

Category A - Cognition & Learning

Level 1	<p>Pupils with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to actively engage with the school day without support. They may also have difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. Pupils with SLDs will need support in all areas of the curriculum and will make very slow progress.</p> <p>Core criteria:- Pupils needs will include all of the elements below:</p> <ol style="list-style-type: none"> 1. In their early school life (Reception to year 3) their attainments will be 2 to 3 years below the age expected for a child of their age or where used, tracked using 'Development Matters'. 2. Pupils will predominately be working on P-Scales and low level 1s throughout their school life or where this information is not available the pupil will be accessing a curriculum suitable for a Y1 pupil or below throughout their school life. 3. Pupils will need a Curriculum well matched to their learning needs. 4. Explicit teaching for a large part of the social and academic curriculum in order to facilitate their inclusion. The learning of routines and personal development in addition to learning attainments will be necessary. 5. Experience severe difficulties in making inferences, generalisation and transferring skills. 6. Have significantly delayed receptive and expressive language skills. 7. Be vulnerable at break/lunchtimes due to delayed development of social skills leading to concerns regarding safety. 8. KS3/4 pupils will require greater attention to employability skills, personal and social goals and practical applications e.g. Foundation Learning Tier – Pre-entry levels. <p>Supplementary Criteria (at least 2 elements to be met):</p> <ul style="list-style-type: none"> • Have a recognised need for support/supervision with personal care. • Maintaining a mainstream placement requires multi-agency planning to inform/advise staff. • Require teaching of self-help, independence and social skills. • Use sign and symbols to communicate while others may be able to hold simple conversations.
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Level 2	<p>Must meet all of core criteria for Level 1, along with extra significant difficulties in either communication, medical, physical, sensory or behaviour. Often, the additional needs will be associated with their learning difficulties but would not represent the primary need.</p> <p>Core criteria:- Pupils needs will include all of the elements below:</p> <ol style="list-style-type: none"> 1. The identified additional needs should be considered as long term. In terms of behaviour the needs would have been present for at least four terms. 2. The additional needs require a higher level/frequency of 1:1 adult support – close to support throughout the school day. 3. Pupils will need frequent (termly) specialist advice and input for school staff on how to enable full access to the curriculum. Pupils will need support in small groups, 1:1 situations or small classes. 4. Require regular access to ICT and access to specialist resources designed to scaffold learning. 5. Assistance with alternative recording for all curriculum areas. <p>Supplementary Criteria (at least 2 elements to be met):</p> <ul style="list-style-type: none"> • Significant modification of curriculum resources and materials e.g. modified text due to their identified additional need. • Where the pupil has a sensory impairment they will require ongoing support from the sensory support service. • Will require a consistent structured environment with secure and explicit boundaries due to challenging behaviours. • Will require supplementary resources including appropriate furniture and specialist equipment. Students will need the use of therapeutic mediums e.g. soft play, hydrotherapy, music therapy. • Programmes to support toileting, personal hygiene and adapted areas may be required to facilitate this.
Level 3	<p>Profound and Multiple Learning Difficulty (PMLD) Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a</p>

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	<p>severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care and safety.</p> <p>Core Criteria:- Pupils needs will include all of the elements below:</p> <ol style="list-style-type: none"> 1. Have very severe medical needs which may be linked to physical disability. 2. Their attainments are likely to remain in the early P-scale range (P1-P4) throughout their school careers. 3. The significance of needs require an extremely high level of individual trained and skilled support and frequent 2:1 support for transfers, specialist interventions or dealing with challenging behaviours etc. 4. Access to a totally adapted environment with specialist interventions eg. Therapy rooms, hydrotherapy, sensory facilities, technical aids and appliances as necessary. 5. The class room must be consistent in structure and setting matching the developmental and age appropriate needs of the child with peers with SLD. 6. Specific teaching with real experience, multi-disciplinary support from education, therapy and physical care with an emphasis on exercising choice and developing independence, interpreting the environment and communicating with others. 7. Require Alternative and Augmented Communication (AAC), (Any method of communicating that supplements the ordinary methods of speech and handwriting where these are impaired), specialist ICT and technical support as required. 8. Assistance with and alternative recording for all Curriculum areas. 9. Pupils will communicate by gesture, eye pointing or symbols, or by vocalisations.
Level 4	<p>Severe Learning Difficulties or PMLD with Severe Challenging behaviour</p> <p>Typically these pupils have complex needs which require specific adult interventions for the entire school day; 1:1 and at times 2:1 to facilitate learning and behavioural needs. These pupils will meet all of the criteria for either level 2 or level 3 with addition of all of the core criteria below:</p> <p>Core criteria:- Pupils needs will include all of the elements below:</p>

