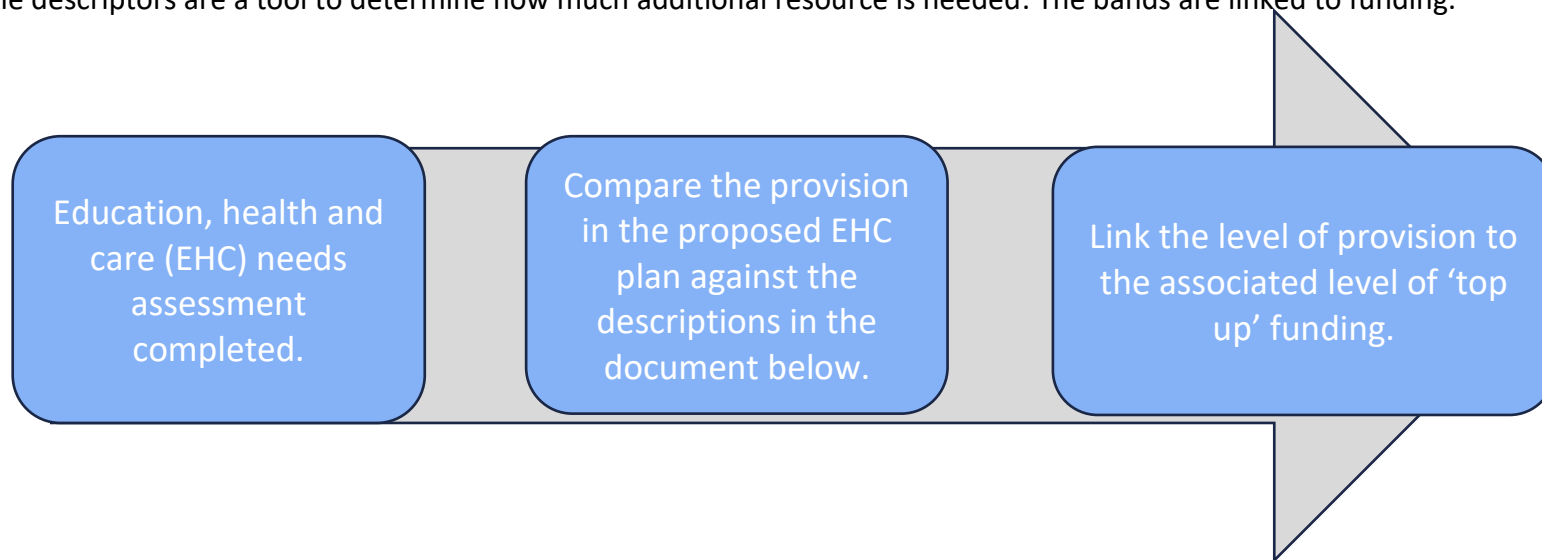![Cambridgeshire County Council logo]

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

How does the 'SEN Descriptors of need and provision' banding work?

The Cambridgeshire descriptors of need and provision sets out a range of special educational needs, alongside the provision to meet those needs.

The descriptors are a tool to determine how much additional resource is needed. The bands are linked to funding.

| Education, health and care (EHC) needs assessment completed. | Compare the provision in the proposed EHC plan against the descriptions in the document below. | Link the level of provision to the associated level of 'top up' funding. |

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

Cognition and Learning

Level	Descriptor of need and provision
BAND 1 **High Quality Teaching**	The CYP is likely to be working generally within or just below age related expectations (or equivalent for EY and post 16) according to curriculum measures/teacher assessments. The CYP can access the curriculum through High Quality teaching, reasonable adjustments and carefully considered differentiation. Some difficulties with aspects of learning may take place including some misconceptions and/or taking longer to understand new concepts, weak phonological skills and difficulties recording ideas. * Under the Equality Act, schools are required to make 'reasonable adjustments' so that all children can access their facilities and services
BAND 2 **SEN Support**	Need • CYP may find it hard to develop and extend early reading, writing and maths skills. • CYP may find it hard to understand and apply concepts in line with age related expectations as identified through the curriculum. • CYP may find it hard to keep up with the pace of curriculum. • CYP may find it harder than others in their year group to initiate and complete a learning task. • Concerns around the rate of progress, generalising and retention of skills. **Key stage 1:** Taking the above points into account, CYP is likely to be working at least one year group below age-related level according to the curriculum. **Key stage 2:** Taking the above points into account, CYP is likely to be working at least two-year group below age-related level according to the curriculum. **Key stage 3 onwards:** Taking the above points into account, CYP's reading, writing and/or maths difficulties are likely to be limiting their access to and progress across the curriculum unless adjustments and adaptations in line with ordinarily available provision are in place.

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	In addition to curriculum-based indicators of difficulties (see above), CYP may have one or more standard score on a norm-referenced measure of a learning skill (e.g., reading accuracy, comprehension, spelling, number skills) which is one standard deviation below the mean (i.e., standard score 70-85; t score: 30-40; scaled score: 7-10) (See Appendix A).
	Curriculum and Provision
	• Reasonable adjustments such as additional time to complete work • Opportunities for additional time to consolidate learning • Additional intervention at times to develop a specific skill, or additional adult input to complete targeted learning tasks. • Intermittent adult prompts required to complete a learning task
BAND 3 **lower** **HIGH NEEDS FUNDING** **Upper**	**Need**
	• The CYP has accessed targeted and well-founded intervention to address areas of but their progress in the specific areas addressed has been slow/limited. • CYP may find it harder than others in their year group to understand, initiate and complete a learning task • CYP may have more difficulties than others in their year group with attention, independence and personal organisation • CYP may have needs in more than one area of development which are interacting with each other (e.g., speech and language needs impacting on learning; learning needs impacting on emotional needs) • The difficulties that the CYP experiences with learning may be affecting their self-esteem and/or engagement and increasing anxiety and/or frustration. **Key stage 1:** Taking the above points into account, CYP is likely to be working at least two-year groups below age-related level according to the curriculum in one or more areas of skill. **Key stage 2:**

