> <p>Frequent, persistent unsettled and disruptive behaviour in class eg calling out, interfering with other work, disputes, causing lessons to stop</p> <p>May have mental health needs including attachment difficulties leading to attachment seeking or avoiding behaviours. They may impact on the ability to build and maintain successful relationships with adults and peers</p> <p>Regularly (at least 3 times per week) display anxiety and/or distress</p> <p>Limited concentration and organisation</p> <p>May display some sexualised behaviour compared to other young people in their age group</p>	<p>Regular (weekly) incidents which involve violent outburst and aggression</p> <p>May have mental health needs that significantly impact on the ability to build and maintain successful relationships with adults and peers and may cause the need to feel in control in order to feel emotionally safe</p> <p>Is socially isolated, have difficulty in forming and maintaining relations increasingly displaying low mood, anxiety and depression</p> <p>Needs including impulsivity and unpredictability which can place the pupil and others at risk</p> <p>Have significant difficulties related to level of concentration, engagement and participation in learning</p> <p>May display some inappropriate sexualised behaviour</p>	<p>Regular (at least 3 times per week) incidents which involve violent outbursts and aggression</p> <p>Have mental health needs that significantly impact on the ability to build and maintain successful relationships with adults and peers</p> <p>Has difficulty managing emotional responses, exhibits regular mood swings</p> <p>May display inappropriate sexualised behaviour</p>	<p>Frequent (daily) incidents of violent behaviours</p> <p>Not able to self-regulate emotions and/or behaviours without support</p> <p>Persistently resists adult help, resists joining activities</p> <p>Relationships with staff and peers are very rarely positive</p> <p>Emotional needs lead to challenging behaviours that disrupt teaching groups and jeopardise the health and safety of self and others ie throwing furniture, climbing on roofs</p> <p>Have mental health needs; for example this may include attachment disorder, depression, self-harm</p> <p>May exhibit sexually harmful behaviours and/or vulnerability to child sexual exploitation (require specialist assessment for SHB)</p>	<p>Very frequent (more than once per day) incidents of aggressive behaviours, which are difficult to manage, even with specific, individualised intervention</p> <p>Not able to self-regulate emotions/ behaviors leading to frequent incidents which require specific and planned interventions</p> <p>Have complex mental health needs; this may include severe attachment disorder, depression, withdrawn behaviour, severe anxiety</p> <p>May exhibit sexually harmful behaviours and/or vulnerability to child sexual exploitation. Risks managed by a specialist SHB assessment</p>	<p>Band 6 plus these characteristics</p> <p>Persistently high levels of violence and aggression throughout the day, often impulsive with no apparent triggers</p> <p>Unpredictable, prolonged and sudden outbursts of behaviour that disrupts teaching groups and jeopardises the health and safety of self and others</p> <p>Sexually harmful behaviours are persistent and escalating. Risks are managed by a specialist SHB assessment</p>

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Sensory and/or Physical	Vision						
	<p>Moderate vision impairments: 6/18-6/36 (LogMAR0.5-0.78)</p> <p>Near vision requiring N18-24</p> <p>Is independently mobile in familiar areas</p> <p>Curriculum access possible with specialist equipment, adaptation of materials and support</p>	<p>Moderate vision impairments: 6/18-6/36 (LogMAR0.5-0.78)</p> <p>Near vision requiring N18-24</p> <p>May require Environmental Audit and/or appropriate familiarisation</p> <p>Curriculum access not possible without significant mediation and/or adaptations of curriculum materials</p>	<p>Severe impairment: 6/36-6/60 (LogMAR0.8-1.00)</p> <p>Near vision requiring N24-36</p> <p>Registered sight impaired</p> <p>Able to access curriculum and buildings only with substantial adaptations of <u>all</u> learning materials</p> <p>Progressive visual impairment where functional vision is expected to deteriorate to registered sight impaired level</p>	<p>Band 4 plus additional needs in other areas of SEN.</p> <p>Note – additional needs should be at least border line band 3/4</p>	<p>Profound impairment: Less than 6/60 (LogMAR 1.02)</p> <p>Registered severely sight impaired</p> <p>Able to access curriculum and buildings only with substantial adaptations of <u>all</u> learning materials</p> <p>Able to access independently buildings and move around the school only with significant support</p>	<p>Band 5 plus additional needs in other areas of SEN</p> <p>Note – additional needs should be at least border line band 5/6</p>	<p>Profound impairment: Less than 6/60 (LogMAR 1.02)</p> <p>Registered severely sight impaired</p> <p>Able to access print materials using braille/ tactile methods which require specialist training to produce resources</p> <p>Able to access buildings and move around the school only with regular and individual support</p>
	Hearing						
