



FUNDING FOR INCLUSION
Supporting the success and higher achievement of
pupils with special needs

THE FFI HANDBOOK
2004/2005



Excellence in Learning

Education Leeds



PREFACE

Decisive progress in educational standards occurs where every child matters; careful attention is paid to their individual learning styles, motivations, and needs; there is rigorous use of pupil target setting linked to high quality assessment; lessons are well paced and enjoyable; and pupils are supported by partnership with others well beyond the classroom.

David Milliband,
Minister for School Standards,
North of England Conference 2004

It is truly amazing. We are now in the third year of Funding for Inclusion (FFI). We have been incredibly successful in delivering a large amount of money to schools with a minimum of bureaucracy, but together we still have much to do:

- We still have to resolve the problem of F-Band and behaviour: we will do that this year.
- We have to tackle key issues around how we monitor the use of the £20m plus that we distribute to schools through FFI. This will enable us to identify good practice as well as to challenge and support schools where appropriate.
- We have to ensure that FFI plays a part in the development of extended schools.
- We also need to now link the distributions of funds for children in mainstream settings with those of children in specialised settings. This will ensure that all of the funding of special and additional needs supports the whole continuum of provision from specialised to mainstream settings,
- We must continue to build the vision for inclusion into the Building Schools for the Future programme and all our new curriculum developments.

In addition to these issues there are further challenges. The Children Bill puts every child at the centre of everything we do. The Bill takes away the distinction between universal and targeted services, placing targeted services within the context of universal services.

The good news is that the really fantastic progress we have made in inclusion means that we are in a very good position to respond to the challenge of the Children Bill. Schools in Leeds now have the flexibility to use funding in the way that best meets the needs of all their children. This is gradually moving away from a concept of special education needs to replace it with a concept of individualised needs within a personalised curriculum. This year's distribution of Funding for Inclusion is therefore as much about providing funding for school improvement as it is about funding special educational needs.

We have had a brilliantly successful year and, just as we can all be proud of what we have achieved so far through our strong and dynamic partnerships, we can all have real confidence in what we are going to achieve together over the next year.

Keep the faith

Best wishes



Chris Edwards
Chief Executive

FUNDING FOR INCLUSION

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INTRODUCTION

“Schools are responsible for their own performance and the achievements of their pupils. They must plan for continuous improvement and need the maximum freedom to make decisions and manage resources. But autonomy does not mean acting in isolation. Schools work best when they recognise the value of the family of schools to which they belong locally and nationally” Code of Practice on Local Education Authority – School Relations (DfEE 27/2001)

The DFES has identified six, non-negotiable core requirements of any funding system which should:

- be open and transparent and distribute resources equitably between schools
- support inclusion within mainstream settings wherever possible,
- enable needs to be met as early as possible and usually without the need for a Statement,
- support raising achievement, particularly in literacy and numeracy and other key skills including the development of independence,
- safeguard the rights and entitlement of children with the most exceptional special needs, including those with Statements to ensure that appropriate provision is available,
- match the allocation of resources with the responsibility for ensuring outcomes in terms of pupil progress, attainment and well-being.

In addition, the Leeds model promotes and supports the development of autonomous, self-managing schools and local networks, partnerships and consortia.

Funding for Inclusion (FFI) is the process by which Education Leeds distributes the SEN budget to mainstream schools. It is based on six key principles:

1. *SEN funding is targeted on provision for pupils with SEN.*

In this we follow the DfES guidance that there is a distinction between *Special Educational Needs (SEN)* and *Additional Educational Needs (AEN)* although AEN and SEN are, of course, not mutually exclusive. AEN refers to those needs generated from a barrier to learning that is to do with a deficit in our society or education system. Children with AEN will include those who experience social deprivation, or who may belong to a vulnerable group, including minority ethnic groups and children in public care. SEN refers to within child difficulties that are usually life-long. Children with SEN will include those with major learning difficulties or difficulties in other areas as identified in the Code of Practice.

2. *Education Leeds identifies the SEN Cohort.*

The SEN cohort is identified in 7 bands using either centrally held data or through SEN Services.

3. *Severity of difficulty and appropriate provision are linked through a grid that determines level of funding.*

There are 2 broad levels of funding, Level 1 funding is regarded as whole school funding and remains in the school. Level 2 funding is pupil related and moves with the child. In most bands Level 2 funding is further differentiated into tiers which reflect the severity of a child's needs and different levels of provision that have to be put in place to meet those needs.

4. Funding for SEN is allocated once a year.

Pupils with SEN in specified year groups, i.e. Y1, Y3, Y5, Y7 and Y10, are identified in the Autumn Term for funding to start in the following April. Year group is determined from the pupil's date of birth and not the year group in which they are taught. All funding for inclusion will be allocated at the beginning of each financial year and remain with the school or child for two or three years. This contributes to stability of funding for SEN.

Separate arrangements are in place for children in Early Years, those with medical or behavioural needs and those with SEN who move into Leeds from elsewhere. (See appropriate sections of the handbook.

5. Statements still exist but funding for statemented pupils in mainstream schools is allocated through the FFI process.

The Funding for Inclusion model funds children with even the most significant and complex needs without recourse to Statements. Statements will continue to be required for pupils placed in special provision and there will continue to be situations where the rights of the child require protection.

6. Arrangements for monitoring at pupil, school and Education Leeds levels are being developed and implemented.

Through FFI schools are increasingly being given the freedom to make the best decisions possible to meet the needs of all their children using the full range of resources available to them. Education Leeds has the duty to monitor the arrangements made so that:

- Pupil progress is tracked through centrally held data, Annual Reviews of Statements and the newly introduced reviews of EYFFI pupils and school age pupils with the highest levels of funding. Schools are encouraged to use small step assessments such as PIVATS for pupils with major learning needs so that even the smallest degree of progress can be recognised.
- Schools are supported through service delivery and provision mapping to evaluate the provision they are making for pupils with SEN, share good practice and use feedback from outside sources to improve weak areas.
- FFI arrangements distribute resources effectively; there are clear lines of accountability; objective data is used a basis for strategic planning at family/cluster, wedge and city level; stakeholders are consulted and involved in a manageable way.

Key Documents:

'The Special Educational Needs Code of Practice' (DfES 581/2001);

'The Distribution of Resources to Support Inclusion' (DfES LEA/080/2001)

'Statutory assessment and statements of SEN: in need of review?' (Audit Commission Policy Focus, 2002)

FFI ARRANGEMENTS 2004-2005

Timeline

13.09.04- 20.09.04	FFI training for SENCOs
04.10.04- 08.10.04	Initial pupil list for appropriate year groups sent to schools for checking
22.10.04	Final date for referrals for Level Two children in school nurseries and Reception to be funded from January
5.11.04	Deadline for return to the Blenheim Centre of any additions, omissions or errors/amendments
10.12.04	Closing date for reconciliation period. Reconciliation by Services will take place throughout the Autumn Term
January 05	Schools sent confirmed list of children agreed for funding from April 2005. (This will not include any pupils transferring to the school in September.)
March 2005	Final FFI list, incorporating adjustments made after reconciling FFI data with PLASC returns and Year 6 transfers sent to schools together with details of funding.
1 April 2005	New budgets in place

FFI Initial Pupil List 2004: Identification of pupils

At the beginning of the Autumn Term 2004 schools will have received a complete list of all the pupils in their school who generate FFI funding. During the Autumn Term the funding for pupils in selected year groups will be reviewed, with any changes implemented from April 2005. Funding for pupils who are not in the specified year groups will be maintained in accordance with FFI procedures, other than the funding allocated to pupils with behaviour difficulties of which there will be further details later in this handbook.

This section describes the review arrangements and what schools will need to do on receiving the Initial Pupil List 2004.

During the week 4th - 8th October 2004 all mainstream schools will be sent a list entitled "FFI Initial Pupil List 2004" which will **only include pupils in Years 1, 3, 5, 7 and 10**. These pupils are identified by their age and not by the age group in which they are taught. Some of these pupils will have already been identified from new data as being eligible for funding in 2005. The others on the list will be subject to review before a decision can be made about future funding.

On receiving the list, schools will need to check its accuracy and decide what amendments, if any, are necessary. Children in age groups other than those specified will not be considered except for Reception children. (see guidelines below for details)

A Band - Cognition and Learning

At each age, criteria are given for Level 1 and Level 2 funding. For most age groups the levels of functioning refer to the levels achieved by the pupil at the end of the previous school year and recorded on the pupil tracking sheet or equivalent.

The FFI Initial Pupil List 2004 will include pupils in Years 1, 3, 5, 7, and 10. For pupils in years 3, 7, and 10 centrally held data will have been used to generate the names of the pupils who have been confirmed as being eligible for funding from April 2005, (provided the Teacher Assessment levels had been submitted to Education Leeds). Pupils at Level 2 in Year 1 and at Levels 1 and 2 in Year 5 who are currently receiving FFI funding will be listed but P levels will need to be provided to determine whether funding will continue and at what level.

Schools will need to check the list and indicate on their returns any pupils:

- who are on the list but have subsequently left the school
- who are in Years 3, 5, 7 or 10 (by age) and meet the criteria but have been omitted because they were not entered for the assessment or, for Year 5 pupils, whose performance has deteriorated since Y3.

Evidence of the pupil's attainment level will need to be provided to justify the continuation of funding for any Year 5 pupils using some form of publicly available document, most usually a summary of Teacher Assessment levels recorded at the end of the last school year. Evidence of this type will also be required for any pupils who have been added to the list. Evidence should be retained in school and will be considered during the review and reconciliation period.

The arrangements for pupils in Year 1 and in the Foundation Stage are slightly different.

- For Year 1 a formula will be used to generate Level 1 funding. Pupils already receiving Level 2 funding will be reviewed and new pupils at Level 2 can be added. Evidence to support the inclusion of new pupils or the continuation of funding for others will be required. It is expected this evidence will take the form of assessments completed at the end of Reception describing the pupils' level of functioning in terms of P levels or PIVATs.
- For the Reception age group a formula will again be used to generate Level 1 funding. Schools should ensure that any new pupils who appear to meet Level 2 criteria should be included in the EYFFI procedures by an appropriate professional. These procedures are described in the Early Years Funding section of this handbook.
- For Nursery aged pupils Level 1 funding is not available. Level 2 funding can only be accessed through EYFFI.

For children with specific learning difficulties separate criteria are given. Within the primary age group, Year 3 pupils with specific learning difficulties in the area of literacy will be identified within the cohort of pupils identified at the first level of funding. At Year 5, schools will need to add any pupils who meet the specific learning difficulties criteria in literacy or numeracy and ensure that the necessary supporting evidence is available. The criteria for both levels of funding and for Statutory Assessment are the same. Correspondingly only one level of funding will be allocated. This will remain with the school for Year 3 pupils and move with the pupil from Year 5 onwards.

The effect of specific learning difficulties becomes more evident as the curriculum demands increase. For this reason it is important that schools identify pupils whose attainment profile may not be eligible for funding but who nevertheless are likely to find the high school curriculum very challenging. Outside agency advice should be sought for these pupils.

Within the secondary age group, Year 7 pupils with specific learning difficulties in either literacy or mathematics should be identified automatically through centrally held data. Year 10 pupils may need to be identified specifically by schools and, again, added to the list. In all cases where the names of pupils with a specific learning difficulty have been added to the list, evidence, in the form of publicly available documents, should be available to support this.

This additional evidence should be retained in school and will be considered during the review and reconciliation period.

At secondary age all pupils meeting the criteria will attract funding at Level 2 which will move with the child.

B Band - Vision

The FFI Initial Pupil List 2004 will include all pupils with visual difficulties in Years 1, 3, 5, 7 and 10 and also in Reception who have been identified by the Education Leeds Visually Impaired Team as being eligible for funding in April 2005.

Since members of this team are in regular contact with the pupils they work with no amendments should be needed to this part of the list.

C Band - Hearing

The FFI Initial Pupil List 2004 will include all pupils with hearing difficulties in Years 1, 3, 5, 7 and 10 and also in Reception who have been identified by the Education Leeds Deaf and Hearing Impaired Team as being eligible for funding in April 2005.

Since members of this team are in regular contact with the pupils they work with no amendments should be needed to this part of the list.

D Band - Physical Skills

The FFI Initial Pupil List 2004 will include all pupils in Years 1, 3, 5, 7 and 10 who are currently receiving FFI funding. All these pupils will be subject to a review to determine whether funding will continue and at what level.

Schools will need to indicate on their returns any pupils:

- who are on the list but have subsequently left the school
- who are in the specified year groups, meet Level 1 or Level 2 criteria but are not currently receiving funding.
- who are in Reception and meet Level 1 criteria. (Pupils who are in Reception and meet Level 2 criteria should be included in the EYFFI procedures which are described elsewhere.)

For all the pupils on the list and any new pupils, schools will need to provide a description of how the pupil's difficulties impact on their access to the curriculum. It will also be necessary to provide details of the child's current attainments, recent reports from health professionals, IEPs and details of the support, adaptations, modifications and learning aids that are necessary to enable the child to function effectively in school.

Additional evidence should be retained in school and will be considered during the review and reconciliation period.

E Band - Communication and Interaction

This band covers five aspects; Listening and Comprehension, Expression, Pronunciation, Pragmatics and the new addition of Specific Language Impairment but not all aspects apply at every age and in relation to funding and to Statutory Assessment.

For Early Years pupils there are Level 2 criteria for funding in the four aspects of Listening and Comprehension, Expression, Pronunciation and Pragmatics.

For school age pupils, there are no criteria for funding for Listening and Comprehension or Expression. Language difficulties in these areas will be assumed to have led to cognitive difficulties and the pupils will be identified through PAU data for both levels of funding.

The FFI Initial Pupil List 2004 will include all pupils in Years 1, 3, 5, 7 and 10 who are currently receiving FFI funding. All these pupils will be subject to a review to determine whether funding will continue and at what level.

Schools will need to indicate on their returns any pupils:

- who are on the list but have subsequently left the school
- who are in the specified year groups, appear to meet Level 1 or Level 2 criteria but are not currently receiving funding. *These should only be added after discussion with the Speech and Language Therapist for the school.*
- who are in Reception and appear to meet Level 1 criteria. *These should only be*

added after discussion with the Speech and Language Therapist for the school.

(Pupils who are in Reception and meet Level 2 criteria should be included in the EYFFI procedures which are described elsewhere.)

All the pupils on the list and any new pupils will be reviewed by the Speech and Language Therapy Service. The criteria in relation to Pragmatics have been amended to improve the identification of pupils with this type of difficulty and to promote a multi-disciplinary approach in this very complex area.

In terms of criteria for Statutory Assessment all five aspects of Communication and Interaction are included for pupils from Year 1 onwards. For younger pupils Specific Language Impairment is omitted.

F Band - Behaviour

New proposals for funding pupils with behaviour difficulties are being developed and a consultation process will be initiated in the Autumn Term. The funding for all pupils with behaviour difficulties from April 2005 will be dependent on the outcome of the consultation process.

The FFI Initial Pupil List 2004 will not include any of the pupils on the F Band as these pupils will not be reviewed.

It will continue to be possible to request additional resources for pupils who develop extreme behaviour during the year by using the procedures described elsewhere in this handbook. This arrangement will cease at the end of February 2005 and be replaced by the new proposals.

G Band - Medical

The criteria have been slightly revised in conjunction with Child Health and will be used with pupils who are being considered for funding for April 2005. The criteria focus on those medical conditions which require active intervention from school staff to enable the pupil to access mainstream school as fully as possible. Some medical conditions result in the pupil experiencing physical difficulties such as limited mobility or motor co-ordination problems. Wherever possible difficulties of this type should be considered within the D Band - Physical.

The FFI Initial Pupil List 2004 will include all pupils in Years 1, 3, 5, 7 and 10 who are currently receiving FFI funding. All these pupils will be subject to a review to determine whether funding will continue and at what level.

Schools will need to indicate on their returns any pupils who are on the list but have subsequently left the school. **New pupils should not be included. The procedures for accessing additional funding for pupils with new medical needs will continue to operate and are described elsewhere in the handbook.**

For the purposes of the review, schools will need to ensure that an up-to-date Individual Health Plan (IHP), Form M2, has been completed for each pupil. This should be retained in school to be considered during the review and reconciliation exercise.

Returning the Initial Pupil List 2004

As soon as schools have checked the Initial Pupil List 2004 and amended it as necessary, they need to return it to **The Blenheim Centre no later than 4th November 2004.**

Lists should be returned to Mike McHugh by fax or post. Addresses are as follows:
(Fax: 0113 3951099 Post: Education Leeds, The Blenheim Centre, Crowther Place, Leeds, LS6 2ST)

On receipt of the amended lists, staff in The Blenheim Centre will forward copies to relevant services to enable the review and reconciliation to be pursued.

Review and Reconciliation Process

The purpose of this process is to reach agreement about the names of pupils in the specified year groups who will be eligible for funding from April 2005. The funding of pupils in other year groups is not affected by this process.

As already indicated the FFI Initial Pupil List 2004 will include some pupils where there is already sufficient data available to justify their funding in the next financial year. This group includes pupils in the A Band in Years 3, 7 and 10, and pupils in the B Band and the C Band These pupils will not be part of the funding review.

The pupils where a decision about funding still has to be made, either because the pupils are on the list for review or because they have been added by school, fall into the following groups:

A Band - some year groups and any pupils where Education Leeds data is incomplete. These pupils will be considered by the school's Educational Psychologist who will arrange a specific visit. Evidence to confirm that the pupils meet the criteria will need to be available.

B Band - any new pupils will be followed up by the Visually Impaired Team.

C Band - any new pupils will be followed up by the Deaf and Hearing Impaired Team.

D Band - all existing and new pupils in the specified year groups will be subject to review and evidence will be needed for each of these. The evidence will be considered by an Education Leeds officer in liaison with health professionals as appropriate.

E Band - all existing and new pupils in the specified year groups will be subject to review which will be carried out by the Speech and Language Service.

G Band - all pupils in the specified year groups will be subject to review and evidence will be needed for each of these. The evidence will be considered by an Education Leeds officer in liaison with health professionals as appropriate.

During the Review and Reconciliation period the professional who is carrying out the review will indicate on their copy of the FFI Initial Pupil List 2004 the decision that has been made for each pupil specifying whether the pupil is eligible for funding and at what level. The professional will sign and date the list and return it to the Blenheim Centre. It would be good practice for schools to take a copy of the list before it is returned.

All lists will need to be returned by 10th December 2004.

In January 2005 lists will be sent to schools confirming all pupils who will be funded from April 2005, including those agreed during the review and reconciliation process. This should be checked carefully by schools and queries raised immediately.

The Final FFI list, incorporating adjustments made after reconciling FFI data with PLASC returns and Year 6 transfers, will be sent to schools together with details of funding in March 2005. (This process cannot be completed until all schools have submitted their PLASC return so it is important for SENCOs to try to ensure that their school returns the PLASC form promptly.) This list should also be checked carefully by schools and queries raised immediately.

ACCESSING FUNDING OUTSIDE THE FFI REVIEW PERIOD

Funding for Behaviour

New proposals for funding pupils with behaviour difficulties are being developed and a consultation process will be initiated in the Autumn Term. The funding for all pupils with behaviour difficulties from April 2005 will be dependent on the outcome of the consultation process.

It will continue to be possible to request additional resources for pupils who develop extreme behaviour during the year by using the procedures described below. This arrangement will cease at the end of February 2005 and be replaced by the new proposals.