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	Taking the above points into account, CYP is likely to be working at least three or four-year group below age-related level according to the curriculum in one or more areas of skill. **Key stage 3 onwards:** Taking the above points into account, CYP's reading, writing and/or maths difficulties are likely to be limiting their access to and progress across the curriculum to a level whereby they are not on track to achieve their English and Maths GCSEs. <u>In addition to</u> curriculum-based indicators of difficulties (see above), CYP may have one or more standard score on a norm-referenced measure of a learning skill which is one standard deviation below the mean (i.e., standard score 70-85; t score: 30-40; scaled score: 7-10) <u>(</u>See Appendix A). **Post 16:** In addition to above levels, consider learning pathways, e.g., vocational learning programmes
	Curriculum and provision
	• Regular access to specific evidence-based interventions and impact evidenced using a 'Response to Intervention' approach • Requires adult support to initiate and complete learning tasks • Support needed for independence and personal organisation • Additional needs in different areas are addressed and supported
BAND 4	Need
Lower **HIGH NEEDS FUNDING** **Upper**	CYP is working significantly below age related expectations and is likely to be performing at below the 2nd centile on at least one standardised assessment of academic performance. CYP may not be able to follow and/or take part in appropriately adjusted class-based or small-group learning experiences without targeted adult support. CYP may not be able to access or engage in learning without additional adult support in most lessons. CYP may have significant difficulties with understanding and applying concepts, to a level which limits their access an appropriately adjusted curriculum. CYP may be unable to remember previous learning and/or skills targeted in interventions without considerable repetition. CYP's difficulties with attention make it very difficult for them to follow teaching input and/or to take part in learning activities CYP is likely have needs in more than one area of development which are interacting with each other (e.g., speech and

	language needs impacting on learning; learning needs impacting on emotional needs. CYP is likely to have more difficulties than others in their year group with attention, independence, and personal organisation. The difficulties that the CYP experiences with learning are likely to be affecting their self-esteem and/or engagement and increasing anxiety and/or frustration. **Key stage 1:** • Taking the above points into account, CYP is likely to be working at least three years below their year group on measures of learning **Key stage 2:** • Taking the above points into account, CYP is likely to be working at least 4 to 5 years below their year group on measures of learning. **Key stage 3 onwards:** • Taking the above points into account, CYP's reading, writing and/or maths difficulties are likely to be limiting their access to and progress across the curriculum to a level where they are not likely to score on their GCSEs. • Taking the above points into account, <u>In addition to</u> curriculum-based indicators of difficulties (see above), CYP may have several standard score on a norm-referenced measure of a learning skill which are at least one standard deviation below the mean (i.e., standard score 70-85; t score: 30-40; scaled score: 4-7) and/or some measures of learning skill which are scoring two or more standard deviations below the mean <u>(i.e.</u> standard score less than 70; t score less than 20; scaled score less than 4)
	Curriculum and provision
	• Adult support to access the National Curriculum at an age expected level • Access to well-founded and personalised intervention to address difficulties with aspects of reading, writing and/or maths • Over-learning and repetition via small group work or individual support • Considerable scaffolding, adapted learning tasks and expectations
BAND 5 Lower	Need
	Band 4 plus additional needs in other areas of SEN in mobility and coordination, communication or acquisition of self-help skills. Additional needs must be at least at band 5 level.

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

HIGH NEEDS FUNDING Upper	Sensory seeking /avoiding presentation limit engagement in learning and impact across the whole school day but can be managed to support learning and development of functional skills. The child in an adapted environment can maintain arousal and attention levels at a level where they are in a "just right state" for extended periods of time within the school day. CYP is likely to experiences complex and life-long learning difficulties which affect every area of development and functioning. CYP is likely to have learning difficulties as well as other areas of need such as physical needs. • CYP's academic attainments cannot be meaningfully measured using national curriculum or standardised assessments
	Curriculum and provision
	• Require high level of adult support and specialised provision throughout the school day with times they can be left to work independently

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

Speech and Language

Level	Descriptor
BAND 1 **High Quality Teaching**	Speech, language, and communication skills are in line with the typically developing child or young person (CYP). There may be some age-appropriate developmental differences, for example not all children learn language/speech sounds at the same age, but this can still be within age related expectations. For instance, the acquisition of speech sounds /language/understanding of concepts can be later in developing. The needs of CYP can be adequately met through High Quality Teaching, reasonable adjustments*, and carefully considered differentiation to support the understanding and use of language. *Under the Equality Act, schools are required to make 'reasonable adjustments' so that all children can access their facilities and services
BAND 2 **SEN Support**	**Need** CYP has mild difficulties in any combination of the following areas which impact on their learning: • Attention and listening (shared attention) • Language processing and response speed • Knowledge and understanding of vocabulary • Word finding skills • Sentence structure and grammar • Narrative and organisation of language • Auditory/verbal memory skills • Confidence and self-esteem as a communicator • Using language in a social context, for example keeping up with the pace of conversation, being able to tell a story about what happened at the weekend (recall)

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

	• Understanding of non-literal language (inferencing skills, higher level language skills) • Sound production • Speech production
	Curriculum and provision
	• Provision as outlined in the Ordinarily Available Provision (OAP) toolkit • All staff have an awareness of SLCN and the CYPs individual language profile, including the adaptations required to overcome barriers to learning. • Assess, Plan, Do, Review to be initiated, followed, and reviewed
BAND 3 **Lower** **HIGH NEEDS FUNDING** **Upper**	**Need**
	Moderate difficulties in any of the areas above, plus: CYP's progress is significantly slower than that of their peers and there is evidence of an increasing gap between them and their peers despite access to appropriate learning opportunities and support. If the CYP has been assessed formally, they have a core language standard score of between 71-77 on standardised assessments, such as the CELF (Clinical Evaluation of Language Fundamentals) carried out by a Speech and Language Therapist. The difficulties with language have wide ranging impact on learning, attainment and Social, Emotional, Mental Health of the young person.
	Curriculum and provision
	• The CYP will need adaptations to support their understanding and use of language by educational staff who understand their individual profile of strengths and needs. This may include simplified language, robust vocabulary teaching and access to any interventions, as advised by Speech and Language professionals, to develop their communication skills. • The CYP will likely need monitoring throughout the lessons and in the wider environment. • Class Teacher retains responsibility for teaching and learning
BAND 4	**Need**
	Severe difficulties in any of the areas provided in Level 1 plus:

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

Lower	Support will be required for the young person to access learning and to communicate. If CYP has been formally assessed by a Speech and Language Therapist , a core language standard score of 70 and below (below 2%) on the CELF (Clinical Evaluation of Language Fundamentals) or similar if this has been used . May use non verbal alongside basic verbal communication. Likely to withdraw from communication in class.
	Curriculum and provision
HIGH NEEDS FUNDING **Upper**	• CYP is likely to need significant adaptations to the language environment • In an Early Years or Primary setting include the understanding and use of augmented language resources (such as Makaton / PECS). • In Secondary settings this might include simplified language, robust vocabulary teaching and individualised language instruction as advised by Speech and Language professionals. • In Secondary settings, the CYP may need monitoring and support throughout most lessons and in the wider environment by staff with a strong understanding of SLCN. • Class Teacher retains responsibility for teaching and learning
BAND 5	Need
Lower	Severe language and/or speech difficulties which affect their ability to communicate successfully with all but those most familiar to them, even with contextual support. Uses a mixture of speech and augmented/assistive communication systems to make needs/choices known.
HIGH NEEDS FUNDING	Provision
	• Alternative methods of communication available • Support for all aspects of communication • Interventions to promote self-esteem, resilience and emotional regulation • Class Teacher retains responsibility for teaching and learning

