

## **Progressive Provision Levels**

This progressive provision document has been collaboratively written to outline the possible levels of need and provision for learners with Special Educational Needs (SEN) at SEN Support and those learners with an Education, Health, and Care Plan.

The provision detailed within these levels is designed to support the graduated approach which is built on a strong foundation of High-quality teaching, adapted for individual pupils and that this is considered as the first step in responding to pupils who have or may have SEND. This expectation is clearly detailed both within the SEND Code of Practice and within the teacher standards. It should be supported within the educational setting through high quality professional development for all staff in addition to regular engagement with more focussed professional development for those responsible for SEND. It is important to remember that additional intervention and support cannot compensate for a lack of good quality teaching.

It is anticipated that the provision detailed in the following descriptors is underpinned by the educational settings inclusive ethos. A settings compliance with the Equality Act and details of appropriate reasonable adjustments will be clearly demonstrated through the following documentation which it is expected will be up to date and available on their setting website:

- SEND Policy
- SEND Information Report
- Accessibility Plan
- Admissions Policy
- Behaviour/Relationship Policy
- Anti-Bullying Policy

This document has been designed to support Education Setting Staff to take action to remove barriers to learning and put effective special educational provision in place. This should be read in conjunction with the [Local Authority Graduated Approach document](#) which underpins the provision needs at levels 0-3 for each of the areas of need.

Special Educational Needs and Support should take the form of a four-part cycle of assess, plan, do, review, which parents and young people must be notified of. The graduated approach is most effective when the learner and their parents are involved at each stage of process. Where a learner is in receipt of SEN Support, educational settings should meet with parents and the learner at least three times each year. Specific guidance for each of the 4 areas of need are linked within the document to highlight expectations in line with universal, targeted and specialist provision.

Nasen-Whole School SEND also provides a good support to guide on the tiered approach of support at universal, targeted and specialist levels. [What works | Whole School SEND](#)

A learner's progressive provision level will be determined initially by the descriptors for the learner's primary need with adaptations considered as detailed for any secondary category of need.

### Cognition and Learning Needs

This set of descriptors will apply to those identified with the following types of Cognition and Learning Needs:

▪ **Specific Learning Difficulties**

Specific Learning Difficulty (SpLD) is a term that refers to a difference or difficulty with a particular aspect of learning. The most common SpLDs are dyslexia, dyspraxia, attention deficit-hyperactivity disorder, dyscalculia, and dysgraphia. An individual may have one of these independently or they can co-exist as part of a wider profile.

▪ **Moderate Learning Difficulties**

Moderate Learning difficulties (MLD) is a term applied to children who have difficulties resulting in school attainments below expected levels in many areas of the curriculum, despite academic support and adaptive teaching.

▪ **Severe Learning Difficulties**

Learners with severe learning difficulties (SLD) have very significant needs in all cognitive domains. Their cognitive levels are normally at or below the 0.01 percentile. This has a major effect on their ability to participate in the school curriculum without enhanced support.

▪ **Profound and Multiple Learning Difficulties**

A profound and multiple learning difficulties (PMLD) is when a person has a severe learning difficulties and other disabilities that significantly affect their ability to communicate and be independent. Someone with PMLD may have severe difficulties seeing, hearing speaking and moving

Progressive Provision Level	Identified Need	Provision in Place	Evidence of Need and Provision
0 (Universal Provision)	No identified Special Educational Needs	<ul style="list-style-type: none"> <li>• Will be included in school and class using Quality First Teaching approaches.</li> <li>• Full inclusion to the National Curriculum through use of appropriate adaptation.</li> </ul>	
1 (Cause for concern raised)	<ul style="list-style-type: none"> <li>• In Early Years: Functioning below their chronological age across most areas of development.</li> <li>• From KS1: Below expected rate of attainment and not hitting milestones/keeping up with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Full inclusion to the EYFS/ National Curriculum/ through use of adaptation and group support</li> <li>• Will be included in school and class using Quality First teaching approaches with specific support for targets which involve cognition and learning strategies.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Difficulty with the acquisition / use of language, English, Math skill.</li> <li>• Difficulty with the pace of curriculum delivery.</li> <li>• Some problems with concept development.</li> <li>• Difficulties with working memory.</li> <li>• Difficulties with processing speed.</li> <li>• Difficulties with phonological awareness/processing.</li> </ul>		
2 (Early Intervention)	<ul style="list-style-type: none"> <li>• In Early Years: Functioning below their chronological age across all areas of development.</li> <li>• From KS1: Attainment is not in line with ARE despite targeted support.</li> <li>• From KS2: Attainment is <b>approximately up to 1 year behind</b> expected levels despite targeted support.</li> <li>• <b>Mild</b> but persistent difficulties in the acquisition/use of language/literacy/numeracy skills.</li> <li>• Poor organisation skills, and difficulties concentrating, maintaining attention.</li> <li>• Processing difficulties limit independence and may need adult support in <b>few</b> areas.</li> </ul>	<p>As Progressive Provision Level 1 plus:</p> <ul style="list-style-type: none"> <li>• Will be part of school/setting and class teaching and assessments, however SENCo may be involved in more specific assessments and observations.</li> <li>• May be categorised as at School Support level.</li> <li>• Have opportunities for small group work within the usual classroom planning and management along with more targeted interventions as appropriate to area of need.</li> </ul>	
3 (SEN Support)	<ul style="list-style-type: none"> <li>• In Early Years: Functioning below their chronological age across most areas of development.</li> <li>• From KS1/2: Attainment is <b>up to 2 years behind</b> expected level despite adapted learning opportunities and concentrated support with specific interventions.</li> </ul>	<p>As Progressive Provision Level 2 plus:</p> <ul style="list-style-type: none"> <li>• Enhanced adaptive teaching, regular targeted small group, or individual support.</li> <li>• Use of more detailed NC assessment tools e.g., B Squared/PIVATS</li> <li>• Will need additional professional support from skilled colleagues, e.g., SENCo, to aid curriculum</li> </ul>	

	<ul style="list-style-type: none"> <li>• Needs persist and appear resistant to previous interventions.</li> <li>• Moderate and persistent difficulties in the acquisition/use of language/English/math skills.</li> <li>• <b>Moderate</b> difficulties with independent working and needs the support of an adult at times and a modified curriculum.</li> <li>• Appropriately qualified assessor (CCET) or Educational Psychologist indicates moderate difficulties in cognitive and adaptive skills.</li> <li>• Moderate difficulties in understanding concepts and developing adaptive skills.</li> <li>• Moderate difficulties with independent working and maintaining attention to a task without adult support.</li> <li>• Associated speech and language delay, reduced levels of concentration and immature social skills.</li> <li>• Difficulties in other areas including organisational skills, behaviour, social and emotional.</li> </ul>	<p>modifications and develop strategies to address C&amp;L needs.</p> <ul style="list-style-type: none"> <li>• Planning may also consider advice from other professional support e.g., Outreach Services.</li> <li>• Will be categorised as School Support level.</li> <li>• Have time limited programmes of intervention targeting identified need.</li> </ul>	
4 (EHCP)	<p>As Progressive Provision Level 3 plus:</p> <ul style="list-style-type: none"> <li>• From KS1/2: Attainment <b>is at least more than 2 years behind</b> expected level despite.</li> <li>• <b>Significant</b> cognitive impairment restricts access to an age-related curriculum.</li> </ul>	<p>As Progressive Provision Level 3 plus:</p> <ul style="list-style-type: none"> <li>• Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum. These will include conceptual understanding of everyday language and subject specific vocabulary; pace of delivery; significant pre-learning and over learning of concepts and functions and use of alternative recording methods.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Short term memory difficulties which impact significantly on progress e.g., requiring small steps progress and extensive overlearning.</li> <li>• Significant difficulties with independent working e.g., needs the support of an adult and a personalised curriculum at increased times.</li> <li>• Significant difficulties in the acquisition/use of language/English, Math skills, with an age-related curriculum and out of school activities.</li> <li>• Significant level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with support from SENCO and advice from appropriately trained assessor and non-education professionals as appropriate.</li> <li>• Where appropriate an alternative curriculum to develop independence and life skills.</li> <li>• Daily opportunities with a teacher or an additional adult, <b>under the direction of the teacher</b> providing sustained targeted support on an individual/group basis.</li> <li>• Inclusion in mainstream setting. However, there will be a need for an enhanced level of individual and targeted support.</li> </ul>	
5	<p>As Progressive Provision Level 4 plus:</p> <ul style="list-style-type: none"> <li>• The learners will have a significant need in another area of need, e.g., Communication and Interaction, Social emotional and Mental Health or Sensory, Physical or Medical.</li> </ul>	<p>As Progressive Provision Level 4 plus:</p> <ul style="list-style-type: none"> <li>• Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria.</li> <li>• Inclusion in class/setting, however, there will be a need for an enhanced level of individual and targeted support and significant adaptation of the curriculum for both primary and secondary needs for <b>some</b> of the week.</li> <li>• May access a bespoke enriched curriculum within a small group provision for <b>some</b> of the day/week.</li> <li>• Targets are short term and specific, monitored and reviewed on a short-term basis.</li> </ul>	
6	<ul style="list-style-type: none"> <li>• As Progressive Provision Level 5 plus:</li> </ul>	<p>As Progressive Provision Level 5 plus:</p> <ul style="list-style-type: none"> <li>• <b>Highly</b> modified curriculum. The curriculum modifications must be selected to engage</li> </ul>	

