

## 4. Cognition and Learning

### Part 1- Introduction & Overview

This section of the guidance should be used from Year 1 onwards, where the child or young person's main area of need is in the area of cognition and learning. It is acknowledged that children and young people with needs on the area of cognition & learning usually also experience some associated difficulties in other areas, and this is taken into account in the Bands and Provision described below. If the difficulties in the other areas are severe in nature, it may be necessary also to consult the guidelines for those areas.

Cognition refers to thinking and reasoning – the ability to use mental strategies to understand situations and to solve novel problems. Cognitive abilities/skills are often (but not always) described in terms of verbal, non-verbal and spatial abilities, and educational psychologists (EPs) are able to assess these abilities. The pattern of these abilities usually stays relatively constant over time, and assessing them helps to direct teaching staff towards strengths to build on and strategies which are likely to be helpful. Assessments may involve standardised tests, or may be more dynamic in nature. Where children or young people have high levels of cognitive difficulties, assessments are less likely to include standardised test scores.

Learning refers to the child or young person's acquisition and application of new knowledge and skills. People with cognitive difficulties usually have associated difficulties with the school curriculum: typically this affects literacy and numeracy, and often the whole school curriculum. However, many children and young people with cognitive difficulties learn very successfully in some areas, whilst needing support in others. Where the vast majority of the curriculum is affected, psychologists might refer to, 'general learning difficulties'. Where only parts of the curriculum are affected, they might use the term, 'specific learning difficulties'.

Children and young people who experience specific learning difficulties usually have these met at the mild/moderate levels, through intervention by school staff with advice from EPs. They usually learn basic literacy/numeracy skills more slowly than most people, and need specific teaching and practice of these skills for a lot longer. Because of this, they also need a strong focus on supporting their access to the whole curriculum, so that the level of their basic academic skills does not impede their participation or affect their confidence and wellbeing. They need sensitive and skilled support over a long period.

Children and young people who experience Severe Learning Difficulties (SLD) will have difficulty understanding, learning and remembering new skills. They will have difficulty with both the acquisition of skills and applying these skills to new situations. Attainments are likely to remain well below the age expected levels for much of their school life. Additional difficulties with social tasks such as communication, interaction and self-care may also be present.

<b>Part 2 - Band Descriptors</b>	
<b>Band 1 (Mild SEND)</b>	<ul style="list-style-type: none"> <li>• Below the expected rate of attainment; up to 2 years behind national expectations.</li> <li>• Progress with acquisition of some or all skills is slower than average.</li> <li>• Difficulty with the acquisition or use of language, literacy, numeracy skills.</li> <li>• Difficulty with the pace of curriculum delivery; aspects of cognition and attainment below average.</li> <li>• Some problems with conceptual development.</li> <li>• A medical diagnosis may be in place.</li> </ul> <p><b>The child or young person is experiencing mild difficulties with understanding, retaining and using concepts.</b></p>
<b>Band 2 (Moderate SEND )</b>	<ul style="list-style-type: none"> <li>• Attainment is more than two years behind national expectations despite targeted differentiation.</li> <li>• Progress with acquisition of some or all skills is slower than average. Makes progress when given appropriate support, but does not 'catch up' with peers.</li> <li>• General difficulties in the acquisition and use of language/literacy/numeracy skills.</li> <li>• Moderate difficulties with independent working and needs the support of an adult and a modified curriculum.</li> <li>• Cognitive assessment by an EP shows weaknesses/atypical learning strategies or abilities which are affecting child or young person's ability to learn and/or retain skills &amp; information. Where standardised tests are used, the overall score will normally be at least 2 standard deviations below the mean/standardised score 70 or below.</li> <li>• A medical diagnosis may be in place.</li> </ul> <p><b>Difficulties in learning persist and there is a continuing need for support to be tailored to the child or young person.</b></p>
<b>Band 3 (Severe SEND)</b>	<ul style="list-style-type: none"> <li>• Attainment is more than three years behind expected level despite differentiated learning opportunities and concentrated support.</li> <li>• Progress with acquisition of some or all skills is much slower than average: gap between /young person's skills and those generally expected at their age is increasing.</li> <li>• Persistent difficulties in the acquisition/use of language/literacy/numeracy skills.</li> <li>• Needs persist and appear resistant to previous interventions.</li> <li>• Cognitive assessment by an EP shows weaknesses/atypical learning strategies or abilities which are affecting child</li> </ul>