The arrangements for this process are detailed below:

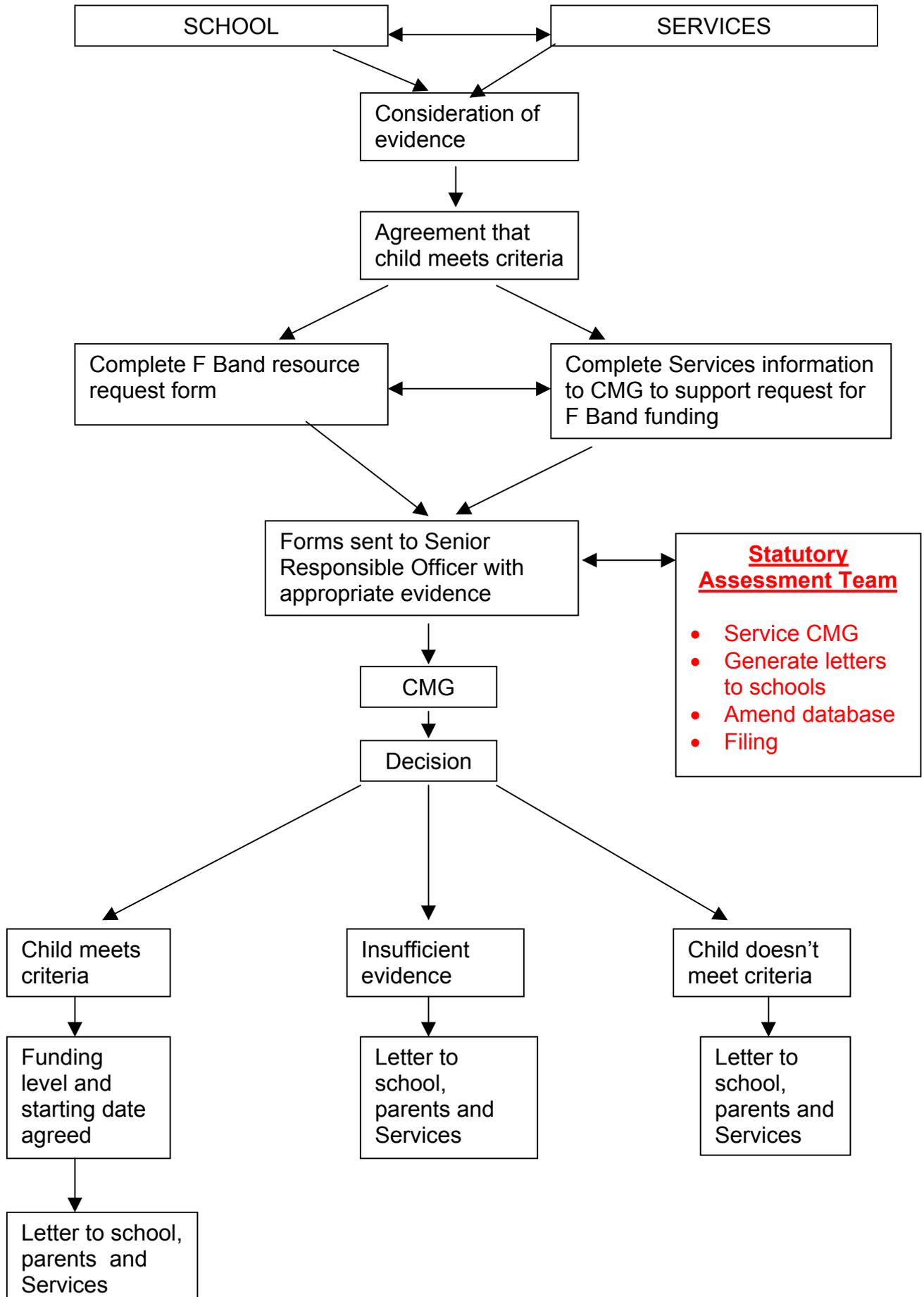
- Pupils put forward for funding should meet the criteria for Level 2
- All requests for funding should be supported by evidence that should be sent with the request.
- The school should complete the F Band Resource Request Form.
- A Service Information Form completed by the school's Educational Psychologist should be attached to each Resource Request Form
- Requests for funding should be sent to Mr T. Armitage, Senior Responsible Officer at the Blenheim Centre.
- All requests for funding will be considered at the next available Criteria Moderating Group (CMG) meeting.
- Where it is agreed by CMG that the child meets criteria for funding, the appropriate level of resource will be credited to school budgets from the first day of the next month.
- Schools will be informed of the decision made by CMG, together with any reasons for refusal if appropriate, as soon as possible after the meeting.

(All relevant criteria, details of evidence and forms are to be found in this handbook.)

Please note

- Schools who submit a request for Statutory Assessment for a child with behaviour difficulties need to submit a request for funding at the same time if funding is required.
- Children who are referred by parents/carers for Statutory Assessment under the F Band will be considered for funding only if the Assessment is agreed and all the advice has been submitted and evaluated, unless the school has made a separate request for funding.
- Where CMG have rejected a request for resources, re-submission will be dependent on the reason for refusal.

Protocol for Funding for Behaviour



- **Views of Parent**

Signed.....(Parent)

- **Views of Pupil**

Signed.....(Pupil)

Signature of Headteacher.....

Date.....

Data Protection Act 1998 – Funding for Inclusion (FFI)

As part of FFI, Education Leeds collects information from parents, pupils, the school and other services.

Education Leeds may need to share this information with other Leeds Services.

The Data Protection Act 1998 asks us to let you know about this.

Declaration

By signing this form, you are giving your consent to Education Leeds to record and process the information provided. The information will only be used by Education Leeds in connection with education services and we promise to comply fully with the Data Protection Act 1998 and acknowledge your rights under this.

Parent's Signature

Date

Please describe your involvement;

- **starting date of your involvement at School Action Plus**
- **action(s) taken with dates**

- **outcomes of your actions**

- **What provision/intervention would you consider appropriate to be put in place for this pupil should additional resources be made available?**

- **What would be the desired outcomes for the pupil as a result of these interventions?**

Name:.....Position:.....

Date of completion of this proforma:

Service:.....

Funding for Medical Needs

The allocation of resources to support children with medical needs is part of Funding for Inclusion (FFI) and is based on the principles outlined in the SEN Code of Practice 2001. A key principle of FFI is that money will be allocated once a year and remain with the school or child for a minimum of two years. However, it is accepted that children can develop medical needs that require resources that cannot reasonably be found within a school's budget at any time.

Some children such as those who have accidents that result in broken limbs or those who are discharged from hospital for whom the long term prognosis is not clear may only need extra resources for a short period of time. When additional resources are allocated to schools for these children, it will be for a specified length of time shorter than the normal FFI cycle. Schools will need to re-apply if further resources are required after this giving full details of the impact of the child's medical needs.

For some children, at the time of the request, it will be apparent that their needs will be long term. Additional resources allocated to these children will remain with the child or school for the normal FFI cycle.

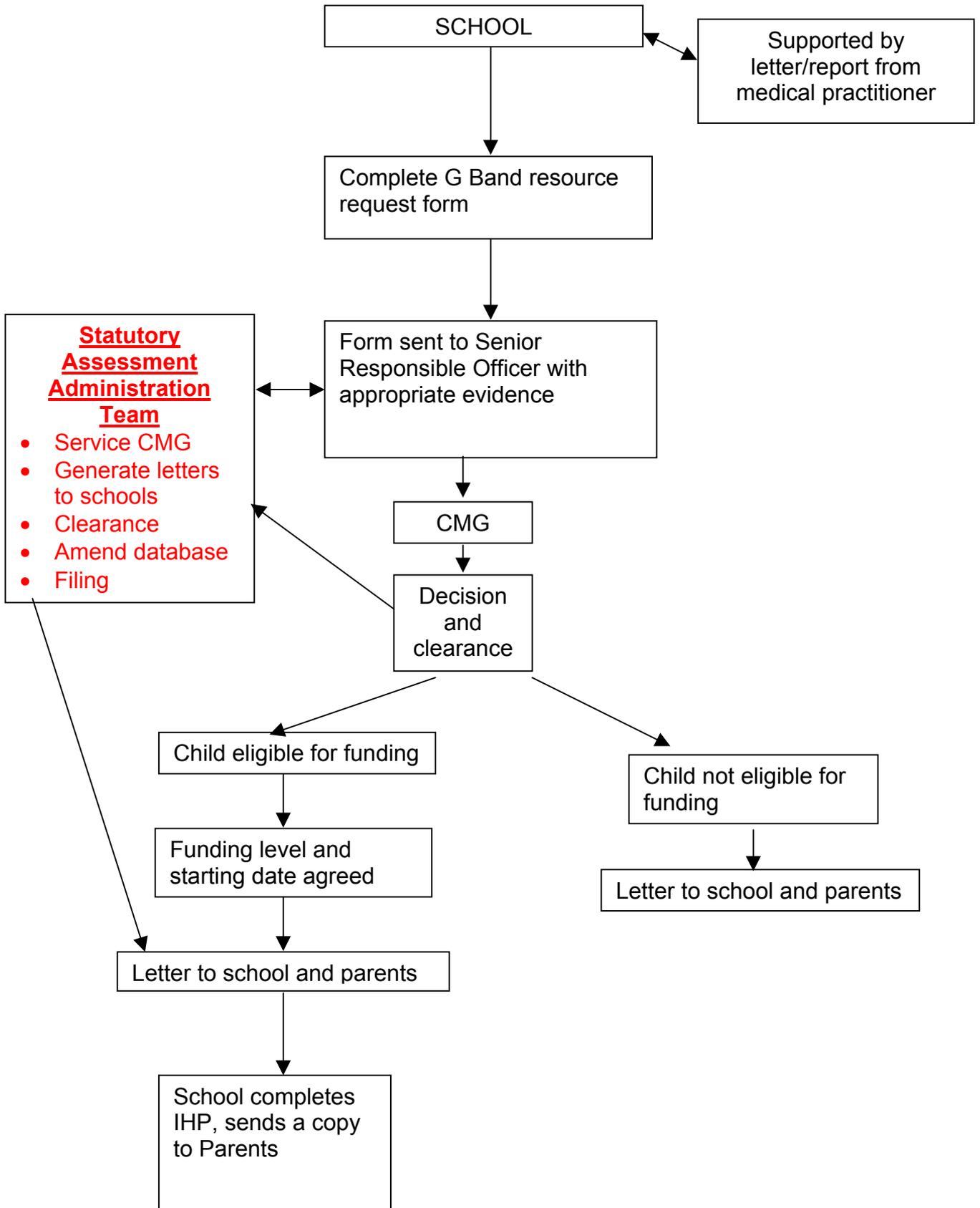
In some cases an accident or deteriorating medical condition can result in significant sensory impairment. In such cases when funding is allocated it will be identified under the appropriate sensory band.

The process by which schools can access additional resources throughout the school year is detailed below:

- Schools complete the 'Request for Resources to Support Medical Needs' form (Form M1), which, for children with short term needs, the information supplied may be brief. Form M1 includes a Data Protection section that should be signed by the child's parent/carer.
- The completed form, together with a letter or report from a medical practitioner is sent to Mr Tony Armitage, Senior Responsible Officer, at the Blenheim Centre.
- The Criteria Moderating Group will consider all requests for additional resources and recommend both the level and time limit of the additional resources.
- Schools will be informed of the outcome of CMG. If funding has been agreed it will be allocated to the school during the next monthly adjustment.
- Schools should complete an Individual Healthcare Plan (Form M2) for all children in receipt of long term medical funding. **Schools do not need to complete an Individual Healthcare Plan (IHP) for children identified for short term additional resources.** The IHP should be drawn up in conjunction with parents and where appropriate, the child and the child's medical carers, and should detail the measures needed to support the child in school.
- It is expected that the Individual IHP will be reviewed in school in conjunction with parents and relevant health professionals at least annually. Any review of funding within the FFI cycle will include the submission of the updated IHP to the Reviewing Officer.

For further information or to discuss an individual case please contact the Senior Responsible Officer

Protocol for Funding for Medical Needs



- **What provision/intervention would you consider appropriate to be put in place for the child?**

- **What would be the desired outcomes for the child as a result of these interventions?**

- **Which Services are/have been involved with the child?**

• **Views of Parent**

Signed.....(Parent)

Signature of Headteacher.....

Date.....

Data Protection Act 1998 – Funding for Inclusion (FFI)

As part of FFI, Education Leeds collects information from parents, pupils, the school and other services.

Education Leeds may need to share this information with other Leeds Services. The Data Protection Act 1998 asks us to let you know about this.

Declaration

By signing this form, you are giving your consent to Education Leeds to record and process the information provided. The information will only be used by Education Leeds in connection with education services and we promise to comply fully with the Data Protection Act 1998 and acknowledge your rights under this.

Parent's Signature

Date

Individual Healthcare Plan for a Pupil with Medical Needs (Form M2)

This Plan should be completed for a child who receives support for medical needs. It should be completed in conjunction with Parents and appropriate Health professionals.

Name :.....**DoB**.....

Address:.....

School:.....

Date:.....**Review Date**:.....

CONTACT INFORMATION

Family Contact 1

Name

Phone No. (work) _____

(home) _____

Relationship: _____

Family Contact 2

Name

Phone No. (work) _____

(home) _____

Relationship: _____

Clinic/Hospital contact

Name _____

Phone No. _____

G.P.

Name _____

Phone No. _____

Describe the child's condition and give details of individual symptoms:

Daily care requirements:

Describe what constitutes an emergency for the pupil and the action to take if this occurs:

Who is responsible in an emergency: (State if different on off-site activities)

Follow up care:

Form copied to: (√)

Parents

Education Leeds

Health (give details)

Other (give details)

Funding for children with SEN transferring into a Leeds mainstream school

Children with SEN can arrive in Leeds from elsewhere at any time. They may or may not have a Statement. It is appropriate that if they have a Statement or meet the FFI criteria at Level 2 then schools should be allocated additional resources to meet the needs of these children. The continuation of the funding for those children with Statements would be dependent on the outcome of the process described below.

The processes for accessing additional resources for children with Statements and children without Statements are detailed below:

With a Statement

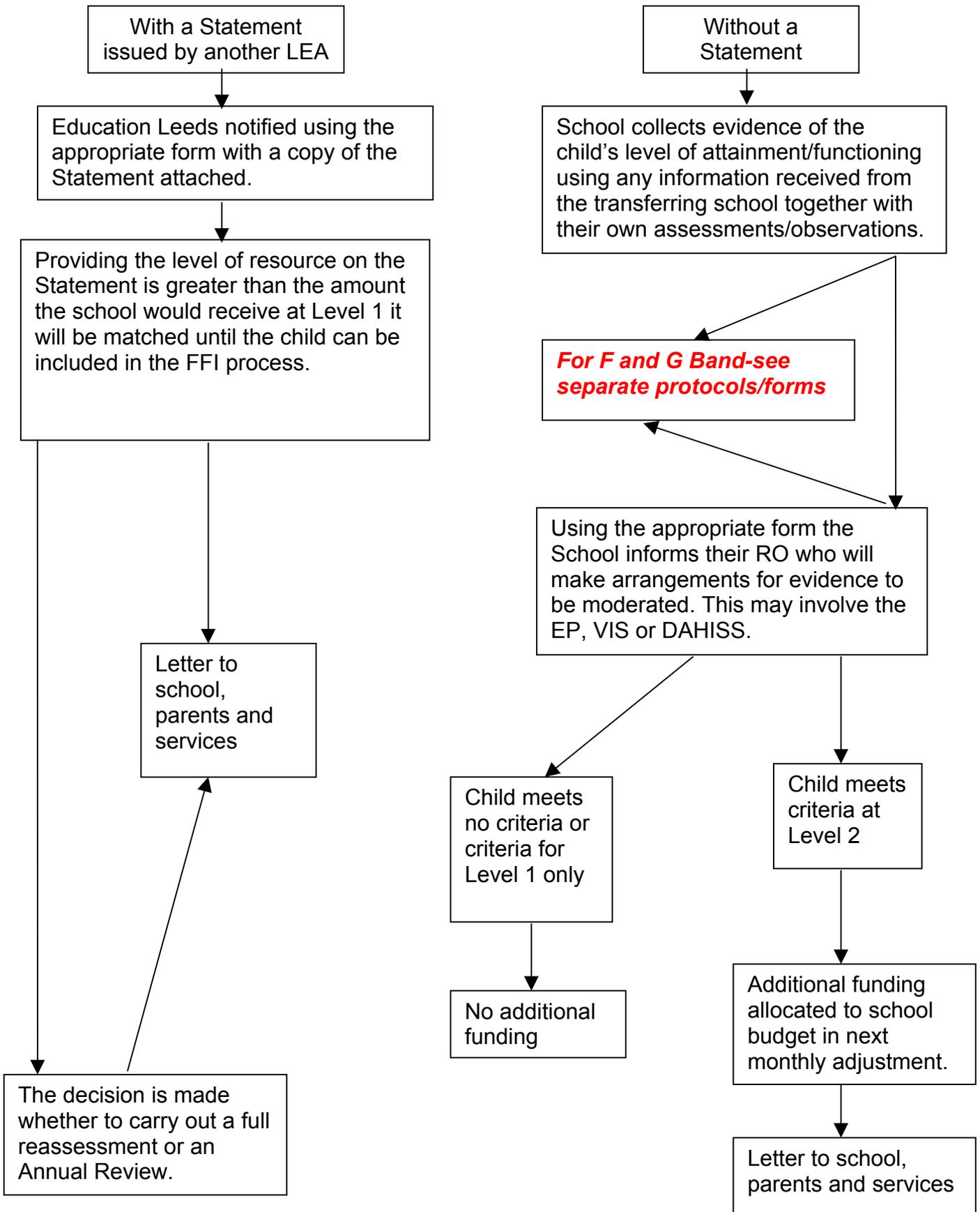
- School notifies Education Leeds of the child's arrival using the appropriate form (a copy of which is included later in this section) and attaching a copy of the Statement if they have one.
- Providing the level of resource on the Statement is greater than the amount the school would receive at Level 1 it will be matched until such time as the child can be included in the FFI process. The school's budget will be adjusted accordingly from the first of the month following the child's arrival.
- Education Leeds decides whether to have a full reassessment or carry out an Annual Review.

Without a Statement

- School collects evidence of the child's level of attainment/functioning using any information received from the transferring school together with their own assessments/observations.
- If the child meets the Behaviour or Medical criteria then the school should follow the appropriate protocols to access additional resources. (See appropriate section in this handbook)
- If the child has needs other than in bands F and G that meet FFI criteria at Level 2 then school should complete the appropriate form (a copy of which is included later in this section) and send it to their Responsible Officer (RO).
- Arrangements will be made for the evidence to be moderated which may involve the Educational Psychologist or the Sensory Impaired Service.
- If the child meets the criteria at Level 2 then additional funding will be allocated to the school in the next available monthly adjustment. There are no additional resources available for children who only meet Level 1 FFI criteria.

NOTE: There is only one form for use by schools. It should be used both for children with Statements and children without Statements.

Protocols for funding children with SEN transferring into a Leeds mainstream school



Notification of a child with SEN transferring into a Leeds mainstream school

(With or without a Statement)

Please attach either a copy of the child's Statement or, if the child meets FFI criteria at Level 2, details of the child's attainment/functioning and send to Lorraine Owen at the Blenheim Centre

Pupil's Details:

Name: DoB:

UPN: Statement: Yes/No

Address:

School:

Previous School:
& address

Please indicate the area of need:

	Areas of SEN (Please tick)	Primary Need
A Cognition & Learning		
General Learning		
Specific Learning		
B Vision		
C Hearing		
D Physical		
E Communication and Interaction		
Pronunciation		
Pragmatic		
F Behaviour, Emotional and Social		
G Medical		

For Office Use Only:

Statement received Number of FFI Units Band
Date effective from: _____

No Statement-Moderation required: Moderator: _____
EP/VIS/DAHISS/SLT (circle)

Number of FFI Units Band Date effective from: _____

Name of RO assigned: _____ Date: _____

EARLY YEARS FUNDING FOR INCLUSION - EYFFI

EYFFI is the process by which Education Leeds allocates resources to enable schools to support children with special educational needs in nursery and reception classes and is based upon six key principles:

- Equitable funding and provision for all young children with special educational needs.
- Education Leeds and other agencies identify pupils with special educational needs
- Severity of difficulty and appropriate provision are linked through a grid which determines level of funding
- Funding is allocated termly
- Statements may exist but funding is allocated through EYFFI
- Arrangements for monitoring of pupil outcomes are established at the outset.