	<ul style="list-style-type: none"> <li>• Difficulties are seen and evidenced as being wide ranging, complex, and with a very significant impact on attainment.</li> <li>• Significant and persistent difficulties in the acquisition/use of language/English/math skills, an age-related curriculum and out of school activities</li> <li>• Significant level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence and requires specialist teaching.</li> <li>• Will struggle to achieve ARE throughout their education.</li> <li>• The learners will have a significant need in more than one other area of need, e.g., Social emotional and Mental Health and Sensory, Physical or Medical.</li> </ul>	<p>learners with learning needs in relation to curriculum content, peer groups etc.</p> <ul style="list-style-type: none"> <li>• Planning for unstructured times must be provided.</li> <li>• All staff will have training in meeting Cognition and Learning needs at this level.</li> <li>• Inclusion in setting would need high level of staff support across the day and significant adaptation of the curriculum.</li> <li>• May access a bespoke, enriched curriculum within a small group provision for <b>much</b> of the day/week.</li> </ul>	
7	<p>As Progressive Provision Level 6 plus:</p> <ul style="list-style-type: none"> <li>• In addition to extensive cognitive impairment, the learners will have a significant need in another area, e.g., Social emotional and Mental Health and Sensory, Physical or Medical need which requires support to manage.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Learner has profound and multiple learning disabilities with cognitive impairment profoundly restricting</li> </ul>	<p>As Progressive Provision Level 6 plus:</p> <ul style="list-style-type: none"> <li>• Long term involvement of education outreach services and appropriate non educational professionals</li> <li>• All staff will have training/expertise in meeting Cognition and Learning needs at this level.</li> <li>• Inclusion in setting would require a full-time enhanced level of individual targeted support and significant adaptation of the curriculum.</li> <li>• May access a bespoke enriched curriculum within a small group provision for <b>most</b> of the week <b>including unstructured times of the day.</b></li> </ul>	

	access to the curriculum and requiring specialist provision.		
8	<p>As Progressive Provision Level 6 plus:</p> <ul style="list-style-type: none"> <li>In addition to extensive, cognitive impairment, the learner will have <b>more than one</b> significant need in another area, e.g., Social emotional and Mental Health and Sensory, Physical or Medical need which requires support to manage.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>Learner has profound and multiple learning difficulties (PMLD) with cognitive impairment profoundly restricting access to the curriculum and requiring specialist provision.</li> <li>Profound and persistent difficulties in the acquisition/use of language/English/math skills, that impact on all aspects of daily life.</li> <li>Complex and severe language and communication difficulties.</li> </ul>	<p>As Progressive Provision Level 7 plus:</p> <ul style="list-style-type: none"> <li>Extremely modified and individualised work (requiring additional staff and time to support the preparation of) for <b>all</b> of the week. Small group and 1-1 daily developing basic skills.</li> <li>Adult support required at both structured and unstructured time to ensure child's safety and well-being.</li> <li>Adult support and assistance required to undertake all aspects of personal care.</li> <li>Long term involvement of Specialist support services.</li> <li>Previous assessment informs the planning process for appropriate programmes.</li> <li>Individual targets and therapy programmes are carefully monitored.</li> <li>Specialist equipment in place to promote self-help, physical access and mobility and specialist hygiene facilities if necessary.</li> <li>AAC systems to support communication environment should be adapted to child's level of understanding.</li> <li>Needs would be met within a setting with adaptations to the core offer, e.g., enhanced staffing rates, environmental considerations.</li> </ul>	
9	<ul style="list-style-type: none"> <li>Has needs in all areas with PMLD as their primary category of need.</li> </ul>	<p>As Progressive Provision Level 8 plus:</p> <ul style="list-style-type: none"> <li>Specialist provision small group and 1-1 as appropriate.</li> <li>Very high level of adult to Learner ratio with 1-1</li> <li>Support is in line with medical needs and profound learning difficulties tailored to the level of cognition, chronological age, and developmental level.</li> <li>Needs would be met within a setting with significant adaptations to the core offer, e.g., enhanced</li> </ul>	

		staffing rates, environmental considerations that are in line with a more bespoke offer.	
10	This progressive provision level will be allocated and moderated on an individual case basis through a Resource Allocation Panel.		



## Communication & Interaction: SLCN

This set of descriptors will apply to those identified with the following types of Special Educational Needs:

*Receptive language difficulties:* difficulties with the understanding of spoken language

*Expressive language difficulties:* difficulties with the use of spoken language (e.g., use of vocabulary and grammar)

*Speech difficulties:* difficulties with the articulation or production of speech, often making speech difficult to understand

*Developmental Language Disorder:* lifelong condition characterised by difficulties with understanding and/or use of spoken language with no known cause

*Speech Sound Disorder:* difficulties with speech production that are not typical of the child's age, cognitive ability or language background

### Diagnosis of a speech or language impairment or disorder:

- Diagnosed by a Speech and Language Therapist
- Learners with a diagnosis of Developmental Language Disorder may be of average or above average cognitive ability.
- Learners with Developmental Language Disorder/Difficulties can often impact on listening, processing and responding to spoken information.
- Learners with Developmental Language Disorder/Difficulties can often impact on their ability to find and use key words, sentence structures and express their ideas clearly.
- Learners with DLD have difficulties with literacy associated with writing fluency, reading comprehension and spelling.
- Learners with DLD can have behavioural, emotional, and social difficulties that impact on the quality of relationships with others, learning potential, motivation to learn, well-being, peer relationships, limited listening and attention and understanding.

Progressive Provision Level	Identified Need	Provision in Place	Evidence of Need and Provision
0 (Universal Provision)	No identified Special Educational Needs	<ul style="list-style-type: none"> <li>• Will be included in school and class using Quality First Teaching approaches.</li> <li>• Full inclusion to the National Curriculum through use of appropriate adaptation.</li> </ul>	

<p>1 (Cause for Concern raised)</p>	<ul style="list-style-type: none"> <li>• SLCN may be an emerging but not yet clearly identified primary area of need; the Learner has some difficulty with speaking or communication.</li> <li>• Will present with some/all the difficulties below and these will <b>mildly</b> affect curriculum access and social development.</li> <li>• Phonological awareness difficulties (awareness of the sounds in spoken words such as rhyme, alliteration, and syllabification) which impact on progress in reading and spelling.</li> <li>• Speech is understood by others but has some immaturities, which may impact on social interaction and the acquisition of English.</li> <li>• Difficulties with listening and attention that affect task engagement and independent learning.</li> <li>• Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the Learner needs some support with listening and responding.</li> <li>• Difficulties in the understanding of language for learning (conceptual language; size, time, shape, position)</li> </ul>	<ul style="list-style-type: none"> <li>• Full inclusion to the EYFS/ National Curriculum/ through use of adaptation and group support</li> <li>• Will be included in school and class using Quality First teaching approaches with specific support for targets which involve speech and language strategies.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Limited vocabulary, both expressive and receptive</li> <li>• May rely heavily on Non-Verbal Communication to complete tasks (adults' gestures, copying peers) and this may mask comprehension weaknesses.</li> <li>• Interaction could be limited and there may be some difficulty in making and maintaining peer relationships.</li> </ul> <p><b>Behaviour as an indicator of SLCN:</b> difficulties with independent learning, limited listening and attention, frustration, lack of engagement.</p>		
2 (SEN Support)	<ul style="list-style-type: none"> <li>• As Progressive Provision Level 1 plus:</li> <li>• These will <i>mildly-moderately</i> affect curriculum access and social development.</li> <li>• SLCN is identified as the primary area of need; the Learner has some difficulty with speaking or communication.</li> <li>• Phonological awareness difficulties (awareness of the sounds in spoken words such as rhyme, alliteration, and syllabification) which impact on progress in reading and spelling.</li> <li>• Speech is understood by others but has some immaturities, which may impact on peer relationships and the acquisition of literacy.</li> </ul>	<p>As Progressive Provision Level 1 plus:</p> <ul style="list-style-type: none"> <li>• Will be part of school/setting and class teaching and assessments, however SENCo may be involved in more specific assessments and observations.</li> <li>• May be categorised as at School Support level.</li> <li>• Have opportunities for small group work within the usual classroom planning and management along with more targeted interventions as appropriate to area of need.</li> <li>• Adults actively support Learners by modifying teacher talk and scaffolding/modelling responses.</li> <li>• Regular, planned support to listen and respond to longer sequences of information in whole class situation.</li> <li>• Regular, planned encouragement and support to collaborate with peers in curriculum activities.</li> <li>• Staff working directly with the Learner should have knowledge and training in good practice</li> </ul>	

	<ul style="list-style-type: none"> <li>• Difficulties with listening and attention that affect task engagement and independent learning.</li> <li>• Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the Learner needs some support with listening and responding.</li> <li>• Difficulties in the understanding of language for learning (conceptual language; size, time, shape, position)</li> <li>• Limited vocabulary, both expressive and receptive</li> <li>• May rely heavily on Non-Verbal Communication to complete tasks (adults' gestures, copying peers) and this may mask comprehension weaknesses.</li> <li>• Social interaction could be limited and there may be some difficulty in making and maintaining friendships.</li> </ul> <p><b>Behaviour as an indicator of SLCN:</b> difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement, prompt reliant for small steps.</p>	<p>for teaching and planning provision for C&amp;YP with SLCN.</p> <ul style="list-style-type: none"> <li>• If all the above have been put in place consistently for a period of time (2 terms) with little/no progress, then refer to Speech and Language Therapy Services (SALT) for further assessment and therapy. This must be agreed with the family.</li> </ul>	
3 (SEN Support)	<ul style="list-style-type: none"> <li>• As Progressive Provision Level 2 plus:</li> <li>• These will <b>moderately</b> affect curriculum access and social development.</li> </ul>	<p>As Progressive Provision Level 2 plus:</p> <ul style="list-style-type: none"> <li>• Advice from Speech and Language Therapist will inform planning.</li> </ul>	

- SLCN will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals.
- Persistent difficulties that follow typical developmental patterns (delayed)
- Persistent difficulties that do not follow typical developmental patterns (disordered)

**Speech**

- Speech is usually understood by others but has immaturities. Persistent delay/ difficulties against age related speech norms
- Difficulty in conveying meaning, feelings and needs to others due to speech intelligibility.
- Speech sound difficulties impact on literacy development
- Speech sound difficulty may lead to limited opportunities to interact with peers. May be socially vulnerable as a result, may become isolated or frustrated.

