

Specific Allocation Funding Descriptors

DRAFT

SEN Funding Consultation November 2024

Mainstream & Locality School Community	Wider Support & Strategies - Local school Community	Additional	Adapted 1	Adapted 2	Adapted 3	Bespoke
Cognition and Learning Universal - HQIT Targeted Support - SEN Notional Budget	<p>Significant difficulties retaining skills and information, generalising skills, attention and concentration, reasoning, problem solving, staying on task.</p> <p>Sensory processing difficulties including auditory processing and visual necessitate alteration of the curriculum to enable a slower pace of learning with a more functional based curriculum.</p>	<p>Severe Learning Difficulties - extremely low (below the 1st percentile) range on standardised assessments. Progress is very slow despite intensive intervention.</p> <p>Significant challenges in making inferences, generalising, and transferring skills.</p> <p>Sensory processing issues, including auditory and visual processing, necessitate curriculum modifications to allow for a slower learning pace with a more functional curriculum over an extended period. The student requires a highly differentiated, multi-sensory, flexible, and graduated curriculum to support any progress in acquiring, consolidating, and retaining knowledge, learning, and skills.</p> <p>CYP will have a personalised and functional curriculum plan that also supports the development of social skills, communication, and engagement, and promotes independence. Implementing the plan will require close collaboration with professionals outside the school, such as educational psychologists, occupational therapists, specialist sensory support teams, and other health professionals.</p> <p>CYP will need most of their learning to take place in an adapted environment to reduce anxiety and/or improve listening and attention, maybe with the support of a trained adult to transition to mainstream classroom lessons when possible.</p> <p>There must be close and regular communication with the family and any professionals working with CYP to ensure consistency in approach and communication, and to reflect any necessary adjustments as CYP develops or their circumstances change.</p>	<p>Additional support may be needed in other areas of SEN, including mobility and coordination, communication, or the acquisition of self-help skills.</p> <p>Sensory seeking or avoiding behaviours limit engagement in learning and impact the entire school day but can be managed to support learning and the development of functional skills. In an adapted environment, CYP can maintain arousal and attention levels in a “just right state” for extended periods during the school day.</p> <p>Similar to the additional support, but the student requires an adapted environment for most or all of the school day.</p> <p>CYP will need an increased focus on developing social, emotional, and functional skills to build confidence and progress to an environment where they can begin to engage with learning.</p> <p>CYP will require significant repetition to learn and develop.</p> <p>Some daily therapies may be necessary, depending on CYP's other needs, which may be physical and/or sensory.</p> <p>The focus will be on developing communication skills, self-regulation, and independence, as well as physical coordination and skills.</p>	<p>Profound and Multiple Learning Difficulties Functioning at an early developmental level.</p> <p>CYP is unable to accomplish personal care, self-help, and independence skills throughout the early years, school, or college day.</p> <p>Attainment levels remain at an early developmental stage throughout their education.</p> <p>Sensory seeking or avoiding behaviours prevent any engagement in learning and impact the entire school day but can be managed for short periods to support the development of minimal functional skills. With support, the CYP can maintain arousal and attention levels in a “just right state” for only short periods.</p>	<p>.Adapted 2 plus additional needs in other areas of SEN (completely physically dependent, neurological, genetic, or other medical conditions resulting in profound needs in other areas of SEN). Additional needs must be at least at the Adapted 2 level.</p> <p>The child is unable to maintain arousal and attention levels, often being either in a low arousal state or an extremely distressed state, which prevents any engagement in learning.</p> <p>Sensory seeking or avoiding behaviours prevent any engagement in learning and impact the entire school day.</p>	<p>Bespoke package for exceptional level of adaptation (anticipated no: maximum of two or three per district per year). To be agreed through multi-disciplinary moderating process.</p>

