

Appendix 3 – Proposed New Criteria

	Level 1	Level 2	Level 3	Level 4
Category A – Cognition and Learning	<p>Severe learning difficulties (see addendum levels chart) and have severe difficulties in making inferences, generalizing and transferring skills.</p> <p>They will have significantly delayed receptive and expressive language skills in line with their cognitive skills.</p> <p>Their vulnerability at break and lunchtime due to significantly delayed development of social skills leading to concerns regarding safety means that they must be supervised.</p> <p>Attainment in core subjects likely to remain below pre- key stage 1 standards throughout school career. Experience severe difficulties in making inferences, generalization and transferring skills.</p>	<p>Severe learning difficulties (with a severe coexisting needs in one or more other area. The additional need will be considered as long-term and in terms of behaviour, would have been present for at least four terms. Acquisition of basic skills is likely to be extremely slow and inconsistent; teaching and learning sessions need to identify small steps to inform assessment outcomes/secure progress over time.</p> <p>There is the potential for greater independence and capacity to make progress with learning, in comparison with bands 3 and 4.</p>	<p>Pupils have profound and multiple learning difficulties. In addition to severe learning difficulties, pupils have coexisting high level secondary needs in one or more other area e.g. sensory, mobility, communication or medical difficulties.</p> <p>Pupils will communicate by gesture, eye pointing or symbols or by vocalization.</p> <p>Attainment in all areas likely to remain static at or below 18-month level throughout school career.</p> <p>Pupils cooperate with shared exploration and are more proactive in engaging with activities. They give reactions that show that they can tell the difference between specific people objects, places and events in their surroundings.</p>	<p>Severe or Profound and multiple learning difficulties. In addition, 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.</p> <p>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.</p>

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Category B - Communication	<p>Speech & Language Disorders Severe disorder of Receptive and/or expressive language skills. Pupil cannot follow instructions or respond appropriately to questions when they are cognitively able to do non-verbal tasks at an age appropriate level. Able to communicate using self-generated, simple sentences, may have difficulty in expressing ideas through language e.g. word finding, sequencing. Extent of disorder means that a S&LT has identified level of need and provided strategies to school to deliver programmes of support. A S&LT would need to provide evidence of the need for ongoing support.</p> <p>Social Communication Due to their social communication needs, the pupil has significant difficulties with social competence/emotional well-being. Frequent social interaction and communication difficulties (3- 5 times per day). Requires support to develop understanding emotions, initiating or maintaining conversations, using and understanding non-verbal communication to assist reciprocal peer or adult interactions. Significant difficulties managing the classroom environment and coping with communicative demands and or changes and transitions during the school day.</p>	<p>Severe speech sound disorder. The child is unintelligible even to familiar listeners. Child will need alternative communication support e.g. Makaton signing and/or picture books so that the child can request, comment and describe.</p> <p>Social communication difficulties.</p> <p>The child has severe and pervasive social communication difficulties which result in a high level of anxiety and have an impact on their ability to understand and use language. This affects their ability to understand consequences, predict and problem solve and therefore significantly limited responsibility is taken for their own actions.</p> <p>Persistent social interaction difficulties, evident throughout the school day. Mostly self-directed and largely unresponsive to adult attempts to engage the child throughout the day. Limited appreciation of classroom conventions, leading to challenging behaviour.</p>	<p>The pupil has particularly extreme communication difficulties coupled with very challenging behaviour. They have extremely limited concentration, independence and grasping social/behavioural norms. The pupil is likely to remain largely non-verbal throughout their school career. Interpretation is heavily dependent on the context and knowledge of individual. Reliance on AAC and or use of concrete modes of communication such as body language / use of real objects) to make simple choices, basic needs known. 1:1 support required for the majority of the school day.</p> <p>Social Communication</p> <p>Severe, persistent and complex social interaction difficulties and high anxiety. Intentional social interactions are on the pupil's own terms and tend to centre on the meeting of their needs. Limited expressive language. Difficulty seeing the point of learning opportunities or social activities.</p> <p>Ritualised and repetitive behaviours evident at times during the school day.</p>	<p>Due to their extreme social communication difficulty, they have preverbal communication, meaning has to be inferred from behaviours, gestures, facial expression or emotional response by familiar adults.</p> <p>These 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 safety of the pupil and/or others limited or no intentional social interaction. Extremely rigid and ritualised behaviour evident throughout the school day.</p>