**Expressive**

- Difficulties in word storage and retrieval that affect fluency, sentence structure and the quality of vocabulary. This will

- Enhanced support focussed on specific individual targets and any SALT programmes as appropriate.
- Staff working directly with the Learner must have knowledge and training in good practice for teaching and planning provision for C&YP with SLCN
- Frequent opportunities for time limited small group and individual work based on identified need.
- Attention to position in the classroom and acoustics.
- Tasks and presentation personalised to Learner needs.
- Curriculum access facilitated by a structured approach using visual systems, modification /reduction of language for instructions and information.
- May access the Language Unit for support each week.
- If all the above have been put in place consistently for a period (1-2 terms) with little/no progress, then reviews should consider the evidence based need to move towards requesting a statutory assessment using the graduated response and professional reports to support this.

also be evident in written work and reading.

- Difficulties in formulating sentences. May be associated with vocabulary or grammar, such as using immature or unusual verb forms.

**Receptive**

- Difficulties in accessing the curriculum; following instructions, answering questions, processing verbal information, following everyday conversations. Needs regular and planned additional support and resources.
- Difficulties with listening and attention that affect task engagement and independent learning. May not be able to focus attention for sustained periods. May appear passive or distracted.
- Difficulties with sequencing, predicting, and inference within both social and academic contexts. May result in associated behavioural difficulties due to anxiety or lack of understanding (withdrawal or externalising frustrations). May result in difficulties with completing daily living tasks or participating in daily living situations.

	<ul style="list-style-type: none"> <li>• Difficulties with speech and/or language mean that social situations present challenges resulting in emotional outbursts, anxiety, social isolation and social vulnerability.</li> <li>• Poor understanding of abstract language and verbal reasoning skills needed for problem solving, inferring, and understanding the feelings of others.</li> <li>• Anxiety related to lack of understanding of time and inference. Needs reassurance and forewarning of changes to routine or when encountering new situations/experiences</li> </ul>		
4 (EHCP)	<ul style="list-style-type: none"> <li>• As Progressive Provision Level 3 plus:</li> <li>• These will <b>significantly</b> affect curriculum access and social development.</li> <li>• SLCN will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education and health professionals.</li> <li>• Use of AAC (Alternative and Augmentative Communication) as recommended by a professional.</li> <li>• Some or all aspects of language acquisition are significantly</li> </ul>	<p>As Progressive Provision Level 3 plus:</p> <ul style="list-style-type: none"> <li>• Enhanced training/support for staff so they can consistently implement speech, language and communication targeted activities and strategies as directed by SALT throughout the day.</li> <li>• Planning, targets, and assessments must address pastoral considerations relevant to the individual learner (emotional well-being) as well as social and functional use of language, e.g., ELSA or Well-being Practitioner</li> <li>• Ensure all professionals are aware of the provisions needed to support the learner to access the full and wider curriculum taking into account their age and stage of development.</li> </ul> <p>Provisions could include:</p> <ul style="list-style-type: none"> <li>• Specific structured teaching of vocabulary and concepts, in context.</li> </ul>	

	<p>impacting on all areas of learning and development.</p> <ul style="list-style-type: none"> <li>• <b>Significant</b> speech sound difficulties making speech difficult to understand out of context.</li> </ul> <p><b>Must have a diagnosis of DLD or Speech Disorder</b></p>	<ul style="list-style-type: none"> <li>• Intervention for speech, language and communication needs.</li> <li>• Alternative mechanisms to support with recording and communication.</li> <li>• Specific programmes to develop independent use of ICT, recording skills and communication through AAC as appropriate with trained staff.</li> </ul>	
5	<p>As Progressive Provision Level 4 plus:</p> <ul style="list-style-type: none"> <li>• The learner will have a significant need in another area that is not solely attributed to SLCN need that is <b>severely</b> impacting on access / engagement with education/employment, relationships, wider family life, life skills, emotional and psychological wellbeing.</li> </ul>	<p>As Progressive Provision Level 4 plus:</p> <ul style="list-style-type: none"> <li>• A need for an enhanced level of individual and targeted support and significant adaptation of the curriculum for both primary and secondary needs <b>some</b> of the time.</li> </ul>	
6	<ul style="list-style-type: none"> <li>• As Progressive Provision Level 5 plus:</li> <li>• Will present with some/all the difficulties as described at previous Progressive Provision Levels and these will <b>severely</b> affect curriculum access and social development to the extent that needs will require <b>significant</b> adaptation and moderation with targeted provision as appropriate.</li> <li>• The learner will require a coordinated multi-agency approach to meet their specialist</li> </ul>	<p>As Progressive Provision Level 5 plus:</p> <ul style="list-style-type: none"> <li>• Review of all provision as above at previous stages/levels and consider any further assessments needed across all agencies/services e.g., SALT.</li> <li>• For <b>much</b> of the day/week will use a range of groupings to allow access to the full curriculum taking into account the learner's developmental needs and the curriculum subject that is being delivered, whilst promoting independence where possible.</li> <li>• Learner may begin to access a life skills curriculum alongside the national curriculum.</li> </ul>	



	Education, Health and Social Care needs.		
7	<ul style="list-style-type: none"> <li>As Progressive Provision Level 6 plus:</li> <li>Has SLCN needs that <b>profoundly</b> affect their access to the National Curriculum, including the social emotional curriculum and all aspects of life, even in known and familiar contexts and with familiar support/people available.</li> </ul>	<p>As Progressive Provision Level 6 plus:</p> <ul style="list-style-type: none"> <li>For <b>most</b> of the day/week will use a range of groupings to allow access to the full curriculum taking into account the learner's development and the curriculum subject that is being delivered, whilst promoting independence where possible.</li> <li>Learner will access a life skills curriculum alongside the national curriculum.</li> <li>Learner will access specific and more intense interventions as a result of recent multiagency assessments.</li> </ul>	
8	<ul style="list-style-type: none"> <li>As Progressive Provision Level 7 plus:</li> <li>Has continued SLCN needs as described above that coexist with other complex needs which are now the priority.</li> </ul>	<p>As progressive Provision Level 7 plus:</p> <ul style="list-style-type: none"> <li>For <b>all</b> of the day/week will use a range of groupings to access an adapted curriculum taking into account the learner's development, emotional, health and social needs centred around preparing for adulthood.</li> <li>Reference to Progressive Provisions for guidance of provisions for secondary/additional area of needs now presenting as a priority.</li> </ul>	
9	A learner will only be allocated Level 9 funding for a continued SLCN need with coexisting needs identified at Level 9.		
10	This progressive provision level will be allocated and moderated on an individual case basis through a Resource Allocation Panel.		

### Social Communication and Interaction Needs

This set of descriptors will apply to those identified with the following types of Special Educational Needs:

- Social Communication and Interaction Differences
- Autism

Progressive Provision Level	Identified Need	Provision in Place	Evidence of Need and Provision
0 (Universal Provision)	No identified Special Educational Needs	<ul style="list-style-type: none"> <li>• Will be included in school and class using Quality First Teaching approaches.</li> </ul> Full inclusion to the National Curriculum through use of appropriate adaptation.	
1 (Cause for Concern raised)	<ul style="list-style-type: none"> <li>• Has communication and interaction difficulties that <b>mildly</b> affect their access to some aspects of the National Curriculum including the social emotional curriculum and school life.</li> <li>• An unusual learning profile showing <b>mild</b> difficulties in some areas and strengths in others.</li> </ul>	<ul style="list-style-type: none"> <li>• Full inclusion to the EYFS/ National Curriculum/ through use of adaptation and group support</li> <li>• Will be included in school and class using Quality First teaching approaches with specific support for targets which involve cognition and learning strategies.</li> </ul>	
2 (SEN Support)	<ul style="list-style-type: none"> <li>• Has communication and interaction difficulties that <b>mildly-moderately</b> affect their access to some aspects of the National Curriculum including the social emotional curriculum and school life.</li> <li>• An unusual learning profile showing <b>mild- moderate</b> difficulties in some areas and strengths in others.</li> </ul>	As Progressive Provision Level 1 plus: <ul style="list-style-type: none"> <li>• Use of more detailed assessment tools e.g., B Squared (C&amp;I/Autism strand)/PIVATS/AET Framework.</li> <li>• Will need additional professional support from skilled colleagues, e.g., SENCo, to aid curriculum modifications and develop strategies to address C&amp;I needs.</li> <li>• Will be categorised as at School Support level.</li> <li>• Have opportunities for work targeting specific needs which involve communication and interaction.</li> </ul>	

<p>3 (SEN Support)</p>	<ul style="list-style-type: none"> <li>• Has <b>moderate</b> communication and interaction difficulties that affect their access to some aspects of the National Curriculum including the social emotional curriculum and school life.</li> <li>• Has a communication and interaction difficulty identified by Education, Health or Social Care professional.</li> <li>• May be referred for or have a formal identified diagnosis of Autism.</li> </ul>	<p>As Progressive Provision Level 2 plus:</p> <ul style="list-style-type: none"> <li>• Planning will also take into account advice from other professional support e.g., sensory profile, advice from IES, SALT or OT</li> <li>• Teaching approaches with specific support for targets which involve communication and interaction in collaboration with professional recommendations.</li> <li>• Plans will include individually focused IEP targets/One page profile recommendations.</li> </ul> <p>This could include:</p> <ul style="list-style-type: none"> <li>• Noticeable adaptations to the curriculum to aid access to communication and interaction opportunities. Including adaptation by presentation and/or outcome, taking into account visual support for communication.</li> <li>• Advice and information from educational outreach to implement the use of more specialised strategies and assessment tools.</li> <li>• Some enhanced level of individual targeted support.</li> <li>• Staff working directly with Learners must have knowledge and training in good practice when working with learners with communication and interaction needs/Autism.</li> <li>• Therapeutic approaches will be integral to curriculum delivery and used to support the communication, interaction and emotional wellbeing of the learner e.g., Zones of Regulation, 5 Point Scale.</li> <li>• Planning for unstructured times may need to be considered.</li> <li>• Where needed positive communication/behaviour plans and risk assessments must be completed and shared with all staff and family.</li> </ul>	
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4 (EHCP)	<ul style="list-style-type: none"> <li>• Has communication and interaction need that <b>significantly</b> affect access to the Curriculum and all aspects of life.</li> <li>• New/different and unfamiliar contexts are challenging and may be impacting on their social and emotional wellbeing.</li> <li>• Learners will have an uneven learning profile, but their attainment levels suggest they can access an adapted curriculum</li> </ul>	<p>As Progressive Provision Level 3 plus:</p> <ul style="list-style-type: none"> <li>- Significant adaptations to teaching methods and environment needed to access the curriculum.</li> <li>- Targeted interventions for communication and interaction such as: objects of reference, social stories, and social opportunities for interaction and communication.</li> <li>- Where appropriate an alternative curriculum to develop independence, life skills and promote positive wellbeing.</li> <li>- Enhanced training for staff so they can consistently implement communication and interaction targeted activities.</li> <li>- Ensure all professionals are aware of the provisions needed to support the learner to access the full and wider curriculum taking into account their age and stage of development.</li> <li>• Specific programmes to develop communication and interaction e.g. Let's Play, Attention Autism, Intensive interaction, EP2C delivered and supported by trained staff.</li> <li>• All staff trained and experienced in appropriate and evidence-based ASC specific teaching approaches.</li> <li>-</li> </ul>	
5	<p>As Progressive Provision Level 4 plus:</p> <ul style="list-style-type: none"> <li>• The learner will have a significant need in another area that is not solely attributed to C&amp;I need that is <b>severely</b> impacting on access / engagement with education/employment, relationships, wider family life, life skills, emotional and psychological wellbeing.</li> </ul>	<p>As Progressive Provision Level 4 plus:</p> <p>A need for an enhanced level of individual and targeted support and significant adaptation of the curriculum for both primary and secondary needs <b>some</b> of the time.</p>	
6	<ul style="list-style-type: none"> <li>• As Progressive Provision Level 5 plus:</li> </ul>	<p>As Progressive Provision Level 5 plus:</p>	