	<p>or young person’s ability to learn and/or retain skills &amp; information. Where standardised tests are used, the overall score will normally be at least 3 standard deviations below the mean/standardised score 55 or below.</p> <ul style="list-style-type: none"> <li>• Some social and independence skills may be slow to develop: this might affect social relationships and require direct teaching/modified curriculum.</li> <li>• A medical diagnosis may be in place.</li> </ul> <p><b>Difficulties in learning are more severe and give rise to an increased gap between the child or young person’s skills and those of peers.</b></p>
<p><b>Band 4 (More Severe SEND)</b></p>	<ul style="list-style-type: none"> <li>• Attainment is more than three years behind expected level despite differentiated learning opportunities and concentrated support.</li> <li>• Progress with acquisition of all skills is much slower than average. Progress can only be measured by using very fine -grained targets.</li> <li>• Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, and out of school activities.</li> <li>• Needs persist and appear resistant to previous interventions.</li> <li>• High level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence. May need explicit teaching and support for self-help skills and practical tasks.</li> <li>• Cognitive assessment by an EP is unlikely to include standardised test results, at this level. Where standardised tests are used, the overall score will normally be at least 3 standard deviations below the mean/standardised score 55 or below.</li> <li>• Significant cognitive impairment severely restricts access to the curriculum and ability to work independently. Whole curriculum and its delivery are likely to need planning around individual needs, with regular advice from specialist staff to enable that. May require specialist provision.</li> <li>• May have difficulties in communication and interaction.</li> <li>• A medical diagnosis is likely to be in place.</li> <li>• May have sensory issues: seeking stimulation, or over-sensitivity.</li> <li>• Child or young person may need intensive staff support to keep them and other children and young people safe, e.g. to manage challenging behaviour or self-stimulation.</li> </ul> <p><b>Difficulties in learning require support in all curriculum areas and other activities. Education, Health and Care Plan (EHCP) in place.</b></p>

<p><b>Band 5 (Profound SEND)</b></p>	<ul style="list-style-type: none"> <li>• Profound learning difficulties with cognitive impairment profoundly restricting access to the curriculum and requiring specialist provision.</li> <li>• Profound learning difficulties with another significant barrier to learning e.g. Developmental Language Disorder (DLD)/Sensory/Physical/Autism Spectrum Condition (ASC).</li> <li>• Substantial and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, with the curriculum and out of school activities. The whole curriculum and its delivery is likely to need planning around individual needs, with ongoing input from specialist staff.</li> <li>• Complex and severe language and communication difficulties.</li> <li>• Profound and persistent difficulties that impact on all aspects of daily life; lifelong disability.</li> <li>• Cognitive assessment by an EP is unlikely to include standardised test results, at this level.</li> <li>• A medical diagnosis is likely to be in place.</li> </ul> <p><b>Profound learning difficulties with additional needs, impacting all aspects of child or young person’s life and requiring lifelong support. EHCP in place.</b></p>
<p><b>Band 6 (Exceptional SEND)</b></p>	<ul style="list-style-type: none"> <li>• Complex needs include medical difficulties which require intensive, continuous monitoring and treatment.</li> <li>• Finds transitions and changes in life outside school very difficult to cope with. Requires highly intensive support with this.</li> <li>• There is clear evidence that the child or young person’s needs cannot be met at Band Five, and there is a clear plan, with monitoring and review arrangements, for how the needs could be addressed with the use of additional resources.</li> </ul> <p><b>Profound learning difficulties with additional needs, impacting all aspects of life and requiring lifelong support. In addition, circumstances give rise to the need, either temporary or permanent, for a higher level of support than Band Five.</b></p>

