

Communication & Interaction 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.



Leicester
City Council

Social Care & Education

SEND Support Service (SENDSS)



Leicestershire
County Council



Rutland
County Council

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 £3,075)

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 such as 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 £9,803)

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 session.

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 £14,849)

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 session.

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.

Universal Inclusive Provision (BERA)

Band	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 provision.	(Curriculum Arrangements) A universal mainstream curriculum with reasonable adjustments. Ensure that displays support vocabulary and language development and include examples of children and young people's language. Time and space to calm including a designated safe space and timetabled sensory breaks. (Teaching Approaches & Strategies) The child or young person may require: • a personalised visual timetable e.g. Now / next, objects of reference (EYFS). • individual mats, cushions, or clear seating plan to show where to sit, attention cues e.g., good listening / sitting cues and use of positive motivators and reward systems etc. • support for transition and managing change to routines. • writing frames, sequence cards, visual cues, timers, mind maps, concept checklists and topic webs to support learning and recall. • Word relationships and inferential language is explicitly taught.	(Specific Programmes & Activities) School have accessed: AET Making Sense of Autism, Leicester Speech, Language and Communication Pathway is in use, Speech, Language and Communication MIN, Voice 21: National Oracy. • Generic social stories • Language for Thinking principals used for questioning. • WellComm Early Years & Primary • Whole School Word Aware • Fun time • Social Communication group e.g., TalkAbout • 5-point scale, Zones of Regulation, Makaton, Use of visuals e.g., Widgit Opportunities to work on the targets provided by a Speech and Language Therapist 1:1 will be timetabled daily.
B E2	The child or young person may have a spikey developmental profile, with areas where they excel but some areas where they are not within Age Related Expectations. Child or young person may: • require targeted interventions and support for differences in social communication to reduce anxiety, frustration or distress and impact on the ability to engage in learning and other activities. • require a range of strategies to support transitions and changes to the environment including difficulties switching between activities. • require targeted interventions and support for initiating social interactions and maintaining relationships. • require support to understand and follow complex instructions. • have mild differences with social interaction, social communication and understanding emotions. • Have occasional sensory/processing difficulties such as under responsiveness and / or over responsiveness which cause the child some anxiety. Speech and Language: • have a mild delay in expressive and/or receptive language and/or mild speech sound disorder that will require at least one phase of intervention. • show unusual aspects of speech such as unusual intonation, volume, rate echolalia and idiosyncratic phrases. • Have mild difficulties in processing and responding to verbal information.	The child or young person requires targeted interventions for sort bursts, that may need to be repeated, to support their progress Communication - May need additional visual communication strategies to access the curriculum to communicate needs. - Additional time to process & respond to verbal information. Change - May require preparation for change (e.g. of routine, new environments, staff etc) through approaches such as social stories & visuals. Learning - Low level support for checking understanding, differentiate for learning style, as well as modelling language. Social - Small group intervention (e.g. 1:4 x 1 x 60 mins weekly) to develop language/speech/social understanding. Emotions - Trusting relationships with identified key adults, who can offer check ins & emotional support, perhaps through meet & greet or end of day debrief (eg. 3 x 15 mins p/w) - May require approaches to identify, communicate & self-regulate as part of whole school or class approach. Sensory - May require some individual adaptations to the sensory environment & some sensory supports to be provided (e.g. wobble cushion, ear defenders etc) - Carry out environmental audit of the sensory environment of the classroom & make reasonable adjustments.	