	<ul style="list-style-type: none"> <li>• Will present with some/all the difficulties as described at previous Progressive Provision Levels and these will <b>severely</b> affect curriculum access and social development to the extent that needs will require significant adaptation and moderation with targeted provision as appropriate.</li> <li>• The learner will require a coordinated multi-agency approach to meet their specialist Education, Health and Social Care needs.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Review of all provision as above at previous stages/levels and consider any further assessments needed across all agencies/services e.g., SALT/EP</li> <li>• For <b>much</b> of the day/week will use a range of groupings to allow access to the full curriculum taking into account the learner's developmental needs and the curriculum subject that is being delivered, whilst promoting independence where possible.</li> <li>• Learner may begin to access a life skills curriculum alongside the national curriculum.</li> <li>• Planning for unstructured times must be provided.</li> </ul>	
7	<p>As Progressive Provision Level 6 plus:</p> <ul style="list-style-type: none"> <li>• Has communication and interaction need that <b>profoundly</b> affect their access to the Curriculum and aspects of daily life, even in known and familiar contexts and with familiar support/people available</li> <li>•</li> </ul>	<p>As Progressive Provision Level 6 plus:</p> <ul style="list-style-type: none"> <li>• For <b>most</b> of the day/week will use a range of groupings to allow access to the full curriculum taking into account the learner's development and the curriculum subject that is being delivered, whilst promoting independence where possible.</li> <li>• Learner will access a life skills curriculum alongside the national curriculum.</li> <li>• Learner will access specific and more intense interventions as a result of recent multiagency assessments.</li> </ul>	
8	<p>As Progressive Provision Level 7 plus</p> <ul style="list-style-type: none"> <li>• The learner is likely to have a <b>significant need in another area</b> that is not solely attributed to C&amp;I/ASD need, e.g., Social emotional and Mental Health or Sensory, Physical or Medical.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• The pervasive nature of the Autism/C&amp;I needs is likely to have a</li> </ul>	<p>As progressive Provision Level 7 plus:</p> <ul style="list-style-type: none"> <li>• For <b>all</b> of the day/week will use a range of groupings to access an adapted curriculum taking into account the learner's development, emotional, health and social needs centred around preparing for adulthood.</li> <li>• May need reference to Progressive Provisions for guidance of provisions for secondary/additional area of needs now presenting as a priority.</li> </ul>	

	detrimental effect on the acquisition, retention and generalisation of skills.		
9	<p>As Progressive Provision Level 8 plus</p> <ul style="list-style-type: none"> <li>• The pervasive nature of the Autism/C&amp;I is having a detrimental effect on the learner's acquisition, retention and generalisation of skills.</li> <li>• The learner's social, emotional wellbeing is significantly impacted by their communication and interaction needs.</li> </ul>	<p>As Progressive Provision Level 8 plus:</p> <ul style="list-style-type: none"> <li>• Access to specialist approaches, environment, equipment and therapeutic services as part of the curriculum</li> <li>• Long-term involvement of educational and non-educational professionals as appropriate in assessment and planning</li> <li>• Enhanced staffing ratio to support teaching and learning in range of groupings.</li> <li>• Additional staffing could be needed to support Learners at times of crisis and stress.</li> </ul>	
10	This progressive provision level will be allocated and moderated on an individual case basis through a Resource Allocation Panel.		

## Hearing Impairment

This set of descriptors will apply to those identified with the following types of Special Educational Needs:

- Conductive Hearing Loss
- Sensori-Neural deafness
- Research shows that prolonged conductive overlay (repeated ear infection or congestion) difficulties are still present and creates a barrier which can severely impact the acquisition and use of expressive and receptive language development.
- Difficulties from conductive overlay are not fixed and a child may experience changing difficulties, dependant on day-to-day need.

### Degrees of Deafness

The British Society of Audiology descriptors are used to define degrees of hearing loss. These descriptors are based on the average hearing threshold levels at 250, 500, 1000, 2000 and 4000Hz in the better ear (where no response is taken to have a value of 130 dBHL).

Mild hearing loss	Unaided threshold 21-40 dBHL
Moderate hearing loss	Unaided threshold 41-70 dBHL
Severe hearing loss	Unaided threshold 71-95 dBHL
Profound hearing loss	Unaided threshold in excess of 95 dBHL

Progressive Provision Level	Identified Need	Provision in Place	Evidence of Need and Provision
0 (Universal Provision)	No identified Special Educational Needs <ul style="list-style-type: none"> <li>• A mild hearing loss due to hearing infections and ongoing hearing problems e.g., glue ear</li> <li>• A learner may have grommets.</li> </ul>	<ul style="list-style-type: none"> <li>• Will be included in school and class using Quality First Teaching approaches.</li> <li>• Full inclusion to the National Curriculum through use of appropriate adaptation.</li> </ul>	
1 (Cause for Concern)	Aided/unaided conductive hearing loss which may be temporary in nature or Can be a chronic conductive hearing loss, without the need for a hearing aid. Unilateral (one ear) /bilateral (two ears) minimal average hearing loss <20dBHL	<ul style="list-style-type: none"> <li>• Full inclusion to the EYFS/ National Curriculum/ through use of adaptation and group support</li> <li>• Will be included in school and class using Quality First teaching approaches with specific support for targets which involve cognition and learning strategies.</li> </ul>	

	<p>or mild hearing loss – without the need for hearing aids</p> <p>Auditory Processing Disorder</p>		
2 (SEN Support)	<ul style="list-style-type: none"> <li>• Hearing loss: <ul style="list-style-type: none"> <li>➢ aidable chronic conductive,</li> <li>➢ mild bilateral aidable</li> <li>➢ mild or moderate permanent unilateral</li> </ul> </li> </ul> <p>May have hearing aids.  May be assessed for a radio aid.  Variable difficulty with listening, attention, concentration, speech, language and/or class participation  Cochlear implants  May have Auditory Neuropathy Spectrum Disorder</p>	<p>As Progressive Provision level 1 plus:</p> <ul style="list-style-type: none"> <li>• Normal curriculum plans will include individual/group targets.</li> <li>• Part of school and class assessments.</li> <li>• Will need additional professional support from skilled colleagues, e.g., SENCo, to aid curriculum modifications and develop strategies to address needs.</li> <li>• Planning will also take into account advice from other professional support e.g., advice from Qualified Teacher of the Deaf (IPaSS).</li> <li>• Monitoring visits from Qualified Teacher of the Deaf - in line with NATSIP Eligibility Criteria.</li> <li>• Target setting informed as appropriate by advice from the Qualified Teacher of the Deaf.</li> <li>• Must have attention to seating, lighting and acoustics.</li> <li>• Will be categorised as School Support level.</li> <li>• Have opportunities for small group work targeting specific needs.</li> <li>• Have time limited programmes of intervention targeting identified need.</li> <li>• Specific deaf related training opportunities for staff.</li> </ul>	
3 (SEN Support)	<ul style="list-style-type: none"> <li>• Aided chronic conductive or bilateral moderate permanent.</li> <li>• Will have hearing aids and may have radio aid.</li> <li>• Will have difficulty accessing spoken language.</li> </ul>	<p>As Progressive Provision level 2 plus:</p> <ul style="list-style-type: none"> <li>• Curriculum plan must reflect levels of achievement and include individually focused planning.</li> <li>• Should be part of school and class assessments.</li> </ul>	



	<ul style="list-style-type: none"> <li>• Will have difficulty with listening, attention, concentration and class participation.</li> <li>• May have Auditory Neuropathy Spectrum Disorder</li> </ul>	<ul style="list-style-type: none"> <li>• Will require modification to the presentation of assessments.</li> <li>• May need additional processing time for aspects of academic work and examinations.</li> <li>• Opportunities for 1:1 and small group work focusing on new language acquisition and associated concepts.</li> <li>• Advice and information from Qualified Teacher of the Deaf on curriculum and teaching methods.</li> <li>• Will require adaptive and responsive teaching with a focus on language development and understanding.</li> <li>• Opportunities for explanation, clarification and reinforcement of lesson content and language associated with learning.</li> <li>• Specific interventions for speaking, listening and teaching of reading (synthetic phonics may not be deemed appropriate due to the hearing and blending of sounds)</li> <li>• Staff working directly with Learners must have on-going training specific to the child's individual needs which may include hearing loss, use of radio aid, good practice etc when working with learners with Hearing impairment needs.</li> </ul>	
4 (EHCP)	<ul style="list-style-type: none"> <li>• Bilateral moderate or severe permanent hearing loss with no additional learning difficulties</li> <li>• Severe difficulty accessing spoken and/or written language and therefore the curriculum.</li> <li>• May have additional language delay associated with hearing loss.</li> <li>• Will have hearing aids and may have radio aid.</li> </ul>	<p>As Progressive Provision level 3 plus: Must have access to modifications to the presentation of assessments.</p> <ul style="list-style-type: none"> <li>• Should have main provision by class/subject teacher with advice from Qualified Teacher of the Deaf.</li> <li>• Any additional language support (including pre and post teaching of language) should be under the direction of the Qualified Teacher of the Deaf</li> </ul>	