<b>Part 3 - Provision</b>		
<b>Band 1 - Mild SEND</b>		
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• Below the expected rate of attainment; up to 2 years behind national expectations.</li> <li>• Progress with acquisition of some or all skills is slower than average.</li> <li>• Difficulty with the acquisition or use of language, literacy, numeracy skills.</li> <li>• Difficulty with the pace of curriculum delivery; aspects of cognition and attainment below average.</li> <li>• Some problems with conceptual development.</li> <li>• A medical diagnosis may be in place.</li> </ul> <p><b>The child or young person is experiencing mild difficulties with understanding, retaining and using concepts.</b></p>	
	<b>Setting/Governing Body</b>	<b>Local Authority</b>
<b>Assessment and Planning</b>	<ul style="list-style-type: none"> <li>• Part of normal school and class assessments.</li> <li>• Normal curriculum plans include Quality First Teaching (QFT) strategies.</li> <li>• Parents and children involved in monitoring and supporting their targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Web based Cumbria County Council (CCC) Local Offer.</li> <li>• Ongoing consultation advice from EP.</li> </ul>
<b>Teaching and Learning Environment</b>	<ul style="list-style-type: none"> <li>• Mainstream class with flexible grouping arrangements.</li> <li>• Paired learning opportunities e.g. learning buddies.</li> <li>• Opportunities for small group work based on identified need e.g. listening/thinking.</li> <li>• Adjustments to classroom arrangements, e.g. seating arrangements, quiet work area in classroom/library.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to training opportunities e.g. Paired Reading, Precision Teaching, Maths Recovery, differentiation. (NB school will have to pay for any formal training.)</li> <li>• Consultation advice from EP.</li> </ul>

<b>Human Resources and Staffing</b>	<ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with advice from SENCO.</li> <li>• Additional adults routinely used to support flexible groupings and differentiation.</li> <li>• Mainstream class with enhanced differentiation, regular targeted small group support.</li> <li>• Time limited programmes of small group work based on identified need.</li> <li>• Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation advice from EP.</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Quality First Teaching.</li> <li>• Differentiation by presentation, activity and/or outcome.</li> <li>• Simplify level/pace/amount of teacher talk.</li> <li>• Emphasis on identifying and teaching gaps in knowledge and skills.</li> <li>• Opportunities for skill reinforcement/revision/transfer and generalisation.</li> <li>• Formal teaching of vocabulary and concepts.</li> </ul>	
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• Demonstrate the use of resources that are delegated to schools and settings to support children and young people with Special Educational Needs and Disability (SEND), e.g. via a Provision Map.</li> <li>• Full inclusion within the curriculum through use of differentiation and group support.</li> <li>• Activities planned through QFT with emphasis on concrete, experiential and visual supports.</li> <li>• Multi-sensory learning opportunities.</li> <li>• Strategies employed to encourage cognitive engagement, transferring and generalising learning e.g. Thinking Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Web based CCC Local Offer.</li> <li>• Web based teaching resources and suggestions on CCC website:  <a href="http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/">www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/</a> </li> </ul>