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Social, Emotional & Mental Health	<p>Exhibits severe and challenging disruptive or disturbing behaviours (e.g. persistent absence from lesson, manipulative behaviour) even in the context of a structured and supportive personal and behaviour management programme which includes appropriately differentiated tasks. The behaviour often impedes the child/YP learning and other activities and can sometimes distract the whole class. Frequency and occurrence will be significant e.g. 5 to 6 times per day on average, accompanied with emotional distress are evident on at least a daily basis. requiring immediate intervention to deescalate. The pupil regularly refuses to work and requires close monitoring and supervision. Emotional outbursts are intense but of short duration. Risk assessment will be required.</p>	<p>As level 1 but be physically and verbally threatening to peers and adults on an almost daily basis, presenting significant health and safety risk, and/or demonstrates frequent sexualised behaviour. Perpetual attention seeking behaviours. They show high levels of oppositional defiant behaviour placing themselves beyond the care and control of school which last for many hours, refusing instructions from all staff, including the senior leadership team. Be extremely distractible to the extent that they do not engage without constant adult prompting. The behaviour impacts substantially upon the child/young person's learning and other activities and disturbs / interrupts the whole class for sustained periods. The episodes of problematic behaviour can sometimes continue all day. Unable to make appropriate approaches to peers, resorting to physical and verbal intimidation/aggression on an almost daily basis. Unable to maintain control and does not take responsibility for own behaviour. They may appear overwhelmed by their emotional needs and feelings of distress. Display self-harming behaviour stemming from their emotional needs. They may also use</p>	<p>Frequent, intense emotional responses to everyday demands e.g. severe anxiety, withdrawal, verbal or physical aggression towards peers, adults and or property.</p> <p>The behaviour completely disrupts the child/young person's learning and other activities and disturbs/ interrupts the whole class for long periods. The episodes of problematic behaviour are long lasting and may well continue over a number of days.</p> <p>The behaviour is observed on the majority of days and tends to repeat itself often during the day. A record of violent behaviour over an extended period (4 terms) including assaults on staff and pupils requiring detailed risk assessments. May need more than 1:1 support at times during the school day. Positive restrictive intervention strategies appropriately employed. Risk assessment in place.</p>	<p>Pupil likely to have profound and complex needs in all areas. Engages in unpredictable and extreme social and emotionally based behaviours which compromise their safety and the safety of others. Requires a personalised learning environment and will need more than 1:1 support throughout the school day. Positive restrictive intervention strategies employed several times a day. Risk assessment in place.</p> <p>The behaviour has resulted in either complete isolation from peers meaning that the child/young person finds it difficult to make any friends or friendships with weaker peers may feature and be based upon an imbalanced power dynamic.</p> <p>The child/young person may have suffered from acute trauma or abuse which renders him / her extremely vulnerable and has necessitated a high level of multi- agency involvement over a sustained period. The child/young person may be considered a risk to self or others and requires a risk assessment to ensure his / her safety in school</p>