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CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

Upper	

Social Communication

Level	Descriptor
BAND 1 **High Quality Teaching**	Development in line with the typically developing child or young person (CYP). Needs of CYP can be adequately met through High Quality Teaching, reasonable adjustments, and carefully considered differentiation. *Under the Equality Act, schools are required to make 'reasonable adjustments' so that all children can access their facilities and services
	Need
BAND 2 **SEN Support**	CYP demonstrates mild difficulties with social communication, including: • Identifying as part of a peer group and work/play with them • Expanding their interests to incorporate the curriculum and support relationship building • Initiating social interactions and develop/maintain friendships • Managing transitions between activities and other changes • Organising and planning their own learning to develop independence • Communicating their feelings, wishes, and needs • Managing mild hypo/hyper reactions to sensory input, by supporting the identification of sensitivities and developing appropriate support strategies • Expressing and identifying their own emotions and identifying causes for their emotional responses • Recognising and identifying the emotions and intentions of others (adults and peers) and identifying causes for other's emotions

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

	Provision	
	CYP may require access to an additional adult at targeted times to support them with the needs above. - Provision as outlined in the Ordinarily Available Provision (OAP) toolkit - Individual or small group support required at times - The use of predict and prevent and anxiety mapping resources - Supporting identification of sensory needs and developing appropriate support strategies - All staff have an awareness of Autism and social communication differences e.g., Autism Education Trust Making Sense of Autism - Assess, Plan, Do, Review to be initiated, followed, and reviewed	
BAND 3 Lower **HIGH NEEDS FUNDING**	CYP demonstrates moderate difficulties with social communication in the following: - Working/playing alongside a partner or small group of peers - Expanding their interests during structured parts of the school day - Engaging in social and unstructured activities (playtime support) - Expressing and identifying their own emotions, and identifying causes for their emotional responses without individual support - Recognising and identifying the emotions and intentions of others (adults and peers) and identifying causes for other's emotions - Managing daily anxieties - Initiating social interactions - Engaging with daily routines and independence - Communicating their feelings, wishes and needs - Managing hypo/hyperactivity to sensory input, by	
	Curriculum and provision	
	- May require alternative individual communication tools, e.g., PECS - Adult led intervention/support to teach how to play with another child	

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CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

Upper	- Opportunities to be taught how to engage with different activities and toys; Support to attend school clubs of interest - Use of emotional literacy resources such as 5-point scale, ELSA, or Zones of Regulation - Adult time to teach how to use visual support e.g., task planners, first/then, timetables etc. - All staff have knowledge of Autism and social communication differences e.g., AET Good Autism Practice
BAND 4 **Lower** **HIGH NEEDS FUNDING** **Upper**	**Need**
	CYP demonstrates limited functional and social communication, including difficulties in the following area: - Working/playing alongside a partner - Expanding their interests for some of the day - Engaging in some social activities not linked with their interests - Accessing an adult led activity - Initiate an interaction with a peer - Co-regulating high levels of anxiety daily - Managing very high levels of hypo/hyper responses to sensory input, which preoccupies the CYP most of the time. - Express their own emotions
	Curriculum and provision
	- A high level of individual support to access adult led activities, to support social engagement, to help co-regulate anxiety - Help to engage with appropriate individual strategies and tools to support organisation and self-help skills - Specific social skills programme delivered weekly (e.g., Circle of Friends) - Specific emotional literacy programme delivered weekly (e.g., ELSA) - Regular sensory/movement breaks incorporated into daily timetable; Adults to support and monitor this. Safe space within school. - Specific sensory curriculum incorporated into daily timetable - Highly structured provision including using TEACCH approach

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CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

	• Staff trained to use augmented communication systems (e.g., PECS, Makaton etc) • All staff have knowledge Autism and social communication differences e.g., AET Good Autism Practice: Anxiety and Exclusion modules
BAND 5 **Lower** **HIGH NEEDS FUNDING** **Upper**	**Need**
	• CYP demonstrates severe difficulties with social communication including: • Spending time in the same vicinity as peers • Making meaning from and developing their interests • Allowing an adult to engage with them in their activity • Co-regulating high levels of anxiety in all contexts which can have a negative impact on their experience of school • Understanding that they are a separate person from a key adult • Managing distress resulting in difficult and dangerous behaviours • Rigid repetitive or obsessional behaviours that make it difficult to engage in learning • Completing routine tasks and personal organisation to access school life • Manage extremely high levels of hypo/hyper response to sensory input which preoccupies the CYP constantly.
	Curriculum and provision
	• CYP requires high level, intensive support focusing on the needs above (Including break and lunchtimes) • May use augmented communication devices or systems • Bespoke academic and social curriculum • Provision as outlined above with intensive adult support • May require Cambridgeshire STEP UP provision • Access to sensory rooms where available • All staff have knowledge Autism and social communication differences e.g., AET Good Autism Practice: Anxiety and Exclusion modules

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CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

Social Emotional and Mental Health

Level	Descriptor
BAND 1 **High Quality Teaching**	Needs of CYP can be adequately met through High Quality Teaching, reasonable adjustments, and carefully considered differentiation. Development in line with the typically developing child or young person (CYP). CYP engages successfully in learning and general school life for majority of the time. CYP can maintain positive social, emotional, and mental health, responding to strategies and support. CYP may experience some brief (less than monthly depending on developmental stage) difficulties in the areas of social and relational skills, confidence, self-esteem, or sense of belonging or emotional literacy, however these difficulties can be managed through school policies, time-limited interactions, whole class teaching or the RSE curriculum. CYP can understand and respond positively to general school policies, expectations, and rules. They have few or irregular incidents requiring adult interventions during lesson or break times. The CYP understands how success is measured and celebrated in school and is motivated to achieve academically and socially. With some encouragement, the CYP can improve their work or responses and celebrate their successes in ways that are meaningful to them. CYP may encounter transitions and changes to life situations which may require a differentiated approach for a small length of time. These may be alongside other CYP in their class. The resources or approaches used for these are readily available to school staff and require limited training or expertise outside of the classroom staff. Where appropriate the Teacher may request some additional guidance from a Senior Teacher or the SENCO. * Under the Equality Act, schools are required to make 'reasonable adjustments' so that all children can access their facilities and services
Band 2 **SEN Support**	**Need**
	CYP demonstrates a period of difficulties in maintaining positive social, emotional, and mental health which do not have a wider impact on their learning, development or wider functioning. Examples include: • Social and relationship skills (including friendship issues, difficulties with relationships with adults, short periods of bullying)