Band	Need / Observations	Curriculum arrangements, Teaching approaches and strategies	Specific programmes & Activities
C MS 1	The child or young person: - when overwhelmed, may demonstrate unpredictable or unexpected behaviour which may require adult support. - may show signs of distress when faced with new people / places etc Occasional distress over significant changes in the environment and would prefer routine and the expected. - may seek repetitive actions or routines and/or exhibit some rigid or obsessional behaviours. - may present with behaviours that challenge. With support/ appropriate intervention from trusted adults they can become calm relatively quickly. - Able to self-manage most transitions but may sometimes require additional support. - Differences may lead to experiences of anxiety in certain situations, which the child is usually able to cope with. - may have some sensory processing differences which can impact on learning. - has some difficulties with functional and social communication skills which impacts on their ability to engage in learning activities and develop relationships with others. - Limited ability to understand the impact of their actions on others. - has difficulties understanding social and physical risks. - May need support with toileting, and self-care needs. Speech and Language - Mild speech, language and communication difficulties in some areas which may include use/ comprehension/ expression/ phonology which may causes barriers to learning. - Persistent difficulties with speech which impacts significantly on literacy skills. - may have difficulty talking fluently e.g., adults may observe repeated sounds, words, or phrases. - Some single words may be clear but connected speech remains poor. - May have difficulty using and understanding language at an age-appropriate level and can be a barrier to effective communication. - Difficulties in understanding and following instructions impacting on learning, independence, and social interaction. - Considerable difficulty organising expressive language and making meaning clear. - Difficulties in understanding longer instructions and those with more complex grammar and vocabulary.	Planning demonstrates clear, individualised approach to meeting the learning needs of the CYP. Communication may be dependent on communication aids, e.g., communication books, visual systems, use of signs to support language such as Makaton. A complete sensory audit of CYP's needs, highlighting adjustments and approaches required. Pupils with a demand avoidant profile may require an alternative approach which incorporates strategies such as surprise, choice, and flexibility. The child or young person (CYP): - can access the curriculum with some low-level communication support. - can manage within the overall organisation and curriculum but who, on occasions require some low-level additional supervision and intervention over and above the class team e.g., Speech and language Therapy. - may have some sensory processing differences but can manage these independently when prompted by an adult. - requires regular adult support to remain engaged in activities (over 15hrs per week). - requires specific, time limited interventions with clear entry and exit criteria. The child or young person (CYP) may require: - additional transition support for changes of year group, Key stage etc - modelling and reinforcement of social interaction skills during structured and unstructured peer interactions - access to a low arousal or safe space to regulate at times of sensory overwhelm. - sensory or movement breaks and frequent access to sensory equipment. - access arrangements (e.g. scribe, rest breaks, extra time) - structure and routine to reduce stress and anxiety. E.g., Meet and greet. - individual approaches to identify, communicate and self-regulate emotions. - use of ICT equipment to support learning and communication (e.g. laptop as an alternative to handwriting). - additional support to understand and initiate unfamiliar learning tasks - adult support to regularly check understanding and adapt learning tasks (e.g., chunking of work tasks) as required. - overlearning. Pre-teach and re-teach key concepts and vocabulary. - use of strengths and areas of interest to build engagement with learning.	Targeted support (this may include some of these but not all are expected) - Intensive Interaction approach to build early relationship & communication skills (Early Years) - Structured Teaching: TEACCH approach - Interactive play - Lego therapy - Colourful Semantics - Word Aware Programme - Let's Talk - Black Sheep Narrative - Attention Autism sessions may be used to support the development of joint attention skills. - Trusting relationships with identified key adults, who can offer regular check-ins and emotional support, perhaps through meet & greet or end of day debrief (e.g. 5 x 15mins p/w) - Small group or individual programmes to support emotional understanding, well-being, and regulation. (e.g. 1 x 45mins per week) - Group/individual programmes to develop social understanding and social skills. Explicit teaching of social expectations, initiating interactions and building friendships. E.g. 1:4 up to 3 x 30 mins p/w) - Structured activities during some social times (e.g. 3 x 30 mins per week) through clubs and organised social activities which model and promote social skills.

