

City of York Banding Thresholds September 2016

**Cognition and
Learning**

City of York Banding Thresholds

These Thresholds were developed with reference to the special educational needs and disability code of practice 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (2015)

Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

This Threshold document refers to Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

	FUNDING	DESCRIPTOR LEARNING	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
0	Mainstream Element 1 £4K	<ul style="list-style-type: none"> The CYP is working generally within or just below age related expectations . Some difficulties with learning may include some misconceptions and/or taking longer to understand new concepts. Difficulties may be specific to one aspect of learning 	<ul style="list-style-type: none"> The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. The school is proactive in identifying individual needs and monitors that appropriate action is taken Routine school and class formative and summative assessments are used to tailor lesson objectives and teaching styles to needs Robust whole school moderation systems assure accuracy of all teacher assessments Normal school progress monitoring including: Data Analysis; Pupil Progress meetings: Lesson observations and work scrutiny identify difficulties and inform provision planning. Differentiated lesson plans are monitored as part of the school improvement process The views of pupils and parents are valued. Constructive feedback is given to the CYP as part of AFL . Analysis of assessment information by SLT/subject managers leads to strategic provision planning A regularly evaluated whole school Provision Map sets out interventions, provision and outcomes 	<ul style="list-style-type: none"> The CYP experiences learning needs which are managed well in mainstream class with appropriate differentiation of task/teaching style. The school has high aspirations for all CYP including those who have SEN. The class/subject teacher is held to account for the learning and progress of all CYP within a mainstream class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. High Quality Teaching meets the needs of all pupils and includes: <ul style="list-style-type: none"> Flexible grouping arrangements. Some differentiation of activities and materials Differentiated questioning Use of visual, auditory and kinaesthetic approaches. Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. Resources and displays that support independence. Routine feedback to pupils Focussed guided reading and writing groups are led by a teacher Barriers to learning are considered and appropriate arrangements made to overcome these. Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage. 	<ul style="list-style-type: none"> The school can demonstrate an inclusive ethos that supports the learning and well being of all pupils A broad and balanced curriculum is planned for all pupils The school is flexible in adapting the core offer to meet needs of all pupils Opportunities are provided for small group work based on identified need The wider curriculum promotes positive examples of diversity. Well-planned and stimulating PHSE/Citizenship curriculum, differentiated to needs of cohort/class SEAL materials and interventions are routinely used. Anti bullying is routinely addressed and pupils are confident in reporting incidents. Pastoral arrangements are embedded in whole school practice Other school pastoral interventions could include <ul style="list-style-type: none"> Meeting and Greeting Circle Time Peer mentoring Buddy systems Restorative Practice ELSA support Lunch clubs Peer reading 	<ul style="list-style-type: none"> An experienced teacher is employed as the accredited SENCO as defined in the SENCO Regulations 2008 Governors ensure that the SENCO is allocated sufficient time to fulfil all statutory & other duties A regularly updated SEN policy details the effectiveness of the arrangements for SEN in the school. A regularly monitored, reviewed and updated inclusion policy underpins practice. The school employs additional adults to support the needs of all pupils e.g MSAs, Family Support Worker. All staff including TAs and MSAs have up to date job descriptions and are included in whole school appraisal systems. Designated time is allocated to Teaching Assistants for planning and liaison with teachers All staff have received training on SEN and understand how to support with learning difficulties. Whole school CPD has included use of the Inclusion Development programmes for Dyslexia and/or SLCN. School staff access LA training to keep informed on meeting the needs of CYPs. Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice. E.g. <ul style="list-style-type: none"> Wave 1 Resource File Writing a Case Study Using TAs Effectively