Children can be identified under the same seven areas of need as are used in FFI. Criteria are provided in the FFI criteria section but for this age group **only** Level 2 funding is available. Identification is made by a range of services and professionals working in partnership with staff in early years settings and with parents. Key services are as follows:

Early Years SEN Team and Portage workers
Visually impaired Team
Deaf and Hearing Impaired Team
Speech and Language Therapy Service
Child Development Teams
Educational Psychology Team
Health professionals

In accordance with FFI principles, funding allocation through EYFFI is completely separate from the Statutory Assessment process. It is recognised, however, that some parents of children with the most severe, complex and lifelong difficulties may feel that having a Statement of SEN will better protect their child's future learning opportunities. This is particularly likely if the question of special provision might arise in the future.

EYFFI process

Children are notified to Education Leeds using the EYFFI Form, a copy of which is included later in this section. Professionals are not required to provide evidence when they submit the form but it is expected that for each child the professional has a set of evidence to support the referral. Professionals are also expected to discuss each child with the parents and with the receiving school before submitting the form.

Referral is made in the term before children will need funding and funding will generally start at the beginning of a term. Funding is only available for children from the age of 3 years and can only support children in part time placements before they reach statutory school age.

Once a term there is an EYFFI Resource Meeting when a group of Education Leeds Service representatives plus health professional representatives consider all the referrals which have been received. All referrals are accepted unless the information on the form is incomplete but the meeting gives the group the opportunity to monitor trends and make broad recommendations for the allocation of resources.

Following the meeting, receiving schools, parents and referring professionals are informed of the funding which has been allocated. Professionals are also asked at this point to provide schools and parents with information about the child's needs. This will reflect the evidence that has been used at the referral stage.

The children identified at such young ages are those with the most severe and/or complex difficulties. For this reason the funding will remain with the child until the situation is reviewed at the beginning of Year 1. If a child is allocated funding in nursery it will generally double when the child moves into reception and commences full time schooling. It is also possible for a child to be referred for a second time within the early years period if, over time, it appears that the initial assessment of their need was incomplete and did not reflect the full picture. Referrals can only be made for children in Reception during their first term in school.

The process of allocating resources for young children is now established although minor changes may be made throughout the year. There have been two major areas of development during the last year:

1. The introduction of Health to Education notification process for young children with special educational needs who are likely to require additional provision on admission to school. Associated with this is the production of a series of leaflets for use with parents within an improved multi-agency information and support system.
2. The development a monitoring, review and record keeping system for young children receiving funding. (See later section on monitoring)

The next date for return of EYFFI Forms is **22nd October 2004** for funding in January 2005. This can include children in Reception with level 2 needs as well as children entering nursery in January 2005. Schools need to ensure that any children they believe meet Level 2 criteria are brought to the attention of the relevant services well before this date.

The EYFFI Resource Meeting to discuss these forms will take place on **15th November 2004 at 1:30pm**. Confirmation of funding will be sent out after this date to schools, parents and referring professionals.

A further date will be set in the spring term for children entering school or nursery after Easter 2005. This meeting will also try to forecast the resource implications for September 2005 to ensure that adequate funds are allocated in the next budget.



EYFFI FORM

PLEASE COMPLETE ALL SECTIONS USING BLOCK CAPITALS AND BLACK INK

**Year and Term Provision Required e.g Autumn(Sept)04
(forms only required 1 term in advance)**

Autumn(Sept).....Spring (Jan).....Summer (April).....

Name of child.....DOB.....

Address.....
.....

Ethnic origin.....

Is the child in the care of a Local Authority? YES/NO

If yes which one?.....

Family/Carer's details

Mother's/Carer's name

Address (if different from above)

Father's/Carer's name

Address (if different from above)

Preferred language at homeOther language/s

Interpreter required? YES/NO

Name of Referring Professional

(Please submit one form for each child who meets level 2 criteria. Where children meet level 2 funding criteria in a number of areas a form should be completed by each professional who supports the child)

Name.....

Designation.....Signature.....

Contact Address.....

Contact Tel No.....Date of Referral.....

Name/s and designation/s of any other professionals who are currently involved with the child

Name of Receiving School.....

Will the child require provision in nursery or reception

Have the child's needs been discussed with the school?.....

Area/s of Need in Which Child Meets Level 2 Criteria

Tick the area/s in which the child is being identified for level 2 funding✓

A Band Cognition & Learning		E Band Communication & Interaction Listening & comprehension	
B Band Vision		E Band Communication & Interaction Expression	
		E Band Communication & Interaction Pronunciation	
C Band Hearing		E Band Communication & Interaction Pragmatics	
		E Band Communication & Interaction Pragmatics - Severe	
D Band Physical		F Band Behaviour	
		G Band Medical	

Comments: Please provide any relevant details about the child here including any evidence which might indicate the child will require a higher than average level of support (see provision grid on next page.) or any significant areas of need which are not within your area of expertise but affect the child's functioning.

A Band Cognition and Learning

B Band Vision

C Band Hearing

D Band Physical

E Band Communication and Interaction

F Band Behaviour

G Band Medical

Has the child been supported through Leeds Inclusion Support Scheme (L.I.S.S)?
YES / NO / DON'T KNOW
Does the child have a completed statement of Special Educational Needs?

If not has the child been referred for statutory assessment?	YES/NO YES/NO
If so who made the referral?	
What was the date of referral?.....	

EYFFI Provision Grid

A Band	Adult available for most or all of the session/day to support all aspects of learning and communication; to offer direct teaching of new skills; to ensure full participation in school activities; to assist with personal care; to ensure safety.
B Band	Adult available for most or all of the session/day for preparation of resources; to support learning and play and ensure safety; to reinforce specialist teaching. Highest level of support allocated for children with additional medical needs.
C Band	Adult available for most or all of the session/day to explain, clarify and reinforce language and facilitate effective communication; to ensure full participation in school activities; for preparation of resources; for reinforcement of specialist teaching; to manage/monitor auditory equipment.
D Band	Adult available for most or all of the session/day to support mobility; ensure safety; ensure full participation in school activities; to reinforce specialist exercise programmes; to assist with personal care. Actual allocation of funding determined by D Band Provision Grid.
E Band	Adult support available for part of the session/day to reinforce specialist language teaching, to support language based aspects of the curriculum; to encourage social interactions.
E Band Pragmatics (severe)	Adult available for most or all of the session/day to explain, clarify and reinforce language and facilitate effective communication; to ensure full participation in school activities; for preparation of resources; for reinforcement of specialist teaching; to manage/monitor auditory equipment. Actual allocation of funding determined by evidence gathered for E Band Observation Schedule.
F Band	Adult available for most or all of the session/day to promote positive social interactions; to support school staff in managing difficult behaviour; to encourage participation in school activities while also offering opportunities to work outside the class; to ensure safety.
G Band	Adult available for most or all of the session/day to carry out specified medical procedures; to assist with personal care; to supervise during rest periods; to offer support with learning following periods of absence; to ensure safety; to encourage participation in school activities. Actual allocation of funding determined by G Band Provision Grid.

Parents and child views including preferred placement
(to be completed by parent)

Data Protection Act 1998

The Data Protection Act 1998 requires that we inform you why we need to collect information from you regarding your son/daughter. We need this in order to enable us to provide an effective service for your child. As part of this process, we may need to share information you give us with other Leeds City Council Services e.g. professionals, services and settings.

Declaration

By signing this form, you are giving your consent to Education Leeds to record and process the information you provide. The information will only be used by Education Leeds in connection with education services and we promise to comply fully with the Data Protection Act 1998 and acknowledge your rights under this.

PARENTS/CARERS SIGNATURE REQUIRED

Signed.....Date.....

Please return this form to;
Early Years SEN Service
Administration Department
The Blenheim Centre
Crowther Place
Leeds
LS6 2ST

Tel: 0113 3951040
Fax: 0113 3951099

Revised August 2004

FFI BUDGET INFORMATION

Funding for Inclusion has been operational in schools for two years. During this time systems and procedures have been developed, refined and implemented, whilst always remaining faithful to the original principles upon which FFI was based.

With particular reference to funding:

- The total amount of money available for mainstream pupils with SEN has in fact increased.
- SEN funding and Statutory Assessment procedures are totally separate and Statements attract no funding. The level of functioning of the pupil determines the level of funding.
- Level 1 funding is regarded as school funding and remains in the school.
- Level 2 funding is pupil related and moves with the pupil.
- Tiering of funding at Level 2 was introduced last year in some bands and some year groups. This has been further developed for this year's funding cycle to include all bands except the F Band. Within this process we will be adjusting the funding for all children reviewed to fit in with the tiering. Inevitably this will result in decreases as well as increases in funding.
- For pupils who meet more than one criterion the funding will reflect this.
- All funding is retained until the next funding review period regardless of progress made by the pupil.

Contingency

Although the vast majority of the money available is distributed at the beginning of the financial year, an amount is retained to act as a contingency fund. This is used to fund four main groups of pupils:

- Those who develop major behaviour problems. (Only guaranteed until March 2005).
- Those who move into Leeds from other areas and meet Level 2 criteria.
- Those who experience accidents or illnesses which require immediate funding in relation to physical or medical needs.
- Pupils entering school nurseries or reception classes who meet Level 2 criteria.

FFI lists

A complete list of all the pupils in their school who generate FFI funding will be sent to schools twice a year, in April in association with the new budget and in September at the start of the new school year. In addition if there are any in-year adjustments to be made an updated list of Level Two pupils will be sent together with the funding details. An amendment form will be sent to schools with any funding information to enable them to inform Education Leeds of any further changes.

Included in the FFI lists are three additional groups of pupils who are not identified through the FFI criteria and who are funded from separate and different budgets:

- R:** represents children with Statements who are placed in Resourced Provision. Funding is allocated to schools for these children through a system of 'bought places'.

- P :** represents children with Statements studying a sixth form curriculum. The Learning and Skills Council (LSC) now have all funding responsibility for pupils aged 16+ and schools should make provision, including that detailed in pupils' Statements, for SEN pupils from within the overall sixth form funding total received from them. There are, however, currently two situations where Education Leeds directly funds schools for pupils with SEN in the 6th Form:
- Where pupils are in Resource Provision (These children are designated 'R')
 - Where pupils are following a Year 11 curriculum. (These children should be identified by the appropriate Band letter and will be funded through FFI)
- O:** represents children with Statements who live in another LEA but attend a Leeds school. Schools are allocated funding corresponding to the level of the provision identified on the Statement and Education Leeds can then recoup this money from the LEA that issued the Statement.

The inclusion of 'R', 'P' and 'O' pupils in the school lists has enabled us to progress one of our underlying principles of transparency and feedback on the accuracy of data in these sections from schools is as important as feedback on all the other sections of the list.



MONITORING ARRANGEMENTS

Monitoring, aimed at raising the achievement of all pupils, including those with SEN, is a necessary function clearly highlighted in the SEN Code of Practice.

It needs to take place at three levels:

1. Pupil
2. School
3. Education Leeds

Pupils, parents, schools and Education Leeds have a responsibility to contribute to monitoring at each level, and systems should be in place to support this.

Education Leeds will work collaboratively with schools and parents to develop systems for monitoring that will support good practice already in existence, enable schools to demonstrate the effectiveness of the provisions they make and provide opportunities for reflection and review that will ensure the highest achievement for those pupils with SEN.

PUPIL LEVEL

1 At pupil level monitoring is necessary to ensure Education Leeds and schools meet the following critical success factors embedded within the SEN Code of Practice:

- Individual pupils are making reasonable progress.
- That any child's special educational needs are identified early.
- That appropriate provision, i.e. provision that matches the needs of the child and the level of resources allocated and supports inclusion is in place for the child.
- The wishes and responses of the child are taken into account in light of age and understanding.
- SEN professionals take account of the views of individual parents and work in partnership with them in respect of their child's particular needs.
- The SEN cohort is making adequate progress.

The contribution of Education Leeds to pupil level monitoring will be done through:

- An improved Education Leeds and Health collaboration for very young children to ensure the early identification of those children with severe special needs. This includes improved processes for supporting children and families through direct contact with Education Leeds personnel and the production of a series of leaflets. The role of parents in contributing to the monitoring of their child's progress is made explicit through the leaflets.
- Protocols established by Education Leeds Services. These will include attending Annual Reviews, individual child casework and an improved process for monitoring the timeliness and quality of Annual Reviews.

- Annual Reviews for children with Statements and the highest levels of FFI funding. The Annual Review system has been extended to include pupils with the highest levels of FFI funding as well as those with Statements. A standard school report format for children with Statements and those with the highest levels of funding is being introduced. Within this, schools are encouraged to provide accurate attainment data through which to monitor progress. For those children whose attainment is lower than National Curriculum Level 1 P Scales/PIVATS data should be used in order to recognise even the smallest amount of progress. A new form, SEN 33FUND, on which to record basic information and the outcomes of the Annual Review meeting will be used for those children without Statements.

(A copy of both the SEN 33FUND and the school report formats, one for children of school age and one for children in the early years, are included at the end of this section. They can also be found on Schools Infobase.)

- A greater emphasis on providing opportunities for parents and pupils to contribute to target setting and evaluating progress.



SCHOOL LEVEL

2 At school level monitoring will ensure:

- Children's needs are met
 - Interventions for each child are reviewed regularly to assess their impact. This review will include the views of the child, parents, teachers and any other professionals working with the child.
 - SEN provision is matched to the needs of the SEN cohort.
 - Close co-operation between all professionals and a multi-disciplinary approach to meeting children's' needs.
 - Best practice is achieved by careful consideration of the interventions and provision required to meet the child's needs
 - That the Governing Body allocates funds to ensure that provision specified in Statements is made, in fulfilment of Governors' responsibilities.
 - Schools meet the Education Leeds and statutory requirements regarding annual reviews.
 - That professional advice is always carefully considered, discussed with the provider and practical arrangements are made to ensure its implementation
 - The collation of information and examples of best practice.

The contribution of Education Leeds to school level monitoring will be done through:

- The protocols of Education Leeds Services that will detail the extent and monitoring arrangements of support given to schools.
- A system of wedge monitoring that identifies areas of good practice and concern. This system enables targeted support for schools to be provided as early as possible.
- Improved collation and analysis of Annual Review process data that will feed into wedge monitoring. This will facilitate partnership working as well as a basis on which to challenge and support schools.

- An improved data set that includes P Scales and PIVATS for children with SEN that is held by both schools and Education Leeds. Shared evaluations of school SEN cohort data feeding into wedge monitoring.
- Support for schools in Provision Mapping and Behaviour Audits. These mechanisms enable schools to analyse the way they use their resources to meet the needs of their whole school population. FFI enables schools to use their resources for SEN flexibly together with other budget streams. This enables schools to meet the needs of all their vulnerable pupils but continuous monitoring and evaluation of the effectiveness of the provisions made is essential.



EDUCATION LEEDS LEVEL

3 At Education Leeds level monitoring will ensure:

- An increased knowledge, data and evidence base *is held* about
 - The identified needs of pupils
 - Where pupils are placed
 - Pupil progress
 - Processes
 - Provision
 - Training implications
- Education Leeds works in partnership with schools to evaluate the effectiveness of individual school funding arrangements to support and raise the achievement of SEN pupils. i.e. Effective use of Education Leeds resources and value for money judgements.
- SEN Support and interventions provided by Education Leeds Services are effective.
- Statutory requirements of the Code of Practice are being met.
- Strategic planning for SEN is carried out in partnership with schools and others to develop systems for accountability.
- Parents and pupils responses are fully considered.

The contribution of Education Leeds to monitoring FFI at this level will be done through:

- Collating and analysing feedback from individual schools and collaborative groups such as Families, Headteacher or SENCO forums.
- Feedback from parents at Annual Reviews, IEP reviews or through the Parent Partnership Service.
- Feedback from Services/wedge monitoring.
- Collating and analysing FFI data annually and year on year.
- Annual evaluation of the FFI process by the Education Leeds Executive Board.
- Referral to the Resource Group and Scrutiny Board

Form SEN 33FUND

ANNUAL PROGRESS REVIEW OF A PUPIL AT FFI LEVEL TWO

Name of School.....

Pupil's Name:.....

Date of birth: Year group taught in:.....

Address:.....
.....

Name of Parent(s)/Carer(s): Telephone:.....

Date of Meeting:.....Date of last Annual Review:

Is the pupil working out of their chronological age group? Yes/No

Band(s) pupil funded in:.....Number of Units:.....Date funding started.....

Child in Public Care: Yes No If Yes – Does the child have a PEP? Yes
No

Name of Social Worker:

Office Address:

ATTENDANCE:

Percentage attendance this academic year: Schools may attach printout if available	
Number of fixed term exclusions this academic year:	
Has the child been permanently excluded from a school	No Yes: date

TRANSPORT:

Does the child currently have transport? Yes No

If yes - Is transport still required? Yes No

(Please include supporting evidence in your school report)

Form SEN 33FUND

	Yes/No	Destination
Pupil transferring to another school Please give destination		
Pupil has reached statutory leaving age Please give destination		

NAMES AND DESIGNATIONS OF OUTSIDE AGENCIES INVOLVED WITH THE PUPIL DURING THE LAST YEAR:

Name	Designation	Organisation/contact number

NAMES AND DESIGNATIONS OF THOSE CONTRIBUTING/INVITED TO THIS REVIEW (INCLUDING THE PUPIL):

Name	Designation	Written Advice received (Date)	Attended meeting	Completed report of meeting sent? (Date)

REVIEW MEETING SUMMARY OF OUTCOMES

TARGETS FOR THE FORTHCOMING YEAR

List below the medium term targets for the next year together with the provisions to be made in order for them to be achieved

TARGETS TO BE ACHIEVED WITHIN THE NEXT 12 MONTHS	PROVISION

PLEASE ATTACH THE PUPIL'S NEW IEP WHICH SHOULD DETAIL THE SHORT TERM TARGETS

Are parents/carers and those present at the review meeting in agreement with the above targets?

YES

NO

If no please attach the details

Are parents/carers and those present at the review meeting happy with the progress the child has made?

YES

NO

If no please attach the details

Have the parent's contribution to the review been recorded? Y/N
Attached? Y/N

Parent's signature.....**Date**.....

Have the pupil's contribution to the review been recorded? Y/N
Attached? Y/N

Pupils' signature.....**Date**.....

School representative's signature.....

Name in capitals

Designation..... **Date**.....

ACTION FOR SCHOOLS FOLLOWING THE REVIEW MEETING

A copy of this completed form must be sent to
everyone who contributed information and/or attended the review

DATE

A copy of this completed form, the school report and **all advice** received must be sent to the Psychology & Assessment Service, The Blenheim Centre, Crowther Place, Leeds LS6 2ST as soon as possible.

Tel: 0113 3951030 Fax: 0113 3951099 Minicom: 0113 3951066

SCHOOL REPORT FOR THE ANNUAL REVIEW OF A CHILD of SCHOOL AGE WITH A STATEMENT AND/OR FFI LEVEL 2

(Please attach any outside agency reports together with the SEN 33 or SEN 33FUND before sending it to Inclusion Services and to Parents)

Pupil's Details:

Name:.....

DoB:..... Year Group taught in:.....

Chronological year group:.....

Pen picture of pupil:

You may wish to comment on physical, health and sensory abilities; social and emotional functioning; as well as any particular positive attitudes and achievements.

Progress

Use NC Levels, SATs results, P Scales or PIVATS, whichever is most appropriate.

Curriculum area	Current Level of Attainment	Level at last annual review (if known)
English, Speaking and Listening		
English, Writing		
English, Reading		
Maths		
Science		
Reading Age (if known and appropriate)		

Pupil's Areas of Strength

Describe the pupil's progress in relation to targets previously set:

Target	Progress made

If the pupil has a Statement give details of the progress made during the year towards meeting the objectives in the Statement:

Statement Objectives	Progress made

Details of the provision made for the child during the last year:
(This should be related clearly to the targets set)

Evaluation of the impact of the provision made for the child during the last year:

Evidence to support a request for transport or the continuation of transport (if appropriate):

If the pupil is working out of their chronological age group, what are the reasons for this? Detail any arrangements being made to allow the pupil to rejoin their chronological age group and any transitional arrangements that will be put in place.