- CYP can adhere to whole school policies (such as Relational policies – formerly referred to as Behaviour policies) and classroom routines/expectations with minimal adult support outside of ordinarily available support.
- Issues with confidence, self-esteem, sense of belonging (e.g., worries relating to learning/tasks, difficulties managing the emotions associated with receiving feedback)
- CYP may find it hard to develop the age-appropriate response needed for learning (e.g., ability to focus, start and complete tasks appropriately.
- CYP may use avoidance strategies (such as going to the toilet, passively avoiding tasks, distracting other CYP) to disguise their learning or associated emotional needs.
- Some connection seeking or avoiding behaviours, likely to be reliant on relationships with key adults or specific CYP.

Some gaps in emotional literacy which result in difficulties in naming, labelling, and regulating emotions.
- CYP may find it hard to express themselves emotionally and let others know how they are feeling.
- CYP may have present internalising behaviours (e.g., withdrawal, physical signs of anxiety, reluctance to accept ordinarily available adult support) or externalising behaviours (e.g., difficulties settling and listening, difficulties following class instructions/expectations without regular adult support).
- May be at risk or isolation or becoming socially vulnerable.
- The CYP's needs can be easily defined and recognised and the support necessary can be delivery by adults in their classroom (who may not have had specific training in therapeutic working, managing emotional regulation or Steps).

Curriculum and provision

- Generic time-limited group social skills programme without the need for individualised support.
- Resources or approaches such as social stories (with some independence) to help them understand the social expectations, manage social rules/etiquette and resolve conflict.

	• CYP responds to some (time limited) targeted adult direction, feedback and support which does not require specific individualised planning. CYP may need some short-term support to enable them to manage learning tasks with greater levels of independence. • Short-term/time limited (a few conversations or 'standard' school resources or approaches). • CYP's parents/carers may become involved to support school to understand or interpret their emotional responses of needs. Their involvement is likely to be time-limited and usually results in small changes to the school's/teacher's approach. At times, time limited multi-agency involvement (such as SEND surgery/consultation) may occur. In these cases, school staff will be able to use ordinarily available resources and provision within the school to support the CYP with some professional recommendations/signposting. • Whole class/whole school approaches to praise, encouragement, and celebration (for example 'green and amber learners' according to the Steps narrative). • Short-term targeted adult support to help CYP improve peer relations, skills to manage conflict and develop resiliency levels to manage occasional (up to half-termly) emotive situations. • The CYP may need some limited assessment or screening for social, emotional, or mental health needs using tools that Teachers are widely familiar and skilled with. (For example, the Boxall profile, Steps resources, Strength and Difficulties Questionnaire)
BAND 3 **Lower**	**Need**
	CYP has a pattern of mental health or emotional regulation difficulties which result in them missing learning for sustained periods (at least 30 minutes) at least twice a week. In addition to the difficulties above (SEND Support): • CYP may have difficulties in focusing on tasks. Their developmental progress may stall or be impacted on by their emotional, social or mental health needs. • CYP may not respond consistently to adult support. Therefore, adults in school may need to work alongside the CYP's Parents to try to support them better engage and motivate the CYP. • Have significant difficulties related to level of concentration, engagement, and participation in learning.

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

HIGH NEEDS FUNDING	• Have low self-worth and a lack of resilience. When dysregulated unable to access support. • The CYP may have experienced trauma or adverse childhood experiences or mental health needs. • CYP may have had a few (2 – 3) suspensions in a term due to dangerous behaviours. • CYP may had some time away from the class on additional tailored emotional literacy/emotional regulation work. This could include thinking with adults about how they can identify when they are getting anxious/worried/scared/frustrated/upset. The CYP may need time out cards/calming spaces or opportunities to use sensory materials to help them to calm down.
Upper	Children with emotional regulation, social difficulties and/or mental health needs may have specific diagnosed conditions such as: Attention Deficit Hyperactivity Disorder (ADHD), Autism, Anxiety, Depression and/or Learning difficulties. They may also have experienced a range of other life events (such as bereavements, parental substance misuse, domestic violence, persistent school moves, parental ill-health, trauma, persistent bullying, poverty, housing issues, abuse/neglect, attachment difficulties). Where these are present schools will have considered how these may be impacting on the CYP's development, their presentation, and their ability to manage the expectations within school. Sensory needs may impact on emotional regulation
	Curriculum and provision
	Require repeated daily adult support to help them to manage the classroom expectations/learning activities. • CYP requires a differentiated/adapted approach to the school's Relational (formerly Behaviour) policy. This could include the Teacher or TA using specific tools to help them understand the CYP's specific needs. Examples of the tools available could include 'anxiety mapping' or 'roots and fruits' from Cambridgeshire Steps or similar tools from other approaches. • CYP may require a more targeted and individualised approach in helping them manage their emotional needs. This could involve regular (half-termly) assess, plan, do review (APDR) approaches which may be supported by the SENCO or Senior Leadership team.

	• CYP may access additional adult support in school to help them to regulate their emotional, sensory, or social needs. This could include accessing learning mentors, time-limited check-ins with adults, short-term (6 – 8 sessions) generic social skills/emotional literacy programmes. • School have implemented a trauma-informed practice (e.g., Recovery through relationship training) to help them to establish the child's needs and how to better engage/empathise with them. • The school may have more than 2 cycles of APDR to establish their thinking, planning and provision. External professionals (such as SEND 0 – 25 Services, Younited, Mental Health Support Teams, Emotional Health, and Well-being Service) may have had input into the assessment. The school will be reviewing the strategies regularly and where necessary requesting further involvement from others. • The school may have used or considered using re-integration timetables to help them think about the provision the CYP may need to help them manage in school. The school may have taken advice from the Exclusion hot line or spoken to their link SEND 0 – 25 professionals (e.g., Access and Inclusion Co-ordinators). • CYP requires access to an additional adult to support curriculum access or emotional regulation for 50% of the day.
BAND 4	**Need**
Lower	CYP has severe and / or persistent difficulties in a number of areas described in the areas above which affect their learning, inclusion in class/school and wider development on a frequent basis (e.g., daily). In addition to Band 3 the CYP may have: • Extensive attachment difficulties/developmental trauma/ongoing neglect or abuse/previous experience of being in LA care: the CYP's experiences may have a resulted in attachment difficulties or trauma responses that make it hard for them to trust adults or have secure relationships with adults in school. This may result in the CYP regularly but inconsistently using survival strategies to protect themselves from their perceived threats in their world. At times this may result in them harming or threatening to harm

