

City of York Banding Thresholds February 2018

**Physical and Health
Needs**

City of York Banding Thresholds

These Thresholds were developed with reference to the Special Educational Needs and Disability Code of Practice 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (July 2014)


Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:


- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**


This Threshold document refers to Physical and Health needs

Physical needs

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

	FUNDING	DESCRIPTOR Physical and Health Needs	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
0	Mains stream Element 1 £4K	<p>The CYP experiences needs which are managed well in a mainstream class</p> <p>Description of need:</p> <ul style="list-style-type: none"> • A child whose fine and/or gross motor skills are developing at a slower pace than his/her peers The child may appear clumsy, poorly coordinated and lack strength • A child who is having minor difficulties with daily living skills such as dressing, personal care, eating and drinking • A child whose mobility is affected by fatigue • A child whose verbal communication is affected by physical causes • A child who has a long term medical condition that is self managed and not life threatening • A child who is visually different, can be vulnerable to bullying or have low self esteem • They may not be physically impaired in any way 	<ul style="list-style-type: none"> • Schools key stage 1 to 4 assessments • Monitoring of CYP's response to positive feedback. • Observations by Teacher / class TA /KS Coordinator • Advice and support from the parents • Information from the child re their opinions and preferred strategies using person centered approaches • The school is proactive in identifying individual needs and monitors that action is taken • Risk assessment where appropriate 	<ul style="list-style-type: none"> • The teacher is responsible for the learning and progress of the CYP in the mainstream class • Quality First Teaching meets the needs of all pupils and includes: • Flexible grouping arrangements • Some differentiation of activities, materials and questioning • Resources and displays that support independence • Routine feedback to pupils • Environmental considerations are made to meet the needs of all CYPs • An understanding that the physical disability/medical need may have a wider impact on a child's social and emotional well being despite the apparent lack of obvious impairment • Consideration given to pupils individual learning style e.g. visual or kinesthetic • Awareness that a child may need more time to complete tasks and that equality of access may mean that they need to do some things differently • A range of alternative equipment may be useful - chunky pencils, adapted scissors, pencil grips etc. • Planning may need to include rest breaks or movement breaks • CYPs may need to leave classrooms and lessons before their peers to avoid crowded corridors/busy stair cases 	<p>The curriculum includes examples of diversity.</p> <ul style="list-style-type: none"> • The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all pupils • The wider curriculum promotes positive examples of diversity • Appropriate differentiation of task and teaching style • A broad and balanced curriculum is planned for all pupils • SEAL materials and interventions • Anti bullying is routinely addressed and pupils are confident in reporting incidents • Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate • Provision of an inclusive curriculum for all subject areas • Opportunities for social interaction between peers and the wider community of the school may need to be engineered to develop self esteem and confidence • Opportunities for additional experience to develop: gross motor, fine motor, visual perception, dressing, toileting 	<ul style="list-style-type: none"> • Quality First Teaching • A regularly updated SEN policy details the effectiveness of the arrangements for SEN in the school • A regularly monitored, reviewed and updated inclusion policy underpins practice • The school employs additional adults to support the needs of all pupils e.g. MSAs, Family Support Worker • To verify designated time is being allocated to Teaching Assistants for planning and liaison with teachers • All staff have received training on SEN and understand how to support with learning difficulties • Whole school CPD • School staff access LA training to keep informed on meeting the needs of CYPs • Peer mediators, peer mentors booklet • Writing a Case Study • Wave 1 Quality First Teaching Resource folder • To inform inclusive practice, staff make use of a wide range of resources such as "Busy Fingers" activities including those produced by the LA and by heath • Using Symbols to Support Learning & Communication" • Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice • Whole school inclusion policies and practice implemented consistently
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	FUNDING	DESCRIPTOR Physical and Health Needs	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
0	<p><i>Continued from previous page</i></p> <p>Mainstream Element 1 £4K</p>			<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"> • Questions to the child may need rephrasing to minimise the effort of replying • Opportunities for social interaction between peers and the wider community of the school may need to be engineered to develop self esteem and confidence • Use of teaching strategies that develop the independent learning of the CYP 	<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"> • School trips which are planned well in advance and take into consideration the needs of the CYP • Other school pastoral interventions could include <ul style="list-style-type: none"> * Meet and Greet * Circle Time * Peer mentoring * Buddy systems * Restorative Practice * ELSA support * Lunch clubs 	<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"> • School staff access general LA training regarding meeting the needs of CYPs with physical/medical disabilities • Main provision by practitioner in setting • General advice to school from the Specialist Teaching Team • Use of other relevant materials. • Use of playground buddies, peer mediators, peer mentors • Staff make use of a wide range of resources, including those produced within the LA*, to inform their inclusive practice • Use of guidance within relevant policies <ul style="list-style-type: none"> * Educational Visits Guidance * Managing Continence Guidance * Managing Medicines Guidance * Supporting Children with Physical Disability and Medical Needs • Ready Steady Go to PE booklet • Writing Handwriting booklet, Develop Fine Motor Skills booklet, Developing Visual Perception booklet • Using symbols to support learning and communication
