



Descriptors of provision for pupils in Designated Specialist Provisions (DSP), Units and Resource Bases

These banding descriptors have been produced to support understanding and awareness in multi-agency panels and facilitate the moderation of the provision of pupils within DSP's, units and resource bases. The descriptors are subject to ongoing review and revision.

These banding descriptors are a **best fit model** to provide guidance based on professionals' experience and expertise. 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 DSP's, Units and resource bases

Learning

- Additional support (small group and, at times, 1:1) in some areas of the curriculum to acquire basic learning skills and social competencies. This will be in the form of a bespoke curriculum delivered by qualified teacher and support staff who have received additional specialist training.
- A specially designed curriculum is in place within the DSP/Base/Unit with a focus on mainstream inclusion, core skills and preparation for adulthood.
- Community resources (including the sharing of selected and highly differentiated learning experiences with mainstream peers) is required in order to support teaching and generalise functional learning.

Enhanced ratios

- Small class sizes in comparison to mainstream (may vary dependent on type of specialist provision and cohort)
- Higher ratio of staffing to pupil

Skillset of staff

- Staff have enhanced training, experience and knowledge in areas specific to the designation of specialist provision they are working within.
- Training is regularly reviewed and updated in line with guidance and adapted to suit the needs of the cohorts.
- More regular access to external professionals.
- Pupils often require significantly higher levels of long-term inter-agency co-operation and planning.
- Staff are experienced and familiar with working across multi-agency teams (e.g. SALT, Social Care, CAMHS, Occupational Health)

Environment

- Classroom environment is organised to meet the different needs of pupils with SEND taking into account the size of room, accessibility, storage, acoustics, lighting and outside spaces.
- Access to mainstream facilities for inclusion based on the needs of the pupil.
- Access to additional specialist facilities (sensory rooms, soft play etc), as available.
- Carefully curated transitions around the buildings/grounds and outside of school.
- Spaces are regulated to provide secure access to rooms/areas of the school.

Designated Specialist Provision/Unit/Resource base			
Need/Observations	ENVIRONMENT	Curriculum Arrangements, Teaching approaches & strategies	Specific Programmes & activities
The child or young person: - Can access some mainstream learning & social experiences (may need adult support) - Seeks to communicate meaningfully with others, this could be using their preferred method of communication. - Can work independently in short bursts. - Seeks to engage with adults and peers for interaction and learning (this may be with adult support) - Can access a broad and balanced, differentiated curriculum in short bursts (may need adult support) C&I: CYP has 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 can lead to distressed behaviour that challenges. SLCN: CYP has limited functional communication & will take a prolonged time to process & respond to language SEMH: CYP's presenting behaviours cause a level of dysregulation of emotion that impacts on the CYPs ability to engage with and access education. HI has a hearing loss that has a severe impact on social inclusion and/or access to learning and requires external specialist involvement.	ALL: - specialist learning environments that provide physical and visual structures to meet sensory needs. - Access to break out spaces for regulation and intervention, 1-2 times a week. - specialist learning environments that allow adequate and appropriate floor space, storage, acoustics, lighting, and colour contrast. - An environment that supports planned transitions. - Access to mainstream environment weekly (inclusion quantity specific to individual CYP) - Access to a low arousal environment regularly to maintain regulation & well-being.	ALL: - Bespoke curriculum adapted to the needs of the CYP and taught within small class sizes. - Higher ratio of staff to CYP. - Significant preparation for change (e.g. of routine, new environments, staff etc) through approaches such as social stories and visuals - Direct teaching by teachers with appropriate subject specialist experience and qualifications (Secondary) - A curriculum that covers differentiated ability ranges including basic skills and opportunities to access formal qualifications, for example GCSEs.	ALL: Regular (weekly, at times, daily) access to specific interventions that meet the needs of the CYP delivered by trained staff. Additional SENDSS professional support. Daily access to Interventions and programmes that are research based such as: - Attention Autism - Intensive Interaction - Socially Thinking - The Zones of Regulation - CBT informed intervention With a focus on subjects such as Emotional literacy, Social understanding & Anxiety/Anger.
	Communication & Interaction specific: - Access to sensory facilities i.e. sensory circuits, sensory rooms. - specialist learning environments that provide physical and visual structures to meet sensory needs. - Access to break out spaces for regulation and intervention, 1-2 times a week.	Communication & Interaction specific: - Embedded use of visual or augmented communication strategies E.g. PECS or Pro-loquo – Ipad) - CYP requires access to a curriculum with appropriate environments & resources using structured teaching methods e.g., TEACCH.	Communication & Interaction specific: Key staff must have accredited training in Autism / C&I needs
	Social, Emotional & Mental Health specific: - Secure spaces to allow pupils to feel safe and protected.	Social, Emotional & Mental Health specific: - A curriculum that focuses on emotional and social learning in additional to academic learning.	Social, Emotional & Mental Health specific: Key staff must have accredited training in SEMH needs such as Restorative Practice and Trauma informed & attachment friendly approaches.
	Speech, Language & Communication specific: - frequent access to an environment where there is reduced sensory stimulation. - frequent access to a small group teaching environment where spoken language is supported routinely by visual cues including pictures, gestures, and organisational structures.	Speech, Language & Communication specific: - Bespoke provision to develop communication with support of SALT. - Embedded use of visual or augmented communication strategies E.g. PECS or Pro-loquo – Ipad)	Speech, Language & Communication specific: Key staff must have accredited training in SLC needs which may include communication forms such as Makaton / British sign language. Access to named SALT support once a week
	Hearing Impairment specific: - frequent access to an environment where there is reduced sensory stimulation. - frequent access to a small group teaching environment where spoken language is supported routinely by visual cues including pictures, gestures, and organisational structures.	Hearing Impairment specific: - The pupil will require frequent support to become an independent user of their equipment and to understand their hearing and listening needs and develop their deaf identity - daily equipment checks & guidance - pre and post tutoring to support language and understanding - Embedded use of visual or augmented communication strategies E.g. BSL/Makaton, PECS or Pro-loquo – Ipad)	Hearing Impairment specific: Key staff must have accredited training in HI needs which may include communication forms such as British sign language. Access to regular support from the HI team.