HIGH NEEDS FUNDING	themselves, acting in a controlling or aggressive manner (in an attempt to push aside adults) or refusing to comply with requests (possibly because it triggers them in some way).
	• CYP with these difficulties are also likely to have repeated difficulties with friendships, difficulties resolving conflict or unusual responses to friendship fall outs (like refusing to acknowledge the other person).
	• The CYP may be isolated or befriend younger/older peers and may be perceived as being either vulnerable (e.g., could be easily influenced by others) or controlling/coercive of vulnerable CYP.
Upper	• The CYP's window of tolerance for challenge or change may be very small. As a result they may experience fight, flight or freeze responses throughout the day. The CYP may move from being over-aroused responses (fight/flight) and under-aroused (freeze) throughout the day and therefore adults may have difficulties predicting how to support them.
	• The CYP's needs are likely to be entrenched and require skilled and experienced adult support to help them to manage the school environment.
	• The CYP may be at risk of permanent exclusion or may have built up a number (5+) suspensions.
	• The CYP may use difficult and dangerous behaviours (swearing, shouting, throwing things, hitting others, storming out) because of being unable to self-regulate emotional responses. They may have left the school site without permission or physically hurt themselves or others either intentionally or unintentionally.
	• The CYP's refusal to comply with "reasonable requests from adults" has resulted in them being asked to leave classes or be supported by Senior Leadership team.
	• CYP is unable to access the curriculum without ongoing access to an additional adult.
	• CYP may display some sensory regulation difficulties which results in heightened anxiety.
	• The CYP may not be attending school regularly – either as a result of emotionally based school anxiety or because they feel unable to manage the demands of school as a result of relationship break down (i.e., as a result of underlying attachment/trauma issues).
	Curriculum and provision
	• A carefully tailored and individualised plans to promote learning and inclusion.

	• The school will have considered the function of the CYP's behaviour through other provision in Top Up 1. The school may have tried to implement a range of strategies in Top Up 1 with limited or short-lived success. • The school may have used and individualised tools from Cambridgeshire Steps (such as Predict and Prevent, Anxiety mapping) to help them understand the CYPs needs. • Risk reduction plan in place • They may have been involved in meetings with multi-agencies and their parents. • The CYP may be supported by an ELSA (Emotional literacy support assistant)/Pastoral Lead/Higher Level TA/Senior Designated Mental Health lead on a regular basis (at least twice weekly) over an extended period. Without this level of skilled adult intervention, the CYP would be at increased risk of suspensions or exclusion. • The adult support may need to be outside of the classroom. The CYP may need an adult to co-regulate with them to manage their intense emotions before the CYP can return to learning. • CYP always requires adult support (not normally available in the class) to maintain their safety and wellbeing in a mainstream setting.
BAND 5 **Lower** **HIGH NEEDS FUNDING**	**Need**
	CYP will have severe, persistent, complex emotional needs which are hard for adults to unpick and require at least fortnightly multi-professional problem solving to enable them to manage the school environment and expectations. The CYP's needs may not have been consistently met via Top Up 1 – 5, resulting in continued concern for their safety and well-being in school. • CYP's emotional regulation difficulties result in them having daily disruptions to learning, friendships and sense of belonging to their class group (this could include reintegration timetables) • CYP may display difficult and dangerous behaviours which significantly impedes their access to learning and compromises safety (their own or others). • CYP struggles to accept requests or consequences.

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

Upper	- CYP react in ways that typical classroom adult-to-child ratio are challenged by when they are required to complete learning/classroom expectations demands. This can result in other CYP being removed from their classroom to reduce the risk of them being hurt. - CYP is likely to be at risk of permanent exclusion and repeated suspensions. - In cases where the CYP's anxiety is particularly high (or poorly managed) they may be described as having 'emotionally based school avoidance'. Their attendance is poor for several terms despite well considered plans to alleviate and support their mental health needs (including where appropriate referrals to external professionals). - Offsite direction is carefully considered and implemented in order to teach the CYP the skills that they need in order to support them to re-integrate into school with adult support. - CYP are not consciously in control of their behavioural responses and therefore they may show disregard for possessions, their own safety or that of others. - CYP emotional regulation skills or mental health needs have a regular (daily) impact on their development (for instance their ability to access learning or take part in lessons). - CYP threatens and may resort to physical aggression targeting vulnerable peers, staff and/or family members. This results in them becoming socially isolated from their peers/class group, teachers, and the wider school group. Their emotional responses may be perceived as being too risky to enable them to access off-site activities/trips. - CYP may be involved in risky and dangerous behaviour away from school (including criminal behaviours)
	Curriculum and provision
	- The CYP has a risk reduction plan, re-integration plan which is regularly reviewed by school and other agencies as per the Exclusion guidelines. - CYP requires a tailored curriculum with specialised approaches which may require adjusting daily (which may include off site direction, formerly referred to as alternative provision).

- CYP will need a co-ordinated multi-disciplinary approach to devise a personalised programme to meet their social, emotional, and mental health needs. This could include accessing advice from specialists such as Younited, Tier 4 services, SEND 0 – 25 Services, Virtual School, Social Care.
- Adults supporting the CYP to de-escalate (e.g., via co-regulation) during periods of heightened anxiety require significant periods of time outside of the classroom (resulting in missed learning).
- CYP may require a specialist placement or appropriately therapeutic approach to help them to overcome their mental health needs or assist them in finding ways to manage their emotional needs. Specialist placements or off-site provision may focus on supporting them to develop their independence and daily skills so that they are better equipped at managing their emotional needs later in life.
- Therapeutic approaches such as Recovery Through Relationships, STEPS, Emotional Literacy Support Assistants, Video Interaction Guidance should be used and reflected on by the school and CYP

Visual Impairment

Level	Descriptor
BAND 1 High-Quality Teaching	Needs of Child/Young Person (CYP) can be adequately met through glasses/contact lenses, High Quality Teaching, reasonable adjustments* and carefully considered differentiation. *Under the Equality Act, schools are required to make 'reasonable adjustments' so that all children can access their facilities and services.
	Needs
BAND 2 SEN Support	There may be difficulty with near or distance field vision, but the difficulty will not be significant. They have a mild vision impairment as identified by the NATSIP descriptors. E.g., 6/12-6/18. They may have a restricted field of vision or vision impairment in one eye (monocular vision).
	Curriculum and provision
	- Class environment adapted to meet visual needs, e.g., consideration of seating and lighting, sloping desk, on task lighting laptop or use of technology (iPad/laptop) - Strategies, monitoring, and advice from Sensory Support Team 0-25 are required for the CYP to progress at an expected rate. - They are likely to require adapted learning resources to ensure equal access to the curriculum, e.g., enlarged print - An identified member of school staff to ensure that materials are adapted in advance of lessons. - Likely to need modified Statutory exams and associated access arrangements (for use in all internal exams and tests as standard way of working)
BAND 3	Needs

