



Social Care & Education
SEND Support Service (SENDSS)



Rutland
County Council

Banding Descriptors SENSORY and PHYSICAL 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. This can then be discussed by professionals at the Element 3 (E3) funding allocation panel.

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 using sensory and physical bandings, consider whether the provision required falls under the definition of special educational provision i.e. required to educate or train. Even if medical or physical support is essential to prepare for the child or young person to be educated, it does not itself make it special educational provision. These bandings are for children and young people with a long-term physical impairment or disability, OR a physical disability or impairment as a result of a medical condition such as Cerebral Palsy or Muscular Dystrophy.

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

Environment, Specialist facilities, materials and/or equipment

- Use of Widgit 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.
- An accessible toilet with appropriate changing and / or washing facilities.
- Access routes into, out of and around the school/classrooms are accessible. Furniture is accessible & 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.

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 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.

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.
- There is regular, planned opportunities for small group work and/or 1:1 sessions.

Environment, Specialist facilities, materials and / or equipment

- May have sensory (vision or hearing or multisensory) issues requiring specialist equipment and / or trained staff.

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.
- 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.

Universal Inclusive Provision (BERA)

	Need / Observations	Curriculum arrangements, Teaching approaches and strategies	Specific programmes & Activities
A IMP BERA	A need has been identified by health professionals. It may also be a child or young person with an enduring need that can be met through universal. HEARING: Hearing affects listening but NOT their language and learning. VISION: Vision affects access to learning NOT their learning.	Accessible resources are provided at the start of lesson. The child or young person may require: - a PEEP, Health/Care Plan/Individual Risk Assessment. - arrangements such as alternative entrance and exit, leaving or arriving early during lesson change over and start/end of days. - assistance to carry equipment or belongings e.g., dinner trays, books, pe kit A private and safe space is available to take medication. All visual information is clear, well contrasted, non-cursive, devoid of clutter and appropriate font size. Work is recorded using appropriate equipment/methods e.g., black pen, word processor, bold lined stationary, Advice and guidance are sought relating to the sensory environment Time is allocated to staff to prepare modified resources. Strategies to support listening and access to the curriculum (deaf awareness strategies).	Vision and/or Hearing Impairments: - Appropriate whole school / Peer Awareness training. - Training related to specific medical needs and manual handling is completed and kept up to date. - All relevant staff have had training to use Assistive Listening Devices (radio or soundfield) systems, manage audiological equipment, magnification / low vision aids and use it appropriately. - All equipment and resources are maintained/in good working order. Advice sought from a Teacher of the Deaf for exam concessions Support may increase for transition
B E2	PHYSICAL: Physical needs affects access to learning NOT their learning.		

	Need / Observations	Curriculum arrangements, Teaching approaches and strategies	Specific programmes & Activities
C MB1	A need has been identified by health professionals. The child or young person: - has a sensory loss i.e., Vision/hearing/multisensory impairment, that has a moderate impact on social inclusion and/or access to learning and requires external specialist input. - Has a physical impairment that impacts on their learning The child or young person (Hearing): - has a hearing loss in both ears that has some impact on their communication, vocabulary, language levels and learning. - has a sensory loss with input from external specialists. - the deafness is likely to be permanent	Communication may be dependent on communication aids, e.g., communication books, visual systems. Curriculum access requires mediation and/or adaptations of curriculum materials. Physical needs give rise to safety issues and Curriculum and environment access may not be possible without mediation and/or adaptations of curriculum materials and/or adaptive equipment. The child or young person: - has functional communication. - requires structure and routine to reduce stress and anxiety. E.g. structured and planned meet and greet - can access the curriculum with some low-level communication support. - can manage within the overall organisation and curriculum but who, - may have some sensory processing differences but can manage these independently when prompted by an adult.	The child or young person may require: - specific, time limited interventions with clear entry and exit criteria intermittently. - Intermittent/occasional additional supervision and intervention over and above the class team e.g., Speech and language Therapy - regular small group support for language and vocabulary development (explicit or linked to curriculum) - may require assessment of mobility skills at transition points in their school career. - short programmes of work to develop specialist skills in relation to vision loss, e.g. touch-typing, developing independence/self-advocacy.

