



## **City of York Council Ordinarily Available Provision**

### **What to expect in school**



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The City of York Thresholds have been 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 (2015).

The thresholds give detailed guidance on what ordinarily available provision is expected in early years settings, schools and colleges.

### 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**

We have developed the documents below in accordance with these areas of needs as follows:

Communication and interaction:

- [Speech, language and communication needs](#)
- [Autism](#)

Cognition and learning:

- [Cognition and learning](#)

Social, emotional and mental health difficulties:

- [Social, emotional and mental health difficulties](#)

Sensory and/or physical needs

- [Hearing impairment](#)
- [Physical disabilities and medical needs](#)
- [Visual impairment](#)

Provision for all within a local mainstream setting	<b>Level 0</b>	Universal provision, needs are well met through appropriate differentiation of the task, outcome and teaching style in a mainstream classroom
For children in mainstream schools who have needs greater than those of their peers	<b>Level 1</b>	Identified needs which are highlighted to all staff with advice on support strategies provided and monitored by SENCO / SLT
	<b>Level 2</b>	Identified needs that require additional specific provision and there may be a co-existence of secondary needs. At level 2 the learning provider may be seeking advice and support from other agencies from education, health and social care. A range of support is best coordinated through the use of a 'My Support Plan' which clearly identifies agreed outcomes and actions and is reviewed on a regular basis
Local specialist provision	<b>Level 2b</b>	Identified needs that have been assessed as requiring a highly specialist teaching and provision which may included small group work (Enhanced Resource Provision)
	<b>Level 3</b>	Significant primary needs which impact on progress requiring long term involvement of education and non-educational professionals as part of statutory assessment / EHC Plan and may possibly have some complexity of other needs. From level 3 onwards there will be increased multi agency involvement.
	<b>Level 4</b>	A range of significant issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication and cognitive.
	<b>Level 4b</b>	As above but with a personalised package of support requiring EOTAS provision or specialist teaching through an Enhanced Resource Provision
	<b>Level 5</b>	Significant life long learning difficulties for which specialist provision is appropriate. These may be compounded by other co-existing needs.
	<b>Level 5b</b>	Highly significant and complex life long needs requiring intensive specialist provision.
Out of area / residential provision in highly exceptional circumstances	<b>Level 6</b>	All of the above but the complex needs are such that they cannot be met in a school within York i.e. the CYP will attend a non maintained educational or residential placement (out of area). This may also include support for health and social care issues.