	Mainstream & Locality School Community	Wider Support & Strategies - Local school Community	Additional	Adapted 1	Adapted 2	Adapted 3	Bespoke
Communication & Interaction - Speech and Language	Universal - HQT Targeted Support - SEN Notional Budget	<p>Moderate delay in expressive or receptive language and/or speech disorder.</p> <p>Language abilities are impaired to the extent that effective age-appropriate communication is not possible.</p> <p>Difficulties in understanding and following instructions affect learning, independence, and social interaction.</p> <p>Significant challenges in organising expressive language and making meaning clear.</p> <p>Difficulties in understanding longer instructions and those with more complex grammar and vocabulary.</p> <p>Persistent speech difficulties significantly impact intelligibility and literacy skills.</p> <p>Some single words may be clear, but connected speech remains poor. Speech may only be intelligible to familiar adults.</p>	<p>Severely limited expressive and receptive language and/or speech disorder, resulting in significant barriers to functional communication, learning, and social relationships.</p> <p>Uses basic verbal communication alongside non-verbal methods, which may be highly idiosyncratic, with speech intelligibility limited to familiar words used in context.</p> <p>The child may need support to engage in classroom communication and social interactions, with language difficulties significantly impacting learning across all subjects.</p> <p>The child may show signs of distress and confusion, likely to be misunderstood and respond inappropriately.</p> <p>The student will require a multi-disciplinary approach to build confidence in social communication, emotional regulation, and transactional support to successfully participate in learning and social activities. (Specifically - understanding routines and expectations, and developing the ability to express feelings, thoughts, and emotions to become more confident and independent).</p> <p>The student will need access to trained staff, with learning taking place for a considerable part of the day in smaller groups and an individualized curriculum plan developed with input from professionals such as Speech and Language Therapists, the Specialist Sensory Support team, Occupational Therapists, etc.</p> <p>The student will also require regular, focused, individualised, intensive interactive therapy and/or interventions.</p> <p>The student will need a “total communication environment” for some or much of their time, using alternative communication methods such as pictures, symbols, cue cards, Makaton, and possibly assistive technology.</p> <p>The student will need help to understand, anticipate, and cope with transitions, whether to mainstream classroom environments, different classes, different schools, or new experiences.</p> <p>Parental involvement in outcome-focused joint planning for their child is essential.</p>	<p>Severe language and/or speech difficulties significantly impact the ability to communicate effectively with anyone other than those most familiar to them, even with contextual support.</p> <p>Uses a combination of speech and augmented/assistive communication systems to express needs and choices.</p> <p>Similar to additional support, but the student will require a “total communication environment” for most or all of their time to understand and process language, regulate emotions, and learn. This involves using a range or combination of different methods tailored to the individual.</p> <p>There will need to be increased opportunities for learning through play, or for older children, through sports or other activities or projects of interest. Focus on developing self-management skills and delivering a life skills curriculum to support the transition into adulthood.</p> <p>The student may have other needs that will require support from professionals external to the school/provision.</p>	<p>Profoundly limited language skills; non-verbal with very limited or no understanding of language or other forms of communication.</p> <p>Dependent on assistive and augmentative systems to express their needs and wishes.</p> <p>Children and young people communicate through gestures, eye pointing, or symbols</p>	<p>Profoundly limited language skills; non-verbal with very limited or no understanding of language or other forms of communication, and difficulty using any supportive communication systems.</p> <p>Highly dependent on familiar adults to interpret their needs.</p>	<p>Bespoke package for exceptional level of adaptation (anticipated no: maximum of two or three per district per year). To be agreed through multi-disciplinary moderating process.</p>

