



Social Care & Education
SEND Support Service (SENDSS)



Rutland
County Council

Cognition and Learning Banding Descriptors DRAFT

These banding descriptors are a **best fit model** to provide guidance. A child or young person may have multiple areas of need and fit within multiple bands. In this case, use a best fit approach to apply a band.

Universal applies to what is Ordinarily Available within a mainstream setting, provision that a setting or school provide as part of their universal inclusive offer. Further guidance on Ordinarily Available can be found within [Ordinarily Available: BERA documents](#).

Within this document IMP means Inclusive Mainstream Provision and BERA means Best Endeavours and Reasonable Adjustments. (pale purple boxes within document)

When reading the descriptors, the banding level is **in addition to** the one before it, i.e., if considering the descriptors in banding 2, the descriptors within universal and banding 1 should also be considered.

UNIVERSAL

High-quality teaching for all, at all times, and OCCASIONAL / time limited interventions.

Has a significantly greater difficulty in learning than the majority of others of the same age OR has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The child or young person has been identified as requiring additional support and input due to an emerging need.

- Universal CPD is accessed by all staff and revisited regularly. (High quality teaching for all children and young people, including planning activities / tasks and using a range of strategies to support learning, attention and emotional regulation as suggested in the Best Endeavours and Reasonable Adjustments BERA / Ordinarily Available inclusive provision.
- Strategies to support in class provision (BERA Specifics) with some short term or smaller group interventions to close the gap e.g., Fresh Start, Speed Up.

Environment, Specialist facilities, materials and/or equipment

- Use of Widget symbols and words.
- Assisted Technology is used to support writing and reading e.g., typing programmes, reading software, pencil grips, writing slopes, colour overlays, accessibility features on devices.
- Software e.g., Word Shark, Timetables Rockstars. Accessibility settings to be personalised on shared devices and laptops.
- Access to electronic reading resources e.g., RNIB book share.
- Not reliant upon members of school staff to administer medication. An accessible toilet with appropriate changing and / or washing facilities. Furniture is accessible.
- Access routes into, out of and around the school/classrooms are accessible. Ensure that classrooms are calm, organised, and flexible learning environments.
- Ensure that equipment / resources are well organised, accessible, and labelled using words and pictures.
- Provide quiet / low distraction areas for individual and small group work (including listening activities, social skills groups, and language groups).
- Create comfortable, inviting spaces indoors and outdoors to encourage social interactions, indoors and outdoors.
- Make consistent use of visual systems, e.g., objects of reference, visual timetables, cue cards, task planners.

Maintain appropriate noise levels in the classroom. Consider seating arrangements, e.g., CYP with SLCN / VI seated closer to the teacher. rest/movement breaks, built into the day.



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In line with the Graduated Approach, the Universal statements plus...

MB1 INTERMITTENT and/or short bursts of support e.g., Targeted TA support, at times throughout the day. (15-20 hours)

The child or young person who require a low level of support in mainstream. BEST FIT MODEL.

Two cycles of the graduated approach assess, plan, do, review have been carried out and are evidenced.

The child is being monitored more closely and professionals may have been consulted for example, during JPMs.

- School based assessments are used to baseline, create outcomes, and review CYP progress regularly.
- The CYP requires access to a visual and kinaesthetic curriculum at times, with lots of multi-sensory resources and planned access to specific activities designed to develop their cognition, communication, social interaction, emotional regulation, and self-help skills.

Environment, Specialist facilities, materials and / or equipment

Independently use a mobility aid to overcome their physical difficulties e.g., walking frame, power chair.

Be reliant upon named members of school staff to both access and administer medication. Only generic training needed.

In line with the Graduated Approach, the MB1 statements plus...

MB2 FREQUENT (21-25 hours)

The child or young person who require a medium level of support in mainstream. BEST FIT MODEL.

- Typically, pupils need frequent, additional time from a range of adults.
- Planning for teaching will incorporate advice from external professionals and/or referrals are in process where appropriate.
- There is regular, planned opportunities for small group work and/or 1:1 sessions.

Environment, Specialist facilities, materials and / or equipment

- May have sensory issues requiring specialist equipment and / or trained staff.
 - Reliant on a member of staff to support in moving, positioning and personal care i.e., physically assisting during these.
- Reliant on members of school staff having specialist training to support medical needs.

In line with the Graduated Approach, the MB2 statements plus...