	<p>and problem solving.</p> <ul style="list-style-type: none"> <li>• Links established between new and prior learning with support from review and over learning techniques.</li> </ul>	
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<b>Band 2 - Moderate SEND</b>		
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<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• Attainment is more than two years behind national expectations despite targeted differentiation.</li> <li>• Progress with acquisition of some or all skills is slower than average. Makes progress when given appropriate support, but does not 'catch up' with peers.</li> <li>• General difficulties in the acquisition and use of language/literacy/numeracy skills.</li> <li>• Moderate difficulties with independent working and needs the support of an adult and a modified curriculum.</li> <li>• Cognitive assessment by an EP shows weaknesses/atypical learning strategies or abilities which are affecting child or young person's ability to learn and/or retain skills &amp; information. Where standardised tests are used, the overall score will normally be at least 2 standard deviations below the mean/standardised score 70 or below.</li> <li>• A medical diagnosis may be in place.</li> </ul> <p><b>Difficulties in learning persist and there is a continuing need for support to be tailored to the child or young person.</b></p>	
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	<b>Setting/Governing Body</b>	<b>Local Authority</b>
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<b>Assessment and Planning</b>	<p>As in Band 1</p> <ul style="list-style-type: none"> <li>• SENCO involved in more specific assessment and observations e.g. B Squared/Performance Indicators for Valued Assessment Target Setting (PIVATS), specific screening tools.</li> <li>• Curriculum plan reflects levels of achievement; progress is tracked via school tracking.</li> </ul>	<p>As in Band 1</p> <ul style="list-style-type: none"> <li>• Consultation advice from EP. This could include detailed observation and/or individual assessment, as well as participation in monitoring and reviewing arrangements.</li> <li>• Advice from external specialist e.g. EP is incorporated into target setting, planning and support.</li> </ul>
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	<ul style="list-style-type: none"> <li>• There is evidence of systematic monitoring and recording of progress in terms of the effectiveness of interventions.</li> </ul>	
<p><b>Teaching and Learning Environment</b></p>	<p>As in Band 1</p> <ul style="list-style-type: none"> <li>• Mainstream class with enhanced differentiation, regular targeted small group support.</li> <li>• Precision teaching.</li> <li>• Time limited programmes of small group work based on identified need.</li> <li>• Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored.</li> <li>• Advice from Learning Support Department is reflected in targets.</li> </ul>	<p>As in Band 1</p>
<p><b>Human Resources and Staffing</b></p>	<p>As in Band 1</p> <ul style="list-style-type: none"> <li>• Parents are fully informed of school provision for child or young person and involved in decisions about interventions to meet the child or young person`s needs.</li> <li>• <b>Main provision</b> by class/subject teacher with support from SENCO and advice from EP.</li> <li>• Additional adult, <b>under the direction of teacher</b>, provides sustained targeted support on an individual/group basis.</li> <li>• May include individual teaching on a time limited basis, entry and exit criteria clearly stated.</li> </ul>	<p>As in Band 1</p>

<b>Curriculum and Teaching Methods</b>	<p>As in Band 1</p> <ul style="list-style-type: none"> <li>• Quality First teaching.</li> <li>• Use of direct instruction methods.</li> <li>• Programme includes differentiated and modified tasks within an inclusive curriculum.</li> <li>• Modify level/pace/amount of teacher talk to pupils' identified need.</li> <li>• Programmes to consist of small achievable steps.</li> <li>• Pre teach concepts and vocabulary.</li> <li>• Multi-sensory learning opportunities.</li> <li>• Emphasis on using and applying and generalisation of skills.</li> <li>• Individual targets within group programmes and/or 1:1 carefully monitored and reviewed.</li> </ul>	<p>As in Band 1</p>
<b>Resources and Intervention Strategies</b>	<p>As in Band 1</p> <ul style="list-style-type: none"> <li>• Demonstrate the use of resources that are delegated to schools and settings to support children and young people with SEND, e.g. via a Provision Map.</li> <li>• Adults use the developmental level of language appropriate to the child or young person in questioning and explanation.</li> <li>• Simple Thinking Skills activities Intensive use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/ classifying and categorising.</li> <li>• Use real objects where ever possible.</li> <li>• Individual reading, individual maths.</li> <li>• TEACCH method or similar may be used to meet individual needs including work system/busy box, visual timetable.</li> </ul>	<p>As in Band 1</p> <ul style="list-style-type: none"> <li>• EPs may suggest particular resources or strategies to suit the child or young person's needs or may informally advise/train staff about these.</li> </ul>

