

Communication & Interaction Inclusion Centre

Banding Descriptors

1. CORE	Suggested top-up = £2000 (Equivalent to Enhanced banding in mainstream)
1.1 Descriptor <ul style="list-style-type: none"> • Pupil's assessed special educational needs are severe, complex and long term and require interventions and support that are at a level over and above what can be provided at SEN Support / Ordinarily Available Provision. • Pupils will have Communication and Interaction difficulties as their primary Special Educational Need, including social communication needs. • Pupils will demonstrate the potential to be included in some aspects of a mainstream classroom with support, or work towards this. • In addition to their primary need, children placed within the Inclusion Centre may have associated difficulties in learning, social functioning, emotional development, self-confidence, self-esteem, motivation and behaviour. 	
1.2 Provision <ul style="list-style-type: none"> • Specialist provision within a class with adult pupil ratio of 1:5 • Staff will have appropriate qualifications, expertise and experience in working with pupils with communication and interaction difficulties. • Staff will have regular training and support to raise awareness and enable them to respond to the needs of pupils with communication and interaction difficulties. • Access to additional services from partner agencies where additional support is required. 	
2. ENHANCED	Suggested top-up £4,300 (Equivalent to Exceptional rate in mainstream)
2.1 Descriptor <ul style="list-style-type: none"> • Pupil's assessed special educational needs are severe, complex and long term and require interventions and support that are at a level over and above what can be provided within a mainstream setting with a high level of support. • Pupils will have communication and interaction difficulties as their primary Special Educational Need, including social communication needs. 	

- Pupils may demonstrate the potential to be included in some aspects of a mainstream classroom with support, or work towards this.

In addition to their primary need, pupils may have:-

- moderate learning difficulties
- difficulties with social functioning, emotional development, self-confidence, self-esteem, motivation and challenging behaviour
- Sensory processing difficulties
- high levels of anxiety and/or additional mental health difficulties
- Staff may be needed to provide support with personal care, administering of medication and support for eating.

2.2 Provision

- Specialist provision within a class with adult pupil ratio of 1:5
- May require 1:1 support within the class or withdrawal
- May require 1:1 support at break and lunchtimes
- Staff will have appropriate qualifications, expertise and experience in working with pupils with communication and interaction difficulties.
- Staff will have regular training and support to raise awareness and enable them to respond to the needs of pupils with communication and interaction difficulties.
- Access to additional services from partner agencies where additional support is required.

EXCEPTIONAL

Suggested top-up = £6,050
(Equivalent to Exceptional Plus in mainstream)

3.1 Descriptor

- Pupil's assessed special educational needs are severe, complex and long term and require interventions and support that are at a level significantly over and above what can be provided within a mainstream school.
- Pupils will have Communication and Interaction difficulties as their primary Special Educational Need, including social communication needs.
- Pupils is likely to demonstrate limited potential to be included in some aspects of a mainstream classroom with support.
- Pupil may meet the admission criteria for a special school

In addition to their primary need, pupils may have associated:-

- Significant learning difficulties
- Complex and challenging behaviour
- Significant sensory processing difficulties
- High levels of anxiety, attachment and/or additional mental health difficulties

<ul style="list-style-type: none"> • Staff may be needed to provide support with personal care, administering of medication and support for eating.
<p>3.2 Provision</p> <ul style="list-style-type: none"> • Pupil requires bespoke arrangements with a staffing ratio of full time 1:1 support including break and lunchtimes, which may include higher level teaching assistant or 2:1 support • Staff will have appropriate qualifications, expertise and experience in working with pupils with communication and interaction difficulties. • Staff will have expertise in working with children who find it very difficult to engage in learning because of their social communication, sensory and emotional needs.
<p>HIGHLY EXCEPTIONAL Suggested top-up = £8,000 (Equivalent to Highly Exceptional in mainstream)</p>
<p>Descriptor</p> <ul style="list-style-type: none"> • Pupils will have Communication and Interaction difficulties as their primary Special Educational Need, including severe social communication needs. • Pupils is unlikely to demonstrate potential to be included in some aspects of a mainstream classroom with support. • Pupil will meet the admission criteria for a special school <p>In addition to their primary need, pupils may have associated:-</p> <ul style="list-style-type: none"> • Significant learning difficulties • Severe, complex and challenging behaviour • Severe sensory processing difficulties • High levels of anxiety, attachment and/or additional mental health difficulties • Staff may be needed to provide support with personal care, administering of medication and support for eating.
<p>Provision</p> <p>Pupil requires an entirely bespoke and individualised package of support with a staffing ratio of full time 1:1 support including break and lunchtimes, which may include higher level teaching assistant or 2:1 support.</p>

4. Banding Procedure

4.1 All banding decisions will be made by the local authority, in liaison with the relevant school

- A band will be proposed, based on the identified needs and provision specified in the EHCP by SEN Managers. This proposed band will be communicated to the school along with the draft EHCP outlining the child's needs and provision required. As part of the formal consultation process to agree school placement, the head teacher/executive head teacher will be invited to respond (within 10 working days, as set out in the Code of Practice) to confirm whether the child's needs can be met, taking into consideration both the needs and provision specified in the EHCP and the proposed band. The band will be confirmed along with confirmation of the school place, following this period of formal consultation.
- Once the banding has been confirmed, any request for a change to the band must be made in writing and submitted as part of the annual review process. This must be accompanied by evidence supporting the change, including relevant assessment reports. SEN Managers, on behalf of the local authority, will consider all requests for a change in banding as part of the annual review process and in light of the evidence presented. Decisions will be communicated to the school within 2 weeks of the local authority's receipt of completed annual review paperwork.

4.2 Banding decisions will only be made based upon formal written evidence, and no decision can be reached without this. Evidence can include reports gathered as part of the Education, Health and Care Needs assessment process, contributions from professionals involved with the pupil, or a fully completed annual review report form.

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