	<p>Moderate sensory-neural hearing loss greater than 41dB with late diagnosis or onset</p> <p>Curriculum access possible with specialist equipment, adaptation and support</p> <p>Hearing aid user</p> <p>Requires signal to noise ratio of 20-30 dBA</p> <p>Requires classroom reverberation time of 0.4 seconds</p>	<p>Chronic long term persistent conductive hearing and sensory-neural hearing loss in both ears resulting in severe functional hearing loss</p> <p>Curriculum access not possible without significant mediation and/or adaptations of curriculum materials</p>	<p>Severe sensory-neural hearing loss greater than 71dB</p> <p>Could be an acquired hearing loss, congenital or progressive hearing loss</p> <p>Hearing aid/cochlear implant user</p> <p>Requires assistive devices to access curriculum with substantial adaptations of <u>all</u> learning materials</p> <p>Poor auditory memory</p> <p>Requires signal to noise ratio of 20-30 dBA</p> <p>Requires classroom to have reverberation time of 0.4 seconds</p>	<p>Band 4 plus additional needs in other areas of SEN</p> <p>Note – additional needs should be at least border line band 3/4</p>	<p>Profound hearing loss greater than 95dB</p> <p>Hearing aid/cochlear implant user</p> <p>Able to access curriculum <u>only</u> with assistive devices and requires substantial mediation and/or adaptations of materials</p> <p>Requires signal to noise ratio of 20-30dBA</p> <p>Requires classroom, reverberation time of 0.4seconds</p>	<p>Band 5 plus additional needs in other areas of SEN</p> <p>Note – additional needs should be at least border line band 5/6</p>	<p>Profound hearing loss greater than 95dB</p> <p>Only able to develop communication via sign support or alternative methods of communication</p>

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Physical Needs	<p>Moderate physical needs</p> <p>Able to use mobility aid with some competence to overcome physical difficulties, eg walking frame or powerchair</p> <p>Likely to have difficulties adapting to new/specific environments</p> <p>May have some communication aids and alternative methods of recording</p> <p>Personal care, positioning and movement needs</p>	<p>Band 1 <u>plus</u> physical needs give rise to serious safety issues requiring close adult supervision</p> <p>And</p> <p>Curriculum access not possible without significant mediation and/or adaptations of curriculum materials</p>	<p>Severe physical impairment</p> <p>Limited mobility but able to have some independence for positioning and /or transfers</p> <p>Requires support in moving positioning and personal care, eating/ drinking needs</p> <p>Will have substantial communication/recording needs associated with physical disability</p> <p>Curriculum access not possible without substantial mediation and/or adaptations of curriculum materials</p>	<p>Band 4 plus additional needs in other areas of SEN</p> <p>Note – additional needs should be at least border line band 3/4</p>	<p>Profound physical needs</p> <p>Has limited ability to contribute to self-care therefore is highly reliant on adult support for moving, positioning, personal care including drinking eating, eg hosting</p> <p>Have severe physical disability that create substantial communication difficulties requiring aid such as 4Talk4 or other assistive curriculum devices</p>	<p>Band 5 plus additional needs in other areas of SEN</p> <p>Note – additional needs should be at least border line band 5/6</p>	<p>Profound physical needs</p> <p>Has total and complex support needs for mobility, personal care, positioning, movement, hoisting and eating/drinking</p> <p>Non-verbal, able to communicate when using specialist communication aids, eg Tellus/Dynavox</p>
Medical Needs	<p>May have needs relating to undertaking practical tasks</p> <p>Moderate medical condition</p> <p>Has diagnosed long term medical condition and/or has needs as a result of a medical trauma</p> <p>Has limited independence in managing medical interventions required for their condition eg personal care, movement</p>	<p>Band 1 <u>plus</u> medical needs give rise to serious safety issues requiring close adult supervision</p>	<p>Severe long term medical condition</p> <p>Has need in managing regular and complex personal care/medical interventions</p> <p>Requires medication and/or medical procedure in an emergency</p>	<p>Band 4 plus additional needs in other areas of SEN</p> <p>Note – additional needs should be at least border line band 3/4</p>	<p>Profound long term progressive/regressive condition(s)</p> <p>Require constant monitoring and some complex medical interventions, without which their condition may seriously deteriorate</p> <p>Support needs for personal care, positioning, movement, eating and drinking</p>	<p>Band 5 plus additional needs in other areas of SEN</p> <p>Note – additional needs should be at least border line band 5/6</p>	<p>Profound long term progressive/regressive medical conditions</p> <p>One or more conditions are not stable</p> <p>Require continues monitoring and support throughout the day <u>and</u> includes complex medical interventions, completely dependent on adults for all aspects of life and care</p> <p>Has total and complex support need for mobility, personal care, positioning, movement, hoisting and eating/drinking, communication, learning and recording</p>