	<ul style="list-style-type: none"> <li>• QFT is supplemented by appropriate small group work with close monitoring in place.</li> <li>• Individualised programmes are incorporated into provision. Clear entry and exit criteria.</li> <li>• The child or young person experiences success through carefully planned interventions and expectations.</li> </ul>	
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<p><b>Band 3 - Severe SEND</b></p>	
<p><b>Descriptor</b></p>	<ul style="list-style-type: none"> <li>• Attainment is more than three years behind expected level despite differentiated learning opportunities and concentrated support.</li> <li>• Progress with acquisition of some or all skills is much slower than average: gap between/young person’s skills and those generally expected at their age is increasing.</li> <li>• Persistent difficulties in the acquisition/use of language/literacy/numeracy skills.</li> <li>• Needs persist and appear resistant to previous interventions.</li> <li>• Cognitive assessment by an EP shows weaknesses/atypical learning strategies or abilities which are affecting child or young person’s ability to learn and/or retain skills &amp; information. Where standardised tests are used, the overall score will normally be at least 3 standard deviations below the mean/standardised score 55 or below.</li> <li>• Some social and independence skills may be slow to develop: this might affect social relationships and require direct teaching/modified curriculum.</li> <li>• A medical diagnosis may be in place.</li> </ul> <p><b>Difficulties in learning are more severe and give rise to an increased gap between the child or young person’s skills and those of peers.</b></p>

	<b>Setting/Governing Body</b>	<b>Local Authority</b>
<b>Assessment and Planning</b>	<p>As in Band 2</p> <ul style="list-style-type: none"> <li>• SENCO will follow advice from assessment by EP and the involvement of education and non-education professionals as appropriate.</li> <li>• Reviews will take note of evidence based need to move towards an EHCP.</li> <li>• Curriculum plans and progress will be closely monitored by school tracking system.</li> <li>• Targets will be individualised, short term and specific (SMART or SCRUFFY).</li> <li>• Continued regular engagement of parents/carer.</li> </ul>	<p>As in Band 2</p> <ul style="list-style-type: none"> <li>• Consultation advice from EP. This could include detailed observation and/or individual assessment, as well as participation in monitoring and reviewing arrangements.</li> <li>• Following implementation of an EHCP, Specialist Advisory Teacher (SAT) from the SEND Teaching Support Team (SEND TST) will become involved and offer support and advice.</li> <li>• Local Authority (LA), SEND team will monitor progress through the statutory review will advise school about managing the SEND process so as to meet the child or young person's needs.</li> </ul>
<b>Teaching and Learning Environment</b>	<p>As in Band 2</p> <ul style="list-style-type: none"> <li>• Mainstream class, predominantly working on <b>differentiated</b> curriculum tasks.</li> <li>• Frequent opportunities for small group work based on identified need.</li> <li>• Daily opportunities for 1:1 support focused on specific targets.</li> <li>• Grouping needs to be flexible and include positive peer models with input from class teacher as well as additional adults.</li> <li>• There may be a higher level of need for a quieter environment or a change of environment to be made available, and for the child or young person to be supported to access this appropriately.</li> </ul>	<p>As in Band 2</p>