**If there will be a change of school or setting for the pupil during the next year give details of transitional arrangements that will be put in place.
(Pupils aged 14 and over should have a formal Transition Plan drawn up in conjunction with the Connexions Service. This should be attached)**

**SCHOOL REPORT FOR THE ANNUAL REVIEW OF A CHILD IN THE
EARLY YEARS WITH A STATEMENT AND/OR EYFFI**

(Please attach any outside agency reports together with the SEN 33 or SEN 33FUND
before sending it to Inclusion Services and to Parents)

Child's Details:

Name:.....

DoB:..... Year Group taught in:.....
Chronological year group:.....

Pen picture of child:

You may wish to comment on physical, health and sensory abilities; social and emotional
functioning; as well as any particular positive attitudes and achievements.

Progress

Use P Scales, PIVATS or Foundation Stage Assessment, whichever is most appropriate.

Curriculum area	Current Level of Attainment	Level at last annual review (if known)
English, Speaking and Listening		
English, Writing		
English, Reading		
Maths, shape, space and measures		
Maths, number		
PSD, Social		
PSD, Emotional		
PSD, Dispositions and Attitudes		
Science		

Child's Areas of Strength

If the child is working out of their chronological age group, what are the reasons for this? Detail any arrangements being made to allow the child to rejoin their chronological age group and any transitional arrangements that will be put in place.

Comparison of current functioning compared with last year

Describe the child's progress in relation to medium-term targets set:

Target	Progress made

If the child has a Statement give details of the progress made during the year towards meeting the objectives in the Statement:

Statement Objectives	Progress made

Details of the additional provision made for the child during the last year:

Evaluation of the impact of the provision made for the child during the last year:

Evidence to support a request for transport or the continuation of transport (if appropriate):

If there will be a change of school or setting for the pupil during the next year give details of transitional arrangements that will be put in place.

FUNDING FOR INCLUSION CRITERIA

**FUNDING CRITERIA and PROVISION
GRIDS**

**CRITERIA FOR STATUTORY
ASSESSMENT**

2004/2005

FFI FUNDING CRITERIA AND PROVISION GRIDS

CRITERIA FOR STATUTORY ASSESSMENT

2004 - 2005

INTRODUCTION

For the bands listed below this section contains:

- the funding criteria and provision grids
- the criteria for Statutory Assessment

Cognition and Learning- General and Specific	A BAND
Vision	B BAND
Hearing	C BAND
Physical Skills	D BAND
Communication and Interaction	E BAND
Behaviour	F BAND
Medical (funding criteria only)	G BAND

FFI funding criteria and provision grids:

One of the six principles of FFI is that grids link the needs of a child to provision and to funding and, as a result of collaborative work between Education Leeds Services and other agencies, there has been considerable progress in this area since the publication of the first handbook

The provisions outlined in the grids is not intended to be prescriptive for every child with the relevant area of need, but rather it offers a range of interventions and approaches that are likely to be appropriate for a pupil with that degree of difficulty. Schools will choose the most appropriate interventions for each pupil at any given time and, no doubt, add others as they see fit.

The grids will be used when reviewing progress and levels of funding of a child during the 2004-2005 FFI process and will allow some judgements to be made about the utilisation of funding that is already in place.

There have also been some changes to criteria in some bands:

- A Band 2004 Key Stage data will be used to generate children for funding. The levels remain essentially the same in year groups 3, 5, 7, and 10. The Year 1 criteria have had to be reviewed and adjusted because last year's criteria for Year 1 identified a larger and more diverse group of pupils than was envisaged. In both Reception and Year 1 a formula will be used to generate funding at Level 1. The revised criteria for Year 1 Level 2 are detailed later in this section. In year groups 1, 3, 5, and 7 Level 2 funding has been separated into 2 tiers. (See criteria)
- C Band There have been some minor changes.
- D Band There have been some adjustments to the wording of the criteria after consultation with Child Health, Physiotherapists and Occupational Therapists.
- E Band The criteria in both pronunciation and pragmatics have been amended to more effectively identify the children with the most extreme needs. Level 2 funding for children with pragmatic difficulties has been separated into 3 tiers of funding for school age pupils (2 tiers within EYFFI). The criteria for this are detailed in a separate document held by the speech and language therapists.
- G Band The criteria have been reviewed in consultation with Child Health. The levels of functioning remain the same but the layout of the criteria has been changed.

In all cases where criteria have changed they will only apply to the specific year groups which are being reviewed.

Criteria for Statutory Assessment

The FFI criteria for funding and those for Statutory Assessment are separate. This has been done for the following reasons:

- To reinforce the detachment of funding from Statements.
- To emphasise that for a child to be eligible for Statutory Assessment there are other dimensions to be considered as well as whether the threshold for Level 2 funding has been crossed. Of course whenever a case is being considered for Statutory Assessment by CMG it will be expected that the child meets Level 2 funding criteria as a minimum standard. However, it is accepted that in a very few instances some children will have a number of significant, complex inter-related needs, none of which individually meet the Statutory Assessment criteria. The decision to assess will depend upon the impact of these combinations on the child's ability to function, learn and succeed.

Changes to the funding criteria are reflected in the Statutory Assessment criteria. It is intended that there will be a comprehensive review of the Statutory Assessment criteria after agreement in principle was obtained during the recent consultation process. Any changes would be implemented from April 2006.

**FUNDING CRITERIA AND PROVISION
GRIDS**

2004/2005

FUNDING CRITERIA AND PROVISION GRIDS

COGNITION AND LEARNING: General and Specific

A BAND

A Band-Cognition and Learning (General) Funding Criteria and Provision Grid

Foundation Stage			
Year	Criteria	Provision	Funding
N1	N/A	N/A	N/A
N2	N/A	N/A	N/A
Reception	Proxy indicator based on level 1 funding in KS1 as a whole	<ul style="list-style-type: none"> • Small group within the classroom. • Access to adult for individual targeted support for short periods. • Differentiated curriculum based on individual assessment. • Access to alternative ways of recording. 	Level 1
N1	The child has a demonstrable 50% delay in play and problem solving ie cognitive development, language and communication and in personal social development.	<p>(Also see <i>Early Years Provision Grid</i>)</p> <p>Adult support for all aspects of learning throughout the day for:</p> <ul style="list-style-type: none"> • Individual programmes of work targeted on difficulties identified through detailed, individual assessment. e.g.PIVATS • Support with personal, self-help and independence skills. 	Level 2
N2	The child has a demonstrable 50% delay in play and problem solving ie cognitive development, language and communication and in personal social development.		
Reception	The child has a demonstrable 50% delay in play and problem solving ie cognitive development, language and communication and in personal social development.		

A Band-Cognition and Learning (General) Level 1 Funding Criteria and Provision Grid

Key Stages 1 and 2			
Year	Criteria	Provision	Funding
1	Proxy indicator based on level 1 funding in KS1 as a whole	<ul style="list-style-type: none"> • Small group within the classroom. • Access to adult for individual targeted support for short periods. • Differentiated curriculum based on individual assessment. • Access to alternative ways of recording. 	Level 1
2	No criteria because Level 1 funding is allocated in Year 1 and remains throughout Year 2		
3	The pupil is functioning at P8 or lower in two curriculum areas or achieved a 'w' in two curriculum areas of KS1 TAs		
4	No criteria because Level 1 funding is allocated in Year 3 and remains throughout Year 4.		
5	The pupil is functioning at 1b or lower in two curriculum areas		
6	No criteria because Level 1 funding is allocated in Year 5 and remains throughout Year 6.		
Key Stages 3 and 4			
7	The pupil is functioning at 2c or lower in two or more curriculum areas of KS2 TAs	<ul style="list-style-type: none"> • Placements in appropriate groups. • Access to adult for individual, targeted support for short periods. • Suitably differentiated curriculum based on individual assessment. • Access to alternative ways of recording. • Appropriate resources available. 	Level 1
8	No criteria because Level 1 funding is allocated in Year 7 and remains throughout Years 8 and 9.		
9	No criteria because Level 1 funding is allocated in Year 7 and remains throughout Years 8 and 9.		
10	The pupil is functioning at 2a or lower in English or Maths in KS3 TAs		
11	No criteria because Level 1 funding is allocated in Year 10 and remains throughout Year 11		

A Band-Cognition and Learning (General)

Level 2 Funding Criteria and Provision Grid

At Key Stages 2 and 3 the curriculum areas referred to are Maths and the three elements of English
At Key Stage 4 the curriculum areas are English and Maths

Key Stage 1 and 2			
Year	Criteria	Funding at Level 2	Provision
Year 1	In ALL of reading, writing and maths: <ul style="list-style-type: none"> • Pupil is functioning at P5 or lower • Pupil is functioning at P4 or lower 	Level 2 Tier 1 Level 2 Tier 2	<p>At Level 2 Tier 1:</p> <ul style="list-style-type: none"> • Sustained targeted support for part of the day by either teacher or support staff. • Finely differentiated curriculum based on detailed, individual assessment. e.g. PIVATS <p>At Level 2 Tier 2:</p> <p>Adult support for all aspects of learning throughout the day for:</p> <ul style="list-style-type: none"> • Individual programmes of work targeted on difficulties identified through detailed, diagnostic assessment. • Support with personal, self-help and independence skills. • Sustained targeted support for part of the day by either teacher or support staff. • Finely differentiated curriculum based on detailed, individual assessment. e.g. PIVATS
Year 2	In ALL of reading, writing and maths: <ul style="list-style-type: none"> • Pupil is functioning at P6 or lower • Pupil is functioning at P5 or lower 	Level 2 Tier 1 Level 2 Tier 2	
Year 3	In all curriculum areas of KS1 TAs: <ul style="list-style-type: none"> • The pupil is functioning at P8 or lower or achieved a 'w' • The pupil is functioning at P6 or lower 	Level 2 Tier 1 Level 2 Tier 2	
Year 4	In all curriculum areas: <ul style="list-style-type: none"> • The pupil is functioning at 1c or lower • The pupil is functioning at P7 or lower 	Level 2 Tier 1 Level 2 Tier 2	
Year 5	In all curriculum areas: <ul style="list-style-type: none"> • The pupil is functioning at 1b or lower • The pupil is functioning at P8 or lower 	Level 2 Tier 1 Level 2 Tier 2	
Year 6	In all curriculum areas: <ul style="list-style-type: none"> • The pupil is functioning at 1a or lower • The pupil is functioning at 1c or lower 	Level 2 Tier 1 Level 2 Tier 2	

A Band-Cognition and Learning (General)

Funding Criteria and Provision Grid

At Key Stages 2 and 3 the curriculum areas referred to are Maths and the three elements of English
At Key Stage 4 the curriculum areas are English and Maths

Key Stages 3 and 4			
Year	Criteria	Funding At Level 2	Provision
Year 7	The pupil is functioning at 1a or lower in two or more curriculum areas of KS2 TAs	Level 2 Tier 1	<p>At Level 2 Tier 1</p> <ul style="list-style-type: none"> • Placements in appropriate groups. • Sustained targeted support for part of the day by either teacher or support staff. • Finely differentiated curriculum based on detailed, individual assessment. E.g. PIVATS • Use of ICT and other alternative ways of recording <p>At Level 2 Tier 2</p> <p>Adult support for all aspects of learning throughout the day for:</p> <ul style="list-style-type: none"> • Individual programmes of work targeted on difficulties identified through detailed, diagnostic assessment. • Support with personal, self-help and independence skills
	The pupil is functioning at 1a or lower in all curriculum areas of KS2 TAs	Level 2 Tier 2	
Year 8	The pupil is functioning at 2c or lower in two or more curriculum areas	Level 2 Tier 1	
	The pupil is functioning at 2c or lower in all curriculum areas	Level 2 Tier 2	
Year 9	The pupil is functioning at 2b or lower in two or more curriculum areas	Level 2 Tier 1	
	The pupil is functioning at 2b or lower in all curriculum areas	Level 2 Tier 2	
Year 10	The pupil is functioning at 2a or lower in English <i>and</i> Maths in KS3 TAs	Level 2 Tier 2 only	
Year 11	The pupil is functioning at 2a or lower in English <i>and</i> Maths	Level 2 Tier 2 only	

A BAND - CRITERIA FOR COGNITION AND LEARNING (SPECIFIC)

Funding Criteria and Provision Grid

Children can be considered to have specific learning difficulties if they have particularly low attainments in literacy or in maths while showing attainments in other curriculum areas at least two levels above the level of their weakest skills.

Year	Criteria - Level 1		Provision
	Level at which the pupil is achieving in Reading and Writing or Maths	*Level at which pupil is functioning in Maths or Science	
Y2	P7	1a	<ul style="list-style-type: none"> • Small group within the classroom. • Access to adult for individual targeted support for short periods. • Differentiated curriculum based on individual assessment. • Access to alternative ways of recording.
Y3	P8	2b	
Y4	1c	2a/3c	
Criteria - Level 2			
	Level at which the pupil is achieving in Reading or Writing or Maths	*Level at which pupil is functioning in Maths or Science	
Y5	1b	3b	<ul style="list-style-type: none"> • Placement in appropriate curriculum groups. • Appropriate resources available. • Access to adult for individual targeted support for short periods. • Access to alternative ways of recording. • Special arrangements for tests and examinations
Y6	1a	3a	
Y7/Y8	2c	4c	
Y9	2b	5c	
Y10/ Y11	2a	5a	
	In view of the lack of detail within KS 3 SATS and TAs a pupil will meet this criterion if his/her overall English score is above 2A but there is evidence to show that he/she is functioning within the lowest 1% of the population of pupils of a similar age in Reading or Writing		

*Average achievement as child moves into the specified year group

The above is intended to give a very general idea of typical progress through school. Children learn and make progress at different rates and many factors affect progress and achievement. National expectations are that Level 2b should be achieved at end of KS1 and 4b at end of KS2. This means that on average, one level of progress every two years through KS2 should be expected. In most cases, progress through KS1 is greater than this. This progression applies equally to foundation subjects.

FUNDING CRITERIA AND PROVISION GRIDS

VISION

B BAND

B Band – Vision: Early Years (Nursery and Reception) Funding Criteria and Provision Grid

Visual Impairment	Visual Functioning - Criteria	School Provision - Responsibility for ensuring curriculum access	Funding
Near Distance Independence / safety	A child at this level will meet the criteria for involvement from the Visually Impaired Team.	Teacher responsible for ensuring curriculum access and play opportunities.	0
Near Distance Independence	Minor difficulties with access to the Foundation Stage, when presented with standard resources. Able to access information only when sitting at the front. Minor difficulties with moving around environment / safety issues.	Access to adult for: <ul style="list-style-type: none"> preparation of resources play opportunities, and/or safety issues 	Level 1 (Reception only)
Near Distance Independence	Difficulties with access to the Foundation Stage curriculum when presented with standard resources. Difficulties with gaining information at a distance in the classroom, even when sitting at the front. Possible difficulties with moving around environment / safety issues.	Adult support for part of each day for: <ul style="list-style-type: none"> preparation / differentiation of resources, eg photocopying / enlargement / reformatting support for learning and play opportunities skills acquisition oversight for safety issues. 	Level 2 Tier 2
Near Distance Independence	Major difficulties with access to the curriculum. Requires access to large print N18+ Very poor distance vision. Possible difficulties with moving confidently round environment.	Adult support throughout the day for; <ul style="list-style-type: none"> preparation / differentiation of resources, eg reformatting, adapting and modifying materials support for learning and play opportunities ensuring safety reinforcing specialist key skills teaching. 	Level 2 Tier 3
Near Distance Independence	Requires to be taught Braille or requires access to very large print N24+. Unable to access standard PC software. Unable to use distance vision for classroom based learning. Unable to move confidently round environment; concerns for safety.	Adult support throughout the day to; <ul style="list-style-type: none"> modify, differentiate, re-format adapt and prepare materials in alternative media. provide teaching and support for learning and recording, and play opportunities ensure safety reinforce specialist key skills teaching. 	Level 2 Tier 4

B Band – Vision: Key Stage 1 and 2 Funding Criteria and Provision Grid

Visual Impairment	Visual Functioning - Criteria	School Provision - Responsibility for ensuring curriculum access	Funding
Near Distance Independence / safety	Unable to share a book / worksheet. Unable to access black / white board. Minor difficulties with classroom organisation.	Individual copy of book / worksheet. Pupil needs to sit at the front.	0
Near Distance Independence	Minor difficulties with access to the curriculum, when presented with standard resources. Able to access information only when sitting at the front. Minor difficulties with moving around school.	Specialist paper and pens; access to adult for preparation of resources (1 hour per day). Individual white board; variable adult support.	Level 1
Near Distance Independence	Difficulties with access to the curriculum when presented with standard resources. Difficulties with gaining information at a distance in the classroom even when sitting at the front. Unable to travel independently (age appropriate).	<ul style="list-style-type: none"> • Adult support for part of each day for: • preparation / differentiation of resources, • photocopying / enlargement / reformatting • support for learning. 	Level 2 Tier 1
Near Distance Independence	Major difficulties with access to the curriculum. Requires access to large print N18+; needs keyboard skills. Very poor distance vision. Possible difficulties with moving confidently round school.	<ul style="list-style-type: none"> • Adult support throughout the day for: • preparation / differentiation of resources, eg reformatting, adapting and modifying materials. • support for learning, to ensure safety, and to reinforce specialist key skills teaching. 	Level 2 Tier 2
Near Distance Independence	Requires to be taught Braille or requires access to very large print N24+. Unable to access standard PC software. Unable to use distance vision for classroom based learning. Unable to use standard modes of travel; requires independence and life skills training.	<ul style="list-style-type: none"> • Adult support throughout the day to; • Modify, differentiate, re-format adapt and prepare materials in alternative media. • Provide teaching and support for learning and recording • ensure safety • re-inforce specialist key skills teaching. 	Level 2 Tier 3

B Band – Vision: Key Stage 3 and 4 Funding Criteria and Provision Grid

Visual Impairment	Visual Functioning - Criteria	School Provision – Responsibility for ensuring curriculum access	Funding
Near Distance Independence Safety	Unable to share a book/worksheet. Only able to access board from front of class. Minor difficulties with classroom organisation.	Individual copy of book or worksheet. Pupil needs to sit at the front. Teacher responsible for ensuring curriculum access.	0
Near Distance Independence	Minor difficulties with access to the curriculum when presented with standard resources. Difficulties with copying from board. Possible minor difficulties moving round school.	Access to adult (1hour per day) for: <ul style="list-style-type: none"> preparation of resources e.g. photocopying 	Level 1
Near Distance Independence	Difficulties with access to the curriculum when presented with standard resources. Difficulties with gaining information from demonstrations/ copying and working from board. Possible difficulties moving confidently round school	Adult support for part of each day for: <ul style="list-style-type: none"> preparation of resources in-class support. Preparation room.	Level 2 Tier 1
Near Distance Independence	Major difficulties with access to the curriculum. Requires access to large print (Font 18+); needs keyboard skills. Very poor distance vision. Possible difficulties moving confidently round school.	Adult support throughout the day for: <ul style="list-style-type: none"> preparation in-class support. Preparation room.	Level 2 Tier 2
Near Distance Independence	Requires to be taught Braille Unable to access standard PC software. No usable distance vision. Possible difficulties moving confidently round school. Unable to use standard modes of travel: requires life skills training.	Adult support throughout the day for: <ul style="list-style-type: none"> planning in-class support preparation of resources. Base room and/or preparation room.	Level 2 Tier 3 (Braille users)
Near Distance Independence	Requires access to very large print (N24+). Unable to access standard PC software. No usable distance vision. Possible difficulties moving confidently round school. Unable to use standard modes of travel: requires life skills training.	40 hours per week adult input for: <ul style="list-style-type: none"> planning in-class support preparation of resources. 	Level 2 Tier 4 (Large Print users)