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1 SEN Support	Mainstream Element 1 £4K + element 2- £6k	<ul style="list-style-type: none"> The CYP is working below age related expectations Progress is limited in most/all areas of learning and development. Some problems with concept development and logical thought. Just below the average range for attainment with SS 75-85 Low level difficulties in the acquisition/use of language / literacy / numeracy skills. Difficulties with pace of curriculum delivery. 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> The school complies with national guidance and local criteria including the York Outcome Matrix (YOM) to determine which pupils require additional and different provision. Underachievement is identified from data and discussed in detail at pupil progress meetings Baseline of skills (e.g phonic knowledge, word reading and spelling) is undertaken to identify strengths and weaknesses Consultation between teacher and SENCO considers in more detail the nature of any difficulties and explores ways to overcome the barriers to learning identified. There is an Assess/ Plan/Do/ Review cycle in place for each pupil and progress is routinely evaluated. Parents are involved regularly and know how to support targets at home. Pupils are involved in setting and monitoring their targets. School trips are planned well in advance and take into consideration the needs of the CYP 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> CYP has identified needs which are highlighted to all staff with advice on support strategies provided and monitored by the SENCO/SLT Inclusive teaching with emphasis on small step approach Increased differentiation by presentation, outcome, timing, scaffolding, and additional resources. Simplified level/pace/amount of teacher talk. Pre-tutoring used effectively Activities and time built into lesson planning to give opportunities for pupils to work on own targets Alternative forms of recording routinely offered and used e.g.ppts, oral presentation, posters, sound buttons, mind maps, matching labels to pictures, sorting into category etc 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> Some additional and/or different provision enhances the core offer. Normal curriculum plans include individual/group targets. TAs are used flexibly so that the teacher can focus on individuals and groups. Time limited proven interventions are matched to pupil need and delivered by suitably trained staff. Some use of small group or 1:1 programmes planned by the teacher and delivered by a TA to address specific difficulties Progress in interventions is recorded and shared with teachers so that learning is transferred and focussed teaching can be planned to address any difficulties Opportunities are provided for skill reinforcement / over learning / revision / transfer and generalisation. Whole school systems evaluate the impact of interventions and monitor the quality of teaching and learning. 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> When deciding whether to make special educational provision, the teacher and SENCO consider all information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Main provision is by class/subject teacher with advice from SENCO All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Additional adults including trained TAs are routinely used to support flexible groupings, differentiation, interventions and some 1:1. Time is allocated for planning and feedback between teacher and TAs. Routine curriculum resources are made available including: writing frames; word banks; writing mats; practical equipment; visual cues; cue cards; alphabet cards/strips appropriate to both literacy and numeracy etc Topic specific additional resources are routinely provided. Use of additional adult (e.g MSA/ TA) for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curriculum activities, supervision in the playground.

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2 SEN Support	Mainstream Element 1 £4K + element 2- £6k	<ul style="list-style-type: none"> The CYP is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers Progress is at a very slow rate Additional support is required to ensure progress and/or access the curriculum Moderate difficulties with concept development and logical thought which limits access to the curriculum. Below average range for attainment with SS 65-75 Moderate but persistent difficulties in the acquisition / use of language / literacy / numeracy skills. There maybe co-existence of secondary needs. The CYP may have difficulties with independence and organisation 	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> The SENCO undertakes more specialist assessment using tools relevant to area of difficulty e.g. reading assessments; receptive language; spelling; mathematical concepts. Parent and pupil views are actively sought and acted upon. Results are discussed with parents and those involved with the CYP and used to inform personalised planning and target setting. There is a commitment to developing independence with steps planned and agreed. Individual and/or Group termly Education Plans are created with progress against targets routinely reviewed with the CYP and with parents/carers Recommendations from specialists are included in planning for the CYP. TAs understand the purpose of the IEP or group plan and support the CYP to achieve targets 	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> The CYP has identified needs which require additional specific provision and/or advice which might include a detailed time limited programme, intervention, personalised timetable and/or resources. Mainstream class with regular targeted small group support On going opportunities for 1:1 support focused on specific personalised targets with reinforcement in whole class activities to aid transfer of skills Flexibility of groupings allows for buddy support / good role models / focused teaching. Further modification of level, pace, amount of teacher talk to address pupils' identified need. Advice from external agencies is implemented in the classroom There may be need for very structured and multi sensory approaches to learning. Pre tutoring is used to enable the pupil to engage with learning in the classroom. Enhanced opportunities to use technological aids Use of visual reminders, timers, resources and rewards to develop independence. 	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> Emphasis on increasing differentiation of activities and materials within an inclusive curriculum to individual pupil level Some adaptation to NC programme of study may be necessary to reflect attainment outside the expected range for the year group or key stage. Some withdrawal for short periods with learning planned by the class/subject teacher and/or additional teacher and reinforced within the classroom. Routine opportunities for over learning and practice of basic skills on a daily basis. Emphasis on automaticity, skill mastery, and generalisation of skills Regular monitoring and evaluation of programmes to measure outcomes. 	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from other professionals as appropriate. Increasingly more individualised / personalised resources in order to meet need are made easily available at all times. School provides specific equipment resources, games and appropriate software and access to hardware Additional adult under the direction of teacher, provides sustained targeted support on an individual/ group basis. Space is provided for ICT, individual work and storage for any specific equipment Time is allocated for planning and feedback that includes written records and notes. Appropriate CPD opportunities for the teacher and TAs are planned including specific training shadowing, visits to other schools. There is regular liaison between school staff external agencies and parents. Dates for review meetings with parents/carers are planned well in advance to include input from other professionals. Progress and issues are discussed, action agreed and minuted.