	The child or young person (Vision): - may use modified large print and/or ordinarily available assistive technology/software (with accessibility features enabled) to access all learning materials throughout the day - will require additional adult support to make learning accessible and to teach specialist skills. The child or young person (Physical): - has some independence in managing interventions required for their condition e.g., personal care, movement, however regular adult support is needed. - physical begins to significantly impact on their self-esteem, social interactions and emotional regulation. - Has reduction in their independent mobility and/or selfcare skills. - may be a wheelchair user or use mobility aids that will need adult assistance at times of transition.	- may use hearing aids and may make use of a soundfield system or Assistive Listening Device (ALD) - requires regular adult support to remain engaged in activities (over 15hrs per week). The child or young person may require: - support to become an independent user of their equipment and to understand their hearing/vision/physical needs - equipment checks are required daily - approaches in place and planned for to regularly check understanding - access arrangements (e.g. extra time or live speaker) - additional support in practical subjects (safety). The child or young person with a vision impairment may require: - support to become an independent user of their assistive technology and to understand their vision needs. - regular checks of understanding and opportunities to review key learning - access arrangements for all assessments and exams - provision of all learning materials in modified large print and/or electronic format - flexibility within the curriculum/timetable to allow for the teaching of specialist skills (e.g. touch-typing) The child or young child with a hearing impairment may require: - support to become an independent user of their audiological equipment and assistive technology and to understand their hearing needs. - regular checks of understanding and opportunities to review key learning	Advice is sought from a Teacher of Deaf Children and Young People. This could increase for transition and examinations Advice and input is sought from a Teacher of the Vision Impaired/Vision Support Team. This could increase for transition and examinations. The child or young person may have support from physio/OT/SALT etc with a programme that requires some input from school staff supported through basic training from Health. Programme of study planning may need be overseen and reviewed by SENDCO with possible advice from external specialists.
D MB2	The child or young person: - has a sensory loss e.g., hearing / vision / multisensory (combined hearing and vision loss) impairment, that has a severe impact on social inclusion and/or access to learning and requires external specialist involvement. - has a physical or such as cerebral palsy. - sensory and / or physical needs significantly impacts on their cognition and behaviour for learning. - will have significantly reduced mobility and/or selfcare skills. - A child who uses specialist equipment at most points throughout the day. The child or young person (Hearing): - has a hearing loss that significantly impacts on their communication, language and learning and/or is new to UK or late aided.	Curriculum arrangements, Teaching approaches and strategies Where appropriate, an alternative curriculum must be offered to develop independence and life skills. Curriculum access not possible without significant mediation and/or adaptations of curriculum materials (requiring training to produce resources) e.g., scaffolding, physical/neurological difficulties requiring support for recording. The child or young person may require: - frequent access to a small group teaching environment where spoken language is supported routinely by visual cues including pictures, gestures, and organisational structures. - frequent adaptations to the curriculum, teaching methods and learning environment to access their learning. - a personalised learning environment that provides clear and predictable routines (bespoke timetable, workstation, calm space). - frequent access to an environment where there is reduced sensory stimulation. - frequent adult support in practical subjects (safety). - pre and post tutoring to support access and understanding	Specific programmes & Activities Daily, focused, time limited small group/1:1 intervention. Targeted support: Staff working directly with the child must have knowledge and training in best practice teaching and planning provision Communication systems such as PECS in use and facilitated by an adult. May have support from physio/OT/SALT etc with a programme that requires significant input from school staff supported through specialised training that needs regular updating from Health. The child or young person may require:

	- will use hearing aids or Cochlear Implants. - Their deafness will have a direct impact on their language, thinking and literacy development as well as their interaction and social development. - will require ongoing support to become an independent user of their equipment and to understand their hearing and listening needs and develop their deaf identity The child or young person may (Vision): - may use modified large print and/or specialist assistive technology to access all learning materials throughout the day - Will require a significant level of additional adult support to make learning accessible and to teach specialist skills. The child or young person (Physical): - uses a mobility aid, specialist seating or requires significant support in moving positioning, personal care and eating/drinking needs - will have substantial communication and recording needs associated with physical disability.	- Access arrangements (e.g. extra time or live speaker) - Approaches in place to frequently check understanding throughout the day The child or young person (Hearing): - 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 The child or young person may require (Vision): - support and direct teaching to become an independent user of their specialist assistive technology and to understand their vision needs. - Preview of learning materials, regular checks of understanding and opportunities to review key learning - access arrangements for all assessments and exams and direct support/teaching to independently use modified exam materials and equipment - provision of all learning materials in modified large print and/or electronic format - flexibility within the curriculum/timetable to allow for the teaching of specialist skills (e.g. touch-typing, long cane training, independent travel training, specialist IT skills) The child or young person (Physical): - daily equipment checks & guidance - support each lesson to set up or use assistive technology (including electronic equipment) - additional intervention and support with mobility in new environments. <i>The pupil, family and setting may need support in managing their developing social and emotional needs and their understanding of the impact of vision loss, deafness or physical limitations.</i>	- enhanced PSHE programmes to ensure skills are embedded within a small group or 1:1. - Individual or small group support for language and vocabulary development (explicit to curriculum) - individual or small group support to develop social and emotional understanding, support friendship skills and understand impact of Vision impairment and/or deafness. - individual or small group support to develop social, emotional understanding & support friendship skills. - individual programme to develop and maintain self-care skills, health and safety. - short programmes to develop habilitation skills (i.e. long cane training, independent travel training, independent living skills). - long term programmes of work to develop specialist skills in relation to vision loss such as IT and keyboard skills (e.g. use of screen reader, specialist assistive technology), developing independence/self-advocacy. Frequent advice and input sought from a Teacher of the Vision Impaired/Vision Support Team. This could increase to support transition, vision changes and examinations Regular visits and advice and input is sought from a Teacher of Deaf Children and Young People/ Hearing Support Team. This could increase for transition and examinations
E MB 3	The child or young person: - has a sensory loss e.g., hearing / vision / multisensory (combined hearing and vision loss) impairment, that has a severe to profound impact on social inclusion and/or access to learning and requires external specialist involvement. - has a sensory need such as hearing, vision, dyspraxia, DCD - sensory and/or physical needs impacts on their cognition, behaviour for learning, social	Curriculum arrangements, Teaching approaches and strategies Able to access curriculum and buildings only with substantial adaptations of all learning materials requiring training to produce resources and additional support in practical subjects to enable safe participation. May require a modified curriculum in order to allow additional time on priority learning areas. 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 A high level of direct adult support is required to interact appropriately.	Specific programmes & Activities Daily, focused, time limited small group/1:1 interventions. Multisensory – will have an intervenor to support their access to the curriculum Targeted Support: Support required to access/use Bespoke and individualised Augmentative and Alternative Communication devices such as AAC grids.

