

<b>Visual Impairment (Ref. 6.34) Code of Practice)</b>	
<b>LEVEL 0</b>	<ul style="list-style-type: none"> <li>• Development is in line with the typically developing child or young person (CYP).</li> <li>• There may be fluctuations within the typical range.</li> <li>• Needs of CYP can be adequately met through Quality First Teaching and carefully considered differentiation.</li> <li>• The child may use glasses for refractive errors but the use of these will correct them.</li> </ul>
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• There may be difficulty with near or distance field vision but the difficulty will not be significant at this level of support and/or may be correctable with consideration to school and classroom environment.</li> <li>• CYP may have a restricted field of vision or vision impairment in one eye.</li> <li>• Colour blindness may be present. CYP may have patching for squints, monocular vision or may have fluctuating vision impairment.</li> <li>• Strategies, monitoring and advice from the specialist outreach team are required for the CYP to progress at an expected rate.</li> <li>• CYP may require additional equipment, such as a sloping desk or an iPad, to support learning.</li> <li>• They are likely to require learning resources in large print (font size 14-18) and/or different coloured paper.</li> </ul>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• CYP will have a bilateral visual impairment and will require differentiated visual materials with support. Typical profile for a level 2 pupil with vision impairment: NatSIP Criteria – Moderate vision loss less than 6/19 - 6/36 Snellen/Kay (0.5-0.78 LogMAR). CYP may have a restricted field of vision. This may include fluctuating visual impairment and/or deteriorating conditions.</li> <li>• The visual impairment may have been recently acquired, permanent or a late diagnosis.</li> <li>• CYP may require support to interact with adults and peers.</li> <li>• CYP may be required to learn to touch-type.</li> <li>• Specialist assistive technology may be required. They are likely to require enlarged print 18-24 print but may be able to access pictures and colours. They may require different coloured paper.</li> <li>• CYP requires ongoing support and intervention from outside agencies, including VI outreach service.</li> </ul>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• CYP will have a bilateral visual impairment. Typical profile for a level 3 pupil with vision impairment. NatSIP Criteria – Severe loss less than 6/36 - 6/120 Snellen/Kay (LogMAR 0.8 – 1.3)</li> <li>• CYP will have significantly impaired functional vision in the educational setting affecting the presentation of the curriculum and the school or classroom environment.</li> <li>• The CYP's presentation may be compounded by other problems such as visual field loss, ocular motor impairment, visual perception difficulties or the presence of degenerative visual conditions.</li> <li>• CYP's level of impairment may also significantly impact on their level of communication, interaction and emotional development and CYP is likely to need some level of additional support in these areas.</li> <li>• CYP will require printed materials to be modified to ensure access to learning. They will likely require enlarged materials of print size 24-36 and be unable to access pictures, graphs or diagrams visually without modification.</li> <li>• Strategies, monitoring and advice from VI outreach services are required for the CYP to progress at an expected rate.</li> <li>• CYP requires long term support for the majority of the day in all areas of school and everyday life (e.g. attending extra- curricular activities).</li> <li>• The CYP may be unlikely to have or to be able to interpret appropriate non-verbal communication and will require support with communication and interaction.</li> <li>• CYP may need mobility, orientation and independent living skills training. CYP may be a cane user.</li> </ul>
<b>LEVEL 4</b>	<ul style="list-style-type: none"> <li>• CYP will have a bilateral visual impairment. Typical profile for a level 4 pupil with vision impairment. NatSIP Criteria –Profound loss – Less than 6/120 Snellen/Kay (LogMAR 1.32+).</li> <li>• The CYP may have little functional sight or be educationally blind and their needs will be permanent and long-term due to the nature of their condition. This will significantly impact on their learning, communication and social and emotional development.</li> <li>• The CYP may have a multi disability and visual impairment (MDVI).</li> <li>• The CYP's presentation will be compounded by other factors such as visual field loss, ocular motor impairment, visual perception difficulties or the presence of degenerative visual conditions.</li> <li>• CYP is likely to use print size larger than N36 or be Braille users or require other tactile teaching methods and explanation to understand all new concepts.</li> <li>• The CYP will require use of specialist equipment and training to use it.</li> <li>• Strategies, monitoring and advice from VI outreach services are required for the CYP to make progress.</li> <li>• CYP requires support for the entire day all in areas of school and everyday life (e.g. attending extra- curricular activities).</li> <li>• The CYP will be unlikely to have or to be able to interpret appropriate non-verbal communication and will require support with communication and interaction</li> <li>• CYP will need mobility, orientation and independent living skills training. CYP may be a cane user.</li> </ul>