		<p>inappropriate sexualised language/behaviour Severely impulsive behaviours with no understanding of consequences.</p>		<p>The child/young person's behaviour causes an acute concern in relation to health and safety or safeguarding in all contexts. The risk of significant harm to self and / or others is a constant concern.</p>
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Sensory	<p>Vision Moderate Vision Loss (in the range of 6/24 to 6/36) May be registered as sight or severely sight Impaired. Learning materials may need to be modified and/or enlarged to meet their visual need Unable to visually access board work. Hearing</p> <p>Permanent or long term temporary hearing loss. Delayed language. Variable speech intelligibility may use AAC and or additional amplification e.g. radio system /Soundfield system.</p>	<p>Vision Moderate Vision Loss (in the range of 6/36 to 6/60). Usually registered as Sight Impaired. Requires 1:1 support throughout most of the school day to access the curriculum, specialist equipment and adapted (electronic or enlarged) learning materials.</p> <p>Hearing Permanent, severe or profound hearing loss in the better ear. Has hearing aids and or a cochlear implant. May use additional amplification e.g. radio system / soundfield. Expressive language significantly delayed. Pupil may communicate orally or through AAC.</p>	<p>Vision Registered severely sight impaired with an Acuity of less than 6/60. Braille users in primary education will be supported at this level.</p> <p>Hearing Have a severe to profound sensori-neural hearing loss in the better ear as advised by medical diagnosis or the Teacher of the Deaf. Has significant difficulty understanding the speech of adults and peers at an age-appropriate level without support, whether signed, written or oral.</p>	<p>Multi-sensory impairment. Diagnosed combination of severe visual and severe/profound hearing loss. The pupil may or may not have hearing aids or a cochlear implant. The pupil will have additional complex needs and be totally dependent on appropriately qualified adult support in order to access the learning environment and curriculum. May need more than 1:1 support throughout the school day. Use of a sensory room on a regular basis will be appropriate. Staff will use objects of reference.</p> <p>Pupils who are Braille users in secondary school will be supported at level 4.</p>

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Physical	<p>Wheelchair use but may be Independently mobile for part of the school day. Requires adult support at times e.g. delivery of physiotherapy programmes, support with physical aids/transfers etc. Use of high or low technology to support restricted fine motor skills and enable participation in classroom activities. Adult oversight to develop and maximise self-help and independence skills. Individual adaptations to the environment such as ramps and toilets and access to hoists required.</p>	<p>A non-independent wheelchair user and unable to transfer without adult intervention, and the use of specially adapted mobility equipment. Reliant on adult support for moving, positioning, personal care. Physiotherapist, occupational therapist, speech and language therapist.</p> <p>Extent of disability requires ongoing support from a range of health professionals e.g. Adult support to develop and maximise self-help and independence skills e.g. cutting up food, toileting.</p>	<p>Non-ambulant, all areas of motor function are limited. Highly reliant on adult support for positioning, transfers and moving e.g. requires hoisting/position changes during the school day. Minimal fine motor skills.</p> <p>Level of physical disability requires manual handling risk assessment and accessible transport arrangements for school trips etc.</p> <p>Highly reliant on adult support for personal care needs including toileting, dressing, eating and drinking.</p> <p>Has additional severe learning, communication or social need.</p>	
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Medical	<p>Long term medical condition/s that impact on their ability to access the academic and social curriculum. Examples of the medical condition would include severe uncontrolled epilepsy, tube feeding or oxygen dependency, frequent suctioning. Individual Healthcare Plan in place due to the potentially serious nature of their condition.</p>	<p>Must meet level 1 criteria. To implement the advice of medical professionals, pupils requires trained adult support to access the vast majority of the curriculum due to their medical condition. Individual Healthcare Plan in place.</p> <p>Due to the high probability and severity</p>	<p>Chronic or degenerative medical condition. The severity and or the unpredictability of medical condition/s require constant adult intervention by staff with the competency standards required to undertake the necessary procedures. Palliative care needs will be balanced against school attendance. Individual Healthcare Plan in place. Has</p>	

		<p>of the medical condition, there is a need for specific emergency procedures to be implemented and shared with a number of school staff.</p>	<p>additional significant learning/communication difficulties which means that they are unlikely to recognise or articulate deterioration in their medical conditions which may change rapidly.</p>	
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