interaction, emotional wellbeing and independence skills throughout the day. - has additional needs that impacts on their safety/communication during unstructured times. The child or young person (Hearing): - Will use hearing aids or cochlear implant/s - May use BSL/SSE to access their learning and require a CSW (Communication Support Worker). The child or young person may (Vision): - may use tactile methods of learning or be a dual media user (braille and modified large print). - Will require a high level of additional adult support to make learning accessible and to teach specialist skills. - Will require additional adult support at unstructured times to facilitate social inclusion (e.g. accessible playground games) and ensure health and safety. The child or young person (Physical): - will have a high dependency on adults for all aspects of their daily life. - may be a wheelchair user or use mobility aids that will need a high level of adult assistance throughout the day. - Physical skills may fluctuate and/or deteriorate during a day - requires high level of individual supervision in order to engage in and develop independence skills and address health and safety issues.	The child or young person may require: - daily access to a small group, teaching environment where spoken language is supported routinely by visual & concrete cues including pictures, gestures - support to manage all of their toileting, eating and drinking needs - a learning environment that provides clear and predictable routines. - access to an environment where there is reduced sensory stimulation. - augmented or alternative communication. - Support planned & in place to consistently check access & understanding - Individual support for practical activities to ensure safety - additional intervention and support with mobility to ensure safety (daily) - pre and post tutoring to support access and understanding - Significant access arrangements (e.g. extra time, scribe, rest breaks, live speaker or adapted resources) - Daily equipment checks & guidance - Approaches in place to consistently check understanding at the start and during learning tasks (either CT or support staff) - Accesses quiet learning areas on a daily basis - Requires pre and post tutoring to support language and understanding (e.g. at least 30 mins daily) - May require individual or small group support to develop social and emotional understanding and support friendship skills (e.g. 30 mins p/w) - May require a reduced curriculum in order to allow additional time on priority learning areas - Time for school staff to meet with specialist teachers. The child or young person may require (Vision specific): - high level of support and direct teaching to become an independent user of their specialist assistive technology and/or braille/tactile skills - to be able understand their vision needs and advocate for themselves in a learning environment and in the community. - preview of learning materials, regular checks of understanding and opportunities to review key learning considering the significant impact of lack of incidental learning - access arrangements for all assessments and exams and direct support/teaching to independently use modified exam materials (braille/non-interactive PDFs, tactile diagrams, etc.) and equipment - provision of all learning materials in modified large print, braille, audio and/or electronic format - may require a reduced curriculum in order to allow additional time on priority learning areas and flexibility within the timetable to allow for the teaching of specialist skills (e.g. touch-typing, long cane training, independent travel training, specialist IT skills, tactile skills)	May have support from physio/OT/SALT etc with a programme that requires significant input from school staff supported through specialised training that needs regular updating with monitoring and sign off by specialist professionals. The child or young person may require: - individual or small group support to develop social and emotional understanding, friendship skills and understand impact of Vision impairment and/or Deafness. - Individual or small group support for language and vocabulary development (explicit to curriculum) - on-going teaching to develop habilitation skills (i.e. long cane training, independent travel training, independent living skills). - On-going programmes of work to develop specialist skills in relation to vision loss such as IT and keyboard skills (e.g. use of screen reader, specialist assistive technology including braille devices), direct teaching of tactile skills (e.g. braille, tactile diagrams, Moon), developing independence/self-advocacy. Frequent advice and input are sought from a Teacher of the Vision Impaired/Vision Support Team. This could increase to support transition, vision changes and examinations Regular visits and advice are-sought from a Teacher of Deaf Children and Young People. This could increase for transition and examinations Time is required for school staff to meet with specialist teachers.
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