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2B	ERP place for SpLD, £10K place	<ul style="list-style-type: none"> For CYP with specific difficulties learning may be inconsistent or incomplete. Progress may be limited with standardised assessments 65-75 in a specific area of learning. The CYP may be showing signs of frustration 	<p><i>Bands 0, 1 and 2 plus</i></p> <ul style="list-style-type: none"> The specialist teacher undertakes detailed diagnostic assessments in order to create individualised skill development programme for the CYP. Progress in skill acquisition is tracked and monitored Pupils are supported to take ownership of their own learning. There is close liaison and sharing of expertise and teaching strategies between the ERP specialists and the mainstream staff to promote and support transference of learning 	<p><i>Bands 0, 1 and 2 plus</i></p> <ul style="list-style-type: none"> The CYP has a level of need that has been assessed as requiring a highly specialist teaching and provision which may include small group work Specialist, highly skilled and trained staff take responsibility for devising, delivering & evaluating a personalised programme that accelerates learning. Multisensory approaches are used Pupils are taught strategies and provided with resources to assist with the development of independent learning. Alternative ways of recording include electronic devices 	<p><i>Bands 0, 1 and 2 plus</i></p> <ul style="list-style-type: none"> Intensive and varied opportunities are provided to develop automaticity in reading and writing skills. Pupils are included in mainstream classes with appropriately planned support that promotes independence. IT software programs are used to support learning 	<ul style="list-style-type: none"> Highly specialist teaching and personalised provision. TAs have received additional training to develop skills directly related to understanding and supporting pupils with dyslexia. CPD from specialist staff ensures that mainstream staff have understanding of dyslexia and are provided with appropriate strategies and advice. The quality of teaching and learning for pupils from the ERP in mainstream classes is monitored by the specialist teacher.