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1. Due to the complexity of their learning and behaviour these pupils require planning and provision for out of school hours and for a high level of family support and liaison.
2. Pupils exhibit severe and challenging behaviour that poses an additional risk to themselves, other pupils and staff requiring additional staffing (at least hourly on average) and a requirement for extended teaching outside the classroom setting.
3. Pupils will require ongoing multi-professional advice/support to manage behavioural difficulties e.g. MAST.
4. Pupils will require multi-agency risk assessments for within school and community visits.
5. Highly Skilled adults to help the child/young person to manage these behaviours as without support they are highly unlikely to learn how to manage their needs.
6. Adults supporting them will require training from a multi-agency team to manage inappropriate sexualised behaviour if or when it appears.

Category B - Communication/ASD		
Level 1	<p>Pupils with Communication and Interaction Needs</p> <p>The nature of the communication difficulty will have been identified by a speech and language therapist and the pupil will have an acute and pervasive difficulty described as ‘a disorder’ or ‘most likely to be a disorder’.</p>	<p>ASD</p> <p>ASD is a term that recognises there are a number of sub-groups within the spectrum. Pupils with ASD find it difficult to:</p> <ul style="list-style-type: none"> • Understand and use non-verbal and verbal communication • Understand social behaviour, which affects their ability to interact with children and adults • Think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities. <p>Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Many are delayed in learning to speak. They can experience high levels of stress and anxiety in settings that don't meet their needs or when routines are changed. This can lead to inappropriate/challenging behaviour.</p> <p>Some pupils with ASDs have a different perception of sounds, sights, smell, touch and taste and this affects their response to these sensations. They may have unusual sleep and behaviour patterns.</p> <p>Pupils find it hard to generalise skills, have difficulty adapting to new situation and often prefer routine.</p>
Level 1	<p>1. Diagnosed with a speech and language Disorder by a qualified speech and language therapist commissioned by the LA which requires ongoing involvement of a Speech and Language Therapist.</p> <p>Or</p> <p>Have a diagnosis of an autistic spectrum condition.</p> <p>Or</p> <p>Have an acute and pervasive social communication and interaction difficulty likely to result in a diagnosis of autism following a recognised assessment process such as a SCAMP in the future.</p>	

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	<p>2. Pupils will need to follow an individualised programme to develop their communication exchange. AAC will need to be portable and used in all setting and include one or more of the following: PECS, Makaton, or tech aid recommended by an S&LT. This needs to support the child’s ability to communicate their need and support their understanding of spoken language/instructions.</p> <p>Or</p> <p>Experience very high levels of anxiety that means they are unable to respond to demands, leading to extreme controlling/demand avoidant behaviours or demonstrate a lack of engagement in social situations and perspective taking or have significant difficulties with attention.</p> <p>In all cases:</p> <p>3. Will have significant difficulties with social competence/emotional wellbeing/language and communication and programmes to develop these skills to manage these will be needed.</p> <p>4. The level of difficulty will require trained adult support to access the learning and social curriculum for 75% of the week, including unstructured times.</p> <p>5. The pupil will require visual methods in order to allow them to access the curriculum, commensurate with their intellectual needs.</p> <p>6. At least one member of staff working directly with the child must have attended a recognised social communication training course in the last 3 years (e.g. autism training or Talk Boost) relevant to the needs of the child applied for which should be for a minimum of three hours.</p>
Level 2	<p>ASD see above definition</p> <p>Must meet all of core criteria for Level 1 plus all of the following core criteria):</p> <p>Core criteria:- Pupils needs will include all of the elements below:</p> <p>1. These children have a diagnosis of Autism which has a significant impact on their ability to access the academic and social curriculum.</p>