<b>Human Resources and Staffing</b>	<p>As in Band 2</p> <ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with support from SENCO and advice from EP and non-education professionals as appropriate.</li> <li>• A consistent structured environment may include withdrawal, carefully monitored and planned by class teacher for a specific target.</li> <li>• Additional adult, <b>under the direction of the teacher</b> provides sustained targeted support on an individual/group basis. Clear monitoring of effectiveness of interventions.</li> <li>• Additional adult to be trained to deliver interventions and support.</li> </ul>	<p>As in Band 2</p> <ul style="list-style-type: none"> <li>• LA will provide agreed level of top-up funding, as specified in EHCP, in addition to delegated resources. All of this will be spent on meeting the needs of the child or young person.</li> <li>• LA to monitor the use of these funds.</li> <li>• Visits, telephone and email support will be provided by the LA SEND TST: this will involve participation in monitoring and reviewing, but also responding to needs as they arise.</li> </ul>
<b>Curriculum and Teaching Methods</b>	<p>As in Band 2</p> <ul style="list-style-type: none"> <li>• Quality First teaching plus tasks and presentation increasingly individualised and differentiated in an inclusive curriculum.</li> <li>• Structured teaching such as TEACCH.</li> <li>• Visual cues to support auditory information at all stages of delivery.</li> <li>• Individualised level/pace/amount of teacher talk. Ensure transfer and generalisation of skills has occurred before teaching anything new.</li> <li>• Small steps and targets within group programmes and/or 1:1</li> <li>• Extra opportunities to practise generalise and adapt new skills so that they can be retained and applied.</li> <li>• Alternative ways of recording as appropriate.</li> </ul>	<p>As in Band 2</p>

<p><b>Resources and Intervention Strategies</b></p>	<p>As in Band 2</p> <ul style="list-style-type: none"> <li>• Personalised forms of highly structured interventions.</li> </ul>	<p>As in Band 2</p> <ul style="list-style-type: none"> <li>• SEND TST/EP may suggest particular resources or strategies to suit the child or young person’s needs.</li> <li>• SEND TST/ EP may advise/train staff about resources or strategies.</li> </ul>
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**Band 4 - More Severe SEND**

<p><b>Descriptor</b></p>	<ul style="list-style-type: none"> <li>• Attainment is more than three years behind expected level despite differentiated learning opportunities and concentrated support.</li> <li>• Progress with acquisition of all skills is much slower than average. Progress can only be measured by using very fine-grained targets.</li> <li>• Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, and out of school activities.</li> <li>• Needs persist and appear resistant to previous interventions.</li> <li>• High level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence. May need explicit teaching and support for self-help skills and practical tasks.</li> <li>• Cognitive assessment by an EP is unlikely to include standardised test results, at this level. Where standardised tests are used, the overall score will normally be at least 3 standard deviations below the mean/standardised score 55 or below.</li> <li>• Significant cognitive impairment severely restricts access to the curriculum and ability to work independently. Whole curriculum and its delivery are likely to need planning around individual needs, with regular advice from specialist staff to enable that. May require specialist provision.</li> <li>• May have difficulties in communication and interaction.</li> <li>• A medical diagnosis is likely to be in place.</li> <li>• May have sensory issues: seeking stimulation, or over-sensitivity.</li> <li>• Child or young person may need intensive staff support to keep them and other children and young people safe, e.g. to manage challenging behaviour or self-stimulation.</li> </ul> <p><b>Difficulties in learning require support in all curriculum areas and other activities. EHCP in place.</b></p>
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	<b>Setting/Governing Body</b>	<b>Local Authority</b>
<b>Assessment and Planning</b>	<p>As in Band 3</p> <ul style="list-style-type: none"> <li>• SENCO takes advice from assessment by EP and the involvement of education and non-education professionals as appropriate.</li> <li>• Curriculum plans and progress are closely monitored by school tracking systems.</li> <li>• Targets are individualised, short term and specific use B squared /PIVATs to set targets.</li> <li>• Continued regular engagement of parents.</li> </ul>	<p>As in Band 3</p> <ul style="list-style-type: none"> <li>• Following implementation of an EHCP, SAT will become involved offering support and advice and contribute to reviews.</li> </ul>
<b>Teaching and Learning Environment</b>	<p>As in Band 3</p> <ul style="list-style-type: none"> <li>• Mainstream class, predominantly working on <b>differentiated</b> curriculum tasks.</li> <li>• Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific targets.</li> </ul>	<p>As in Band 3</p>
<b>Human Resources and Staffing</b>	<p>As in Band 3</p> <ul style="list-style-type: none"> <li>• <b>Main provision</b> by class/subject teacher with support from SENCO and follows from specialist teacher and non-education professionals as appropriate.</li> <li>• A consistent structured environment may include withdrawal, carefully monitored, and planned by class teacher for a specific target.</li> <li>• Additional adult, <b>under the direction of the teacher</b> provides sustained targeted support on an</li> </ul>	<p>As in Band 3</p> <ul style="list-style-type: none"> <li>• Where specialist provision is required, LA staff will engage with assessing the suitability of available settings, and with monitoring progress once the child or young person is placed in a setting.</li> </ul>