	Mainstream & Locality School Community	Wider Support & Strategies - Local school Community	Additional	Adapted 1	Adapted 2	Adapted 3	Bespoke
Communication & Interaction – Social Communication	Universal - HQT	Targeted Support - SEN Notional Budget	<p>Limited functional and social communication skills impact the ability to engage in classroom activities.</p> <p>The child or young person (CYP) experiences distress when changing focus or moving between activities. CYP has difficulties understanding social and physical risks and their own vulnerability, with a severely limited ability to understand consequences and responsibility for actions. CYP does not show empathy.</p> <p>Difficulties expressing emotions may lead to distressed behaviours, increased anxiety, and episodes of heightened emotional states.</p> <p>Restricted/repetitive behaviours appear frequently enough to be noticeable to all and interfere with functioning in various contexts.</p> <p>CYP frequently and regularly engages in solitary activities that are unusually focused on a special interest.</p> <p>CYP presents with under (hypo) responsiveness and/or over (hyper) responsiveness to sensory input, which is likely to cause regular distress.</p> <p>CYP will require some level of adult support at various times during the day. Learning will need to take place in small groups or individually. Adult support is required to participate in mainstream lessons or larger group differentiated learning when appropriate/possible. Interventions need to focus on developing communication, engagement, attention, interaction, and emotional self-regulation, as well as independence and self-care.</p> <p>Access to a Total Communication environment will aid learning. CYP will need access to “safe/quiet spaces” and an acoustically suitable environment to self-regulate during times of high anxiety/emotional distress.</p> <p>Parents must be involved in outcome-focused individualized planning for their child.</p> <p>A Life Skills curriculum is required to develop skills for transitioning into adulthood.</p> <p>CYP will need help to understand, anticipate, and cope with transitions, whether to another class, school, or new experience.</p>	<p>Significantly limited social communication skills hinder the ability to manage emotions, causing regular high levels of distress and anxiety, which present significant barriers to learning.</p> <p>Rigid, repetitive, or obsessional behaviours make it difficult to engage in learning. These behaviours can lead to severe anxiety and distressed behaviour.</p> <p>Unable to reflect on the consequences of their behaviour on others, CYP approach others with little or no attention to their response and are unable to engage in most social activities.</p> <p>CYP presents with under (hypo) responsiveness and/or over (hyper) responsiveness to sensory input, causing regular and frequent distress.</p> <p>Similar to additional support, but CYP may have additional needs and require support from a wider range of external professionals.</p> <p>CYP will require an autism-friendly environment where they can learn, with transitions minimised.</p>	<p>Profoundly limited social communication skills impact all areas of learning and the ability to function within the educational setting throughout the day, including during social times.</p> <p>Persistently anxious or frustrated, leading to frequent and unpredictable behaviours that jeopardise the health and safety of themselves and others.</p> <p>Demand avoidant, distressed behaviours with high levels of anxiety severely disrupt learning.</p>	<p>Profoundly limited functional social communication skills result in daily, persistently high levels of distress and anxiety.</p> <p>Inability to tolerate any social interaction beyond meeting basic needs.</p> <p>Unpredictable, escalating, and prolonged distressed behaviours throughout the day that jeopardise the health and safety of themselves and others.</p> <p>Extremely high levels of anxiety impact their well-being and ability to engage in all contexts.</p> <p>Extreme sensory challenges throughout the day.</p>	<p>Bespoke package for exceptional level of adaptation (anticipated no: maximum of two or three per district per year). To be agreed through multi-disciplinary moderating process.</p>

	Mainstream & Locality School Community	Wider Support & Strategies - Local school Community	Additional	Adapted 1	Adapted 2	Adapted 3	Bespoke
Communication & Interaction – Social, Emotional and Mental Health	<p>Universal – HQIT</p> <p>Targeted Support - SEN Notional Budget</p>	<p>Regular difficulties that may involve aggression or create situations compromising their own safety and health.</p> <p>Significant challenges with concentration, engagement, and participation in learning.</p> <p>Low self-worth and a lack of resilience. When dysregulated, unable to access support.</p> <p>The child or young person (CYP) may have mental health needs, including attachment difficulties, leading to connection-seeking or avoidant behaviours. These may impact their ability to build and maintain successful relationships with adults and peers. Inability to self-regulate, leading to prolonged experiences of stress.</p>	<p>Regular difficulties involving impulsivity, unpredictability, and confrontations with peers or adults, which sometimes compromise the safety and health of themselves and others.</p> <p>Struggles to comply with requests from anyone other than a key adult.</p> <p>The child or young person (CYP) may have mental health needs that significantly impact learning and activities throughout the week.</p> <p>Mental health needs may create a need to feel in control to feel emotionally safe.</p>	<p>More frequent (daily) dysregulation involving confrontations with peers or adults, often compromising the safety and health of themselves and others.</p> <p>Struggles to accept requests, consequences, or engage in restorative practices.</p> <p>The child or young person (CYP) has mental health needs that significantly impact daily learning and all relationships with adults and peers.</p> <p>CYP has difficulty understanding and managing their emotions, exhibiting regular mood changes.</p>	<p>Frequent, intense, and prolonged dysregulation consistently compromises the safety and health of themselves and others.</p> <p>Unable to access coregulation.</p> <p>A persistent state of distress prevents engagement in most aspects of the curriculum.</p> <p>The child or young person (CYP) has complex, assessed mental health needs, such as attachment disorder or depression, which impact their daily life.</p>	<p>Very frequent and persistent (more than once per day) difficulties, often appearing impulsive with unidentified stressors, are difficult to manage even with specific, individualized intervention and co-regulation.</p> <p>Adaptive responses to stress focus on survival.</p> <p>Unable to engage in the curriculum or any other activities.</p> <p>At risk of significant harm.</p> <p>Has complex, chronic, and/or multiple mental health needs; this may include severe attachment disorder, depression, or severe anxiety, which impacts their daily life.</p>	<p>Bespoke package for exceptional level of adaptation (anticipated no: maximum of two or three per district per year). To be agreed through multi-disciplinary moderating process.</p>