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	FUNDING	DESCRIPTOR Physical and Health Needs	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
1 SEN Support	Mainstream Element 1 £4k + Element 2 £6k	<p>The CYP experiences low/moderate level difficulties which school resources can meet through time limited interventions and embedded strategies</p> <p>Description of need:</p> <ul style="list-style-type: none"> • A child who experiences fine and gross motor difficulties and whose physical condition varies from day to day • A child who experiences a physical difficulty recording their work • A child whose experiences difficulties with their core stability • A child whose mobility is moderately impaired and experiences difficulties on stairs and with spatial orientation and whose movements are unsteady in crowded areas and on uneven ground • A child with an unpredictable long term condition which sometimes affects their ability to access normal activities. They may experience fluctuating levels of pain and their school attendance may be affected • A child who may fail to make expected progress because of their physical limitations 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Observations by SENCO. • Use of a structured observation profile/outcome led planning tool to target differentiation with SMART targets that are reviewed and updated regularly • Pupil involved in setting and monitoring their own targets • Parents involved regularly and know how to support targets at home • An Individual Management Plan may be written (in consultation with parents) to share advice on successful strategies e.g. seating arrangements, position in classroom, preferred learning style may also need to reflect the changes in medical needs • Toilet protocol, plan and guidance to ensure privacy and dignity • School trips are planned well in advance and take into consideration the needs of the CYP 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Information about the CYP's difficulties is shared with relevant staff, in partnership with parents and including an relevant pupil profile • Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets • Access to a portable writing aid or the use of ICT for recording • Access to assistive software. • Adapted/modified equipment and teaching materials (e.g. spring loaded scissors) • Provide a range of communication methods (digital camera, voice recorder, symbol cards) • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Access to small group support. Group work to be planned and tailored to meet identified need and includes good role models • Teaching problem solving skills • Learning tasks differentiated by task and outcome to meet individual needs • Minimal assistance with personal care (dressing and hygiene) • Assistive technology software to minimise effort (on screen keyboards, Clicker, predictive text) • Structured and evaluated fine motor programmes (Its in the bag, Busy fingers etc • Structured and evaluated gross motor programmes (e.g. Fit to Learn, Beam, Jump Ahead) • May require supportive seating • They require minimal adult or peer support to collect or use equipment • Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Support/advice from SENCO. needs are highlighted to all staff with advice on support strategies provided and monitored by the SENCO/SLT • Additional adults routinely used to support flexible grouping • Access to targeted small group work with class TA • Access to intervention group work with TA, Learning Mentor or ELSA (Emotional Literacy Support Assistant) • Home-school communication book • Time for scheduled meetings with parents on a regular basis • School may consult the Specialist Teaching Team for advice on best practice • Additional adult (e.g. MSA/TA) for focused support during unstructured times e.g. lunchtime supervision/targeted extra-curriculum activities, supervision in the playground • STT can provide generic staff training on specific areas of PHN • It's In the Bag – fine motor & visual perception • Write from the Start – fine motor & visual perception
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1 SEN Support	<p><i>Continued from previous page</i></p> <p>Mainstream Element 1 £4k + Element 2 £6k</p>	<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"> • A child whose speech production is affected by breath control or impaired for physical reasons and finds it difficult to make themselves understood or too tiring to repeat themselves • A CYP who needs some assistance with personal care 				<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"> • Access to advice and training in specific programmes or ICT software • Fit to Learn • Advice from appropriate health professionals e.g. OT, SALT and Physio • Seating assessment from involved occupational therapist • Advice from specialist nursing services (arthritis, epilepsy, asthma, diabetes, anaphylaxis)
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2 SEN Support	<p><i>Continued from previous page</i></p> <p>Mainstream Element 1 £4k + Element 2 £6k</p>				<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"> • Trained support for moving and handling may be required. • Established and effective communications between CYP, teachers and parents/carers and other agencies involved • Educational visits are planned well in advance and risk assessments are in place, key staff have considered possible scenarios 	<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"> • Specialist equipment • Specialist training for equipment/medical interventions and management regimes. • Refresher Moving and Handling training (minimum 2 year intervals, ideally annually) • Schools should consider a MSP as appropriate