	<ul style="list-style-type: none"> <li>• Speech clarity may be affected.</li> <li>• Difficulties with attention, concentration, confidence and class participation</li> <li>• Auditory Neuropathy Spectrum Disorder</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing reinforcement of language and associated concepts used in lessons (subject based or language based and be able to demonstrate understanding)</li> <li>• Adult support (approximately 15 hours) for note taking, transcription of videos, noting key words, specific language.</li> <li>• Support from IPaSS for the teacher to deliver modified curriculum tasks.</li> <li>• Advice from other non-educational professionals including SALT as appropriate.</li> </ul>	
5 (EHCP)	<p>As Progressive Provision Level 4 plus:</p> <ul style="list-style-type: none"> <li>• The learner will have a <b>significant need in another area</b> from the code of practice that is not solely attributed to HI need, e.g., Social emotional and Mental Health or Sensory, Physical or Medical or an additional social care need impacting on access / engagement with education</li> </ul>	<p>As Progressive Provision level 4 plus:</p> <ul style="list-style-type: none"> <li>• Specific adaptations to the curriculum for identified secondary need as detailed in other Primary Need (PN) criteria of the banding guidance.</li> <li>• An enhanced level of individual and targeted support and specific adaptation of the curriculum for both primary and secondary needs <b>some</b> of the week.</li> </ul>	
6 (EHCP)	<ul style="list-style-type: none"> <li>• Bilateral severe / profound permanent hearing loss</li> <li>• Additional language difficulties and barriers to learning associated with hearing loss.</li> <li>• Will have hearing aids / cochlear implants and a radio aid.</li> <li>• Profound difficulty accessing spoken and/or written language and therefore the curriculum without specialist teaching e.g., notetaking, visual support.</li> <li>• Will have significant difficulties with attention, concentration, confidence, and class participation.</li> <li>• Auditory Neuropathy Spectrum Disorder</li> </ul>	<p>As Progressive Provision level 5 plus:</p> <ul style="list-style-type: none"> <li>• Curriculum plan must closely track levels of achievement and all provision targets are individualised, short term and specific incorporating advice from the Qualified Teacher of the Deaf <ul style="list-style-type: none"> <li>○ Must have systematic application of assessment tools for deaf children.</li> </ul> </li> <li>• Must have main provision by class/subject teacher with guidance from a Qualified Teacher of the Deaf</li> <li>• Must have support from additional adults (for all curriculum delivery) with appropriate training under the direction of the teacher and Qualified Teacher of the Deaf to: <ul style="list-style-type: none"> <li>▪ reinforce lesson content.</li> <li>▪ deliver modified curriculum tasks.</li> <li>▪ support language development</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>• Must assess for, issue and monitor radio aid if deemed appropriate by all, with consent from the learner.</li> <li>• Access to a quiet room for small group and 1:1 session</li> <li>• Training for whole staff re hearing loss, use of radio aid etc</li> <li>• Should have access to deaf adults and peers - up to 3 hours deaf instructor per annum if appropriate.</li> <li>• Must have Qualified Teacher of the Deaf input into curriculum planning.</li> <li>• An enhanced level of individual and targeted support and specific adaptation of the curriculum for both primary and secondary needs <b>much</b> of the week.</li> </ul>	
7 (EHCP)	<p>As Progressive Provision Level 6 plus:</p> <ul style="list-style-type: none"> <li>• Hearing loss has a detrimental effect on the social and emotional well-being of the learner and all aspects of school life, even in known and familiar contexts and with familiar support/people available.</li> <li>• British Sign Language (BSL) or Sign Supported English (SSE) may be needed for effective communication.</li> <li>• Significant difficulty accessing spoken and/or written language and therefore the curriculum without specialist teaching e.g., notetaking, visual support.</li> </ul>	<p>As Progressive Provision level 6 plus:</p> <ul style="list-style-type: none"> <li>• Long term involvement of Specialist input and appropriate non educational professionals</li> <li>• Highly modified curriculum. The curriculum modifications must be selected to engage learners with learning needs in relation to curriculum content, peer groups etc.</li> <li>• Planning for unstructured times must be provided.</li> <li>• Inclusion in mainstream setting would need an enhanced level of individual targeted support and significant modification of the curriculum.</li> <li>• May access a bespoke enriched curriculum within a small group provision for <b>most</b> of the week including unstructured times of the day.</li> <li>• Specific lessons or individualised interventions to be taught discretely by a Qualified Teacher of the Deaf or specialist teaching assistant.</li> <li>• Delivery of programme to support BSL and deaf identity work.</li> </ul>	

8	<ul style="list-style-type: none"> <li>• Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health.</li> </ul>	<p>As Progressive Provision level 7 plus:</p> <ul style="list-style-type: none"> <li>• Must have frequent opportunities for small group work based on identified need.</li> <li>• May access a bespoke enriched curriculum within a small group provision for <b>all</b> of the weeks including unstructured times of the day with curriculum delivery by a Qualified Teacher of the Deaf</li> <li>• Access to deaf adults and peers – minimum 1 day per half term</li> <li>• Specialist support staff with appropriate BSL/communication skills where required</li> </ul>	
9	<ul style="list-style-type: none"> <li>• At this Progressive Provision level, a learner will have a different primary need, e.g., SLD, with a secondary need of HI. A HI secondary need would not ordinarily meet the level 9 criteria. However, a comorbidity, as described, would meet the threshold.</li> </ul>	<p><i>Provision in this level stands alone. The HI must be addressed alongside the identified primary need. Attention must be paid to the previous provision levels to ensure a graduated approach is followed. For example, a core offer of a specialist provision with additional support for the hearing impairment</i></p>	
10	<p>This Progressive Provision level will be allocated and moderated on an individual case basis through a Resource Allocation Panel.</p>		

## Visual Impairment

This set of descriptors will apply to those identified with the following types of Special Educational Needs:

### Visual Impairment

#### Distance vision (as defined by NATSIP)

Mild vision loss	Within the range 6/12 - 6/18 Snellen/Kay (LogMAR 0.3 – 0.48)
Moderate vision loss	Less than 6/19 - 6/36 Snellen/Kay (LogMAR 0.5 – 0.78)
Severe vision loss	Less than 6/36 - 6/120 Snellen/Kay (LogMAR 0.8 – 1.3)
Profound vision loss	Less than 6/120 Snellen/Kay (LogMAR 1.32+)

#### Near vision (as defined by NATSIP)

Mild vision loss	N14-18
Moderate vision loss	N18-24
Severe vision loss	N24-36
Profound vision loss	Educationally blind/Braille user/can access small quantities of print larger than N36

Progressive Provision Level	Identified Need	Provision in Place	Evidence of Need and Provision
0 (Universal Provision)	<p>No identified Special Educational Needs</p> <ul style="list-style-type: none"> <li>A recognised mild reduction in visual acuity</li> </ul>	<ul style="list-style-type: none"> <li>Will be included in school and class using Quality First Teaching approaches.</li> <li>Full inclusion to the National Curriculum through use of appropriate adaptation.</li> </ul>	
1 (Cause for Concern)	<p><b>Mild visual impairment</b></p> <ul style="list-style-type: none"> <li>Learner may find concentration difficult and may experience general fatigue and headaches.</li> <li><b>Distance vision:</b> approximately 6/18. This means that the learner needs to be about 2 metres away to see what fully sighted Learners can see from 6 metres. Can probably see details on a whiteboard from the front of a</li> </ul>	<ul style="list-style-type: none"> <li>Will be included in mainstream school and class using Quality First Teaching approaches with specific support for targets which involve Visual Impairment Strategies.</li> <li>May be categorised as at School Support level and have outside agency involvement.</li> <li>Must have attention to seating, and lighting.</li> <li>The school must ensure that all staff are aware that the Learner may be experiencing visually related learning difficulties and provide support to enable teachers to plan appropriately.</li> </ul>	