	Mainstream & Locality School Community	Wider Support & Strategies - Local school Community	Additional	Adapted 1	Adapted 2	Adapted 3	Bespoke
Sensory and /or Physical – Vision	Universal - HQIT	Targeted Support - SEN Notional Budget					
		<p>Moderate vision impairments: 6/19-6/36 Snellen (LogMAR 0.6-0.78).</p> <p>Requires clear print and/or modified large print in point size N18-N24.</p> <p>May experience fluctuating functional vision in different educational environments.</p> <p>Curriculum access is not possible without significant mediation and/or adaptations of curriculum materials, requiring training to produce resources and additional support in practical subjects for safety.</p> <p>May need an assessment of mobility skills at transition points in their school career.</p>	<p>Severe vision impairment: 6/36-6/48 Snellen Eye Chart (LogMAR 0.8-1.00) – the young person can see what others might see at a distance of 36-46 meters only if they are within 6 meters of the object.</p> <p>Likely to need modified large print in point size N36.</p> <p>May have visual field loss.</p> <p>May have gradually deteriorating vision.</p> <p>Able to access the curriculum and buildings only with substantial adaptations of all learning materials, requiring training to produce resources. Specialist ICT and additional support in practical subjects will likely be necessary.</p> <p>May need an assessment of orientation, mobility, and habilitation skills.</p>	<p>Severe vision impairment 6/48-6/60 Snellen 0.9-1.0 LogMAR</p> <p>Will need modified large print point size 48</p> <p>Will need assessment of orientation, mobility and habilitation skills.</p>	<p>Profound impairment: Less than 6/60 Snellen (LogMAR 0.8-1.0).</p> <p>Will need modified large print in point size N48 or larger.</p> <p>Able to access the curriculum and buildings only with substantial adaptations of all learning materials, requiring training to produce resources, ICT, and additional support in practical subjects. May need some elements of Braille and tactile materials (e.g., diagrams).</p> <p>Will need orientation skills and may need an assessment for cane training and independent skills teaching.</p>	<p>Profound impairment: Less than 6/60 Snellen (LogMAR 1.02 and worse).</p> <p>Registered as severely sight impaired.</p> <p>Able to access information using braille/tactile methods, which require specialist training to produce resources.</p> <p>Will need to learn specialist Braille codes for Maths, Science, Music, and Languages, as well as the Literary Code.</p> <p>Able to access buildings and navigate the school only with regular and individualized formal teaching of orientation and mobility.</p>	<p>Bespoke package for exceptional level of adaptation (anticipated no: maximum of two or three per district per year). To be agreed through multi-disciplinary moderating process.</p>

	Mainstream & Locality School Community	Wider Support & Strategies - Local school Community	Additional	Adapted 1	Adapted 2	Adapted 3	Bespoke
Sensory and /or Physical – Hearing	Universal - HQIT	Targeted Support - SEN Notional Budget	<p>The deafness is very likely to be ‘Sensory-Neural’ or ‘Mixed’ in nature and is likely to be at a severe level. CYP may have Auditory Neuropathy.</p> <p>This results in the need for substantial differentiation and adaptation of material in all areas of the curriculum to ensure access.</p> <p>The hearing loss could be acquired, congenital, or progressive.</p> <p>A hearing aid is essential.</p>	<p>The deafness will be ‘Sensory-Neural’ or ‘Mixed’ in nature and is likely to be at a severe level. CYP may have Auditory Neuropathy or other complicating inner ear pathology.</p> <p>This results in the need for substantial individual differentiation and adaptation of materials in all areas of the curriculum to ensure access.</p> <p>Support may include the use of British Sign Language unless the CYP is following a specifically auditory/oral-only program of development. Hearing aids or Cochlear Implants are essential.</p>	<p>The deafness will be ‘Sensory-Neural’ or ‘Mixed’ in nature and is likely to be at a profound level . CYP may have Auditory Neuropathy or other complicating inner ear or auditory nerve pathology.</p> <p>All teaching and support are likely to involve the use of British Sign Language unless the CYP is following a specifically auditory/oral-only program of development.</p> <p>CYP can access the curriculum only with assistive devices and requires substantial mediation and/or adaptations of materials.</p> <p>Hearing aids, Cochlear Implants, Radio Aids, and access to excellent acoustic listening conditions are essential.</p>	<p>The deafness will be ‘Sensory-Neural’ or ‘Mixed’ in nature and is at a profound level. CYP may have Auditory Neuropathy or other complicating inner ear or auditory nerve pathology.</p> <p>All teaching and support will involve the use of British Sign Language unless the CYP is following a specifically auditory/oral-only program of development. CYP can access the curriculum only with assistive devices and requires substantial mediation and/or adaptations of materials.</p> <p>Hearing aids, Cochlear Implants, Radio Aids, and access to excellent acoustic listening conditions are essential.</p>	<p>Bespoke package for exceptional level of adaptation (anticipated no: maximum of two or three er district per year). To be agreed through multi-disciplinary moderating process.</p>