FUNDING CRITERIA AND PROVISION GRIDS

HEARING

C BAND

C Band - Hearing: Funding Criteria and Provision Grid

Audiological Descriptor	Auditory Functioning Amplification and Equipment Criteria	Provision	Funding
	<p>Clinically diagnosed hearing loss</p> <ul style="list-style-type: none"> • Able to access the curriculum fully through spoken and written English. • May wear hearing aids. • May have some difficulties with listening, attention, concentration, confidence, communication and speech and language. 	<p>Advice from the Deaf and Hearing Impaired Team:</p> <ul style="list-style-type: none"> • Audiology. • Environmental Awareness. • Classroom Management. • Monitoring audiological equipment • Curriculum differentiation <p>School to:</p> <ul style="list-style-type: none"> • Ensure access to the curriculum by differentiation • Consider seating, lighting, and acoustics. • Monitor pupil's progress. 	0
<ul style="list-style-type: none"> • Permanent moderate hearing loss • Deteriorating hearing loss • Chronic conductive hearing loss 	<ul style="list-style-type: none"> • Able to access the curriculum fully with additional amplification e.g. hearing aid, radio aid, cochlear implant • Evidence of language delay • Evidence of social difficulties associated with hearing loss • Evidence of difficulties organising own learning 	<p>Support from the Deaf and Hearing Impaired Team:</p> <ul style="list-style-type: none"> • Training and monitoring the adult support in school. • Advice on audiology, classroom environment and management, differentiation. • Direct teaching. <p>Access to support from a designated adult in school to:</p> <ul style="list-style-type: none"> • Assist access to curriculum. • Monitor and manage auditory equipment. • Develop language and listening skills. • Develop organisational skills. 	Level 1
<ul style="list-style-type: none"> • Permanent Moderate hearing loss • Severe hearing loss • Profound hearing loss 	<ul style="list-style-type: none"> • Significant language delay • Difficulty accessing spoken language and therefore, the curriculum • Requires hearing aid/radio aid/cochlear implant • Speech clarity may be affected 	<p>Support from the Deaf and Hearing Impaired Team:</p> <ul style="list-style-type: none"> • Monitor adult support in school • Advice on the acoustic environment, classroom management. • Advice on differentiation and modification of the curriculum. • Direct teaching. <p>Support for part of the day from a designated adult in school to:</p> <ul style="list-style-type: none"> • Explain, clarify, and reinforce lesson content and language. • Assist attention, concentration, and class participation. • Manage/monitor auditory equipment. 	Level 2 Tier 1

Audiological Descriptor	Auditory Functioning Amplification and Equipment Criteria	Provision	Funding
<ul style="list-style-type: none"> • Permanent hearing loss • Moderate hearing loss • Deteriorating hearing loss 	<ul style="list-style-type: none"> • Severe language delay • Speech clarity may be affected • Hearing aid/radio aid/cochlear implant not yet established • Difficulty accessing spoken language and may require BSL or SSE to access the curriculum. 	<p>Support from the Deaf and Hearing Impaired Team:</p> <ul style="list-style-type: none"> • Monitor adult support in school • Advice re communication systems • Advice on classroom acoustic environment • Direct teaching. • Advice on differentiation and modification of the curriculum. • Access to Deaf Instructor • Advice on establishing auditory equipment. <p>Support throughout the day from a designated adult in school to:</p> <ul style="list-style-type: none"> • Explain, clarify, and reinforce lesson content and language. • Take notes. • Assist attention, concentration, and class participation. • Differentiate materials • Manage/monitor auditory equipment 	<p>Level 2</p> <p>Tier 2</p>

FUNDING CRITERIA AND PROVISION GRIDS

PHYSICAL SKILLS

D BAND

D Band - Physical Skills: Funding Criteria and Provision Grid

Notes for Guidance

- In order to meet both the fine motor and gross motor criteria a child's physical difficulties must have significant impact on curriculum access.
- It is possible that a child may meet the Level 2 criteria for both fine motor and gross motor difficulties. The funding allocated will be based on the assumption that the fine motor difficulties arise from the gross motor difficulties. i.e. there will be one lot of funding, not two, and this will reflect the child's global physical needs. However, if due to an overall medical condition, a child meets Level 1 criteria for both fine motor and gross motor difficulties this may equate to Level 2 funding. This would be decided during the review and reconciliation period in consultation with the Educational Psychologist.
- The school age Level 2 criteria and provision grid for gross motor skills is now used to better identify levels of funding for children in the Early Years.

D Band - Physical Skills: Funding Criteria and Provision Grid
Fine Motor/Hand Control Skills

Physical functioning/criteria	School Provision - Responsibility for ensuring curriculum access	Funding
Mild fine motor skill/hand control difficulties impacting on functioning in some curricular/self-help areas.	Curriculum differentiation to practise identified fine motor/hand control co-ordination skills. May require extra supervision/time to complete a task. Specific targets set within IEP to promote the development of fine motor/hand control co-ordination.	0
Significant fine motor skill/hand control difficulties impacting on independent functioning in many curricular and self-help areas. Hand grasps are atypical or weak, resulting in fatigue and poor control of objects. May also experience difficulty with planning movement, with attention, perception and/or organisational skills.	Individualised programmes to develop fine motor/hand control skills accommodated within differentiated content, delivery and recording. Availability of individual pieces of equipment and a variety of environment modifications. Support available for special examination arrangements where necessary.	Level 1
Severe fine motor skill/hand control difficulties with some limited independent functioning. Curriculum and self-help areas affected. Abnormal muscle tone and weakness in one or both arms significantly affects the ability to grasp objects and move the hands and arms with adequate control to complete tasks. Significant difficulties with co-ordination and/or orientation. Assists and/or co-operates but requires physical assistance to complete tasks in several areas.	Regular provision within a flexible curriculum that ensures a prioritised programme to develop fine motor/hand control skills. Teaching styles and curriculum designed to enhance hand control. Adult support for part of each day to <ul style="list-style-type: none"> • support learning and recording • assist with physical needs • contribute to examination arrangements • assist with personal care • ensure safety Availability of a wide variety of equipment and resources for specific purposes throughout the day. Support available for special examination arrangements where necessary	Level 2 Tier 1
Profound fine motor skill/hand control difficulties. Significant abnormal muscle tone and weakness prevent a functional grasp of objects and purposeful controlled movement. Requires physical support to achieve maintain a seated position. Totally dependent on an adult to perform hand control tasks and for all personal care. Severe difficulties with co-ordination/ orientation/sensory/perceptual skills.	A structured individualised curriculum for promotion and maintenance of functional fine motor/hand control. Adult support throughout the day to <ul style="list-style-type: none"> • support learning and recording • assist with physical needs • contribute to examination arrangements • assist with personal care • ensure safety Highly individualised equipment and resources used throughout the day. Support available for special examination arrangements where necessary.	Level 2 Tier 2

D Band - Physical Skills: Funding Criteria and Provision Grid Gross Motor/Mobility Skills

Physical Functioning/Criteria	School Provision Responsibility for ensuring curriculum access	Funding
<p>Walks in and outdoors and climbs stairs without limitations but demonstrates some difficulties with very complex gross and fine motor skills due to a reduction in one or more of the following: -</p> <ul style="list-style-type: none"> Speed, balance, coordination. Independence in self-help skills. 	<p>Curriculum differentiation to practise identified gross motor/mobility skills.</p> <p>Site easily adapted to enhance access.</p> <p>Occasional support for specific activities</p>	0
<p>Walks in and outdoors and climbs stairs without limitations. Demonstrates difficulties even with simple gross and fine motor skills such as running, jumping and dressing ability.</p>	<p>Ongoing programmes that can be used across curriculum areas to teach gross motor/mobility skills as outlined in the IEP</p> <p>Access to adult support for:</p> <ul style="list-style-type: none"> • Curriculum differentiation • Personal care and self-help skills, eg changing for PE <p>General pieces of equipment available</p>	Level 1
<p>Walks indoors and outdoors and climbs stairs holding onto a rail but experiences limitations when walking on uneven surfaces and inclines and when walking in crowds and confined spaces.</p> <p>Children have at best only minimal ability to perform gross motor skills such as running, jumping.</p> <p>May require some aids and adaptations or physical assistance to perform self-help skills.</p>	<p>Individualised programmes to develop gross motor/mobility skills accommodated within differentiated curriculum content and delivery.</p> <p>Adult support for part of the day for:</p> <ul style="list-style-type: none"> • Curriculum differentiation • Personal care and self-help skills, eg changing for PE, negotiating stairs <p>Availability of individual pieces of equipment and resources.</p> <p>Access/site adapted to ensure full independent mobility and to provide space for out of wheelchair/physiotherapy activities</p>	Level 2 Tier 1
<p>Walks indoors or outdoors with walking aid.</p> <p>Occasionally requires wheelchair for very long distances.</p> <p>Can sit independently and has good head and trunk control.</p> <p>Specific postural management equipment may be required.</p> <p>Will require some assistance with self help skills.</p>	<p>Individualised programmes to develop gross motor/mobility skills accommodated within differentiated curriculum content and delivery.</p> <p>Adult support for part of the day for:</p> <ul style="list-style-type: none"> • Curriculum differentiation • Personal care and self-help skills, eg changing for PE, negotiating stairs <p>Availability of individual pieces of equipment and resources.</p> <p>Access/site adapted to ensure full independent mobility and to provide space for out of wheelchair/physiotherapy activities</p>	Level 2 Tier 1

Physical Functioning/Criteria	School Provision Responsibility for ensuring curriculum access	Funding
<p>Walks indoors and outdoors on level surfaces with walking aid.</p> <p>More dependent on wheelchair for outdoor mobility and indoors where distance, crowds or other hazards make walking impractical or unsafe.</p> <p>Has independent sitting balance but may require pelvic or trunk support to maximise function and access curriculum.</p> <p>Specific postural management equipment may be required.</p> <p>Will require assistance with self-help skills.</p>	<p>Regular provision within a flexible curriculum that prioritises the development of gross motor skills through a targeted programme. Site adapted to accommodate large wheelchairs/physiotherapy equipment and to provide space for out of wheelchair physiotherapy activities</p> <p>Adult support throughout the day for:</p> <ul style="list-style-type: none"> • Curriculum differentiation/recording • Personal care and self-help skills, eg dressing, feeding, negotiating the school site • Communication <p>A wide variety of resources required for specific purposes throughout the day.</p>	<p>Level 2 Tier 2</p>
<p>No functional walking ability but may use walking as a therapeutic exercise.</p> <p>Can transfer with assistance and may be independently mobile in manual or powered wheelchair.</p> <p>Sitting ability is likely to be limited and postural support required.</p> <p>Specific postural management equipment will be required.</p> <p>Will require help in the classroom setting and with all self-help skills.</p>	<p>Regular provision within a flexible curriculum that prioritises the development of gross motor skills through a targeted programme. Site adapted to accommodate large wheelchairs/physiotherapy equipment and to provide space for out of wheelchair physiotherapy activities</p> <p>Adult support throughout the day for:</p> <ul style="list-style-type: none"> • Curriculum differentiation/recording • Personal care and self-help skills, eg dressing, feeding, negotiating the school site • Communication <p>A wide variety of resources required for specific purposes throughout the day.</p>	<p>Level 2 Tier 2</p>
<p>Unable to walk but may transfer with assistance and equipment.</p> <p>May be independently mobile in powered wheel chair or with assistance in manual wheelchair.</p> <p>Sitting ability is likely to be limited and postural support required.</p> <p>Will require considerable help in the classroom setting and with all self-help skills.</p> <p>Specific postural management equipment will be required.</p>	<p>Essential daily provision within a structured individualised curriculum for provision and maintenance of functional mobility.</p> <p>Skilled adult support throughout the day for:</p> <ul style="list-style-type: none"> • Curriculum differentiation/recording • Personal care, hygiene and self-help skills, eg feeding, toileting, dressing • Communication <p>Site adapted to accommodate large wheelchairs/physiotherapy equipment. Areas for vulnerable students to receive passive physiotherapy and pursue out of wheelchair activities safely within the teaching environment.</p> <p>Highly individualised equipment/resources</p>	<p>Level 2 Tier 3</p>

FUNDING TO SUPPORT INDIVIDUAL NEEDS THROUGH THE ACCESS STRATEGY

Education Leeds has an Access Strategy which has four priorities:

- Meeting the **individual needs** of pupils in mainstream schools
- Supporting **Partnerships** between special and mainstream schools
- Supporting **Resourced Schools** that provide for particular needs in a mainstream context
- A **General Access** programme of increasing the number of highly accessible primary and secondary schools in an even pattern across the city

The first of these, **meeting individual needs**, is relevant to Funding for Inclusion as financial support for pupils in order to make either the curriculum or school building/site more accessible is available in two ways:

- **Individual Pupil Needs (IPN) Budget**

This is an Education Leeds revenue budget which is used to provide equipment for individual and groups of pupils in mainstream, resourced and partnership schools and supports pupils with and without a statement of SEN.

Schools wishing seek Education Leeds' support to provide equipment for pupils with significant physical difficulties should complete the form on the following pages and return it to John Chadwick at the address below.

- **DfES Schools Access Initiative (SAI)**

This is a capital budget generated through a Supplementary Credit Approval (SCA) the level of which is determined annually by the DfES. It is used to make building adaptations to support individual and groups of pupils with physical difficulties in mainstream, resourced and partnership schools and for the general access programme.

WHO TO CONTACT ABOUT ACCESS EQUIPMENT AND WORKS

Overall strategy and determination of priorities:

John Chadwick	Tel: 0113 395 1035
Development Officer (Disability)	Email: john.chadwick@educationleeds.org.uk
ISEN Development Team	Fax: 0113 395 1099
Blenheim Centre	

Provision for sensory impaired pupils:

Anne Lomas	Tel: 0113
Sensory Impaired Service	Email: anne.lomas@educationleeds.co.uk
Blenheim Centre	Fax: 0113 395 1099

Equipment and building adaptations for other pupils:

Paul Gorman	Tel: 0113 395 1035
Access Officer	Email: paul.gorman@educationleeds.co.uk
ISEN Development Team	Fax: 0113 395 1099
Blenheim Centre	

- **If the child is in receipt of FFI funding please detail the provision put in place for the child**

- **Please list the equipment you are requesting funding for (please attach details of supplier and cost)**

- **Please outline how this equipment will improve outcomes for the child**

- **Which Services are/have been involved with the child? Please attach any reports from health/education professionals**

Please outline here any other relevant information related to this request.

Signed:.....Position:.....

Please return to John Chadwick. ISEN Development Officer(Disability), Inclusion & SEN Development Team, Blenheim Centre, Crowther Place, Leeds LS6 2ST

**FUNDING CRITERIA AND PROVISION
GRIDS**

COMMUNICATION AND INTERACTION

E BAND

CRITERIA FOR COMMUNICATION, SPEECH AND LANGUAGE E BAND 2004/5

Notes for guidance

Children can be considered under any one of the four headings, Listening and Comprehension, Expression, Pronunciation or Pragmatics in Early Years, but only on Pronunciation and Pragmatics in other years. Additional specific guidelines apply to most of these areas. To meet any of the criteria, children will already be known to the Speech and Language Therapy Service and **have received at least 6 months intervention**. They can also be considered if they have a Specific Language Impairment

At all levels children are being compared to their year group/peers in First Language (not English as an additional language)

SPECIFIC LANGUAGE IMPAIRMENT

Refer to the appropriate pages

LISTENING AND COMPREHENSION (Early Years only). School age children with these needs are funded through A Band

- **ALL** bullet points under this section need to be present.
- "Comprehension" in this context means the ability to follow or respond appropriately to an instruction.

School age children who meet the criteria for Level 1 or 2 funding in this area will be identified through the A Band.

EXPRESSION (Early Years only). School age children with these needs are funded through the A Band

- **ALL** bullet points under this section need to be present.

School age children who meet the criteria for Level 1 or 2 funding in this area will be identified through the A Band.

PRONUNCIATION

- **ALL** bullet points under this section need to be present.
- The word "intelligible" in this context means, "easily understood". The criteria state in which contexts.

PRAGMATICS (SOCIAL USE OF LANGUAGE)

- At least 2 bullet points in this section need to be present. For Level 2 children, there are now 3 tiers of funding. Evidence must be provided on the observation schedule and school, SLT, and either the EP or SEN Officer (Autism) must be involved in the decision.
- Where children are being considered for movement from Level 2 to Level 1 the EP or SEN Officer (Autism) should be consulted.

EARLY YEARS CHILDREN

2-year-olds - refers to those who are two at the time evidence is being collected
3-year-olds N1 - refers to those who are going into nursery, or in a nursery, and will remain in a nursery setting for at least another year

3/4-year-olds N2 - refers to those who will be admitted to reception classes next September (BY AGE), not where they are placed in school

Some children with Communication, Speech and Language difficulties might have more global needs which are more appropriately identified through A Band. This would require the involvement of the EP or EYSEN team.

E Band - COMMUNICATION AND INTERACTION

Funding Criteria and Provision Grid

- Listening and Comprehension – all bullet points need to be present
- Expression – all bullet points need to be present
- Pronunciation – all bullet points need to be present
- Pragmatics (Social Use of Language) – two bullet points need to be present taking careful consideration of how the difficulties impact on the pupil's learning.

*To qualify for funding in pragmatics, these difficulties **must** be having a major impact on the pupil's learning or social inclusion, and must be the primary cause of difficult/hard to manage behaviour. It is expected that there will have been liaison with EP, EYSEN or SEN Officer (Autism).*

Year Pre Nursery			
2 Year Olds			
Area of Need	Criteria	School Provision	Funding
Listening and Comprehension	<ul style="list-style-type: none"> • Flit and/or show no interest in activities, even if they are adult directed. • Does not respond to spoken language. • Does not recognise simple everyday routines e.g. hanging coat up. • Easily overwhelmed by stimulation – may tantrum, hide or cover ears. 	See Early Years Provision Grid	Level 2
Expression	<ul style="list-style-type: none"> • No spoken language. • Has difficulty communicating needs in any way. 		
Pronunciation	<ul style="list-style-type: none"> • Not appropriate at this level except in exceptional circumstances, eg Cerebral Palsy, Di George Syndrome 		
Pragmatics	<ul style="list-style-type: none"> • Total lack of interest in communicating and contact with others. • Extremely difficult to manage, frequent tantrums, screaming and squealing. • Severe difficulties in adapting to new situations. • Unusual behaviours e.g. finger wriggling, hand flapping, noises. 		

E Band - COMMUNICATION AND INTERACTION

Funding Criteria and Provision Grid

- Listening and Comprehension – all bullet points need to be present
- Expression – all bullet points need to be present
- Pronunciation – all bullet points need to be present
- Pragmatics (Social Use of Language) – two bullet points need to be present taking careful consideration of how the difficulties impact on the pupil's learning.

To qualify for funding in pragmatics, these difficulties must be having a major impact on the pupil's learning or social inclusion, and must be the primary cause of difficult/hard to manage behaviour. It is expected that there will have been liaison with EP, EYSEN or SEN Officer (Autism).

Year N1			
3-year-olds			
Area of Need	Criteria	School Provision	Funding
Listening and Comprehension	<ul style="list-style-type: none"> • Unable to settle to self-chosen activities unless at a very sensory level, eg pop-up/ musical toys • Unable to recognise routines unless very predictable/familiar, e.g. tidy up time, home time, story time. 	See Early Years Provision Grid	Level 2
Expression	<ul style="list-style-type: none"> • No spoken language but beginning to communicate in other ways, eg gesture, early vocalisation. 		
Pronunciation	<ul style="list-style-type: none"> • Unintelligible to familiar adults even in context. 		
Pragmatics	<ul style="list-style-type: none"> • Total lack of interest in communicating with others. • Severe difficulty in adapting to new situations and responds better to routine situations • Unusual behaviours e.g. hand flapping, noises. • Extremely difficult to manage, frequent tantrums, screaming and squealing. 		