	<p>individual/group basis.</p> <ul style="list-style-type: none"> <li>• Clear monitoring of effectiveness of interventions. Additional adult to be trained to deliver interventions and support.</li> </ul>	
<b>Curriculum and Teaching Methods</b>	<p>As in Band 3</p> <ul style="list-style-type: none"> <li>• Quality First Teaching plus tasks and presentation increasingly individualised and differentiated in an inclusive curriculum</li> <li>• Visual cues to support auditory information at all stages of delivery.</li> <li>• Individualised level/pace/amount of teacher talk. Ensure transfer and generalisation of skills has occurred before teaching anything new.</li> <li>• Small steps targets within group programmes and/or 1:1 e.g. Picture Exchange Communication system (PECs).</li> <li>• Tasks and presentation are personalised to the child or young person's needs and monitored regularly to ensure remain appropriate.</li> <li>• Developing functional literacy and numeracy skills.</li> </ul>	As in Band 3
<b>Resources and Intervention Strategies</b>	<p>As in Band 3</p> <ul style="list-style-type: none"> <li>• Developing independent learning skills.</li> <li>• ICT. Supportive and assistive use of technology to support learning.</li> </ul>	As in Band 3

<b>Band 5 - Profound SEND</b>		
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• Profound learning difficulties with cognitive impairment profoundly restricting access to the curriculum and requiring specialist provision.</li> <li>• Profound learning difficulties with another significant barrier to learning e.g. DLD/Sensory/Physical/ASC.</li> <li>• Substantial and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, with the curriculum and out of school activities. The whole curriculum and its delivery is likely to need planning around individual needs, with ongoing input from specialist staff.</li> <li>• Complex and severe language and communication difficulties.</li> <li>• Profound and persistent difficulties that impact on all aspects of daily life; lifelong disability.</li> <li>• Cognitive assessment by an EP is unlikely to include standardised test results, at this level.</li> <li>• A medical diagnosis is likely to be in place.</li> </ul> <p><b>Profound learning difficulties with additional needs, impacting all aspects of child or young person's life and requiring lifelong support.</b></p> <p><b>EHCP in place.</b></p>	
	<b>Setting/Governing Body</b>	<b>Local Authority</b>
<b>Assessment and Planning</b>	<p>As in Band 4</p> <ul style="list-style-type: none"> <li>• SENCO takes advice from assessment by EP and the involvement of education and non-education professionals as appropriate.</li> <li>• Curriculum plans and progress are closely and regularly monitored.</li> <li>• Targets are individualised, short term and specific use B squared/PIVATs to set targets.</li> <li>• Continued regular engagement of parents.</li> </ul>	<p>As in Band 4</p>

	<ul style="list-style-type: none"> <li>• Rely on education and outside professionals for assessment and advice.</li> </ul>	
<p><b>Teaching and Learning Environment</b></p>	<p>As in Band 4</p> <ul style="list-style-type: none"> <li>• Mainstream class, predominantly working on <b>modified</b> curriculum tasks.</li> <li>• Frequent opportunities for small fluid group work based on identified need.</li> <li>• Daily opportunities for 1:1 support focused on specific targets.</li> </ul>	<p>As in Band 4</p>
<p><b>Human Resources and Staffing</b></p>	<p>As in Band 4</p> <ul style="list-style-type: none"> <li>• <b>Main provision</b> by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate.</li> <li>• A consistent structured environment may include withdrawal, carefully monitored, and planned by class teacher for a specific target.</li> <li>• Additional adult, <b>under the direction of the teacher</b> provides sustained targeted support on an individual/group basis.</li> <li>• Clear monitoring of effectiveness of interventions. Additional adult to be trained to deliver interventions and support.</li> </ul>	<p>As in Band 4</p>