D MS 2	The child or young person may: - present with an uneven (spiky) learning profile. - have significant difficulties with restricted or repetitive patterns of behaviour or special interest and some repetitive motor mannerisms used to self-regulate (stimming). - demonstrate social interaction differences with peers and adults. - present with significant distress over small changes in the environment and are reliant on routine and the expected. - sometimes be able to follow expected, structured, and predictable classroom conventions. - may present with behaviours that challenge. With support/ appropriate intervention from trusted adults they can become calm relatively quickly. - when overwhelmed, frequently demonstrates unpredictable or unexpected behaviour which results in the need for adult support. - Difficulties expressing emotions which may lead to distressed behaviours and increased anxiety. - Has frequent executive functioning difficulties related to organisation, time management and working memory. - Sometimes able to follow simple instructions in a clear context. - Significant differences with social interaction, social communication or understanding emotions, impacting on their access to the curriculum and the general school offer. - Differences can lead to experiences of anxiety or heightened arousal in certain situations, which the pupil finds difficult to cope with and leads to behaviour that challenges. Speech and Language - present with behaviours due to their SLCN needs such as, difficulties with independent learning, poor listening and attention, frustration, stress, and lack of engagement and struggles to maintain positive behaviour for learning. - Moderate speech, language and communication difficulties in some areas which may involve one predominant area involving use/ comprehension/ expression/ phonology which create barriers to learning and social relationships. - Uses and understands language at 1-2 word level. Communicates in phrases with signs / symbols or speech. - Speech is difficult to understand. - Free spontaneous speech sometimes unintelligible to any listener - Some use of consonants and vowels at a single word level but poor transfer of sounds into sentences. - Significant difficulties with sensory processing which leads to heightened anxiety levels and some behaviour which challenges and/or impacts on learning. - CYP have difficulties understanding social and physical risks and their own vulnerability, severely limited ability to understand consequences and responsibility for actions.	(Curriculum Arrangements & Teaching Approaches & Strategies) The child or young person: • needs a formal or semi-formal curriculum with appropriate environments & resources using structured teaching methods e.g., TEACCH. • requires frequent adaptations to the curriculum, teaching methods and learning environment to access their learning. • will require enhanced PSHE programmes to ensure skills are embedded within a small group or 1.1. • Where appropriate, an alternative curriculum must be offered to develop independence and life skills. • Likely to require access arrangements (e.g. scribe, rest breaks, extra time) • Support with toileting, and self-care needs. The child or young person: • requires frequent access to a small group teaching environment where spoken language is supported routinely by visual cues including pictures, gestures, and organisational structures. • requires a personalised learning environment that provides clear and predictable routines (bespoke timetable, workstation, calm space) with an individualised approach to learning in most lessons. • requires frequent access to an environment where there is reduced sensory stimulation. An individualised sensory plan is in place and supported throughout the day with access to regular sensory or movement breaks which may be away from the classroom environment. • requires daily, focused, time limited small group or 1:1 interventions. • Transitions between activities and environments are well supported, structured and consistent. • May require additional support to navigate and model social interactions during unstructured times as well as regular check ins before and after unstructured times to reinforce social expectations and debrief following interactions. • Detailed personalised preparation for change (e.g. of routine, new environments, staff etc) through approaches such as social stories and visuals • Individual approaches to identify, communicate and self-regulate emotions. • May require an adult to support with co-regulation several times a week. • Additional support to understand and initiate unfamiliar learning tasks. • Adult support to frequently check understanding and adapt learning tasks (e.g., chunking of work tasks) as required. • Provide opportunities for overlearning. Pre-teach and re-teach key concepts and vocabulary. • Enhanced opportunities for practicing and generalising skills An alternative communication system may to be used to participate in learning e.g. Makaton.	(Specific Programmes & Activities) • Staff working directly with the child must have knowledge and training in best practice teaching and planning provision for CYP with Communication and Interaction, SLCN or Autisms. • Use of visual or augmented communication strategies E.g. some pupils may require a visual communication system such as PECS or Pro-loquo to go on an iPad). • Communication systems such as PECS in use and facilitated by an adult. • Trusting relationships with identified key adults, who can offer regular, timetabled check-ins and emotional support, perhaps through meet & greet, end of day debriefs and at other times of heightened emotions (e.g. 8 x 15mins p/w) • Small group or individual programmes to support emotional understanding, well-being, and regulation. (e.g. 2 x 45mins per week) Interventions such as: • Intensive Interaction • Circle of Friends • Socially Thinking • The Zones of Regulation • And / or those in MB1. The CYP would benefit from external support, and this should be sought to meet communication and interaction needs. Advice from Speech and Language Therapist should be sought and implemented