![Cambridgeshire County Council logo]

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

Lower **High Needs Funding** **Upper**	CYP will have a bilateral vision impairment Typical profile for a level 2 pupil with vision impairment: NatSIP Criteria – Moderate vision loss 6/19 - 6/36 SnellenKay (0.5-0.78 LogMAR). CYP may have a restricted field of vision. This may include fluctuating visual impairment and/or deteriorating conditions. The CYP may be unlikely to have or to be able to interpret non-verbal communication
	Curriculum and provision
	• CYP will require differentiated curriculum access considering the VI needs, with support. This would include clear print and/or modified large print. • CYP may require support to interact with adults and peers. • CYP may be required to learn to touch-type and/or habilitation. • CYP may be a cane user. • Specialist assistive technology may be required. They are likely to require adapted learning materials. • Despite environmental and educational adaptations made by the school, CYP requires ongoing support and intervention from outside agencies, including Sensory Support Team 0-25. • May require support with the communication and interaction. • CYP may require additional equipment, such as a sloping desk, on task lighting laptop or an iPad, to support learning. • An identified member of school staff to ensure that materials are adapted in advance of lessons. • CYP Likely to need modified Statutory exams and associated access arrangements (for use in all internal exams and tests as standard way of working) • Class Teacher retains responsibility for teaching and learning environment
BAND 4 **Lower**	Needs
	Severe impairment: 6/36-6/48 Snellen LogMAR 0.8-1.00 May have visual field loss There may be gradually deteriorating vision

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

HIGH NEEDS FUNDING **Upper**	**Provision** • Significant adaptations of all learning materials required training to produce the resources • Additional support to access practical subjects • May require assessment of orientation, mobility and habituation skills. • Class Teacher retains responsibility for teaching and learning
BAND 5 **Lower** **HIGH NEEDS FUNDING** **Upper**	**Needs** CYP will have a bilateral vision impairment. Typical profile for a level 3 pupil with vision impairment. NatSIP Criteria – Severe loss less than 6/48 - 6/60 Snellen/Kay (LogMAR 0.9– 1.0). CYP will have significantly impaired functional vision in the educational setting affecting the presentation of the curriculum and the school or classroom environment. The CYP's presentation may be compounded by presence of degenerative visual conditions. CYP's level of impairment may also significantly impact on their level of communication, interaction, and emotional development. **Provision** • CYP may need some level of additional support level for their communication, interaction, and emotional development • CYP will require printed materials to be modified (point size 48) to ensure access to learning. They will likely be unable to access pictures, graphs, or diagrams visually without modification. • CYP may require additional equipment, such as a sloping desk, on task lighting laptop or an iPad, to support learning. • Strategies, monitoring, advice, and direct teaching of specialist skills from Sensory Support Team 0-25 are required for the CYP to progress at an expected rate. • CYP requires support in order to develop independence and self-advocacy skills in all areas of school and everyday life (e.g., attending extra- curricular activities).

	• CYP may need mobility, orientation, and independent habilitation training.
	• CYP may be a cane user.
	• An identified member of school staff to ensure that materials are adapted in advance of lessons
	• Likely to need modified Statutory exams and associated access arrangements (for use in all internal exams and tests as standard way of working)
	• The CYP may have a multi disability and visual impairment (MDVI).
	• Class Teacher retains responsibility for teaching and learning

![Cambridgeshire County Council logo]

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

	Deafness (Deaf refers to all levels of deafness – mild/moderate/severe/profound
	Level of support by the Sensory Support Team (SST) is based on criteria derived from NatSIP and not necessarily linked to funding).
Level	**Descriptor**
BAND 1 High Quality Teaching	A Deaf child (at any hearing level) achieving age-appropriate outcomes. There may be fluctuations within the normal thresholds and CYP may experience short term loss (e.g., glue ear) but no long-term impact is seen. Advice from audiology or NDCS to support children with glue ear should be followed. Needs of CYP can be adequately met through High Quality Teaching, Deaf friendly practice, advice, and training offered by SST (for children on the SST caseload) *Under the Equality Act, schools are required to make 'reasonable adjustments' so that all children can access their facilities and services
BAND 2 SEN Support	Need
	Deafness likely to be permanent and CYP will have been issued with audiological equipment, for example a hearing aid. Deafness may impact on the CYP's development e.g., speech, language, thinking, and literacy development, interaction, social development.
	Curriculum and provision
	• Adaptations and support, e.g., hearing aids, radio aid, good acoustic conditions • Strategies, monitoring, training, and advice from the Sensory Support Team are required for the CYP to progress at an expected rate.
BAND 3 Lower	Need
	Deafness is permanent and CYP may require additional support to access the curriculum.
	Curriculum and provision
	• Significant mediation and/or adaptation of curriculum materials • A referral to the specialist teaching team, in addition to the Sensory Support Team (SST), may be appropriate.

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

HIGH NEEDS FUNDING **Upper**	• Class Teacher retains responsibility for teaching and learning
BAND 4 **Lower** **HIGH NEEDS FUNDING** **Upper**	Need
	Deafness is permanent and CYP requires additional interventions to develop language. Additional support may be required to access mainstream lessons.
	Curriculum and provision
	• CYP requires substantial differentiation and adaptations across all areas of the curriculum • CYP requires support for most of the school day in all areas of school life. • Long term intervention is required for CYP to make expected progress. • CYP requires intervention and advice from external agencies or professionals to progress at an expected rate. • Class Teacher retains responsibility for teaching and learning
BAND 5 **Lower**	Need
	Deafness is permanent and CYP is not making expected progress. Language development is in 5th percentile.
	Curriculum and provision

HIGH NEEDS FUNDING **Upper**	- CYP require daily support from a specialist team: Deaf Support Centre/Deaf School Placement/Special Needs School - Direct impact seen within all areas of development - CYP requires support for the entire day in all areas of school and everyday life (e.g., attending extra-curricular activities). - Support may make some use of British Sign Language unless the CYP is following a specifically auditory/oral only programme of development. - Class Teacher retains responsibility for teaching and learning