Category B - Communication/ASD

2. Because of their learning styles linked to their autism, they need a high emphasis on visual strategies.
3. They may exhibit challenging behaviour but with proper structures, including an individual work station, TEACCH, visual timetables and appropriate adult support, their level of anxiety based behaviours can be reduced so that they can access learning.
4. These pupils may show obsessive compulsive behaviours which present a barrier to learning and is distracting to others when not appropriately managed.
5. Unable to make appropriate interactions with peers/adults and need planned intervention to support relationships.
6. Have severely limited ability to understand consequences and take responsibility for actions, with or without intent.
7. Anxiety levels mean that Verbal communication is supported by alternative communication.
8. Access to an adapted environment to ensure low arousal.
9. Specialist In-Service opportunities for school staff.

Supplementary Criteria (at least 2 of the following):

- Pupils may display inappropriate sexualised behaviour requiring specific programmes to manage this.
- Ongoing intervention from the Vulnerable Learners' Service, Speech and Language Therapy Service, or outreach
- Alternative and adaptive communication will be required to support pupils during periods of increased anxiety and episodes of heightened emotional state.
- Due to their level of need there may be a need for awareness training for their peers to develop their understanding.

Category B - Communication/ASD

Level 3

Pupils with autistic spectrum disorders (ASD) and Severely Challenging Behaviour related to their anxiety, alongside significant impairment in all areas of the 'Triad,' They are likely to need lifelong intervention. Pupils must meet all the core criteria in Level 2 with the following:

Core criteria:- Pupils needs will include all of the elements below:

1. The pupils have particularly extreme communication difficulties coupled with very challenging behaviour. The emphasis is on structured help to raise confidence and self-esteem, increase concentration and independence, communicate more effectively and grasp social/behavioural norms.
2. With appropriate strategies and adult support they can engage in structured learning for short periods of time (around 15 minutes).
3. A total environment that is constructed to account for the pupil's ASD and particularly challenging behaviour.
4. Unable to understand the consequences of their behaviour and the impact this has on others.
5. Specialist teaching with real experience following well established multi-agency advice with communication, exercising choice, developing independence, sensory awareness and interpreting the environment.
6. These pupils will often be supported by a multi-agency approach and have a need for respite care.
7. These pupils also need a high level of adult support to keep themselves and others safe.
8. Adults supporting will require training in de-escalation techniques and the use of restraint.
9. Highly predictable routines in small groups with specific individual activities.
10. The need for quiet/safe withdrawal areas.
11. Due to destructive behaviours school may require resilient furniture and an environment suitably adapted to the needs of the individual pupils including areas within or outside the classroom which are non-stimulating.

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Level 4	<p>ASD with Severely Challenging Behaviour They are likely to need lifelong intervention. Pupils must meet all the core criteria in Level 3 with the following:</p> <p>Core criteria:- Pupils needs will include all of the elements below:</p> <ol style="list-style-type: none"> 1. Due to the complexity of their behaviour linked to their social communication difficulties these pupils require planning and provision for out of school hours and for a high level of family support and liaison. 2. Pupils exhibit severe and challenging behaviour (at least hourly on average) that poses an additional risk to themselves, other pupils and staff, to the extent that additional staffing is required to ensure pupil's own safety or the safety of others and there is a requirement for extended teaching outside the classroom setting. 3. Pupils will require ongoing multi-professional advice/support to manage behavioural difficulties e.g. MAST 4. Pupils will require multi-agency risk assessments for within school and community visits. 5. Highly Skilled adults to help the child/young person to manage these behaviours as without support they are highly unlikely to learn how to manage their needs. 6. Adults supporting them will require training from a multi-agency team to manage inappropriate sexualised behaviour if or when it appears.