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E MS 3	The child or young person: - has an identified Speech, Language and communication Delay/Disorder as identified by SALT such as Developmental Language Disorder (DLD). Some or all aspects of language acquisition are significantly below age expected levels. - with DLD may have associated social communication, literacy, behavioural, and self-regulation difficulties. - Has severe speech, language and communication difficulties involving more than one component involving use/ comprehension/ expression or sound systems which creates significant barriers to learning and social relationships. - Has limited functional language and communication. - May be learning to use a mixture of speech and augmented/assistive communication systems to make needs/choices known., e.g. iPad or similar communication aid (augmentative) as a primary means of communication. - Has significant executive functioning difficulties related to organisation, planning, time management and working memory which impacts on their social interaction / communication with others. - demonstrates significant social interaction differences with peers and adults, which impact on all areas of learning and ability to function within the educational setting throughout the day including social times. - has significant difficulties in understanding and/or responding to their own emotions and the emotions of others. - Will display distressed behaviours or internalise / withdraw due to difficulties making themselves understood, understanding others and self-regulating. - May be demand avoidant with distressed behaviours with high levels of anxiety which can severely disrupt the learning of themselves & others. - Severe and persistent frustration with communication leads to extreme levels of acute anxiety experienced on a regular basis, leads to extreme behaviours that may challenge (behaviours that jeopardizes the health and safety of self and others) - Severe difficulties with restricted or repetitive patterns of behaviour or special interest and repetitive motor mannerisms used to self-regulate (stimming). - Severe difficulties with sensory processing and sensory modulation which lead to heightened anxiety levels. - Lack of understanding of classroom conventions, needing clearly defined roles, and expected behaviours. - Severe distress over any small changes in the environment and are reliant on routine and the expected.	(Curriculum Arrangements & Teaching Approaches & Strategies) The child or young person: • requires access to a highly personalised curriculum with appropriate environments & resources using structured teaching methods e.g., TEACCH. • requires a high level of adult support to self-regulate. • Where there is a diagnosis of Language Impairment or Speech Impairment the pupil's individual academic potential should not be underestimated. However, planning must include a significant level of additional adult support and significant personalised differentiation to ensure curriculum access. • Curriculum access is facilitated by a structured approach using visual systems, modification/reduction of language of instruction and information. • Planning for unstructured times and social interactions must be in place. • Access arrangements (e.g. scribe, rest breaks, extra time) The child or young person: • requires daily access to a small group, teaching environment where spoken language is supported routinely by visual cues including pictures, gestures, and organisational structures. • requires a learning environment that provides clear and predictable routines. • A highly bespoke and structured individual timetable is in place with clear visual structures and support e.g. use of visual information to provide reminders of routines such as toileting and washing hands. • Structured teaching methods, e.g. TEACCH methods, an individual work system to promote concentration and independent task completion, first work then motivator/play systems, visually clear and organised tasks which have a clear beginning, middle and end. • Significant preparation for change (e.g. of routine, new environments, staff etc) through approaches such as personalised social stories tailored to the communicative level of the CYP are used to aid in communication and understanding. • requires timetabled and/or free access to an environment where there is reduced sensory stimulation e.g. low arousal or safe space to regulate and prevent sensory overwhelm. • requires daily, focused, time limited 1:1 interventions. • uses augmented or alternative communication.	(Specific Programmes & Activities) • Embedded use of visual or augmented communication strategies facilitated by an adult E.g. PECS (Phases 1-3) or Pro-loquo to go on an iPad. • Support required to access/use Bespoke and individualised Augmentative and Alternative Communication devices such as AAC grids. • Key staff must have accredited training in Autism / C&I needs such as Elkan (or equivalent), or through the Autism Education Trust programmes with reference to the Autism Good Practice Guidance. • May require specialist services to support with mental health and wellbeing. • Individual programmes to develop social understanding and social skills on a frequent basis. • Bespoke support to develop communication with support of SALT. • Individual approaches to identify triggers and responses (e.g. using resources such as The Anxiety Curve) and implementing a proactive plan to manage times of dysregulation (may include a risk assessment)
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