<p><b>Curriculum and Teaching Methods</b></p>	<p>As in Band 4</p> <ul style="list-style-type: none"> <li>• <b>Modified</b> class curriculum.</li> <li>• Quality First Teaching plus tasks and presentation increasingly individualised and modified in an inclusive curriculum.</li> <li>• Visual cues to support auditory information at all stages of delivery.</li> <li>• Individualised level/pace/amount of teacher talk. Ensure transfer and generalisation of skills has occurred before teaching anything new.</li> <li>• Small steps targets within group programmes and/or 1:1 developing functional skills.</li> <li>• Tasks and presentation are personalised to the child or young person’s needs and monitored regularly to ensure remain appropriate.</li> <li>• Emphasis on literacy, numeracy PSHCE and ICT (computeracy).</li> <li>• Tasks and presentation are personalised to the child or young person`s needs and as R4 (1) monitored regularly to ensure remain appropriate.</li> </ul>	<p>As in Band 4</p>
<p><b>Resources and Intervention Strategies</b></p>	<p>As in Band 4</p> <ul style="list-style-type: none"> <li>• Extreme modification of curriculum and group activities carefully monitored to ensure the pupil is not isolated or excluded.</li> <li>• Pupil still included in activities wherever appropriate combined with a bespoke highly individualised strategy for teaching.</li> <li>• Plus emphasis on using real objects and experiences for all activities, and visual support throughout Specialist ICT hard and software.</li> </ul>	<p>As in Band 4</p>

	<ul style="list-style-type: none"> <li>• Augmentative and Alternative Communication (AAC) systems to support communication environment. Specialist equipment to promote self-help, physical access and mobility.</li> <li>• Appropriate indoor and outdoor provision in a safe and secure setting.</li> <li>• Specialist hygiene facilities if necessary.</li> <li>• Access to specialist educational and non-educational services.</li> </ul>	
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<b>Band 6 - Exceptional SEND</b>		
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<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• Complex needs include medical difficulties which require intensive, continuous monitoring and treatment.</li> <li>• Finds transitions and changes in life outside school very difficult to cope with. Requires highly intensive support with this.</li> <li>• There is clear evidence that the child or young person’s needs cannot be met at Band Five, and there is a clear plan, with monitoring and review arrangements, for how the needs could be addressed with the use of additional resources.</li> </ul> <p><b>Profound learning difficulties with additional needs, impacting all aspects of life and requiring lifelong support. In addition, circumstances give rise to the need, either temporary or permanent, for a higher level of support than Band Five.</b></p>	
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	<b>Setting/Governing Body</b>	<b>Local Authority</b>
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<b>Assessment and Planning</b>	<p>As in Band 5</p> <ul style="list-style-type: none"> <li>• Where child or young person is in an independently run setting, the setting will provide regular, detailed feedback to the LA about their progress and plans for their next steps.</li> </ul>	<p>As in Band 5</p>
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<b>Teaching and Learning Environment</b>	As in Band 5	As in Band 5
<b>Human Resources and Staffing</b>	As in Band 5	As in Band 5 <ul style="list-style-type: none"> <li>• Even more intensive support required.</li> </ul>
<b>Curriculum and Teaching Methods</b>	As in Band 5	As in Band 5 <ul style="list-style-type: none"> <li>• Even more specific and intensive support required.</li> </ul>
<b>Resources and Intervention Strategies</b>	As in Band 5	As in Band 5 <ul style="list-style-type: none"> <li>• Even more specific and individualised strategies required.</li> </ul>