Category C – Social, Mental and Health

Level 1	<p>Pupils with Social, Emotional and Behaviour Development Needs (SEBD)</p> <p>These pupils exhibit severe and challenging behaviour and there will already have been a structured and supportive behaviour management programme in place (including tasks, appropriately differentiated) for at least four terms.</p> <p>Severity – the behaviour is severe, completely disrupts the child’s other activities, is a disproportionate or an inappropriate response to the apparent trigger; disturbs and interrupts the whole class.</p> <p>Frequency – the behaviour is observed on many days and repeats itself often during the day.</p> <p>Generality – the behaviour occurs in many situations and contexts.</p> <p>Core criteria:- Pupils needs will include all of the elements below:</p> <ol style="list-style-type: none"> 1. Exhibit severe and challenging behaviour even in the context of a structured and supportive personal and behaviour management programme which includes appropriately differentiated tasks. Intensity and duration may be lessened by such a programme, but frequency of occurrence will be significant, i.e. 5 to 6 times per day (on average) requiring a personalised response. Alternatively in a PRU setting, has exhibited severe and challenging behaviour as described in a previous mainstream setting, resulting in repeated fixed term exclusions or a permanent exclusion and currently requires a high adult to child ratio with very frequent prompts and encouragement to maintain appropriate behaviour and engagement in learning. 2. Regularly disrupts own learning and other pupils’ learning. 3. Exhibits repeated periods of oppositional defiant behaviour. 4. Will not make appropriate approaches to peers, frequently (at least weekly) uses physical and/or verbal intimidation and aggression towards peers/adults. 5. Inability to empathise when emotionally overwhelmed/unable to accept support from peers and adults. 6. Have serious difficulty in making and sustaining constructive relationships. 7. Show limited responsibility for their own behaviour and have inconsequential behaviour, i.e. spasmodic awareness of the consequences of behaviour. 8. Show high frequency impulsivity leading to risk taking and/or are highly vulnerable to unsafe diversions and relationships.
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	<p>9. Have low self-esteem and a lack of resilience. Easily affected by most low key external factors and shows a lack of control.</p> <p>10. A flexible curriculum which may include changes to groupings and classroom organisation.</p> <p>11. Show high frequency distractibility requiring a tightly structured learning environment and adult prompting to start and/or complete tasks.</p>
Level 2	<p>Pupils with Social, Emotional and Behaviour Development Needs (SEBD)</p> <p>Typically these pupils require frequent specific interventions on a daily basis from a range of consistent and familiar adults in order to make expected progress. Alternatively in a PRU setting: requires a high adult to child ratio with very frequent prompts and encouragement to maintain appropriate behaviour and engagement in learning. They may be frequently unable to interact appropriately with other pupils and staff due to learning, communication and/or social difficulties. Pupils must meet all the core criteria in Level 1 with the following:</p> <p>Core criteria:- Pupils needs will include all of the elements below:</p> <ol style="list-style-type: none"> 1. Exhibit <u>severe and challenging behaviour even in the context of a structured and supportive behaviour management programme which includes appropriately differentiated tasks.</u> Such a programme may lessen intensity and duration but frequency will be high. 2. Be physically and verbally threatening to peers and adults, presenting significant Health and Safety risk. Exhibit violent behaviour. 3. Show high levels of oppositional defiant behaviour and refuses or unable to comply with reasonable requests. 4. Be extremely distractible (or in a PRU setting, disengaged with learning) and require constant adult prompting to start and continue tasks. 5. Be unable to make appropriate approaches to peers, resorting to physical and verbal intimidation/aggression and be unable to sustain positive relationships. 6. Due to the extent of the behaviours they require ongoing intervention from outside agencies on a multi-professional basis to maintain placement. 7. Significantly disrupt the learning of others to an extent that group working presents an additional challenge to the school.