MB3 PERSISTENT/INTENSIVE (32.5 hours)

The child or young person who require the 'highest' level of support in mainstream. BEST FIT MODEL.

Typically, pupils need daily, additional time from a range of adults.

Planning for teaching incorporates advice from external professionals where appropriate.

DAILY opportunities for small group work and 1:1 sessions.

The CYP requires a visual and kinaesthetic curriculum with lots of multi-sensory resources and planned access to specific activities designed to develop their cognition, communication, social interaction, emotional regulation, and self-help skills with structured and targeted teaching.

Environment, Specialist facilities, materials and/or equipment (may go across bands and needs).

May have sensory issues requiring specialist equipment and/or trained staff.

Reliant on a member of staff to support in moving, positioning and personal care.

Requires support from one member of staff to transfer.

Reliant on members of school staff having specialist training to support medical needs on at least a daily basis.



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Universal Inclusive Provision (BERA)

	Need / Observations	Curriculum arrangements, Teaching approaches and strategies	Specific programmes & Activities
A IMP BERA	The child or young person has been identified as requiring additional support and input due to an emerging need. It may also be a child or young person with an enduring need that can be met through universal. The child or young person: - is working below the expected rate of attainment, up to two years behind national expectations, in some curriculum areas despite Quality First Teaching / Ordinarily Available. - has difficulties with memory, sequencing, and reasoning skills.	A universal mainstream curriculum with reasonable adjustments. Ordinarily Available, inclusive mainstream provision – BERA. The child or young person: - requires alternative ways to present and record learning. - requires learning materials that are differentiated to their need e.g., dyslexia friendly: font size, font style, spacing and colour. Text is at an appropriate current reading age or differentiated across the curriculum. Repetition, rephrasing and explaining is used to support understanding. Use of 'Thinking Skills' approach e.g., sorting / matching / visual sequencing / classifying and categorising.	Whole class, within class or group interventions. - Multi-sensory Phonics programme - Write from the Start - Speed Up - SAQ - Reciprocal Reading - Numicon whole class - Dyslexia Awareness Training - Dyslexia and DCD MIN Access to laptops, tablet as would be ordinarily available within the school.
B E2	Attainment is at lower level than majority of peers, more than two years below age related expectations, even with additional support. The child or young person may: - present with an uneven profile. - have specific learning difficulties may experience discrepancy between oral and literacy skills. - grasp mechanical skills but lack comprehension e.g., reading, maths. - have language and communication difficulties. - have difficulties with concentration and retention and limited ability to transfer skills. - have difficulties in making and maintaining friendships and relationships. - Some delay in fine and gross motor skills. - May need some additional support to develop independence in organizational skills and personal care needs. - Concerns about rate of progress, generalising and retention of skills and information - Responds to interventions over a period of 2 terms	The child or young person may need modification of the curriculum with programmes of learning to develop literacy and/or numeracy skills, with adaptive teaching styles. The child or young person requires targeted interventions for sort bursts, that may need to be repeated, to support their progress.	These interventions may also be used within any banding at a higher frequency/level.

	Need / Observations	Curriculum arrangements, Teaching approaches and strategies	Specific programmes & Activities
C MB 1	Working at below average in relation to Age Related Expectations (ARE) despite targeted differentiation in most subjects for example: - For all Key Stages Pupil is working 2 years below age related expectations. - Post 16 – in addition to the above level consider learning pathways e.g., vocational learning programmes. Attainment is below average range in some standardised tests (Standardised score 70-84) The child or young person may: - have difficulties that are specific to one or more aspect of learning, for example, written/verbal communication, numbers, appreciating instruction, dyslexia/dyscalculia/dysgraphia. - have very weak phonological skills and greater difficulty retaining a basic sight vocabulary. - have frequent difficulties retaining skills and information and processing new information. - Have frequent difficulties with attention, concentration and keeping up in class or staying on task. - have difficulties in generalising and applying new skills - experience some sensory processing difficulties including auditory processing and visual and poor working memory There may be examples of frustration and evidence of insecure or low self-esteem caused by the learning difficulties.	The child or young person may require: - some ongoing 1:1 or small group support to acquire skills to access the curriculum. - alterations to the curriculum to enable a slower pace of learning - alternative recording strategies to access the curriculum, with enhanced use of ICT - Finely graded and slower paced approaches, structured multi-sensory techniques, with more frequent repetition, reinforcement and over-learning. - requires regular adult support to remain engaged in activities (over 15hrs per week). The child or young person may require: - occasional adult support to remain focussed despite structured and time limited tasks. - use of 'Thinking Skills' approach e.g., sorting / matching / visual sequencing / classifying and categorising. - sensory or physical experiences which build on their first-hand experiences to understand ideas, learn new concepts, and engage with experiences. - support with organisation of their day, including their learning. Programme of study planning may need be overseen and reviewed by SENDCO with possible advice from external specialists.	(Specific Programmes & Activities) Targeted Support: Small group (up to four children) with greater frequency than would be ordinarily accessed by others of the same age e.g., twice weekly but with a view to increase the amount of time that they can work independently. -Multi-sensory Phonics programmes such as: - Write from the Start - Speed Up - SAQ - Reciprocal Reading - Numicon Support required to access/use: - Bespoke and individualised - Augmentative and Alternative Communication devices such as AAC grids. Consistent support required to use assistive technology for those CYP with SPLD such as Clicker, Text Help, Read/Write,

