

DRAFT FUNDING BANDS FOR HIGH NEEDS PUPILS

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| <p>Band A The child/young person's needs should be met within a mainstream school</p> <ul style="list-style-type: none"> - Provision/Staff specialist skills/knowledge - direct delivery of specific interventions, supported by some specialist outside agencies, to address individual needs. Teaching programmes and strategies are set and assessed by school staff. - Curriculum/ Support - Differentiation of the curriculum by delivery and outcome including individual/small group work. - Behaviour and wellbeing - Regular supervision required, including occasional use of supervised time out and other approaches including positive attitudes to learning, independence and self-care. - Equipment/resource - provision is by school. |
| <p>Band B The child/young person's needs should be met within a mainstream school</p> <ul style="list-style-type: none"> - Provision - Some individual tuition, on a daily basis, may be required to address pupil's needs. Use of specialist programmes/materials/ approaches from a range of specialist support services and disciplines to support individual needs. - Curriculum/ Support - Access to the National Curriculum in a small group with some specialist programmes to address learning difficulties in literacy and numeracy. - Behaviour and wellbeing - Adult support and intervention is required regularly to manage a range of behaviours, to maintain appropriate behaviour, to promote self-organisational skills, opportunities to promote self-esteem and positive relationships. - Equipment/resource - school, access to individual technical aids to support learning and development. - Specialist skills/knowledge - Staff able to develop functional communication skills, verbal and non-verbal, with specialist approaches available (e.g. Makaton). |
| <p>Band C The child/young person's needs could be met within a mainstream school or additionally resourced provision. In some cases they may require PRU or specialist alternative provision.</p> <ul style="list-style-type: none"> - Provision - Direct teaching of specific skills and individual specialist teaching approaches to address the requirements of the individual's programme plan. Advice and training and support from LA and NHS specialist teams and/or appropriately experienced and qualified professionals. - Curriculum/ Support - An enhanced level of curriculum differentiation and support required across most of the timetable to facilitate small steps learning. - Behaviour and wellbeing - Needs support for self-help skills/life skills. - Equipment/resource - Access to adapted ICT equipment may be appropriate to support learning and development. - Staff specialist skills/knowledge - Support needed with communication e.g. visual cues, signing. |
| <p>Band D The child/young person's needs are usually met within a specialist setting attached to a mainstream school or a state-funded special school. In some cases they may require PRU or specialist alternative provision.</p> <ul style="list-style-type: none"> - Provision - Pupil needs a high level of support to participate in class routines. Supervised transport may be required. - Curriculum/Support - Small steps approach to learning through highly structured teaching systems. - Behaviour and wellbeing - Pupil's behaviour may be unpredictable, and may put themselves and/or others at risk. Self-help skills are addressed by individual programmes for dressing, feeding, eating and toileting which require adult supervision. - Equipment/resource- individual access to technical aids to support learning and development. - Staff specialist skills/knowledge - Communication skills are a high priority with signing or visual systems to supplement any verbal skills. |
| <p>Band E The child/young person's needs are usually met within a state-funded special school</p> <ul style="list-style-type: none"> - Provision - Emphasis on the teaching of functional skills with the delivery of additional programmes for mobility/life skills/social skills/independence skills. Access to support and advice from multi-agency support services about programmes of work, specialist resources and equipment. Supervised transport will be required. - Curriculum - A highly individually planned curriculum to accommodate the pupil's physical/ language/ learning needs. - Behaviour and wellbeing - Individual prompting needed to engage with the environment and to participate in group activities. May be aggressive, self-injurious, and destructive of property. Direct care may need to be provided e.g. change of position. - Specialist skills/knowledge - Staff have specific training to meet the raised physical care needs and to differentiate the curriculum sufficiently. Pupil requires access to communication aids and appropriate software. Support is required to use non-verbal communication such as eye pointing/switches etc. - Equipment/resource- Specialist resources and equipment to support learning and development. |
| <p>Band F The child/young person placed, only exceptionally in other than a state-funded special school</p> <ul style="list-style-type: none"> - Provision - Behaviour and wellbeing/curriculum/support/specialist skills/knowledge - According to highly individual and personalised requirements which significantly exceed any of the above, e.g. there are clear Health and safety issues that if not addressed immediately an uncontrolled life threatening situation could develop. Staff who work with them are highly skilled and trained with pupil needs of this level. - Equipment/resource - highly personalised to support the individual to support learning and development. |
| <p>Out of Area Highly specialist external provision</p> |