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3 EH CP	Mainstream Element 1 £4K + element 2- £6k + element 3 (top up funding)	<ul style="list-style-type: none"> The CYP is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers The CYP has significant and enduring difficulties with concept development and logical thought Well below average range for attainment with SS 65 and below (equivalent to first percentile or below). Significant and persistent difficulties in the acquisition/use of language / literacy / numeracy skills. Possibly some complexity of other needs Significant difficulties with organisational skills and independent learning. Self esteem may have suffered and behaviour problems linked to frustration may have resulted. 	<p><i>Bands 0, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> Specialist assessments by Educational Psychologist (EP) and /or Specialist Teacher Long term involvement of educational and non-educational professionals as part of statutory assessment / EHC plan or Annual Review processes Assessments, including statutory assessment, lead to a detailed pupil profile being developed. Provision map and IEPs set out individualised interventions and outcomes Weekly planning by teacher and TA ensures that CYP gets a balance of individual/group and whole class learning experiences. A detailed CYC Personalised Learning Plan (PLP), focusing on the acquisition of basic skills, provides opportunities for over learning Robust monitoring systems ensure that progress is made and sustained. 	<p><i>Bands 0, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> The CYP has significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals as part of statutory assessment/EHC plan The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks. Flexible seating arrangements enable the CYP to interact and learn with a range of peers Additional adults, under the direction of the teacher, supports pupil working on modified curriculum tasks; provides regular opportunities for small group work and daily 1:1. promote independence create opportunities for peer to peer interaction. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement 	<p><i>Bands 0, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> Curriculum planning reflects levels of achievement Substantial adaptations may be required in at least the core subject to allow the CYP to work and be assessed on programmes of study appropriate to the CYP rather than the key stage Presentation and delivery may require modification and support through the use of real objects. An individualised learning programme is developed with support from SENCO and advice from education and non-education professional as appropriate. Qualified and experienced teachers and directed TA deliver aspects of the programme acting on advice from external specialists to include Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific IEP targets. 	<p><i>Bands 0, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process Annual Reviews use a Pupil and Family Centred Approach which may involve other Agencies. SENCOs provide support to teacher and TAs and take responsibility for ensuring appropriate specialist CPD SENCO regularly quality assures the learning experience of the CYP Increased levels of personalisation and differentiation according to need. Access to additional adult support Therapeutic equipment and aides Close regular liaison between school and home (formal and informal)

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4 EH CP	Mainstream Element 1 £4K + element 2-£6k + element 3 (top up funding)	<p><i>Band 0,1,2,3 plus:</i></p> <ul style="list-style-type: none"> • CYP present with a range of issues and an accumulation of layered needs • The CYP will experience significant, complex persistent and enduring learning difficulties • These learning difficulties may co-exist with a medical condition and/or physical or sensory difficulties • There may be associated behaviour difficulties including attention difficulties and/or self esteem issues. 	<p><i>Band 0,1,2,3 plus:</i></p> <ul style="list-style-type: none"> • Specialised assessments relevant to characteristics of medical condition, physical difficulties and/or sensory needs. • Risk assessments identify dangers and needs for additional support. • Personalised timetable includes sessions for therapeutic interventions, where these are required as part of the CYP's daily/ weekly plan. • Long term ongoing involvement of educational and non-educational professionals as part of EHC plan • Completion of assessments as part of Annual Review processes submitted to EHCP Panel. 	<p><i>Band 0,1,2,3 plus:</i></p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. • Appropriate modification of the delivery of the curriculum in consultation with the SENCO and educational and non educational professionals • Learning style determines teaching methods. 	<p><i>Band 0,1,2,3 plus:</i></p> <ul style="list-style-type: none"> • Tasks and presentation personalised to pupil's needs. • Individualised level/pace/ amount of teacher talk. • Significant emphasis on consolidation and lateral progress before introducing new skills. • Small steps targets within group programmes and/or 1:1 • Development of automaticity should be facilitated through overlearning opportunities 	<p><i>Band 0,1,2,3 plus:</i></p> <ul style="list-style-type: none"> • Further increased levels of personalisation and differentiation according to learning need and any relevant medical characteristics. • Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks; provides regular opportunities for small group work and daily 1:1. This is likely to include some therapy type activities which are condition led

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5 Special	Special School, specialist class, or package £10K	The CYP will experience profound, complex life-long learning difficulties, and will require specialised provision, with personalised programmes of support delivered by staff with a high level of expertise	<i>All of band 0,1,2,3,4 plus:</i> Multi-agency assessments will need to be undertaken in a cohesive and non-intrusive manner, being sensitive to the communication preferences of the CYP.	<i>All of band 0,1,2,3,4 plus:</i>	<i>All of band 0,1,2,3,4 plus:</i> Requires additional staff support to access learning in a specialist setting/ mainstream due to high level of vulnerability presented by the CYP.	<i>All of band 0,1,2,3,4 plus:</i> Requires additional staff support in a specialist setting due to high level of vulnerability presented by the CYP. Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS.

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6	Out of area independent specialist provider	All of the above but the CYP has such complex needs that their needs cannot be met in a school within York , i.e. they attend a non-maintained educational or residential placement (Out of Area). This may also include support for health and social care issues.				