D MB 2	There is evidence of an increasing gap between the CYP and their peers despite targeted intervention, differentiation, and curriculum modification. Working significantly below ARE despite differentiated learning opportunities and concentrated support in most subjects for example: - For all Key Stages Pupil is working more than 2 years below age related expectations. - Post 16 – in addition to the above level consider learning pathways e.g., vocational learning programmes. Attainment in the below average/significantly low range (standardised score 70-84) in a range of standardised cognitive assessments The child or young person may require: - Frequent adult support to engage with learning - Simplification of instructions with visual or concrete cues.	Curriculum arrangements, Teaching approaches and strategies The child or young person may require: alteration to the pace and delivery of the curriculum. - alteration to the pace and delivery of the curriculum - increasingly adapted teaching and activities to reduce the impact of processing difficulties e.g., working memory and processing speed. - use of real objects for Thinking Skills activities (exploring the context of the objects). - daily opportunities for small group or 1:1 support focused on specific support plan targets. - ongoing small steps monitoring and regular reviews of their learning to ensure transfer and generalisation of skills has occurred before any new teaching takes place. - Access to a language rich environment. - a personalised curriculum and adapted teaching styles. - Increased adaptation to curriculum and teaching including around language/vocabulary.	(Specific Programmes & Activities) Targeted Support: The child or young person may require: - regular individual teaching time in a distraction free environment - an individual approach to enable learning to take place within the classroom. - Reading Pens and Audio recording devices Class teacher, Teaching Assistant and/or relevant key adult who has been trained to work with children with cognition and learning difficulties Specific Literacy and / or numeracy programmes (researched based) delivered on a small group basis or 1:1 delivered daily or more frequently (throughout the day) but with a view to increase the amount of time that they can work independently.
E MB 3	The CYP has significant learning difficulties and has a well below average or exceptionally low range attainment (below 69 standardised score) in majority of cognitive assessments. The child or young person: has consistently evidenced difficulties in all areas of learning including memory, processing, organising, co-ordinating, sequencing, organising the steps needed to complete simple tasks/problem solve and fine and gross motor competencies, which significantly impede access to the curriculum and self-care. has a limited awareness of danger and risk due to their cognitive needs. makes limited progress compared to age related peers, despite regular interventions finds it difficult in making inferences, generalisation and transferring skills	Curriculum arrangements, Teaching approaches and strategies Highly differentiated/personalised work needs to be provided, including the use of visuals and practical resources to support the learning and their ability to recall prior learning. A high level of direct adult support is required to interact appropriately with peers including during unstructured times and manage personal self-care. The child or young person may require: - consistent and constant additional support to follow instructions and participate in learning activities at a level appropriate to them. - additional adult support to ensure safety when accessing the broader curriculum. - High/individual levels of supervision during transitions and unstructured times. - Opportunities throughout the day to repeat, practise and consolidate skills and concepts. - a higher level of support due to difficulties understanding and responding to instructions. - Cognitive need means that staff support is needed for personal care and safety.	(Specific Programmes & Activities) Targeted Support: The child or young person may require: - Specific Literacy and / or numeracy programmes (research based) or bespoke/personalised programmes delivered on a 1:1 basis but with a view to increase the amount of time that they can work independently. - support to access bespoke and individualised Augmentative and Alternative Communication devices such as AAC grids. Class teacher, Teaching Assistant and/or relevant key adult who has been trained to work with children with complex cognition and learning difficulties.