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

Physical and Medical Needs

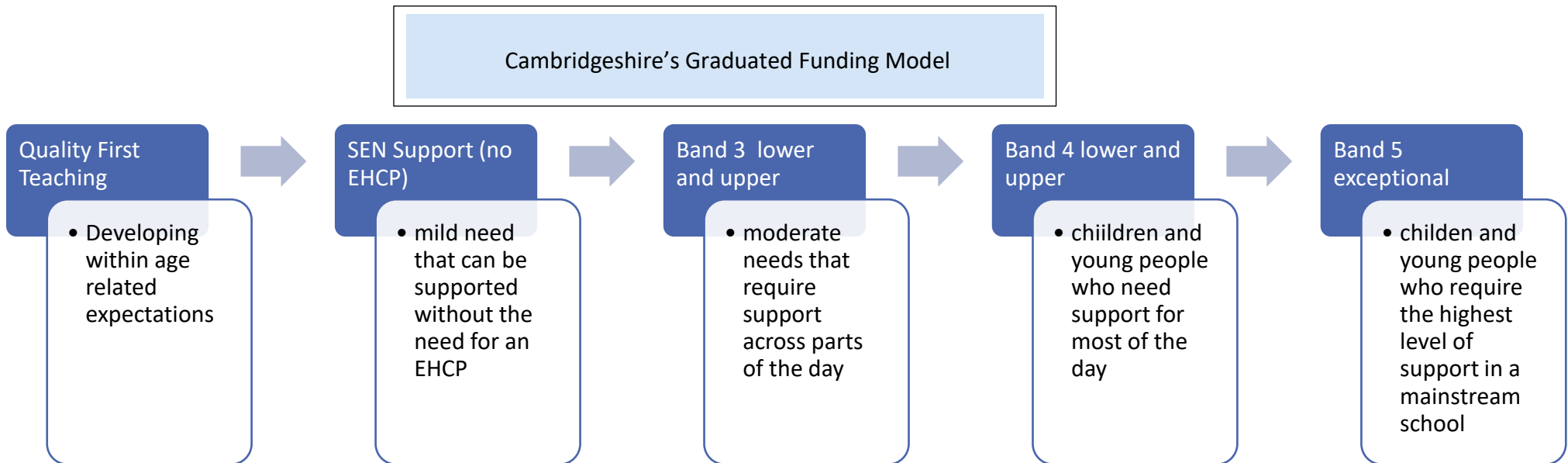| Band	Descriptor
BAND 1 **High Quality Teaching**	Needs of Child Young Person (CYP) can be adequately met through High Quality Teaching, reasonable adjustments*, and carefully considered differentiation or adaptations including environmental adjustments. CYP may have an Individual Healthcare Plan (IHP) at any of the bands that enables stag to support the child safely in school. support will depend on level of medical need. *Under the Equality Act, schools are required to make 'reasonable adjustments' so that all children can access their facilities and services
BAND 2 **SEN Support**	**Need** CYP can move and position themselves independently but may have stability and/or gross/fine motor coordination difficulties. CYP's mobility may also be affected, and they may display low levels of stamina meaning tasks take extra time or they require rest breaks. CYP is at a developmentally appropriate level in many areas of self-care but not all. CYP may have persistent minor health problems requiring increased monitoring. **Curriculum and provision** - CYP may need low-level assistance to access the curriculum or self-help routines. This may include access to equipment such as writing slopes, assistive technology, apps. - CYP may need support with self-medication in school. - CYP requires targeted support utilising resources from therapy services, e.g., Occupational Therapy Resource Pack [Mainstream School Training and Resources (cambscommunityservices.nhs.uk)](cambscommunityservices.nhs.uk)

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

BAND 3	Need
Lower	CYP has physical needs that give rise to safety issues. CYP has some independence in managing interventions required for their condition e.g., personal care, movement. CYP uses of mobility aid throughout the day with some independence e.g., walking frame or wheelchair CYP's physical condition may begin to impact self-esteem, social interactions and emotional regulation.
HIGH NEEDS FUNDING	Curriculum and provision
Upper	• CYP has a level of need which requires programmes from Occupational Therapy/Physiotherapy • Moving and handling staff training • Curriculum and environment access may not be possible without mediation and/or adaptations of curriculum materials and/or adaptive equipment. • Class Teacher retains responsibility for teaching and learning
BAND 4	Need
Lower	CYP regularly uses a wheelchair/mobility aid to move independently where possible and can independently transfer to and use a wheelchair when needed. CYP's difficulties can directly limit some aspects of self-care (e.g., use of a hoist). Neurological factors associated with impairment also impact on independent learning, approach to self-care, mental health, and wellbeing more frequently. CYP's physical condition significantly impacts self-esteem, social interaction and emotional regulation.
HIGH NEEDS FUNDING	Curriculum and provision
Upper	• Significant support needed for communication/recording needs associated with physical disability • CYP requires ongoing support from outside agencies. • CYP requires specific, discrete support for mental health and well-being which is monitored but doesn't require ongoing intervention. • Class Teacher retains responsibility for teaching and learning

	• Building adaptations may be needed e.g. hygiene suite or all classrooms to be accessible, ramped access to outside space • Moving and handling staff training • Additional policies in place, e.g. evacuation policy, intimate care policy.
BAND 5 **Lower** **HIGH NEEDS FUNDING** **Upper**	**Need**
	CYP has significant long-term physical disability/disabilities which impacts on all areas of life. These may fluctuate or deteriorate during the day. Disability significantly limits the range of independent self-care possible. Neurological factors linked to specific physical impairments may also frequently impact on many areas of independent learning and independent self-care and mental health and wellbeing. This includes significant difficulties communicating learning and recording information
	Curriculum and provision
	• Young person requires adult assisted, or power assisted wheelchair mobility. • Specialist seating may be required to aid optimum positioning • CYP requires ongoing and long-term involvement from specialist medical professionals. • CYP requires assistive technology and alternative communication • Class Teacher retains responsibility for teaching and learning

![Cambridgeshire County Council]

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

Cambridgeshire's Graduated Funding Model

Quality First Teaching
- Developing within age related expectations

→

SEN Support (no EHCP)
- mild need that can be supported without the need for an EHCP

→

Band 3 lower and upper
- moderate needs that require support across parts of the day

→

Band 4 lower and upper
- chiildren and young people who need support for most of the day

→

Band 5 exceptional
- childen and young people who require the highest level of support in a mainstream school

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

Appendix A. Current banding values

Banding	Financial amount
Level 3 lower	
Level 3 upper	
Level 4 lower	
Level 4 upper	
Level 5	

Appendix B. Interpreting scores from standardised assessments

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

Standardised assessments provide a snap-shot of a child or young person's performance of a particular task of a particular assessment on a particular day. While they can provide helpful guides to areas of relative strengths and difficulty, they can **only** be interpreted reliably as part of the wider context and information available. Standardised assessment scores are not more valid than curriculum measures and should never be used in isolation to identify levels of need.