Category C – Social, Mental and Health	
	<p>8. Cannot maintain control and unable to take responsibility for own behaviour. They may appear overwhelmed by their emotional needs and feelings of distress.</p> <p>10. Demonstrate impulsive behaviours which put them self and others at risk.</p> <p>12. Display self-harming or self-destructive behaviours stemming from their emotional needs which are likely to significantly affect their physical or emotional well-being.</p> <p>13. The emphasis is on structured help from a consistent group of adults to raise self-esteem, increase concentration and independence, communicate effectively and grasp social/behavioural norms. Will require highly predictable routines in small group activities with facilities to withdraw the pupil if appropriate.</p> <p>Supplementary Criteria (at least 2 elements to be met):</p> <ul style="list-style-type: none"> • Pupils may exhibit inappropriate sexualised behaviour. • Pupils may require additional drug, alcohol, family support and/or detailed management plan to address challenging behaviour. • Pupils may have been permanently excluded, following a number of fixed term exclusions or may be subject of repeat permanent exclusion. • Have an extremely poor self-concept and be unable to start tasks, may self-harm, destroy work
Level 3	<p>Pupils with Social, Emotional and Behaviour Development Needs (SEBD)</p> <p>Pupils must meet all the core criteria in Level 2 with the following:</p> <p>Core criteria:- Pupils needs will include all of the elements below:</p> <ol style="list-style-type: none"> 1. Typically these pupils have complex needs which require specific 1:1 adult interventions for the vast majority of the time to facilitate behavioural needs. 2. Pupils have a record of violent behaviour including assaults on staff and students requiring detailed risk assessments. 3. Pupils have been in BESD or Special school provision before admission to a PRU or AP provision 4. In additional to behaviour needs pupils will also have additional needs such as Dyslexia, Physical, Sensory, Cognitive, specific language or communication support.

Category C – Social, Mental and Health

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| | <ol style="list-style-type: none">5. Will require additional external specialist support to help manage the social and emotional difficulties they are facing and to maximise progress and development.6. Assessed as a very high Health and safety risk - danger of student putting them and/or others at risk if using specialist equipment – Electrical Machines, Motor Mechanics etc7. Due to the extent of the challenging behaviours it will be extremely unlikely that the student will return to mainstream provision. There will be a focus on equipping the student with the skills to access and be successful in post compulsory education |
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Category D -Sensory	
	<p>Pupils with Hearing Impairment</p> <p>The degree of hearing loss alone is not an adequate predictor of the impact on progress. Such factors as the onset of hearing loss, age at which the diagnosis was made, appropriate interventions together with the individual's need for more visual approaches to communication will contribute to this progress and will be taken into account.</p>
Level 1	<p>These pupils will have a moderate to severe permanent hearing impairment as advised by the Teacher of the Deaf.</p> <p>Core criteria:- Pupils needs will include all of the elements below:</p> <ol style="list-style-type: none"> 1. Will have been prescribed personal hearing aids requiring ongoing audiology support. Cognitive ability will cover the full range. 2. Unable to access the curriculum without skilled in-class individual support and preparation for language intensive lessons. 3. Hearing impairment requires the academic and social curriculum to be modified. 4. Receives audiological and curriculum support from a qualified Teacher of the Deaf on a monitoring basis. This will normally be 6 times per year and will include the need for assessment, monitoring of progress and advice and guidance to school staff. There will need to be clear evidence that advice has been implemented by the school. 5. Access to a range of specialist equipment, for example a radio system and support from professional e.g. Speech and Language Therapy. 6. Language attainment will show gaps particularly in vocabulary and sentence structure. 7. Speech production will be intelligible but will lack some clarity.
Level 1	<p>Pupils with Visual Impairment</p> <p>These pupils will typically have moderate visual impairment within a mainstream setting and be capable of achieving full access to the National Curriculum with appropriate modifications.</p> <p>Core criteria:- Pupils needs will include all of the elements below:</p>