	<p>classroom, as well as others can see from the back of the room.</p> <ul style="list-style-type: none"> <li>• <b>Near vision:</b> likely to have difficulty with print sizes smaller than 12 point or equivalent sized details in pictures.</li> </ul> <p>This is 12 point.</p>	<ul style="list-style-type: none"> <li>• Have opportunities for small group work within the usual classroom planning and management.</li> <li>• ICT is used to increase access to the curriculum, where appropriate, though attention should be paid to screen glare.</li> <li>• Teaching methods which facilitate access to the curriculum, social / emotional development and class participation</li> <li>• Resources made available from within school.</li> <li>• Learning materials must be selected for their visual clarity.</li> <li>• Use of sensory breaks throughout the day as the child/ young person will become fatigued from concentrating on text.</li> <li>• Need to flit between near and distant vision on a frequent basis</li> </ul>	
2 (SEN Support)	<p><b>Moderate visual impairment.</b></p> <ul style="list-style-type: none"> <li>• Learner may find concentration difficult</li> <li>• Learner appears more fatigued and may have headaches</li> <li>• Learner may move closer when looking at books or notice boards.</li> <li>• Learner may make frequent “copying” mistakes.</li> <li>• <b>Distance vision:</b> approximately 6/24. This means that the Learner needs to be about 1.5 metres away to see what normally sighted Learners can see from 6 metres. May not be able to see details on a white board from the front of classroom as well as others can see from the back.</li> </ul>	<p>As Progressive Provision Level 1 plus:</p> <ul style="list-style-type: none"> <li>• School staff make adaptations to curriculum delivery and materials to facilitate access for a visually impaired Learner, e.g., oral descriptions of visual materials.</li> <li>• Equipment, including low vision aids, write angle, copyholder to meet needs, may be appropriate</li> <li>• Large print materials provided by school, as appropriate</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Near vision:</b> likely to have difficulty with print sizes smaller than 14 point or equivalent sized details in pictures.</li> </ul> <p>This is 14 point</p>		
3 (SEN Support)	<p>As Progressive Provision Level 2 plus:</p> <p><b>Moderate visual impairment.</b></p> <ul style="list-style-type: none"> <li>• Learner may have poor self-esteem and low confidence.</li> <li>• <b>Distance vision:</b> approximately 6/24.</li> <li>• <b>Near vision:</b> likely to have difficulty with print sizes smaller than 14 point or equivalent sized details in pictures.</li> </ul> <p>This is 14 point</p>	<p>As Progressive Provision level 2 plus:</p> <ul style="list-style-type: none"> <li>• Will provide a peer mentor or work buddy who will provide friendship and someone to work with</li> <li>• Careful use of coloured paper for presentation of materials</li> </ul>	
4 (EHCP)	<p><b>Moderate to significant visual impairment</b></p> <ul style="list-style-type: none"> <li>• Learner may have poor hand-eye coordination.</li> <li>• Learner may have a slower processing speed for visual information.</li> <li>• Learner may struggle with busy text or diagrams resulting in visual overload.</li> <li>• Learners may also have Cerebral Visual Impairment (CVI) – these learners may have normal or near normal visual acuities but will display</li> </ul>	<p>As Progressive Provision level 3 plus:</p> <ul style="list-style-type: none"> <li>• Staff will provide modified and adapted learning materials to facilitate access, e.g., attention to speed of lesson delivery and speed of working of VI Learner and the amount of information presented on each page.</li> <li>• Use of specialist software or equipment to increase access to the curriculum.</li> <li>• Inclusion in class with adaptations where needed, however, the learner may need an enhanced level of targeted support (Approximately 15 hours) to enable access to the curriculum and to maintain safety.</li> </ul>	

	<p>moderate to significant visual processing difficulties.</p> <ul style="list-style-type: none"> <li>• <b>Distance vision:</b> approximately 6/36. This means that the learner needs to be about 1 metre away to see what normally sighted learners can see from 6 metres. May not be able to see details on a white board without approaching to within 1 metre from it.</li> <li>• <b>Near vision:</b> likely to have difficulty with print sizes smaller than 18 point or equivalent sized details in pictures.</li> </ul> <p><b>This is 18 point.</b></p>		
5	<p>As Progressive Provision Level 4 plus:</p> <ul style="list-style-type: none"> <li>• The learner will have a <b>significant need in another area</b> from the code of practice that is not solely attributed to VI need, e.g., Social Emotional and Mental Health or Sensory, Physical or Medical or an additional social care need impacting on access / engagement with education</li> </ul>	<p>As Progressive Provision level 4 plus:</p> <ul style="list-style-type: none"> <li>• Specific adaptations to the curriculum for identified secondary need as detailed in other Primary Need criteria of the banding guidance.</li> <li>• Inclusion in class/setting with adaptations, however, the learner will need an enhanced level of individual targeted support and specific adaptation of the curriculum for both primary and secondary needs <b>some</b> of the week.</li> </ul>	
6	<ul style="list-style-type: none"> <li>• <b>Cerebral Visual Impairment (CVI).</b> Progressive Provision Level 6 will be those Learners in mainstream with CVI who are experiencing mild, moderate or severe difficulties with their vision.</li> <li>• <b>CVI will be diagnosed by an Ophthalmologist.</b> The learner will typically have good acuities when tested in familiar situations, but this</li> </ul>	<p>As Progressive Provision level 5 plus:</p> <ul style="list-style-type: none"> <li>• School staff (supported by IPaSS) make substantial adaptations to curriculum delivery and materials to facilitate access for a severely visually impaired learner.</li> <li>• Planning based on the changing and varied aspects of CVI as they occur.</li> <li>• Support from an additional adult in class, and around school, as indicated by assessment, to</li> </ul>	



	<p>will vary throughout the day. A key feature of CVI is that vision varies from hour to hour which impacts on the learner's well-being.</p> <ul style="list-style-type: none"> <li>• All learners with CVI will have a different set of difficulties which means thorough assessment is a key aspect. The learner may have difficulties associated with Dorsal processing stream, Ventral processing stream or a combination of both.</li> <li>• Dorsal stream difficulties include: <ul style="list-style-type: none"> <li>➤ Difficulties seeing moving objects</li> <li>➤ Difficulties reading</li> <li>➤ Difficulties doing more than one thing at a time (e.g., looking and listening)</li> </ul> </li> <li>• Ventral Stream Difficulties include: <ul style="list-style-type: none"> <li>➤ Inability to recognise familiar faces</li> <li>➤ Difficulties route finding</li> <li>➤ Difficulties with visual clutter</li> <li>➤ Lower visual field loss</li> </ul> </li> </ul> <p>This is not an extensive list, and difficulties may be mild, moderate or severe.</p>	<p>facilitate inclusive and independent learning, preparation of resources, and to ensure safety.</p> <ul style="list-style-type: none"> <li>• ICT is used to access the curriculum. There must be significant modification of learning materials and curriculum delivery to facilitate learning and inclusion.</li> <li>• Inclusion in class/setting with adaptations, however, the learner will need an enhanced level of individual targeted support and specific adaptation of the curriculum for both primary and secondary needs <b>much</b> of the week.</li> </ul>	
7	<p><b>Severe visual impairment.</b></p> <ul style="list-style-type: none"> <li>• Learners likely to be registered partially sighted or blind but still learning by sighted means.</li> <li>• <b>Distance vision:</b> 6/36 or 6/60 or worse. This means that the learner can see at 6m, what a fully sighted person could see from 60m. It represents a difficulty identifying any</li> </ul>	<p>As Progressive Provision level 6 plus:</p> <ul style="list-style-type: none"> <li>• Inclusion in class/setting with adaptation. However, there will be a need for an enhanced level of individual and targeted support and significant adaptation of the curriculum for both primary and secondary needs <b>most</b> of the week.</li> </ul> <p><i>Where the VI is the secondary need, it must be addressed alongside the identified primary need.</i></p>	

	<p>distance information, people or objects.</p> <ul style="list-style-type: none"> <li>• This learner would be unable to work from a white board in the classroom without human/technical support.</li> <li>• <b>Near vision:</b> likely to have difficulty with any print smaller than 24 point. Print sizes may be a in a range from 24 – 36 and will require significant differentiation and modification.</li> </ul> <p>This is 24 point.  <b>This is 36 point.</b></p> <p>OR</p> <ul style="list-style-type: none"> <li>• As band 6 however the learner will have a <b>significant need in another area</b> that is not solely attributed to VI need, e.g., Social emotional and Mental Health or Sensory, Physical or Medical or an additional social care need impacting on access / engagement with education.</li> </ul>	<p><i>Attention must be paid to the previous provision levels to ensure a graduated approach is followed. For example, a core offer of a specialist provision with additional support for the visual impairment</i></p>	
8	<ul style="list-style-type: none"> <li>• Profound need</li> <li>• Certification of Blindness</li> <li>• Learners may have suffered a late onset visual impairment, or where their vision has deteriorated rapidly.</li> <li>• Some learners may also be continuing to use print at point 48.</li> </ul>	<p>As Progressive Provision level 7 plus:</p> <ul style="list-style-type: none"> <li>• The school must ensure that all staff are aware that the Learner will be experiencing severe visually related learning difficulties e.g., where the curriculum becomes abstract and conceptual, and the learner will have had little or no experience. Support must be provided by IPaSS to enable</li> </ul>	

	<ul style="list-style-type: none"> <li>• Some learners will be making the transition from print to braille.</li> <li>• These learners will be registered blind and will need to learn using tactile methods and resources.</li> <li>• Some may have little or no useful vision, and very limited or no learning by sighted means.</li> </ul> <h1>This is 48 point</h1>	<p>teachers to plan appropriately. Schools must take account of prognosis of possible change.</p> <ul style="list-style-type: none"> <li>• Additional support from a suitably trained Teaching Assistant <b>all</b> of the time; in class, and around school, as indicated by assessment, to: <ul style="list-style-type: none"> <li>➤ facilitate inclusive and independent learning.</li> <li>➤ provide in-class support.</li> <li>➤ prepare specialist / tactile resources.</li> <li>➤ follow up habilitation training.</li> <li>➤ and to ensure safety</li> </ul> </li> <li>• Presentation of learning materials in alternative formats, including Braille, tactile diagrams, audio/speech</li> <li>• Teaching methods based on experiential and tactile learning with a strong verbal emphasis, and which facilitate access to the curriculum and class participation.</li> <li>• Skills teaching as appropriate for a certified blind child: cognitive, language, social/emotional, tactile, mobility, independence, careers.</li> </ul>	
9	<ul style="list-style-type: none"> <li>• At this Progressive Provision Level, a learner will have a different primary need, e.g., SLD, with a secondary need of VI. A VI primary need would not ordinarily meet the level 9 criteria. However, a comorbidity, as described, would meet the threshold.</li> </ul>	<p><i>Provision in this level stands alone. The VI must be addressed alongside the identified primary need. Attention must be paid to the previous provision levels to ensure a graduated approach is followed. For example, a core offer of a specialist provision with additional support for the visual impairment</i></p>	
10	<p>This Progressive Provision Level will be allocated and moderated on an individual case basis through a Resource Allocation Panel.</p>		

## Physical Difficulties

This set of descriptors will apply to those identified with the following types of Special Educational Needs:

- Physical Disabilities
- Medical Needs

Progressive Provision Level	Identified Need	Provision in Place	Evidence of Need and Provision
0 (Universal Provision)	No identified Special Educational Needs	<ul style="list-style-type: none"> <li>• Will be included in school and class using Quality First Teaching approaches.</li> <li>• Full inclusion to the National Curriculum through use of appropriate adaptation.</li> </ul>	
1 (Cause for Concern)	<ul style="list-style-type: none"> <li>• Some <b>mild</b> problems with fine motor skills and recording.</li> <li>• Mild problems with self-help and independence</li> <li>• Some problems with gross motor skills and coordination often seen in PE.</li> <li>• May have a medical condition that impacts on time in school and may require a medical care plan.</li> <li>• Some implications for risk assessment E.g., educational visits, high level P.E. or playground equipment. May have continence/ toileting issues.</li> <li>• Possible low levels of self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Full inclusion to the National Curriculum through use of differentiation and group support</li> <li>• Will be included in mainstream school and class using Quality First Teaching approaches with specific support for targets which involve physical difficulties strategies.</li> </ul>	
2 (SEN Support)	<ul style="list-style-type: none"> <li>• Continuing <b>mild to moderate</b> problems with hand / eye coordination, fine / gross motor skills and recording, impacting on access to curriculum</li> <li>• Making slow or little progress despite provision of targeted teaching approaches</li> <li>• May have continuing difficulties with continence/ toileting.</li> </ul>	<p>As Progressive Provision Level 1 plus:</p> <ul style="list-style-type: none"> <li>• Advice may be sought from Supporting Professionals e.g., SENCo, IPaSS</li> <li>• Advice may be sought from Health Professionals e.g., Physiotherapist, Occupational Therapist</li> <li>• Health Care plan may be in place, if appropriate, written with specialist nurse/ school nurse</li> </ul>	

	<ul style="list-style-type: none"> <li>• May have continuing problems with self-esteem and peer relationships.</li> <li>• Continuing problems with self-help and independence</li> <li>• Continuing problems with gross motor skills and coordination often seen in PE</li> <li>• Some implications for risk assessment e.g., educational visits, high level P.E. or playground equipment</li> <li>• May have medical condition that impacts on time in school and may require a medical care plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Have opportunities for small group or individual work targeting specific needs.</li> <li>• Will be categorised as at School Support level.</li> <li>• Will be included in class with suitable equipment available (e.g., writing slopes, adapted scissors and pens etc.).</li> </ul>	
3 (SEN Support)	<ul style="list-style-type: none"> <li>• <b>Moderate</b> or persistent gross and / or fine motor difficulties</li> <li>• Recording and / or mobility now impacting more on access to the curriculum</li> <li>• May need specialist input to comply with health and safety legislation, e.g., to access learning in the classroom, for personal care needs, at break and lunch times.</li> <li>• Increased dependence on mobility aids i.e., wheelchair or walking aid.</li> <li>• Increased use of alternative methods for extended recording e.g., scribe, ICT.</li> </ul>	<p>As Progressive Provision Level 2 plus:</p> <ul style="list-style-type: none"> <li>• May need specialist assessment and advice regarding mobility and curriculum access from IPaSS/ Health professionals.</li> <li>• Health Care plan may be in place, if appropriate, written with specialist nurse/ school nurse</li> <li>• Personal care and manual handling assessment in conjunction with IPaSS and Health Professionals may be in place.</li> <li>• Modified planning for PE/outdoor play curriculum is likely to be needed.</li> <li>• May have Physiotherapy/ Occupational Therapy exercise programme to be done in school.</li> <li>• Will be categorised as at School Support level.</li> <li>• Small group or one to one adult input to practice skills - Flexible use of classroom support to access curriculum and develop skills in recording.</li> </ul>	
4 (EHCP)	<ul style="list-style-type: none"> <li>• <b>Significant</b> physical /medical difficulties with or without associated learning difficulties.</li> </ul>	<p>As Progressive Provision Level 3 plus:</p>	

	<ul style="list-style-type: none"> <li>Physical and / or medical condition will have a significant impact on the ability to access the curriculum. This may be through a combination of physical, communication and learning difficulties.</li> <li>Significant and persistent difficulties in mobility around the building and in the classroom</li> <li>May have significant personal care needs which require adult support and access to a hygiene suite.</li> <li>May have developmental delay and/or learning difficulties which impacts upon access to curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum.</li> <li>Where appropriate an alternative curriculum to develop independence and life skills</li> <li>Advice from IPaSS Team on risk assessments, swimming, educational visits day/ residential, Personal Evacuation and Egress Plan (P.E.E.P.)</li> <li>Should include assessment advice from other agencies, e.g., EP, IPASS, SALT/OT</li> <li>Increased level of understanding by teaching and support staff will require plans for developing whole school understanding of Learner's needs. To include all setting staff that may come into contact with learners on a daily basis.</li> </ul>	
5	<p>As Progressive Provision Level 4 plus:</p> <ul style="list-style-type: none"> <li>The learner will have a <b>significant need in another area</b> that is not solely attributed to PD need, e.g., Social Emotional and Mental Health or Sensory or Medical or an additional social care need impacting on access / engagement with education.</li> </ul>	<p>As Progressive Provision Level 4 plus:</p> <ul style="list-style-type: none"> <li>Significant adaptations to the curriculum for secondary need, as identified in other PN criteria.</li> <li>A need for an enhanced level of individual targeted support and adaptation of the curriculum for both primary and secondary needs <b>some</b> of the time.</li> </ul>	
6	<p>Some or all of the following:</p> <ul style="list-style-type: none"> <li>Severe physical difficulties and/or a medical condition with or without associated learning difficulties.</li> <li>Impaired progress and attainment</li> <li>persistent difficulties in mobility around the building and in the classroom</li> </ul>	<p>As Progressive Provision Level 5 plus:</p> <ul style="list-style-type: none"> <li>Modified curriculum in some or all areas.</li> <li>Direct and ongoing intervention and assessment from involved specialist services, e.g., IPaSS</li> </ul>	

	<ul style="list-style-type: none"> <li>• severe physical difficulties or a medical condition that requires access to assistive technology to support communication, understanding and learning.</li> <li>• the need for high level support for all personal care, mobility, daily routines and learning needs.</li> <li>• physical conditions that require medical/therapy/respice intervention and support.</li> <li>• the need for an environment to support self-esteem and positive self-image.</li> <li>• a developing neuro-muscular degenerative condition or traumatic incident resulting in brain or physical injury.</li> </ul>	<ul style="list-style-type: none"> <li>• Care plan in place, if appropriate, written with specialist nurse/ school nurse.</li> <li>• SENCo and specialists continually monitor and evaluate the need for the increased intensity of input from Speech and Language, Occupational Therapy, Physiotherapy</li> <li>• Personal care assessment and Manual handling assessment</li> <li>• A need for an enhanced level of individual targeted support and significant adaptation of the curriculum <b>much</b> of the time.</li> </ul>	
7	<p>As Progressive Provision Level 6 plus:</p> <ul style="list-style-type: none"> <li>• The learner will have a <b>significant need in another area</b> that is not solely attributed to PD need, e.g., Social emotional and Mental Health or Sensory or Medical or an additional social care need impacting on access / engagement with education.</li> </ul>	<p>As Progressive Provision Level 6 plus:</p> <ul style="list-style-type: none"> <li>• Significant adaptations to the curriculum for secondary need, as identified in other PN criteria.</li> <li>• A need for an enhanced level of individual and targeted support (likely to be full time and where significant time is required for 2:1 support for moving and handling purposes) and significant adaptation of the curriculum for both primary and secondary needs <b>most</b> of the time.</li> </ul>	
8	<ul style="list-style-type: none"> <li>• The learner will have a <b>permanent, severe and/or complex</b> physical disability or serious medical condition.</li> </ul> <p>The learner will present with many of the following:</p> <ul style="list-style-type: none"> <li>• a level of independent mobility or self-care that restricts/prevents an alternative mainstream placement.</li> <li>• an inability to make progress within the curriculum without the use of specialist</li> </ul>	<p>As Progressive Provision Level 7 plus:</p> <ul style="list-style-type: none"> <li>• High staffing ratio with appropriate teaching and appropriate non-teaching support to facilitate Learner access to the curriculum.</li> <li>• Significantly adapted educational setting with facilities to enable increased independence.</li> <li>• Individual skilled support for mobility and personal care needs</li> </ul>	

	<p>materials, aids, equipment and high level of adult support throughout the school day.</p> <ul style="list-style-type: none"> <li>• furniture and/or extensive adaptations to the physical environment of the school</li> <li>• difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration.</li> <li>• emotional and/or some behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school.</li> <li>• a requirement that health care inputs and therapies may be intensive and on a regular basis.</li> <li>• given appropriate facilities is nevertheless unable to independently manage personal and/or health care during the school day and requires regular direct intervention.</li> <li>• is an Augmentative Alternative Communication (AAC) user.</li> <li>• has a degenerative condition</li> </ul>	<ul style="list-style-type: none"> <li>• Direct and ongoing intervention and assessment from involved specialist services, e.g., IPaSS and LD Services.</li> <li>• Staff trained and in medical / physical interventions and strategies as appropriate.</li> <li>• Access to regular nursing support and advice</li> <li>• Staff trained in the use of a range of specialist ICT and AAC equipment and software to support access to learning.</li> <li>• A need for an enhanced level of individual and targeted support (likely to be full time and where significant time is required for 2:1 support for moving and handling purposes) and significant adaptation of the curriculum for both primary and secondary needs <b>all</b> of the time.</li> </ul>	
9	<ul style="list-style-type: none"> <li>• A permanent, severe and/or complex physical disability or serious medical condition.</li> </ul> <p>The learner will present with many of the following:</p> <ul style="list-style-type: none"> <li>• the associated severe and complex learning difficulties impact on their ability to make progress within the curriculum despite the use of specialist materials, aids, equipment, furniture and/or extensive adaptations to the physical environment of the school.</li> <li>• difficulties in making and sustaining peer relationships leading to concerns about social isolation and their vulnerability within the setting and wider environment.</li> </ul>	<p>As Progressive Provision Level 8 plus:</p> <ul style="list-style-type: none"> <li>• Provision is within a specialist environment and may require a ratio of 1:1/2:1 highly skilled adult support.</li> </ul>	