What are Standard Scores, Percentile Ranks and Age-Equivalent Scores?

The most reliable score on a standardised assessment is the standard score (also sometimes represented as a t-score or a scale score). This score assumes that scores in the population are evenly spread around a mean (i.e. average) score. A standard score can be used to work out how close to, or far away from, the mean (i.e. population average) a score is. These are usually reported within a confidence interval of 90% (smaller range) or 95% (larger range). This means that there is a 90% or 95% probability that a standard score falls within a specific range. Standard scores (or t-scores or scale scores) should always be reported.

Standard scores (as well as t-scores and scale scores) are complemented by percentile ranks. Percentile ranks are worked out by using the standard score (t-score or scale score) to say what percentage of the population would be expected to score at, or below, the same score. Percentile ranks are not evenly spread around the mean (i.e. average) so vary quite a lot depending on how close to or far away from the mean (i.e. average) they are. Percentile ranks should also be reported within the confidence intervals of their corresponding standard score (or-t-score or scale score). Percentile rank scores should only be reported alongside standard scores (or t-scores or scale scores).

Some standardised assessments also report age-equivalent scores. These are based on raw test scores and not on norm-referenced standard scores which means that they are less reliable. In order to increase their reliability, they should be reported within a range (e.g. 7 years 6 months – 8 years 6 months) which can be quite wide. It is important to note that age-equivalent scores which look far below average can be associated with standard scores that fall within the 'average' range. As such, although age-equivalent scores look intuitive, they are the least reliable of the measures provided. They should never be used to measure the impact of an intervention (at least not without reference to standard scores (or t-scores or scale scores). Careful consideration

should be taken over whether an age-equivalent score will be helpful to report; if it is used then it should only be used in alongside both the standard score (or t-score or scale score) and percentile rank.

What do Standard Scores, Percentile Ranks and Age-Equivalent Scores Mean?

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)
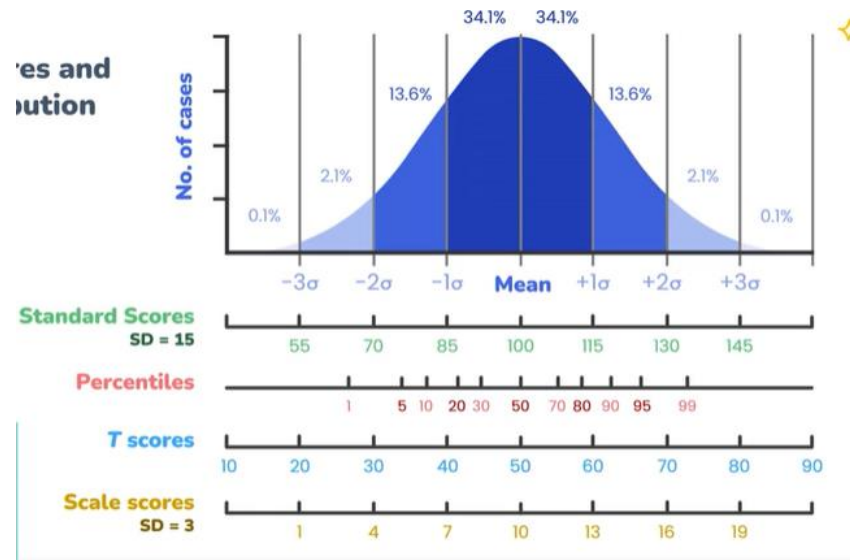
From EdPsycEd (2022) Literacy: A Path for All

Standard scores

Standard scores assume a mean score in the population of 100. They assume that 68% of the population will score within one standard deviation above or below 100. One standard deviation from 100 is 15 so the '**average' range on a standard score is 85-115**. The corresponding **percentile rank range for these standard scores in the 'average' range is 16 – 84.**

Standard scores assume that 95% of the population will score within two standard deviations of 100. Two standard deviations from 100 is 30, so **standard scores between 70 and 84 can be considered to be in the 'below average' range.** The corresponding **percentile rank range for these standard scores in the 'below average' range is 2 - 15.**

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

Standard score which are more than two standard deviations below the mean, i.e., **standard scores of 69 and below, can be considered to be in the 'very much below average' range.** Two percent of the population are expected to score at 70 or below. As such the **percentile rank range for these standard scores in the 'very much below average' range is 2 or below.**

T-scores

T-scores assume a mean score in the population of 50. They assume that 68% of the population will score within one standard deviation above or below 50. One standard deviation from 50 is 10 so the **'average' range on a t-score is 40-60**. The corresponding **percentile rank range for these standard scores in the 'average' range is 16 – 84.**

T-scores assume that 95% of the population will score within two standard deviations of 50. Two standard deviations from 50 is 20, so **t-scores between 30 and 39 can be considered to be in the 'below average' range.** The corresponding **percentile rank range for these standard scores in the 'below average' range is 2 - 15.**

T-scores which are more than two standard deviations below the mean, i.e., **t-scores of 29 and below, can be considered to be in the 'very much below average' range.** Two percent of the population are expected to score at 30 or below. As such the **percentile rank range for these t-scores in the 'very much below average' range is 2 or below.**

Scale scores

Scale scores assume a mean score in the population of 10. They assume that 68% of the population will score within one standard deviation above or below 10. One standard deviation from 10 is 3 so the **'average' range on a scale score is 7-13**. The corresponding **percentile rank range for these scale scores in the 'average' range is 16 – 84.**

T-scores assume that 95% of the population will score within two standard deviations of 10. Two standard deviations from 10 is 6, so **scale scores between 4 and 7 can be considered to be in the 'below average' range.** The corresponding **percentile rank range for these scale scores in the 'below average' range is 2 - 15.**

Scale scores which are more than two standard deviations below the mean, i.e., **scale scores of 3 and below, can be considered to be in the 'very much below average' range.** Two percent of the population are expected to score at 4 or below. As such the **percentile rank range for these scale scores in the 'very much below average' range is 2 or below.**

CAMBRIDGESHIRE DESCRIPTORS OF NEEDS AND PROVISION (MAINSTREAM)

Why do different assessments use different descriptors?

These numbers and principles are the same for any standardised assessment. However, what is confusing is that different assessments use different descriptors. Some refer to 'low average' ranges, for examples. However, for constancy, we always use standard deviations as explained here to inform the descriptors used.