E Band - COMMUNICATION AND INTERACTION Funding Criteria and Provision Grid

- Listening and Comprehension – all bullet points need to be present
- Expression – all bullet points need to be present
- Pronunciation – all bullet points need to be present
- Pragmatics (Social Use of Language) – two bullet points need to be present taking careful consideration of how the difficulties impact on the pupil's learning.

To qualify for funding in pragmatics, these difficulties must be having a major impact on the pupil's learning or social inclusion, and must be the primary cause of difficult/hard to manage behaviour. It is expected that there will have been liaison with EP, EYSEN or SEN Officer (Autism).

Year N2 3-4 Year Olds			
Area of Need	Criteria	School Provision	Funding
Listening and Comprehension	<ul style="list-style-type: none"> • Unable to settle to even a self-chosen activity for more than a few minutes, flitting from one activity to another with little purpose. If directed by an adult are likely to have a tantrum. • Unable to understand more than single words at a time, e.g. "Give me the <u>book</u> 	See Early Years Provision Grid	Level 2
Expression	<ul style="list-style-type: none"> • Unable to express basic needs, e.g. toilet. • Unable to use more than single words – may not be communicating verbally or non-verbally. 		
Pronunciation	<ul style="list-style-type: none"> • Unintelligible to familiar adults even in context. 		
Pragmatics	<ul style="list-style-type: none"> • Total lack of interest and awareness in communicating with others. • Unpredictable responses to routine situations, eg can clear a paint table with one swipe!! • Rigid adherence to routines often accompanied by jargon. Becomes disruptive if routine changes. • Prolonged settling time into new environments. • Unable to interpret non-verbal information, eg gestures, facial expression. • Unusual behaviours, eg hand flapping, noises etc 		

E Band - COMMUNICATION AND INTERACTION

Funding Criteria and Provision Grid

- Pronunciation – all bullet points need to be present
- Pragmatics (Social Use of Language) – two bullet points need to be present taking careful consideration of how the difficulties impact on the pupil's learning.

To qualify for funding at L1 in pragmatics, the difficulties will have a significant impact on the pupil's learning and/or social inclusion.

To qualify for funding at L2 in pragmatics, the difficulties must be having a major impact on the pupil's learning or social inclusion, and must be the primary cause of difficult/hard to manage behaviour. It is essential that there has been liaison with EP or SEN Officer (Autism).

Years 3&4			
Area of Need	Criteria	School Provision	Funding
Pronunciation	<ul style="list-style-type: none"> • Usually intelligible but still have several sound substitutions 	<ul style="list-style-type: none"> • Access to adult support in the implementation of a communication programme. • Suitably differentiated curriculum to support the development of communication skills. 	Level 1
Pragmatics	<ul style="list-style-type: none"> • Poor understanding of social conventions and expectations leading to social isolation from peers. • Literal interpretation of language, and simple jokes eg “knock knock” jokes. • Change induces excessive stress/anxiety e.g. teacher off sick. 	<ul style="list-style-type: none"> • Suitably differentiated curriculum to support the development of social interaction skills. <p>Access to adult support for</p> <ul style="list-style-type: none"> • language based aspects of the curriculum. • Reducing anxiety in potentially stressful situations. • Ensure full participation in all school activities • The development of the child's interaction with the environment. 	
Pronunciation	<ul style="list-style-type: none"> • Unintelligible but able to make themselves understood on occasions eg when responding to closed questions or in a quiet environment. 	<ul style="list-style-type: none"> • Adult support for part/all of the school day to implement a communication programme. • Suitably differentiated curriculum to support the development of communication skills. • Access to an alternative communication system if appropriate 	Level 2
Pragmatics	<ul style="list-style-type: none"> • Inappropriate social communication skills affecting eye contact, turn taking, initiating/ closing conversations and staying on topic. • Rigid adherence to classroom routines e.g. always needs to take the same routes around the classroom and would become upset if a chair is in the way. • Has obsessional preference for topics of conversation and manipulates conversation on to them e.g. makes of car, hamsters, clocks. • Inappropriate noises e.g. squealing, humming in class. 	<ul style="list-style-type: none"> • Finely differentiated curriculum based on detailed assessment such as PIVATS <p>Adult support for part/all of the school day for</p> <ul style="list-style-type: none"> • language based aspects of the curriculum. • reducing anxiety in potentially stressful situations. • supporting the development of the child's interaction with the environment • specifically tailored programmes to assist with social and behavioural issues. Ensure full participation in all school activities • Ensuring safety and welfare of pupil and others. 	
Specific Language Impairment	See Separate Criteria		

E Band COMMUNICATION AND INTERACTION

FUNDING CRITERIA FOR SPECIFIC LANGUAGE IMPAIRMENT

Children are considered to have specific language impairment (SLI) if they have particularly low attainments in their understanding and expressive language skills, which affect acquisition of basic literacy and numeracy skills, whilst showing greater attainments in most other Curriculum areas, in all age groups. Attainment in non-language Curriculum areas should be assessed in conjunction with the EP and/or School Support Services. SLTs should also be discussing these children with a Senior Colleague or Section Leader.

The criteria for SLI relate to Level 2/Statutory Assessment funding only from Year 1 and are not available for Nursery or Reception children, UNLESS CHILDREN ARE BEING CONSIDERED FOR LANGUAGE RESOURCED PROVISION.

There is only one set of criteria for all age groups and the SLTs clinical judgement should be applied in all cases. It is expected that this will be clearly identified from SLT casenotes and that a range of appropriate SLT assessments will have been used. Assessment should indicate functional language skills as opposed to mechanical, rote learning, and will often involve descriptive comments on the child's language skills as opposed to reliance on standardised scores.

Children can be considered for funding on E Band Specific Language Impairment where the child meets the criteria for their appropriate age, in at least one curriculum area in A Band at Level 1 as well as meeting the SLI criteria.

Schools will need to provide an assessment profile using P Scales, PIVATS, SATS Results or CATS scores, whichever is the most appropriate.

Children who are already funded in A Band at Level 2 are NOT eligible for SLI funding as well.

CRITERIA FOR SPECIFIC LANGUAGE IMPAIRMENT – E BAND

The first **4** criteria must be met **in addition** to 3 other criteria from those listed below

- **SPEECH SOUND OR Language skills present as the pupil's primary difficulty in the absence of other sensory deficits, ie hearing and vision or global delay, ASC, behaviour. HOWEVER SOME CHILDREN MAY HAVE SIGNIFICANT PRAGMATIC DIFFICULTIES AS PART OF THEIR LANGUAGE IMPAIRMENT.**
- **Uneven language profile with one or more areas being significantly more developed than others. For example:**
 - **expression ahead of comprehension**
 - **confused word order within a sentence**
 - **difficulties learning specific concepts and/or difficulties using these concepts at a later stage.**
- **EITHER Significant discrepancy between language and non-verbal/cognitive skills with cognitive skills being better than language skills, OR A SIGNIFICANT DISCREPANCY BETWEEN PRONUNCIATION AND OTHER AREAS OF LANGUAGE WHICH HAS NOT RESPONDED TO THERAPY.**
- **Cognitive functioning must be confirmed by printouts provided by schools eg PIVATs/SATs/Teacher assessments**
- Reasonable social interaction skills and motivated to interact, particularly younger children with SLI.
- Good rote learning skills in literacy and numeracy but unable to generalise or apply skills in practical problems/situations.
- **SPEECH PRODUCTION IS LABORIOUS.**
- Language processing is laborious and can be limited to concrete understanding.
- Significantly poor inferential understanding appropriate to their age, for example: verbal absurdities, idiom.
- Poor word skills, for example: may have good naming skills but unable to describe similarities/differences or classify vocabulary.
- Significant difficulties with formulation of sentences eg struggling with sentence structure, unusual word order, use of word endings, not following a delayed/immature pattern.
- Often respond better to practical 'hands on' learning, for example: science practical tasks.
- May demonstrate good attention and listening skills until they become tired (with the effort of language processing) or discouraged, when language used is too difficult for them.

**FUNDING CRITERIA AND PROVISION
GRIDS**

**BEHAVIOUR, EMOTIONAL AND SOCIAL
DEVELOPMENT**

F BAND

F BAND - BEHAVIOUR, EMOTIONAL AND SOCIAL DEVELOPMENT FUNDING CRITERIA

LEVEL 2 FUNDING

A pupil would meet these criteria if they meet all of the following:

- A Score of 60+ on the EBD scale with evidence to support the scoring.
- There is evidence of actions taken at Levels 1, 2 and 3 of the History of Support over a period of approximately 2 terms / 25 weeks.
- **There is evidence of the involvement of outside agencies over a period of time. Included in this evidence is a report provided by an appropriate Service written in connection with the request for resources or for statutory assessment.**

Examples of History of Support Level 1

Class teacher monitors behaviour, records concerns and actions taken. These should be in line with the whole school behaviour policy. Possible causes and concerns noted and dealt with where possible. Some differentiation of the curriculum where appropriate.

Examples of History of Support Level 2

Pastoral or SENCO referral.

Observations in class

Production of an IEP or IBP with monitoring arrangements

School may choose to use some of the following: target sheets, report cards, additional or differentiated rewards and consequences. Agreement with SENCo/HOY etc. that a pupil requires some small group support to supplement to whole class activities.

Problem solving with pupil, where appropriate

Examples of History of Support Level 3

Most aspects of levels 1 and 2 plus:

Development of a Pastoral Support Plan based on revised IEP in a secondary school or simply a revised IEP in a primary school.

Access to Learning Mentor in a secondary school or possible equivalent in a primary school.

Placement in a Learning Support Unit in a secondary school or possibly a nurture group in a primary school..

Withdrawal programme for short periods of learning support or social skills development

Small group support required in most lessons

A combination of 1 to 1 and small group support required in most lessons.

Evidence in terms of behavioural incidents, behaviour database etc. of continual and significant failure to respond to all behaviour support programmes. Where a school is using the Behaviour Database it would be expected to provide evidence of the frequency of behavioural incidents in support of ratings on EBD scale.

EMOTIONAL AND BEHAVIOURAL DEVELOPMENTAL (EBD) SCALE

NAME OF PUPIL **YEAR GROUP**

**NAME OF
TEACHER.....** **CLASS/SUBJECT.....**

Please tick the appropriate boxes

	Extreme concern				Low level of concern
CONDUCT BEHAVIOUR	5	4	3	2	1
1) Behaves respectfully towards teachers					
2) Shows respect to other pupils					
3) Only interrupts and seeks attention appropriately					
4) Is physically peaceable					
5) Respects property					
EMOTIONAL BEHAVIOUR					
6) Has empathy					
7) Is socially aware					
8) Is happy					
9) Is confident					
10) Is emotionally stable and shows good self control					
LEARNING BEHAVIOUR					
11) Is attentive and has an interest in school work					
12) Good learning organisation					
13) Is an effective communicator					
14) Works efficiently in a group					
15) Seeks help where necessary					
	5	4	3	2	1

TOTAL SCORE

Using the Emotional and Behavioural Development (EBD) Scale

These notes are intended to help staff in their use of the EBD Scale when rating the behaviour of the target pupil. They are intended as guidance only. It is not currently possible to 'quantify' levels of behaviour in the same way that levels of performance in the curriculum can be 'measured'.

a. Reference to positive behaviours

Each of the 15 behaviour items on the scale (e.g. Behaves respectfully towards teacher) can be scored between 1 and 5. These numerical scores at this stage relate to **positive or good behaviour**. The numerical scores might be qualified as follows:

1 = Positive behaviour occurs most of the time; 2 = Positive behaviour fairly often occurs; 3 = Positive behaviour sometimes occurs; 4 = Positive behaviour rarely occurs and 5 = Positive behaviour does not occur at all.

Each of the short descriptors on the rating scale itself is qualified by additional positive descriptions (See EBD Scale: Additional Behavioural Descriptors of Positive and Negative Behaviour, later in this section.)

b. Reference to negative behaviours

Each positive item on the rating scale is further qualified by a number of descriptors of **negative or inappropriate** behaviour (See EBD Scale: Appendix). It may be helpful when making a judgement to consider the scores of 1 to 5 on the scale as being related to **percentage levels of frequency of these negative or inappropriate behaviours**. The reason for this focus is that most schools tend to collect evidence of inappropriate behaviour when making a decision about the degree of seriousness of that behaviour.

Scoring the EBD Scale

Score of 5 on the EBD scale

In order to score at this level the *negative* behaviour would, with the qualification described below, be occurring at or above an 80% level. This represents an extreme level of concern.

Score of 4 on the EBD scale

In order to score at this level the *negative* behaviour would, with the qualification described below, be occurring at or above a 65% level.

Score of 3 on the EBD scale

In order to score at this level the *negative* behaviour would, with the qualification described below, be occurring at or above a 50% level.

Score of 2 on the EBD scale

In order to score at this level the *negative* behaviour would, with the qualification described below, be occurring at or above a 35% level.

Score of 1 on the EBD scale

In order to score at this level the *negative* behaviour would, with the qualification described below, be occurring at or above a 10% level.

This represents some concern but generally at a low level.

Variability of scores on the rating scale

In secondary schools the pupils 'total' will necessarily be an aggregation of the views of the teachers and adults who teach or who are involved in the management of the pupil. There will inevitably be differences both in terms of the perceived and actual degree of seriousness of a pupil's behaviour. This situation may also apply to a lesser degree in primary schools. A degree of subjectivity in rating pupil behaviour is inevitable, what may be a significant problem to one member of staff may be a minor irritation to another. These notes are designed to lessen but not entirely remove these differences.

Additional Comments

Previous feedback from schools has indicated a concern about the behaviour rating scale measuring only frequency of behaviour as opposed to 'seriousness' of behaviour. Hence serious but infrequent behaviours such as physical assault would not 'score' at a level sufficient to generate a total score requiring matrix funding. It is, of course, debatable whether infrequent, serious behaviours are susceptible to modification through the kind of support which comes from additional funding. The suggestions made here are intended, nevertheless, to begin to address this difficult issue. A degree of common sense will inevitably still need to inform the judgements made by those completing the rating scale.

In order to score at the level of a 5 on the behaviour rating scale it is suggested that for behaviours with a relatively low level of seriousness such as items 3, 6, 11, on the EBD rating scale (these items are offered as examples), a pupil would need to be demonstrating these behaviours for 80% of any period of observation. Typically this might be a lesson of one hour. This observation might be repeated 2 or 3 times in one week over a period of two or three weeks with an assumption that this frequency of behaviour would be typical over a longer period. In a high school setting for a subject teacher to give a pupil a score of 5 they would be suggesting that the behaviour in question is occurring at an 80% level of frequency over a significant period of time and had not proved amenable to modification through any of the teacher's normal management strategies. Alternatively, if a pupil were on report or some other form of monitoring, these kinds of behaviour might be occurring in 80% of lessons the pupil attends.

In the case of more serious behaviours, such as items 1 or 2 on the rating scale, this 80% level might be based on these behaviours occurring once a day 4 days out of 5 over an extended period. In the case of the most serious behaviours, for example, physical assault on other pupils or staff members, the 80% level might be said to have been reached when these behaviours occur once a week, four weeks out of five again over an extended period of time say 10 to 15 weeks.

EBD Scale: Additional behavioural descriptors of positive and negative behaviour

CONDUCT BEHAVIOUR

1. Behaves respectfully towards teachers.

Positive aspects of behaviour

A pupil who respects the teacher will be co-operative and compliant, responding positively to instruction. The pupil does not talk back to the teacher or aim verbal aggression at the teacher. The pupil interacts politely with the teacher. The pupil will not be quarrelsome or deliberately try to annoy the teacher and will not interrupt or answer the teacher rudely.

Negative aspects of behaviour

A pupil may.....respond negatively to instruction, talk back to teacher, be uncooperative with teacher, impertinent to teacher, aim verbal violence at teacher, swear in teachers presence, answer teacher rudely, be quarrelsome with teacher, deliberately annoy teacher, interrupt teacher, think it's funny to make teacher angry.

2. Shows respect to other pupils.

Positive aspects of behaviour

A pupil who has respect for other pupils will use appropriate language, for example, not swearing or calling them names. The pupil will treat other pupils as equals and not dominate with the use of intimidation or abuse. They will also respect the views or rights of other pupils and avoid bullying or intimidation.

Negative aspects of behaviour

A pupil may....Aim verbal violence at other pupils, use psychological intimidation, show social aggression, be scornful with other students, call other pupils names, tease, try to dominate, use unethical behaviour e.g. inappropriate sexual behaviour, blame others, push ahead in lines.

3. Only interrupts and seeks attention appropriately.

Positive aspects of behaviour

The pupil does not seek to attract inappropriate attention to him/herself in the classroom. The pupil acts in a manner appropriate to the classroom situation and does not play the fool, try to make the class laugh, shout out smart remarks or show off in the classroom. The pupil does not display attention-seeking behaviour. The pupil does not unnecessarily disrupt or interrupt other pupils who are working. Verbal disruptions such as unauthorised talking to other pupils are kept to a minimum. S/he does not disrupt other pupils using physical disruption such as nudging or poking.

Negative aspects of behaviour

A pupil may.....hum, fidget, disturb or disrupt others, display unauthorised talking to other pupils, attention seek, make the rest of the class laugh, pass notes in class, be verbally disruptive, throw things about during lessons, often talk when someone else is talking, climb on things, run around classroom, tap foot or pencil, call out in class, eats sucks or drink inedible substances, behave like a clown, be loud, get into everything, hyperactive, act smart, show concern for immediate rewards, need excessive adult contact, be excitable, do dangerous things without thinking, tell imaginary things, shout in class.

4. Is physically peaceable.

Positive aspects of behaviour

The pupil does not show physical aggression towards adults or other pupils. S/he does not physically pick on others, is not cruel or spiteful to others and avoids getting into fights with others. The pupil does not strike out in anger, have temper tantrums or aggressive outbursts.

Negative aspects of behaviour

A pupil mayfight, aim physical violence at other students, often lose temper, yell and throw things, bully, aim physical violence at teachers, force other students to do things against their will, be deliberately cruel, pick on others, try to get even, be spiteful.

5. Respects property.

Positive aspects of behaviour

The pupil respects the property of others. This may be seen by the pupil taking good care of property. The pupil does not take part in acts of wilful damage or destruction. The pupil does not steal from others.

Negative aspects of behaviour

A pupil may..... have poor respect for property, destroy own things , destroy others things, , damage school property

EMOTIONAL BEHAVIOUR

6. Has empathy.

Positive aspects of behaviour

The pupil with empathy is tolerant and considerate towards others. S/he shares with others. The pupil understands how others are feeling and tries to act appropriately to the situation, e.g. the pupil may try to comfort someone who is upset or hurt. The pupil displays situationally appropriate emotions and is not emotionally detached, e.g., the pupil who lacks empathy may laugh at someone who is upset or injured.

Negative aspects of behaviour

A pupil may.....lack the ability to take on the role of others, be intolerant of others, be emotionally detached, be selfish, has no awareness of others feelings.

7. Is socially aware.

Positive aspects of behaviour

The pupil who is socially aware will be conscious of, and understand, the social interactions happening around them. S/he will interact appropriately with other people both verbally and non-verbally. S/he will not be socially isolated, i.e. does not spend long periods of time sitting or standing alone. The pupil will have friends among his/her peers. S/he will not be a loner. Daydreaming and staring into space will be infrequent. The pupil will be actively involved in activities within the classroom. The pupil will not seem aloof, inactive, passive or withdrawn.

Negative aspects of behaviour

A pupil may.....daydream, stare into space, be inactive, passive, aloof, out of touch with reality, be withdrawn, unresponsive to stimulation, show non participation in class activities, be unaccepted, not well liked, lack accurate perceptions of others, have difficulty understanding situations and their rules, can't sequence behaviour in interactions with others, say I don't have any friends, stare blankly, be listless, show bizarre behaviours, lacks self awareness.

8. Is happy.

Positive aspects of behaviour

The pupil will appear happy by smiling and laughing when appropriate. S/he should be able to have fun. The pupil will generally be cheerful and not tearful and emotionally upset. The pupil will not be discontented, sulky, morose or miserable.