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3 EHCP	Mainstream Element 1 £4k + Element 2 £6k + element 3 (top up funding)	<p>The CYP has significant Physical and Health needs which impact on progress requiring long term involvement of educational and non-educational professionals as part of statutory assessment / EHC plan</p> <p>Description of need:</p> <ul style="list-style-type: none"> The CYP has a medical condition that impacts on personal hygiene; catheter, colostomy bags A CYP whose medical condition impacts on their school life A CYP whose needs impact on their access to practical activities and safety CYP has significant needs that require a considerable amount of therapy or medical interventions <p>Possibly some complexity of other needs</p>	<p><i>Band 0,1 and 2 plus</i></p> <ul style="list-style-type: none"> Specialist assessments e.g. by Specialist Teacher for PHN , Educational Psychologist, Physiotherapist, SALT, OT, CAMHS etc as part of statutory assessment / EHC plan Risk assessment to identify dangers and need for additional support Regular multi agency assessment and/or review of strategies and progress Review the EHCP annually when all agencies are involved in reflection and joint planning in partnership with CYPs and their parents/ carers Individual risk assessments as appropriate Involvement of educational and non-educational professionals as part of Annual Review Assessment and advice from CYC specialist teachers Moving and handling plans to reflect changes in condition or circumstances. ICT assessments Individual risk assessments for educational visits. Environmental audit 'Round Robins' to all staff to gain overview to inform planning 	<p><i>Band 0,1 and 2 plus</i></p> <ul style="list-style-type: none"> the class/subject teacher is responsible for the progress of the CYP within the mainstream class identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, taking into account the advice within the EHCP, annual review and advice from agencies production of differentiated materials in accordance with the advice from the specialist teacher Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans The use of specialist or adapted equipment/software where appropriate to access the curriculum Specialised modification of all teaching and learning styles and resources Careful timetabling to ensure a balance between educational and therapeutic needs Production of differentiated materials in accordance with the advice from the specialist teacher for Physical and Health needs 	<p><i>Band 0,1 and 2 plus</i></p> <ul style="list-style-type: none"> Individualised support to implement recommendations from support services e.g. STT, OT etc. if in EHCP Structured individual programmes Support to manage their medical condition Programmes to develop social interaction and emotional well being, as identified Advice and assessment of the use of specialist or adapted ICT to access the curriculum. Independent travel training to develop independence skills for the future where appropriate Significant modification/ differentiation of the curriculum Daily therapeutic programmes Support to manage AAC and to assist with training and programming where appropriate Support for social and emotional aspects of disability and/or serious medical conditions May require regular nursing/ medical intervention 	<p><i>Band 0,1 and 2 plus</i></p> <ul style="list-style-type: none"> SENCOs provide support to teacher and TAs and take responsibility for arranging appropriate specialist CPD and quality assuring the learning experience of the CYP Staff training in the use of specialist resources and medical procedures Adult support to facilitate social interaction, functional skills, support independence develop/ maintain attention skills, supervision in the playground Adults support to set up equipment, support CYP's management of it, and establish working routines Assistance is provided to manipulate equipment in some lessons e.g. in DT High level of multi-agency involvement: 'team around CYP', coordination of the involvement of a range of agencies, one of whom may fulfill the key worker role Time to work with the Specialist Teacher for joint planning with the CYP, family and other professionals. Opportunities for support staff to access specialist training regarding PHN and their impact on learning and social and emotional well being.
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3 EHCP	<p><i>Continued from previous page</i></p> <p>Mainstream Element 1 £4k + Element 2 £6k + element 3 (top up funding)</p> <p>February 2018</p>		<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"> Individual health care, plan and review 	<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"> Manage access arrangements for internal and external examinations and assessments. Teaching style and tasks are adapted to suit CYP's learning style. Access arrangements are the normal way of working in lessons <p>10</p>	<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"> Some site adaptation may be needed. School life may need to be modified to balance medical/educational needs. Manage access arrangements for internal and external examinations and assessments 	<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"> Staff who understand how to provide an appropriate environment and support for practical activities Work together with the child, parents and other professionals to identify priorities for the child's individual programme of work. Staff to work with small group and/or individual intervention. Encourage participation in activities organised by voluntary organizations Provision of specialist equipment. Sign post families and schools to a range of voluntary and statutory services regarding benefits, access to additional funding for non-educational activities Opportunities for the CYP to meet a PHN models where appropriate Access to mentor systems. Provide storage and facilitate maintenance for specialist equipment Facilitate production of differentiated materials in accordance with the advice from the specialist teacher for PHN support