Category D -Sensory

1. Have moderate visual impairment requiring daily and on-going adult intervention including involvement from the sensory service to facilitate curricular access and ensure safety.
2. Be unable to visually access board work, needs enlarged print for most reading materials and may require additional verbal information.
3. Have a typical diagnosis:
 - distance acuity between 6/24 - 6/36
 - near visual threshold of between print size N14 - N18
4. Need greater access to specialist ICT due to their visual impairment.
5. Special arrangements for all national assessments and exams.
6. Individual adaptations to the environment e.g. steps, blinds, lighting to achieve an optimal learning environment and to ensure safety around the school site.
7. INSET for school staff. The sensory support service will be required to provide information on assessment, monitoring of progress, advice and guidance to school staff. There will need to be clear evidence that advice has been implemented by the school
8. A risk assessment will be needed on school trips to ensure access.
9. Would meet the criteria to be registered as sight or severely sight impaired.
10. Programmes to develop social competence and emotional well-being will be needed
11. Homework will need to be adapted.
12. Pupils may need mobility training to develop their independence.

Category D -Sensory	
Level 2	<p>Pupils with Hearing Impairment</p> <p>Pupils would meet all criteria in Level 1, plus the following criteria.</p> <ol style="list-style-type: none"> 1. These pupils will have a moderate to severe hearing loss as advised by a Teacher of the Deaf with delayed language and listening skills. 2. Adult support will be necessary for the pupil to access language intense lessons. 3. Pupils will have significant hearing loss but will be working towards independence in some areas. 4. At least 6 times per year specialist advice for setting staff on how to enable full access to the curriculum and evaluate provision. 5. Audiological and curriculum support by a Teacher of the Deaf to regularly assess understanding, develop language skills and extend language (including subject specific language), monitoring of progress, advice and guidance to school. 6. At least monthly visits by a Teacher of the Deaf to assess language skills, monitor programmes and provide advice and guidance.
Level 2	<p>Pupils with Visual Impairment</p> <p>These pupils would meet all criteria in Level 1, plus the following criteria.</p> <ol style="list-style-type: none"> 1. Have severe visual impairment requiring daily and ongoing adult intervention to facilitate curricular access and to ensure safety including involvement from the sensory service. 2. Be unable to visually access board work, need enlarged print for most reading materials and may require additional verbal information. 3. Have a diagnosis of: <ul style="list-style-type: none"> • Distance Acuity between 6/36 and 6/60 • Near visual threshold of between print size 20 and 36 4. Will require a higher level of 1:1 support across all settings, in particular for all lessons with high literacy content. 5. The level of visual impairment will require at least 3-4 hours additional preparation and resourcing.
Level 3	<p>Pupils with Severe or Profound Sensory-neural Hearing Loss</p> <p>Pupils must meet all the core criteria in Level 1 and 2 with the following: Core criteria:- Pupils needs will include all of the elements below:</p>

Category D -Sensory	
	<ol style="list-style-type: none"> 1. Have severe to profound sensory-neural hearing loss in the better ear as advised by medical diagnosis or the Teacher of the Deaf and/or the cochlear implant team. 2. As a result of the hearing loss pupils will also have delayed language and listening skills. 3. Personal hearing aids and/or cochlear implant requiring ongoing audiology support. Cognitive ability will cover the full range. 4. Due to their sensory difficulties these pupils will struggle to make sense of their environmental sounds, especially spoken language, resulting in the need for an adapted acoustic environment and modified language in all subjects. 5. The academic and social curriculum needs to be modified. 6. Receives audiological and curriculum support from a qualified Teacher of the Deaf. This will normally be a weekly visit of 1-2 hours and will include the need for assessment, monitoring of progress and advice and guidance to school staff. There will need to be clear evidence that advice has been implemented by school. 7. Has difficulty understanding the speech of adults and peer group at an age-appropriate level without individual support, whether signed, written, oral/aural. 8. Access to a range of specialist equipment, for example a radio system and resources and support from a range of educational, social and medical agencies. 9. Language attainment will show gaps particularly in vocabulary and sentence structure. Language skills will appear significantly delayed. 10. Clarity of speech and the ability to be understood will have an impact on all areas of the social and academic curriculum. 11. Even with average or higher than average levels of attainment the hearing impaired pupil needs support to ensure access to the academic and social curriculum of the school throughout their education. 12. Appropriately trained and experienced adults will be needed to ensure the correct management of specialist equipment and to support the young person in becoming independent in the use of their equipment. 13. Programmes to develop social competence and emotional well-being may be appropriate.
Level 3	<p>Sensory Vision Pupils Pupils must meet all the core criteria in Level 1 and 2 with the following:</p>