	<ul style="list-style-type: none"> <li>• emotional and/or behavioural difficulties including regular periods of withdrawal, disaffection and ongoing reluctance to attend school.</li> <li>• a requirement that health care inputs and therapies may be intensive and on a daily basis.</li> <li>• given appropriate facilities is nevertheless unable to manage personal and/or health care during the school day and requires a high level of direct intervention.</li> <li>• has a complex medical need requiring frequent monitoring and medical intervention throughout the school day.</li> <li>• has a significant additional condition such as HI/VI/MSI which gives rise to the complexity of need.</li> <li>• is an Augmentative Alternative Communication (AAC) user.</li> <li>• has a degenerative condition.</li> </ul>		
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10	This Progressive Provision Level will be allocated and moderated on an individual case basis through a Resource Allocation Panel.
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**Social, Emotional, Mental Health Needs**

This set of descriptors will apply to those identified with the following types of Special Educational Needs:

Learners may experience a wide range of social and emotional needs which manifest themselves in different ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive, or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as:

- Anxiety
- Depression
- Self-harm
- Substance misuse
- Eating disorders

Or other presenting difficulties such as;

- Early developmental trauma
- Attachment difficulties/ disorder

<ul style="list-style-type: none"> <li>- Experiencing a traumatic incident e.g., loss and bereavement, bullying and other Adverse Childhood Experiences (ACE's)</li> <li>- Attention Deficit Hyperactivity Disorder (ADHD)</li> </ul>			
Progressive Provision Level	Identified Need	Provision in Place	Evidence of Need and Provision
0 (Universal Provision)	No identified Special Educational Needs	<ul style="list-style-type: none"> <li>• Will be included in school and class using Quality First Teaching approaches.</li> </ul> <p>Full inclusion to the National Curriculum through use of appropriate adaptation.</p>	
1 (Cause for concern raised)	<p>Learners may present with difficulties such as:</p> <ul style="list-style-type: none"> <li>• not following instructions,</li> <li>• unable to sit/fidgety.</li> <li>• requiring significant attention from adults and peers</li> <li>• difficulties transitioning around school.</li> <li>• difficulties at unstructured times</li> </ul>	<p>As Progressive Provision Level 0 plus:</p> <ul style="list-style-type: none"> <li>• The teacher uses specific and positive feedback to promote a sense of achievement and belonging.</li> <li>• The teacher uses approaches which promote feelings of safety, security, and inclusion. This is through developing a positive relationship with the learner, maintaining unconditional positive regard, and firm, fair boundaries that are consistently applied.</li> <li>• The classroom contains resources and displays that support independence and is organised to support learning (e.g., grouping, seating, etc.)</li> <li>• A clear system of rules, rewards and sanctions is used consistently, and the learner has the opportunity to take on responsibilities (e.g., class monitor) to build self-esteem.</li> <li>• The learner may have their own reminders/cues (visual, etc.) to help reinforce expectations.</li> </ul> <p>Quality First Teaching approaches with specific support for targets which involve Social, Emotional and Mental Health Strategies.</p>	

2 (SEN Support)	As Progressive Provision Level 1 plus <b>mild</b> difficulties continue/worsen and there has been no significant measured change for two terms.	<p>As Progressive Provision Level 1 plus with <b>additional support and guidance from the SENDCO or colleagues:</b></p> <ul style="list-style-type: none"> <li>• The school should consider the appropriateness of an Early Help Assessment for this learner as part of the graduated response</li> <li>• Have opportunities for small group work within the usual classroom planning and management along with more targeted interventions as appropriate to area of need.</li> <li>• Adults actively support Learners by modifying teacher talk and scaffolding/modelling responses.</li> <li>• Regular, planned support to listen and respond.</li> <li>• Regular, planned encouragement and support to collaborate with peers in curriculum activities.</li> <li>• Staff working directly with the Learner should have knowledge and training in good practice for teaching and planning provision for C&amp;YP with SEMH.</li> </ul>	
3 (SEN Support)	As Progressive Provision Level 2 plus <b>moderate</b> difficulties continue/worsen and there has been no significant measured change for three terms.	<p>As Progressive Provision Level 2 plus:</p> <ul style="list-style-type: none"> <li>• The learner will be categorised as ‘School Support.’</li> <li>• Regular targeted small group or individual support, making use of assessment tools (e.g., ELSA, Boxall, Thrive, etc.) to focus provision.</li> <li>• Opportunities for learners to engage in small group targeted interventions e.g., friendship groups.</li> <li>• The class teacher will draw on additional support from skilled colleagues (e.g., SENDCO) to modify the</li> </ul>	

		<p>curriculum and develop strategies to address SEMH needs.</p> <ul style="list-style-type: none"> <li>• Planning may also take into account advice from other professionals (e.g., from SEMH specialists, CAMHS or Educational Psychologist).</li> <li>• School could consider the use of independent Alternative Provision to offer appropriate alternative vocational curriculum pathways. <i>*Note that provision in independent AP cannot be full time unless the provider is a registered school</i></li> </ul>	
4 (EHCP)	<p>As Progressive Provision Level 3 plus the learner continues to present with <b>significant</b> and persistent levels of social, emotional, mental health difficulties which are now more complex and long term despite involvement and implementation of strategies from wider professionals.</p> <p>This may require statutory assessment to ensure additional financial resource to support continued inclusion.</p>	<p>As Progressive Provision Level 3 plus:</p> <ul style="list-style-type: none"> <li>• Additional key, trusted adult(s) in place to support throughout the school day, working under the direction of the teacher and supporting the learner to work on individual targets and curriculum tasks.</li> <li>• Learners may be disapplied from some aspects of the national curriculum.</li> <li>• EHCP may advise access to interventions such as counselling, CBT programmes, emotional regulation work led by trained school staff, non-directive creative approaches (e.g., music, art, drawing, play)</li> <li>• Learners may access external support services such as Refresh, Mind, Emotional Resilience Coaches etc.</li> </ul>	
5	<p>As Progressive Provision Level 4 plus:</p> <p>The learner will have a <b>significant need in another area</b> that is not solely attributed to SEMH need, e.g., Sensory, Physical or Medical, Cognition and Learning</p>	<p>As Progressive Provision Level 4 plus:</p> <p>Opportunities for learners to access a bespoke enriched curriculum within a small group provision for <b>some</b> of the day/week based on the nurture principles.</p> <ul style="list-style-type: none"> <li>• Significant adaptations to the curriculum for secondary need, as identified in other Primary</li> </ul>	

		<p>Need criteria. E.g.- delivery of core subjects in a flexible way.</p> <ul style="list-style-type: none"> <li>• Activities focus on key skills and social and emotional wellbeing outcomes throughout the school day e.g., emotions coaching.</li> <li>• A range of other specialist agencies are involved in offering support.</li> <li>• Significantly additional and different provision in place and close support from highly trained specialist staff.</li> <li>• Access to a trained specialist adult able to intervene to support the learner in recognising and managing their emotions. Despite all non-physical de-escalation techniques being in place, physical intervention is required to support learner on occasions when necessary.</li> <li>• Access to staff with experience and training in meeting the needs of learners with SEMH.</li> </ul>	
6	<p>As Progressive Level 5 plus:</p> <p>Learner continues to present with <b>severe</b> and persistent levels of social, emotional, mental health difficulties which continue to be complex and long term, and which require a higher level of additional financial resource to support continued inclusion.</p>	<p>As Progressive Provision Level 5 plus:</p> <ul style="list-style-type: none"> <li>• A bespoke enriched curriculum within a small group provision for <b>much</b> of the week including unstructured times.</li> </ul>	
7	<p>As Progressive Provision Level 6 plus:</p> <p>SEMH needs that <b>profoundly</b> affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar</p>	<p>As Progressive Provision Level 6 plus:</p> <ul style="list-style-type: none"> <li>• A bespoke enriched curriculum within a small group provision for <b>most</b> of the week including unstructured times.</li> <li>• A personalised programme of education and therapeutic support for <b>most</b> of the week.</li> </ul>	

	<p>contexts and with familiar support/people available.</p> <p>The pervasive nature of the SEMH needs has a detrimental effect on the acquisition, retention and generalisation of skills and therefore has learning needs.</p>		
8	<p>As Progressive Provision Level 7 plus:</p> <p><b>Significant and increasing</b> social, emotional, mental health difficulties, requiring funding which is additional to that at Progressive Provision Level 7, and which supports either significantly additional and different provision.</p>	<p>As Progressive Provision Level 7 plus:</p> <ul style="list-style-type: none"> <li>• A bespoke enriched curriculum within a small group provision for <b>all</b> of the week including unstructured times.</li> </ul>	
9	<p>As Progressive Provision Level 8 plus continuing significant and increasing social, emotional, mental health difficulties, requiring sufficient funding and resource to ensure that appropriate specialist provision outside the mainstream environment is in place.</p> <p>Difficulties may be characterised by some or all of the following:</p> <ul style="list-style-type: none"> <li>• Daily or more frequent occurrence of challenging, aggressive, violent behaviour resulting in disruption to others and prevention of self from learning.</li> <li>• Self-harming behaviours</li> <li>• Persistent substance abuse</li> </ul>	<p>As Progressive Provision Level 8, plus:</p> <ul style="list-style-type: none"> <li>• Provision is within a specialist environment and may require a ratio of one-to-one highly skilled adult support</li> </ul>	

	<ul style="list-style-type: none"> <li>• Inappropriate sexualised behaviours/language</li> <li>• Dis-engagement in learning.</li> <li>• Significant attendance issues</li> </ul>		
10	This Progressive Provision Level will be allocated and moderated on an individual case basis through a Resource Allocation Panel.		

**Glossary:**

Some= approximately 25%

Much = approximately 50%

Most = approximately 75%

All= 100%

Mild = up to 1year

Moderate = up to 2 years

Severely/Significant = 2 years plus

Significant impact = impacting on ability to access or attend without support or adjustment most of the time.

Profound impact = impacting on ability to access or attend without support or adjustment all of the time.