Negative aspects of behaviour

A pupil may..... be depressed, discontented, unhappy, distressed, talk about not wanting to live, be prone to emotional upset, inability to have fun, be tearful on arrival, cry easily, be sullen/sulky, serious/sad, behave like a little adult / no fun, whining, self harming, pessimistic

9. Is confident.

Positive aspects of behaviour

The pupil is not anxious and is confident in most situations, albeit not showing bravado, recklessness or unrealistic expectations of her/his competence. S/he is not afraid of new things and does not fear failure when taking on new tasks. The pupil is not self conscious or shy in most situations and does not feel inferior to other pupils. The pupil is willing to read out loud in class and put their hand up to answer or ask appropriate questions. S/he is typically forthcoming in group/class discussions.

Negative aspects of behaviour

A pupil may.....act extremely frightened to the point of crying, be anxious, unrelaxed, fearful, upset by new people or situations, reticent, suck thumb, bite nails, lack confidence, fear failure, have feelings of inferiority, worry about things that can't be changed, be negativistic, afraid of new things, feel unable to succeed, doesn't defend him/her self, lack self esteem, be self conscious, submissive, cautious, shy, doesn't take initiative.

10. Is emotionally stable and shows good self control.

Positive aspects of behaviour

The pupil's moods remain relatively stable and do not frequently swing from positive to negative. If upset S/he soon returns to a stable frame of mind. He/ she shows good emotional resilience and is not moody. The pupil will show good self control, with an ability to manage his/her feelings and actions to suit the situation. The pupil is not easily frustrated or flustered and does not show signs of being touchy or uneasy. S/he is able to delay gratification when required e.g. S/he can wait for rewards or pleasurable items for prolonged periods of time

Negative aspects of behaviour

A pupil may....be touchy, display inappropriate emotional reactions, have difficulty expressing needs and feelings, have frequent or strong mood changes, be irritable, tough minded, stay disappointed for a long time if favourite activity is cancelled, inability to delay gratification, easily flustered, sensitive, poor respect for self, over react to normal situations, not accept punishment or praise, instigate poor situations, cannot accept responsibility.

LEARNING BEHAVIOUR

11. Is attentive and has an interest in school work.

Positive aspects of behaviour

A pupil who is attentive listens to the teacher and is not easily distracted from the task in hand. S/he should not find it difficult to work when others around him/her are talking at a reasonable level. The pupil shows an interest in most school work. S/he gets started on tasks without delay and has the motivation to carry them through. The pupil generally gets enjoyment from school tasks and consequently completes them without complaint.

Negative aspects of behaviour

A pupil may.....show verbal off task behaviour, lack interest, doesn't finish work, hard time doing school work when noisy, doesn't listen or hear, hard to sit through something, can't keep at work, teacher has to remind again and again, trouble paying attention when people are talking, starts something s/he likes/leaves it, hard to sit still, does not concentrate on task, short attention span, easily distracted, fails to maintain interest in topic work, makes careless errors, preoccupied, gives up easily, negative approach to school work in general, lazy, negative approach to lessons, respond negatively to school, absenteeism, late

arrival at lessons, late arrival at school, not have ambitions/targets, not be keen to achieve/compete, non completion of homework

12. Good learning organisation.

Positive aspects of behaviour

The pupil competently copes with individual learning situations. The pupil produces tidy work, at a reasonable pace. The pupil seems to have a good grasp of how to organise learning tasks so that they can be successfully completed. This item deals with organisation deficits which significantly hamper the learning of the individual rather than motivational aspects.

Negative aspects of behaviour

A pupil maybe forgetful, copy, have trouble organising school work, rush into things without thinking, appear confused about learning tasks, be slow/not accurate, worry about things that can't be changed, get occupied overly with one activity, get easily frustrated, have difficulty in making choices, be fussy, school work messy, does not meet targets/deadlines, complain of not being able to cope with schoolwork, not prepared for lessons.

13. Is an effective communicator.

Positive aspects of behaviour

The pupil will show good communication skills. S/he should be able to communicate effectively with adults and peers. S/he will be coherent, know when it is appropriate to speak, be able to alter voice pitch and tone appropriately and use non-verbal signals effectively, i.e. eye contact, stance, distance, etc. The pupil should be able to organise communication in both individual and group situations. This item refers to using or ignoring social communication and not medical problems, e.g. stuttering.

Negative aspects of behaviour

A pupil may.....answer before question is finished, not attempt to furnish information when requested, answer without stopping to think, not use language to communicate, have repetitive speech, incoherent speech, avoid looking others in the eye, have difficulty communicating, stutter/speech difficulty, have Limited non-verbal support of speech, difficulty planning behaviour and feedback and responding to feedback, have limited non-verbal communication of attitudes and emotions, talk constantly.

14. Works efficiently in a group.

Positive aspects of behaviour

The pupil works well in a group situation. S/he works collaboratively with others and is an effective communicator in group discussions. The pupil listens to what others have to say and consequently adds positively to group discussions. The pupil is willing to take on responsibilities within a group context.

Negative aspects of behaviour

A pupil may.....refuse to share with another student, not share, have trouble waiting turn, refuse interactive games/tasks, can't work collaboratively.

15. Seeks help where necessary.

Positive aspects of behaviour

The pupil seeks attention from the teacher when appropriate. The pupil works independently until s/he comes upon a problem which cannot be solved without teacher help.

Negative aspects of behaviour

A pupil may.....be unable to work independently, constantly seek help, have excessive demands, persist and nag, not seek information appropriately or ask relevant questions.

FUNDING CRITERIA AND PROVISION GRIDS

Medical

G BAND

G Band – Medical Funding Criteria and Provision Grid

Notes for Guidance

Medical funding is intended for those children who have a medical condition that would, without additional support, impact significantly upon their ability to access the curriculum. The funding is to enable schools to put provision in place to manage the medical condition either through support for specific nursing interventions, personal care, close monitoring or to support learning because of frequent/extended absence from school. Levels of funding are determined by the type and extent of provision that has to be made.

Some of the conditions are life long but vary over time in any one child and have different impacts in different children. Examples of such conditions include epilepsy, haemophilia, cystic fibrosis, eczema, diabetes, heart conditions, juvenile arthritis but some children will function normally despite having these conditions.

Some conditions are the result of illness or accident such as burns, cancer, meningitis, road accidents, strokes. The impact of these conditions varies over time as a result of medication, surgery and rate of recovery making it difficult to predict the long term effects. Some of the long term effects are subtle as with severe head injury and therefore the criteria may need to be interpreted sensitively. In some cases over time it may be more appropriate to fund children through bands other than G when the long term effects become more apparent.

Some conditions require urgent funding as a result of a new diagnosis, accident, surgery etc. In some cases, such short term funding will develop into long term funding which can still be adjusted to meet the changing needs of the child.

G Band – Medical Funding Criteria and Provision Grid

Medical Needs	School Provision - Responsibility for ensuring curriculum access	Funding
Medical condition is such that the child requires regular but time limited adult support for activities such as physiotherapy, exercise programmes, feeding, changing colostomy bags.	Adult support at break and lunchtime and/or infrequently during the rest of the school day.	Level 2 Tier 1
Medical condition is such that the child requires short periods of adult support at any time during the day for such activities as changing dressings, applying creams/lotions, feeding (gastrostomy), cleaning tracheotomies, monitoring hypoglycaemia, showering/changing.	<ul style="list-style-type: none"> • Access to additional adult support whenever required throughout the day • Monitoring by class teacher • Close liaison between school and parents. • Support for child to ensure full access to both curriculum and extra-curricular activities including educational visits. 	Level 2 Tier 2
<p>Medical condition is such that the child requires adult support for part of each day for such activities as feeding (gastrostomy), cleaning tracheotomies, ensuring safety, showering/changing and supporting learning.</p> <p>The severity of the medical condition could be such the specific nursing care interventions are necessary. If so, the school must ensure that appropriate training has taken place.</p>	<ul style="list-style-type: none"> • Adult support for part of each day • Individual programmes of work to enable pupil to 'catch up' missed work through either the effects of epilepsy or illness/hospitalisation. • Monitoring by class teacher and supporting adult. • Close liaison between school and parents. • Support for child to ensure full access to both curriculum and extra-curricular activities including educational visits 	Level 2 Tier 3
<p>Medical condition is such that the child requires adult support for throughout the day for such activities as personal care, toileting, ensuring safety and supporting learning.</p> <p>The severity of the medical condition could be such the specific nursing care interventions are necessary. If so, the school must ensure that appropriate training has taken place.</p>	<ul style="list-style-type: none"> • Adult support throughout the day • Supervision during rest periods. • Monitoring by class teacher and supporting adult. • Close liaison between school and parents. • Support for child to ensure full access to both curriculum and extra-curricular activities including educational visits • Individual programmes of work to enable pupil to 'catch up' missed work through either the effects of epilepsy or illness/hospitalisation. 	Level 2 Tier 4
Medical condition is such that the child requires enhanced or extended adult support for throughout the day.	Provision for the child is necessary for all the time that the child is in school.	Level 2 Tier 5

**CRITERIA AND GUIDELINES FOR
STATUTORY ASSESSMENT**

2004/2005

STATUTORY ASSESSMENT

The introduction of Funding for Inclusion has had a major impact on statutory assessments in Leeds. The Statutory Assessment process continues to follow that which is outlined in the Code of Practice but the number of children for whom schools consider it appropriate to request a statutory assessment has been much reduced and often related to those pupils where specialist placement is being considered. Parents are still requesting a statutory assessment where it is felt that greater protection of the pupil's rights is needed and the process can still be appropriate for young children with severe and complex special educational needs which are likely to have a life-long impact.

Criteria for Statutory Assessment

The Statutory Assessment threshold criteria for each of the six bands are included separately in this section. It is important that when matching a child's functioning to any of these criteria that the following additional guidelines are taken fully into consideration.

Where there have been changes to any of the Statutory Assessment criteria these will be applied to any new requests received after 31.12.04

Additional guidelines for Statutory Assessment

Requests for Statutory Assessment will normally only be accepted from schools or early years settings if, as well as the pupil meeting the stated criteria, the school or early years setting can show that they have been monitoring the pupil's progress over time, providing a high level of support and following well focused IEPs. Advice from the support services within Education Leeds and from Health professionals if appropriate, will have been requested and acted upon and there will have been a number of School Action Plus reviews which also involved parents and, wherever possible, the pupil. For all cases, evidence of the involvement of Education Leeds Support Services will need to be provided along with documented records of interventions, reviews and IEPs, usually in the form of ISAR records. In addition, for children with sensory, physical and communication difficulties, reports from Health professionals will be expected. To meet any of the criteria in the E Band, children will already be known to the Speech and Language Therapy Service and have received at least six months of intervention.

The decision that the school or early years setting will request a statutory assessment would be made at an Early Years/ School Action Plus review. It is essential that the Educational Psychologist is involved in this consultation as they would have to be involved in providing advice for the Statutory Assessment if it were to progress.

At this point the school/ early years setting will need to complete form SEN 1 and attach to it the evidence outlined in paragraph 7:13 of the Code of Practice. Education Leeds has summarised the evidence that is regarded as essential on page 4 of SEN 1. The evidence should include a completed 'Service Information to CMG' form a copy of which is included in this section of the handbook. The Educational Psychologist will usually complete this form. In some cases, in agreement with the Educational Psychologist, it may be more relevant for another Education Leeds Service to complete the form. Eg. Sensory Service, Early Years Service.

The Criteria Moderating Group (CMG) will continue to receive requests for assessment as outlined in the 1996 Education Act. The role of the CMG will be to evaluate whether the pupil meets Education Leeds criteria for assessment. In addition, it will want to ensure that all available resources have been utilised to support the pupil before a request for an assessment is agreed. The 'Service Information to CMG' form assists them in this task.

As in the past, the submission of any Education Leeds Service Reports are not intended to be an endorsement of the request but to help CMG make consistent decisions.

It is important to remember that with the introduction of FFI no funding is directly attached to Statements and for children who meet Statutory Assessment criteria schools, will, in most cases, already be in receipt of additional funding.

In some exceptional circumstances, eg: road traffic accident; sudden onset of a serious illness; or diagnosis of severe sensory or other impairment, a statutory assessment can be requested without having proceeded through School Action, or School Action Plus. Advice on specific cases may be sought from the appropriate Responsible Officer.

Some children may have needs which are not special educational needs.

- Where a child is having difficulty in accessing the curriculum solely because English is not their first language then this should not be regarded as a special educational need.
- The needs of children who are gifted should be met through their school. The Statutory Assessment process is not intended to apply to this group.

Service Information to Criteria Moderating Group

This proforma is to be used, by Education Leeds Services, for those pupils whom school would like to refer to CMG for consideration of an assessment under the 1996 Education Act. As well as satisfying themselves that the pupil meets the Assessment Criteria, CMG should also be confident that the resources currently available to a school from within their delegated budgets and from external services/agencies have been fully utilised.

Pupil's Details:

Name:.....

DoB:.....

UPN:.....

School:.....
.....

Address:.....
.....

.....
.....

Briefly describe:

- the pupil's area/s of SEN

- key targets previously set on the most recent IEP

- the pupil's current performance against these targets

- the resources currently being used to support the pupil

A Band - Cognition and Learning (General) STATUTORY ASSESSMENT CRITERIA

*At Key Stages 1 and 2 the curriculum areas referred to are Maths and the three elements of English
At Key Stage 3 the curriculum areas are English and Maths*

FOUNDATION STAGE	
Year	Criteria
N1	The child has a demonstrable 50% delay in play and problem solving i.e. cognitive development, language and communication and in personal social development.
N2	The child has a demonstrable 50% delay in play and problem solving i.e. cognitive development, language and communication and in personal social development.
Reception	The child has a demonstrable 50% delay in play and problem solving i.e. cognitive development, language and communication and in personal social development.

KEY STAGE 1 AND 2	
Year	Criteria
1	The pupil is functioning at P5 or lower in all curriculum areas
2	The pupil is functioning at P6 or lower in all curriculum areas
3	The pupil is functioning at P8 or lower in all curriculum areas or achieved a 'w' in all curriculum areas of KS1 TAs
4	The pupil is functioning at 1c or lower in all curriculum areas
5	The pupil is functioning at 1b or lower in all curriculum areas
6	The pupil is functioning at 1a or lower in all curriculum areas

KEY STAGE 3 AND 4	
Year	Criteria
7	The pupil is functioning at level 1 or lower in all curriculum areas of KS2 TAs
8	The pupil is functioning at level 2c or lower in all curriculum areas
9	The pupil is functioning at 2b or lower in all curriculum areas
10	The pupil is functioning at 2a or lower in English <i>and</i> Maths in KS3 TAs
11	The pupil is functioning at 2a or lower in English <i>and</i> Maths

Children will be considered for Statutory Assessment if, as well as meeting any of the above criteria, most of the following descriptors apply.

- The child has pervasive learning difficulties across a wide range of activities both in and out of a school setting, which significantly impair age-appropriate independence. The effect of these difficulties on everyday activities will become increasingly evident with age.
- School arrangements and provision, which go beyond a differentiated curriculum, are required. Significant modifications to curriculum content and delivery are needed and there will be an increased emphasis on development skills. E.g. self care, communication skills, skills for independent living.
- The child's inclusion in their neighbourhood school might be called into question from time to time and the rights of parents/carers and the child need protection within any decision making process.
- For young children their difficulties will have been evident before statutory schooling began and it is likely that Statutory Assessment was considered at that time.

A Band - Cognition and Learning (Specific) STATUTORY ASSESSMENT CRITERIA

Children can be considered to have specific learning difficulties if they have particularly low attainments in literacy or in maths while showing attainments in other curriculum areas at least two levels above the level of their weakest skills.

STATUTORY ASSESSMENT		
	Level at which the pupil is achieving in Reading and Writing or Maths	*Level at which pupil is functioning in Maths or Science
Y2	P7	1a
Y3	P8	2b
Y4	1c	2a/3c
	Level at which the pupil is achieving in Reading or Writing or Maths	*Level at which pupil is functioning in Maths or Science
Y5	1b	3b
Y6	1a	3a
Y7/Y8	2c	4c
Y9	2b	5c
Y10/Y11	2a In view of the lack of detail within KS 3 SATS and TAs a pupil will meet this criterion if his/her overall English score is above 2A but there is evidence to show that he/she is functioning within the lowest 1% of the population of pupils of a similar age in Reading or Writing	5a

*Average achievement as child moves into the specified year group

The above is intended to give a very general idea of typical progress through school. Children learn and make progress at different rates and many factors affect progress and achievement. National expectations are that Level 2b should be achieved at end of KS1 and 4b at end of KS2. This means that on average, one level of progress every two years through KS2 should be expected. In most cases, progress through KS1 is greater than this. This progression applies equally to foundation subjects.

Children will be considered for Statutory Assessment if most of the following descriptors apply:

- The child meets the attainment criteria.
- The difficulties affect access to the rest of the curriculum and have become increasingly apparent over time.
- The difficulties impact on many aspects of the child's every day activities.
- Different methods of access to the curriculum and alternative means of recording are necessary.
- The difficulties have a significant impact on the child's self esteem as a learner.

B BAND - VISION STATUTORY ASSESSMENT CRITERIA

AGE	STATUTORY ASSESSMENT
Age 2 – 5 years	<p>This child has an identifiable ophthalmic condition, which has the potential to interfere with the learning and developmental process..</p> <p>Additional attention will need to be paid to visually presented materials and resources.</p> <p>She/he will require teaching in specific skills and concept formation relating to orientation, mobility and independence.</p> <p>She/he may have a demonstrable delay due to visual impairment and will require specific structured teaching in the following areas:</p> <p>cognitive, language, socialisation, vision, compensatory, fine motor and gross motor skills.</p>
School Age	<p>The number of children with a severe visual impairment is very small, and they are likely to be registered blind or partially sighted. Those who require a high level of exceptional/additional provision, do so because of one or more of the following:</p> <ol style="list-style-type: none"> 1. The child has an identifiable ophthalmic condition, which is interfering with the learning and developmental processes. 2. The child is unable to cope with normal print size at specific stages of her/his school life. (Near vision is affected.) 3. The child needs to be taught in a tactile medium i.e. Braille / Moon. 4. The child requires major modifications to and differentiation of the curriculum. 5. The child requires formal mobility training. 6. The child requires high levels of supervision and support to ensure safe and effective access to the National Curriculum at specific stages of his/her life. (Distance vision is affected.) <p>The child will require specialist equipment, resources and/or teaching (from a qualified teacher of the visually impaired) to ensure effective access to the National Curriculum.</p>

C BAND - HEARING STATUTORY ASSESSMENT CRITERIA

AGE	STATUTORY ASSESSMENT
Age 2 – 5 years	<p>This child has a confirmed hearing loss which has the potential to impact on the learning and development process. The child will have at least one of the following needs: Receptive and/or expressive spoken language has been significantly affected by the hearing loss. Sign support is required for the child to access learning and social opportunities. Educational achievement is likely to be affected to a significant degree.</p>
School Age	<p>These pupils will require modification of the listening/learning environment and/or provision of specialist equipment. In addition the pupil will have one or more of the following needs:</p> <ol style="list-style-type: none"> 1. Major modifications to the curriculum where spoken and written English are significantly below age-appropriate levels. 2. Direct support from a Teacher of the Deaf to ensure full access to a modified and differentiated curriculum through spoken or sign supported English. 3. Specific English teaching by a Teacher of the Deaf to ensure full access to the National Curriculum. 4. Direct support from a Deaf Instructor to ensure full access to a modified and differentiated curriculum through BSL. 5. Support from a Teacher of the Deaf to assess auditory functioning; to check and maintain hearing aids. 6. Support from a Deaf Instructor to raise self-esteem and promote awareness of Deaf Culture.