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4 EHCP + alt	<p><i>Continued from previous page</i> Mainstream Element 1 £4k + Element 2 £6k + element 3 (top up funding) Or ERP</p>	<p><i>Continued from previous page</i> A CYP who may not have the physical skills to keep themselves safe</p>				<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"> • Support for programming a communication aid to support curriculum access and social interaction • Adult support to access an individualised curriculum • Adult support to set up equipment and establish working routines in most lessons • Oversight when moving between classrooms • Assistance with manipulating equipment in most lessons

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5 alt	Special School £10K & element 3	<p>The CYP experiences significant life long learning difficulties for which specialist provision and/or additional staffing is appropriate. These may be compounded by other co-existing needs</p> <p>A pupil who has significant medical needs</p> <p>A pupil who has regular palliative care.</p>	<ul style="list-style-type: none"> • Bands 0,1,2,3 and 4 plus: • Long term involvement of educational and non-educational professionals as part of Annual review/ EHC plan • Regular risk assessments to consider risks to self and others • Completion of assessments for consideration at SENAP and/or Joint Panel. All professionals agree that the CYPs needs can only be met with additional resources 	<i>Bands 0,1,2,3 and 4 plus:</i>	<i>Bands 0,1,2,3 and 4 plus:</i> Requires additional staff support to access learning in a specialist setting/mainstream due to high level of vulnerability presented by the CYP	<i>Bands 0,1,2,3 and 4 plus:</i> <ul style="list-style-type: none"> • Requires a higher ratio of staff support in a specialist setting due to high level of vulnerability presented by the CYP • Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS. • Links to parent school maintained where appropriate • Daily medical/nursing intervention • Palliative care services heavily involved

	FUNDING	DESCRIPTOR PHYSICAL MEDICAL	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
5b	Special School, specialist class, or package £10K & element 3	<p>The CYP is unable to attend school, special arrangements to access the curriculum are needed tailored to ability and access needs e.g. home tuition</p> <p>The CYP has highly significant complex needs</p>				

6	Out of area independent specialist provider	All of the above but the CYP has such complex needs in addition to their PHN that their needs cannot be met in a school within York, i.e. they attend a non-maintained educational or residential placement (Out of Area). This may also include support for health and social care issues.				
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