	Mainstream & Locality School Community	Wider Support & Strategies - Local school Community	Additional	Adapted 1	Adapted 2	Adapted 3	Bespoke
Sensory and /or Physical – Physical/Medical Needs	<p>Universal - HQIT</p> <p>Targeted Support - SEN Notional Budget</p>	<p>Physical needs can create safety concerns, and accessing the curriculum and environment may require adaptations of curriculum materials, or adaptive equipment.</p> <p>CYP demonstrates some independence in managing interventions necessary for their condition, such as personal care and movement.</p> <p>CYP uses mobility aids throughout the day with a degree of independence, such as a walking frame or wheelchair. CYP's physical and/or medical condition significantly affects their self-esteem, social interactions, and emotional regulation (refer to SEMH indicators).</p>	<p>Accessing the curriculum is not possible without significant mediation and adaptations of curriculum materials, such as scaffolding, to address physical or neurological difficulties that require support for recording.</p> <p>The child or young person (CYP) uses a mobility aid, specialist seating, or requires assistance with movement, positioning, personal care, and eating/drinking needs.</p> <p>The CYP has substantial communication and recording needs related to their physical disability.</p> <p>The CYP's physical and/or medical condition significantly affects their self-esteem, social interactions, and emotional regulation (refer to SEMH indicators).</p>	<p>CYP has significant physical, medical, or neurological conditions that affect all areas of independent learning and emotional wellbeing throughout the school day.</p> <p>The CYP has medical needs that necessitate regular reviews of their healthcare plans, which must be authorised by relevant medical professionals.</p> <p>The CYP experiences significant difficulties with communication, learning, and recording, requiring the use of assistive technology and Augmentative and Alternative Communication (AAC). CYP may be aware of their toileting needs and routine and can participate in some aspects of this. CYP will be able to manage some of their toileting, eating and drinking needs independently.</p> <p>The CYP's physical skills may fluctuate or deteriorate throughout the day. Assistance with Transfers:</p> <p>Transfers may require the use of hoisting.</p>	<p>CYP has a long-term and/or progressive condition and is entirely dependent on adult support for movement, positioning, and personal care, including eating and drinking.</p> <p>The CYP lacks independent seated stability.</p> <p>Transfers are likely to require the use of hoisting.</p> <p>The CYP has a severe physical disability that causes substantial communication difficulties, necessitating the use of augmentative or alternative communication aids and/or assistive curriculum devices.</p> <p>The CYP's medical needs are variable and can lead to frequent emergency situations.</p> <p>The CYP is unable to communicate verbally but may be able to communicate using specialist communication aids.</p>	<p>CYP has a profound, long-term, and progressive condition that is life-limiting. CYP requires total and complex support for mobility, personal care, positioning, movement, hoisting, and eating/drinking. CYP's healthcare needs necessitate highly structured and complex medical interventions authorised by medical professionals, with a high likelihood of requiring rapid staff response and the administration of emergency rescue medication. CYP is unable to communicate their needs and is entirely dependent on adult support for all intimate and self-care needs.</p>	<p>Bespoke package for exceptional level of adaptation (anticipated no: maximum of two or per district per year). To be agreed through multi-disciplinary moderating process.</p>