D BAND - PHYSICAL SKILLS STATUTORY ASSESSMENT CRITERIA

AGE	STATUTORY ASSESSMENT
2-5 years	<p>These are children who have a physical problem which means that they require all of the following:</p> <ol style="list-style-type: none"> 1. assistance to access the curriculum and all activities 2. assistance to ensure safety in the classroom, playground and/or toilet, 3. regular therapy
School Age	<p>These are children who require exceptional/additional support because of physical difficulties and demonstrate the majority of the following:</p> <ol style="list-style-type: none"> 1. Significant motor delay or deficit as demonstrated by performance on a range of curriculum based measures, e.g. movement around school, practical activities, tasks involving use of equipment, self help skills 2. Require modification to the majority of learning activities involving the use of motor skills, undertaken by other children of the same age. 3. The physical difficulties are interfering to a significant degree with the learning process. 4. Physical dependence on others for the majority of the school day. 5. Access to close supervision to ensure safety and/or physical wellbeing. 6. Access to regular assessment/advice from health professionals. 7. Regular therapy.

E BAND - COMMUNICATION AND INTERACTION STATUTORY ASSESSMENT CRITERIA

Notes for guidance

Children can be considered under any one of the four headings, Listening and Comprehension, Expression, Pronunciation or Pragmatics. Additional specific guidelines apply to most of these areas. To meet any of the criteria, children will already be known to the Speech and Language Therapy Service and have received at least 6 months intervention. Children can also be considered if they have a Specific Language Impairment but not before Year 1.

At all levels children are being compared to their year group/peers in *First Language* (not English as an additional language)

E BAND - COMMUNICATION AND INTERACTION STATUTORY ASSESSMENT CRITERIA SPECIFIC LANGUAGE IMPAIRMENT

Children are considered to have specific language impairment (SLI) if they have particularly low attainments in their understanding and expressive language skills, whilst showing greater attainments in most other Curriculum areas, in all age groups. Attainment in non-language Curriculum areas should be assessed in conjunction with the EP. These children should also be discussed with a Senior Colleague or Section Leader.

The criteria for SLI relate to Statutory Assessment only from Year 1 and are not available for Nursery or Reception children.

There is only one set of criteria for all age groups and the SLT's clinical judgement should be applied in all cases. It is expected that this will be clearly identified from SLT case notes and that a range of appropriate SLT assessments will have been used. Assessment should indicate functional language skills as opposed to mechanical, rote learning, and will often involve descriptive comments on the child's language skills as opposed to reliance on standardised scores.

Children can be considered for Statutory Assessment on E Band Specific Language Impairment where the child meets the criteria for their appropriate age, in at least one curriculum area in A Band at Level 1 as well as meeting the SLI criteria.

Children who have major learning difficulties and meet the A Band (General) Statutory Assessment criteria would not be considered under SLI.

E BAND - COMMUNICATION AND INTERACTION STATUTORY ASSESSMENT CRITERIA SPECIFIC LANGUAGE IMPAIRMENT

The first **4** criteria must be met **in addition** to 3 other criteria from those listed below

- **SPEECH SOUND OR** Language skills present as the pupil's **primary difficulty** in the absence of other sensory deficits, ie hearing and vision or global delay, ASC, behaviour. **HOWEVER SOME CHILDREN MAY HAVE SIGNIFICANT PRAGMATIC DIFFICULTIES AS PART OF THEIR LANGUAGE IMPAIRMENT.**
- Uneven language profile with one or more areas being significantly more developed than others. For example:
 - expression ahead of comprehension
 - confused word order within a sentence
 - difficulties learning specific concepts and/or difficulties **using** these concepts at a later stage.
- **EITHER** Significant discrepancy between language and non-verbal/cognitive skills with cognitive skills being better than language skills, **OR A SIGNIFICANT DISCREPANCY BETWEEN PRONUNCIATION AND OTHER AREAS OF LANGUAGE WHICH HAS NOT RESPONDED TO THERAPY.**
- Cognitive functioning must be confirmed by printouts provided by schools eg PIVATs/SATs/Teacher assessments
- Reasonable social interaction skills and motivated to interact, particularly younger children with SLI.
- Good rote learning skills in literacy and numeracy but unable to generalise or apply skills in practical problems/situations.
- **SPEECH PRODUCTION IS LABORIOUS.**
- Language processing is laborious and can be limited to concrete understanding.
- Significantly poor inferential understanding appropriate to their age, for example: verbal absurdities, idiom.
- Poor word skills, for example: may have good naming skills but unable to describe similarities/differences or classify vocabulary.
- Significant difficulties with formulation of sentences eg struggling with sentence structure, unusual word order, use of word endings, not following a delayed/immature pattern.
- Often respond better to practical 'hands on' learning, for example: science practical tasks.
- May demonstrate good attention and listening skills until they become tired (with the effort of language processing) or discouraged, when language used is too difficult for them.

E BAND - COMMUNICATION AND INTERACTION STATUTORY ASSESSMENT CRITERIA

- *Listening and Comprehension – all bullet points need to be present*
- *Expression – all bullet points need to be present*
- *Pronunciation – all bullet points need to be present*
- *Pragmatics (Social Use of Language) – two bullet points need to be present taking careful consideration of how the difficulties impact on the pupil's learning. These difficulties **must** be having a major impact on the pupil's learning or social inclusion, and must be the primary cause of difficult/hard to manage behaviour. It is expected that there will have been liaison with EP, EYSEN or SEN Officer (Autism).*

2 Year Olds Pre Nursery	<p><u>Listening and Comprehension</u></p> <ul style="list-style-type: none"> • Flit and/or show no interest in activities, even if they are adult directed. • Does not respond to spoken language. • Does not recognise simple everyday routines eg hanging coat up. • Easily overwhelmed by stimulation – may have a tantrum, hide or cover ears. <p><u>Expression</u></p> <ul style="list-style-type: none"> • No spoken language – has difficulty communicating needs in any ways. <p><u>Pronunciation</u></p> <ul style="list-style-type: none"> • Not appropriate at this level except in exceptional circumstances, eg Cerebral Palsy, Di George Syndrome <p><u>Pragmatics (Social Use of Language)</u></p> <ul style="list-style-type: none"> • Total lack of interest in communicating and contact with others. • Extremely difficult to manage, frequent tantrums, screaming and squealing. • Severe difficulties in adapting to new situations. • Unusual behaviours eg finger wriggling, hand flapping, noises.
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3-year-olds N1	<p><u>Listening and Comprehension</u></p> <ul style="list-style-type: none"> • Unable to settle to self-chosen activities unless at a very sensory level, eg pop-up/ musical toys • Unable to recognise routines unless very predictable/familiar, eg tidy up time, home time, story time. <p><u>Expression</u></p> <ul style="list-style-type: none"> • No spoken language but beginning to communicate in other ways, eg gesture, early vocalisation. <p><u>Pronunciation</u></p> <ul style="list-style-type: none"> • Unintelligible to familiar adults even in context. <p><u>Pragmatics (Social Use of Language)</u></p> <ul style="list-style-type: none"> • Total lack of interest in communicating with others. • Severe difficulty in adapting to new situations and responds better to routine situations • Unusual behaviours eg hand flapping, noises. • Extremely difficult to manage, frequent tantrums, screaming and squealing.
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E BAND - COMMUNICATION AND INTERACTION STATUTORY ASSESSMENT CRITERIA

- *Listening and Comprehension – all bullet points need to be present*
- *Expression – all bullet points need to be present*
- *Pronunciation – all bullet points need to be present*
- *Pragmatics (Social Use of Language) – two bullet points need to be present taking careful consideration of how the difficulties impact on the pupil's learning. These difficulties must be having a major impact on the pupil's learning or social inclusion, and must be the primary cause of difficult/hard to manage behaviour. It is expected that there will have been liaison with EP, EYSEN or SEN Officer (Autism).*

3-4 Year Olds N2	<p><u>Listening and Comprehension</u></p> <ul style="list-style-type: none"> • Unable to settle to even a self-chosen activity for more than a few minutes, flitting from one activity to another with little purpose. If directed by an adult are likely to have a tantrum. • Unable to understand more than single words at a time, eg “Give me the <u>book</u>”. <p><u>Expression</u></p> <ul style="list-style-type: none"> • Unable to express basic needs, eg toilet. • Unable to use more than single words – may not be communicating verbally or non-verbally. <p><u>Pronunciation</u></p> <ul style="list-style-type: none"> • Unintelligible to familiar adults even in context. <p><u>Pragmatics (Social Use of Language)</u></p> <ul style="list-style-type: none"> • Total lack of interest and awareness in communicating with others. • Unpredictable responses to routine situations, eg can clear a paint table with one swipe!! • Rigid adherence to routines often accompanied by jargon. Become disruptive if routine changes. • Prolonged settling time into new environments. • Unable to interpret non-verbal information, eg gestures, facial expression. • Unusual behaviours, eg hand flapping, noises etc
Reception	<p><u>Listening and Comprehension</u></p> <ul style="list-style-type: none"> • Unable to attend for more than five minutes on a self-chosen activity without support and cannot tolerate transfer to another activity by an adult. Unable to listen to songs, poems, stories or rhymes in a small group setting. • Unable to respond to language involving one descriptive concept of size (big/little), or position (in/on/under) eg ‘big table’/‘under the chair’. <p><u>Expression</u></p> <ul style="list-style-type: none"> • Unable to use meaningful 2-word sentences/phrases eg “Daddy gone”. <p><u>Pronunciation</u></p> <ul style="list-style-type: none"> • Unintelligible to familiar adults even in context. <p><u>Pragmatics (Social Use of Language)</u></p> <ul style="list-style-type: none"> • Total lack of interest and awareness in communicating with others. • Unpredictable responses to routine situations, e.g. can clear a paint table with one swipe!! • Rigid adherence to routines often accompanied by jargon. Become disruptive if routine changes. • Prolonged settling time into new environments. • Unable to interpret non-verbal information, eg gestures, facial expression. • Unusual behaviours, eg hand flapping, noises etc

E BAND - COMMUNICATION AND INTERACTION STATUTORY ASSESSMENT CRITERIA

- *Listening and Comprehension – all bullet points need to be present*
- *Expression – all bullet points need to be present*
- *Pronunciation – all bullet points need to be present*
- *Pragmatics (Social Use of Language) – two bullet points need to be present taking careful consideration of how the difficulties impact on the pupil's learning. These difficulties **must** be having a major impact on the pupil's learning or social inclusion, and must be the primary cause of difficult/hard to manage behaviour. It is expected that there will have been liaison with the EP.*

<p>KS1</p> <p>Year 1 and Year 2</p>	<p><u>Listening and Comprehension</u></p> <ul style="list-style-type: none"> • Unable to listen to instructions without adult support. • Unable to respond to more difficult concepts eg: Prepositions - behind, next to; size - long/short. • Unable to respond to simple “what, where” questions eg “What did you have for dinner?”. <p><u>Expression</u></p> <ul style="list-style-type: none"> • Unable to use meaningful 3-word phrases/sentences eg “look Daddy gone”.. • Unable to convey basic immediate needs. <p><u>Pronunciation</u></p> <ul style="list-style-type: none"> • Unintelligible to unfamiliar adults even in context, although peers may translate. <p><u>Pragmatics (Social Use of Language)</u></p> <ul style="list-style-type: none"> • Socially inappropriate behaviours eg hand flapping, making noises. • Rigid adherence to classroom routines eg always needs to take the same routes around the classroom and would become upset if a chair is in the way. • Has obsessional preference for topics of conversation and manipulates conversation on to them eg makes of car, hamsters, clocks. • Has superficially ‘perfect’ language but unable to use it in other than a rote manner. • Inappropriate social communication skills such as physical contact, topic obsession and excessively fluent but ‘empty’ language.
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E BAND - COMMUNICATION AND INTERACTION STATUTORY ASSESSMENT CRITERIA

- *Listening and Comprehension – all bullet points need to be present*
- *Expression – all bullet points need to be present*
- *Pronunciation – all bullet points need to be present Pragmatics (Social Use of Language) – two bullet points need to be present taking careful consideration of how the difficulties impact on the pupil's learning.*
- *Pragmatics (Social Use of Language) – two bullet points need to be present taking careful consideration of how the difficulties impact on the pupil's learning. These difficulties must be having a major impact on the pupil's learning or social inclusion, and must be the primary cause of difficult/hard to manage behaviour. It is expected that there will have been liaison with the EP.*

<p>KS2</p> <p><u>Years</u></p> <p><u>3 & 4</u></p>	<p><u>Listening and Comprehension</u></p> <ul style="list-style-type: none"> • Unable to assimilate verbal and visual information at the same time, eg: teacher discussion accompanying pictures and/or text. • Unable to apply previously learned basic concepts and knowledge to different situations, eg: solve simple numeracy problems using language. • Unable to understand questions involving “how?” or “what if?”. • Unable to understand key features from a story in order. • Unable to understand topic vocabulary without pre-teaching. • Unable to understand abstract vocabulary, eg smell, noise. <p><u>Expression</u></p> <ul style="list-style-type: none"> • Unable to use meaningful 5-word sentences with accurate word endings, word order and appropriate vocabulary eg “me go dinner”. • Unable to retell in sequence a simple story with 3 key points. • Difficulties remembering vocabulary when expressing themselves eg “get that thingy for me, you know that there over there”. <p><u>Pronunciation</u></p> <ul style="list-style-type: none"> • Unintelligible but able to make themselves understood on occasions eg when responding to closed questions or in a quiet environment. <p><u>Pragmatics (Social Use of Language)</u></p> <ul style="list-style-type: none"> • Inappropriate social communication skills affecting eye contact, turn taking, initiating/ closing conversations and staying on topic. • Rigid adherence to classroom routines eg always needs to take the same routes around the classroom and would become upset if a chair is in the way. • Has obsessional preference for topics of conversation and manipulates conversation on to them eg makes of car, hamsters, clocks. • Inappropriate noises eg squealing, humming in class.
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E BAND - COMMUNICATION AND INTERACTION

STATUTORY ASSESSMENT CRITERIA

- *Listening and Comprehension – all bullet points need to be present*
- *Expression – all bullet points need to be present*
- *Pronunciation – all bullet points need to be present Pragmatics (Social Use of Language) – two bullet points need to be present taking careful consideration of how the difficulties impact on the pupil's learning.*
- *Pragmatics (Social Use of Language) – two bullet points need to be present taking careful consideration of how the difficulties impact on the pupil's learning. These difficulties must be having a major impact on the pupil's learning or social inclusion, and must be the primary cause of difficult/hard to manage behaviour. It is expected that there will have been liaison with the EP.*

<p>KS2 <u>Years 5 & 6</u></p>	<p><u>Listening and Comprehension</u></p> <ul style="list-style-type: none"> • Unable to assimilate verbal and written information at the same time, eg: teacher discussion around a shared piece of text. • Unable to understand language of instruction without prompts and differentiation. • Unable to understand that words have multiple meanings eg: “jam” <ul style="list-style-type: none"> ○ strawberry jam, traffic jam. • Unable to understand that sequence is involved in their own story telling. • Inability to infer or predict information in a simple story eg what will happen next and understand why somebody might be unhappy. <p><u>Expression</u></p> <ul style="list-style-type: none"> • Unable to combine sentences using “and”, accurate word endings, word order, tenses and appropriate vocabulary. • Unable to create a simple story with 3 key points remembering and using concrete and abstract vocabulary. <p><u>Pronunciation</u></p> <ul style="list-style-type: none"> • Unintelligible but able to make themselves understood on occasions eg when responding to closed questions or in a quiet environment. <p><u>Pragmatics (Social Use of Language)</u></p> <ul style="list-style-type: none"> • Inappropriate social communication skills affecting ability to take the listener into consideration and giving appropriate level of information/details. • Makes literal interpretations of instructions (eg pull your socks up, don't fly off the handle) and needs significant adult support to interpret. • Obsessional interests interfering with learning and communication and need significant adult support to keep on task. • Inappropriate use of language in terms of volume, content or manner <ul style="list-style-type: none"> e.g. shouts personal comments e.g. gives excessive details e.g. obsessive about certain topics.
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E BAND - COMMUNICATION AND INTERACTION

STATUTORY ASSESSMENT CRITERIA

- *Listening and Comprehension – all bullet points need to be present*
- *Expression – all bullet points need to be present*
- *Pronunciation – all bullet points need to be present Pragmatics (Social Use of Language) – two bullet points need to be present taking careful consideration of how the difficulties impact on the pupil's learning.*
- *Pragmatics (Social Use of Language) – two bullet points need to be present taking careful consideration of how the difficulties impact on the pupil's learning. These difficulties **must** be having a major impact on the pupil's learning or social inclusion, and must be the primary cause of difficult/hard to manage behaviour. It is expected that there will have been liaison with the EP.*

<p>KS 3 & 4</p> <p>Year 7, Year 8 Year 9 Year 10 Year 11</p>	<p><u>Listening and Comprehension</u></p> <ul style="list-style-type: none"> • Fleeting attention and concentration. • Unable to follow familiar/routine instructions without adult support. • Marked difficulty in acquiring new concepts eg evaporation/division. • Unable to respond to questions involving - Why? How? What if? eg in science/reading book. <p><u>Expression</u></p> <ul style="list-style-type: none"> • Only able to convey basic needs with severely limited vocabulary. • Significant problems remembering, using and acquiring even everyday vocabulary. • Makes many grammatical errors even at simple sentence level, eg missing out words so meaning is lost. • Makes <u>many</u> sequential/organisational errors when developing an idea or explanation. • Unable to create a simple story or account with 4 key points or events. <p><u>Pronunciation</u></p> <ul style="list-style-type: none"> • Unintelligible but able to make themselves understood on occasions eg when responding to closed questions or in a quiet environment.. <p><u>Pragmatics (Social Use of Language)</u></p> <ul style="list-style-type: none"> • Socially isolated. • Unaware of needs/feelings of others or misinterpret them when others wouldn't. • Unaware of own social difficulties. • Shows repetitive/stereotypical behaviours eg repeatedly running from A to B. • Rigid adherence to rules or routines eg upset if not able to lay out equipment as usual. • Inappropriate use of language in terms of volume, content or manner <ul style="list-style-type: none"> e.g. shouts personal comments e.g. gives excessive details e.g. obsessive about certain topics. • Inappropriate non-verbal communication <ul style="list-style-type: none"> e.g. hugs peers/staff e.g. stares or avoids eye contact.
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F BAND - BEHAVIOUR, EMOTIONAL AND SOCIAL DEVELOPMENT STATUTORY ASSESSMENT CRITERIA

A pupil would meet these criteria if they meet all of the following:

- A Score of 60+ on the EBD scale with evidence to support the scoring.
- There is evidence of actions taken at Levels 1, 2 and 3 of the History of Support over a period of approximately 2 terms / 25 weeks.
- There is evidence of the involvement of outside agencies over a period of time. Included in this evidence is a report provided by an appropriate Service written in connection with the request for resources or for statutory assessment.

Examples of History of Support Level 1

Class teacher monitors behaviour, records concerns and actions taken. These should be in line with the whole school behaviour policy. Possible causes and concerns noted and dealt with where possible. Some differentiation of the curriculum where appropriate.

Examples of History of Support Level 2

Pastoral or SENCo referral.

Observations in class

Production of an IEP or IBP with monitoring arrangements

School may choose to use some of the following: target sheets, report cards, additional or differentiated rewards and consequences. Agreement with SENCo/HOY etc. that a pupil requires some small group support to supplement to whole class activities.

Problem solving with pupil, where appropriate

Examples of History of Support Level 3

Most aspects of levels 1 and 2 plus:

Development of a Pastoral Support Plan based on revised IEP in a secondary school or simply a revised IEP in a primary school.

Access to Learning Mentor in a secondary school or possible equivalent in a primary school.

Placement in a Learning Support Unit in a secondary school or possibly a nurture group in a primary school..

Withdrawal programme for short periods of learning support or social skills development

Small group support required in most lessons

A combination of 1 to 1 and small group support required in most lessons.

Evidence in terms of behavioural incidents, behaviour database etc. of continual and significant failure to respond to all behaviour support programmes. Where a school is using the Behaviour Database it would be expected to provide evidence of the frequency of behavioural incidents in support of ratings on EBD scale.

For a copy of the EBD Scale and instructions how to complete it refer to the F Band Funding Criteria section earlier in this handbook.