Category D -Sensory	
	<p>Core criteria:- Pupils needs will include all of the elements below:</p> <ol style="list-style-type: none"> 1. Pupils Acuity will be less than 6/60 2. Require 100% differentiated learning materials across the curriculum and require full-time support and supervision throughout the school day due to their vision impairment with extra time required to adapt materials and resources. 3. Access to a range of specialist equipment and resources. 4. These pupils will need appropriately trained and experienced adult to ensure correct management of specialist equipment and resources, including magnification and/or speech software. 5. Adults working with the pupil will need a higher level of ICT expertise to support specialist equipment including magnification and/or speech software. 6. For Braille users in primary education – access to an adult who has Braille skills or who is willing to undertake the necessary training.
Level 4	<p>Multi-Sensory Impairment (MSI)</p> <p>Please note that Braille users in secondary education will be supported at Level 4.</p> <p>Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities.</p> <p>MSI – These children may have very severe medical needs which may be linked to physical disability</p> <p>Core criteria:- Pupils needs will include all of the elements below:</p> <ol style="list-style-type: none"> 1. Both significant visual and hearing difficulties as diagnosed by relevant outside agencies. 2. These children will require an extremely high level of individual support, possibly from a health assistant. 3. Individual adaptation to the environment such as ramps and toilets. Quiet, carpeted areas. Technical aids including ICT available and access to hydrotherapy 4. Appropriate training in manual handling as required will be needed 5. The teaching arrangements described in this level are typically for pupils with profound and multiple learning difficulties when visual impairment is a significant factor. 6. Individualised programme of alternative forms of communication which may include very specialist ICT resources where appropriate.

Category E – Physical/Medical	
Level 1	<p>Pupils with Medical Difficulties</p> <p>Core criteria:- Pupils needs will include all of the elements below:</p> <ol style="list-style-type: none"> 1. Pupils will need regular, additional time to complete tasks. 2. Pupils will require support from a range of adults following guidance from an appropriately qualified health professional in order to implement specific support strategies so that they can make expected progress. 3. Pupils will have a medical need which impacts on their ability to access the academic and social curriculum. 4. Individual help is needed at intervals during the day including supported social interactions with a wider range of people. Examples of the medical conditions may include severe uncontrolled epilepsy, tube feeding or oxygen dependency. 5. Additional adult support to enable the pupil to be safely placed with good medical support. 6. Owing to their medical conditions, often potentially serious, a health care plan will need to be drawn up in liaison with health professionals. Some staff will be specially trained to react appropriately to potential medical emergencies. 7. Secure medical control procedures are required. 8. Flexible arrangements will need to be made to ensure that any loss of learning due to appointments/sickness is made up. 9. Require ongoing health intervention.
Level 1	<p>Pupils with Physical Disabilities</p> <p>Core criteria:- Pupils needs will include all of the elements below:</p> <ol style="list-style-type: none"> 1. Pupils will need regular, additional time to complete tasks. 2. Pupils will require support from a range of adults following guidance from an appropriately qualified health professional in order to implement specific support strategies so that they can make expected progress. 3. Require ongoing therapy support/health interventions.

Category E – Physical/Medical	
	<ol style="list-style-type: none"> 4. Individual adaptation to the environment such as ramps and toilets. Quiet, carpeted areas. Access to hoists will be required. 5. Pupils will need access to adapted furniture, technical aids and appliances as well as associated storage areas. 6. Advice from a professional commissioned by the Local Authority identifies the need for technical aids including ICT and possibly access to hydrotherapy. 7. Child’s level of physical difficulty requires safe moving and handling from appropriately trained adults.
Level 2	<p>Pupils with Medical Difficulties</p> <p>Pupils must meet all the core criteria in Level 1 with the following:</p> <p>Core criteria:- Pupils needs will include all of the elements below:</p> <ol style="list-style-type: none"> 1. The pupil has an ongoing, long-term significant medical condition as diagnosed by a relevant health professional, which impacts on their learning and/or safety. 2. To implement the advice of medical professionals pupils require trained adult support to access the vast majority of the curriculum/school day due to the identified medical need 3. Evidence of an up-to-date health care plan and risk assessment and adult support to ensure safety. 4. Ongoing multi-professional support and advice for planning, reviews and evaluation of progress in relation to the education setting, equipment and/or family support. 5. Due to both the probability and severity of the medical condition there is a need for specific emergency procedures to be implemented and shared with a number of school staff. 6. Due to their medical condition there is a need for awareness training to be delivered to their peers. 7. Will require therapeutic support linked to the impact of their medical condition, especially at times of transition.
Level 2	<p>Pupils with Physical Disabilities</p> <p>Pupils must meet all the core criteria in Level 1 with the following:</p>

Category E – Physical/Medical	
	<p>Core criteria:- Pupils needs will include all of the elements below:</p> <ol style="list-style-type: none"> 1. The pupil will be a non-independent wheelchair user and not able to transfer without adult intervention. 2. Will have gross motor, fine motor and/or oro motor difficulties. 3. Requires use of Alternative and Augmented Communication (Any method of communicating that supplements the ordinary methods of speech and handwriting where these are impaired) because of physical impairment 4. Evidence of moving and handling Risk assessment which has been reviewed annually and updated when necessary. 5. Has difficulty with eating, drinking and requires adult support following guidance from a specialist Speech and Language therapist 6. Requires accessible transport and appropriate additional staffing for all curriculum organised trips in line with the risk assessment and to ensure their privacy and dignity. 7. Reliant on adult support for moving, positioning, personal care, including toileting, e.g. require use of hoist 8. Use communication and/or other technical aids which require preparation and frequent support for use. 9. Require specialised equipment and constant support to access teaching and learning 10. Requires ongoing therapy support, implemented in school as advised by a range of therapists; e.g. occupational therapist, physiotherapist, speech and language therapist
Level 3	<p>Physical/Medical</p> <p>Pupils must meet all the core criteria in Level 2 (Medical) with the following:</p> <p>Core criteria:- Pupils needs will include all of the elements below:</p> <ol style="list-style-type: none"> 1. Reliant on ongoing and intensive intervention to maintain and mitigate risk of escalation of medical/physical needs. 2. It is unlikely that they would recognise or articulate deterioration in their medical condition which may change rapidly.

Category E – Physical/Medical

3. Manual Handling Risk assessment required - Assessment indicates full dependency on adults, need hoists for all transfers as advised by medical professionals.
4. Requires full-time adult support including toileting, all aspects of personal care, eating, drinking and all nutritional needs.
5. Requires accessible transport and appropriate additional staffing for all curriculum organised trips in line with the risk assessment and to ensure their privacy and dignity.
6. Has additional learning/communication difficulties that require support over and above that provided by Level 2
7. Specialist teaching with real experience following well established multi-agency advice with communication, exercising choice, developing independence, sensory awareness and interpreting the environment.
8. Because of the likelihood of deterioration in the pupil's medical condition an immediate response from on call trained staff is required.
9. Pupils will need highly skilled adults who can interpret pupil's communication and ensure well-being.