<b>Hearing Impairment (Ref. 6.34 Code of Practice)</b>	
<b>LEVEL 0</b>	<ul style="list-style-type: none"> <li>Hearing is in line with the typically developing child or young person (CYP).</li> <li>There may be fluctuations within the typical range and CYP may experience short term loss (e.g. glue ear) but no long term impact is seen.</li> <li>Needs of CYP can be adequately met through Quality First Teaching and short term, carefully considered differentiation.</li> <li>CYP may have an identified unilateral or bilateral hearing impairment (sensorineural or fluctuating conductive) and CYP will have been referred to the specialist teacher team but this will have no impact on their attainment and progress in school.</li> <li>CYP may use hearing aids.</li> </ul>
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>CYP will have an identified unilateral or bilateral hearing impairment (sensorineural, permanent or fluctuating conductive) which will impact on their attainment and progress.</li> <li>Hearing impairment may impact on the CYP's development within language, thinking and literacy development and interaction and social development.</li> <li>Strategies, monitoring and advice from the specialist outreach team are required for the CYP to progress at an expected rate.</li> <li>CYP may use hearing aids.</li> <li>If CYP has hearing aids they may also have support from a radio aid/sound-field system.</li> <li>Key family and staff members will need to be trained in using and maintaining the equipment.</li> <li>CYP may need support in developing their independence in maintaining their equipment.</li> </ul>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>CYP will have an identified Moderate (NatSIP Criteria: 41 – 70 dBHL) bilateral hearing loss (sensorineural, conductive or mixture) or Auditory Neuropathy/Dysynchrony Spectrum Disorder. CYP will have been referred to the specialist teacher team.</li> <li>CYP will use hearing aids and may also have support from a radio aid/sound-field system.</li> <li>CYP will require additional support to become an independent user of their equipment.</li> <li>Direct impact seen within some other areas of development such as language, thinking and literacy development and interaction and social development.</li> <li>CYP may require support to understand their own needs and develop a sense of self.</li> <li>The hearing impairment may have been recently acquired, permanent or a late diagnosis.</li> <li>CYP requires ongoing support and intervention from outside agencies, including HI outreach service.</li> </ul>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>CYP will have Severe (NatSIP Criteria: 71-95 dBHL) bilateral hearing loss (sensorineural or mixed) or Auditory Neuropathy/Dysynchrony Spectrum Disorder. CYP will have been referred to the specialist teacher team.</li> <li>CYP will be using or have been recommended to use hearing aids and/or cochlear implant with support of radio aid.</li> <li>Direct impact is seen within several other areas of development such as language, thinking and literacy development and interaction and social development.</li> <li>CYP may benefit from total communication methods- e.g. BSL/ SSE in conjunction with oral/ aural methods.</li> <li>On-going long term intervention needed to support development of CYP with specific focus on the impact their hearing impairment has had on the majority or all areas of their school life.</li> <li>CYP requires support for the majority of the school day in all areas of school life.</li> <li>CYP requires intervention and advice from external agencies or professionals to progress at an expected rate.</li> </ul>
<b>LEVEL 4</b>	<ul style="list-style-type: none"> <li>Profound (NatSIP Criteria: in excess of 95 dBHL) bilateral hearing loss (sensorineural or mixed) or Auditory Neuropathy/Dysynchrony Spectrum Disorder. CYP will have been referred to the specialist teacher team.</li> <li>CYP will be using or have been recommended to use hearing aids and/or cochlear implant with support of radio aid.</li> <li>CYP will require on-going, long term intensive support in maintaining and using their equipment which may not be possible in all cases.</li> <li>CYP may use BSL as their primary language and may require alternative forms of communication as well, e.g. PECS or a speech to text device.</li> <li>CYP may require a communication aid such as a translator to access all lessons.</li> <li>Direct impact seen within all areas of development such as language, thinking and literacy development and interaction and social development.</li> <li>On-going long term intervention needed to support development of CYP with specific focus on the impact their hearing impairment has had on all areas of their school life.</li> <li>CYP requires support for the entire day all in areas of school and everyday life (e.g. attending extra- curricular activities).</li> <li>The CYP will require use of specialist equipment and training to use it. Strategies, monitoring and advice from HI outreach services are required for the CYP to make progress.</li> </ul>

<b>Physical Difficulties (Ref. 6.34/6.35 Code of Practice)</b>	
<b>LEVEL 0</b>	<ul style="list-style-type: none"> <li>• Physical development in line with the typically developing child or young person (CYP).</li> <li>• Needs of CYP can be adequately met through Quality First Teaching and carefully considered differentiation.</li> </ul>
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• CYP can move and position themselves independently but may have stability and/or gross/fine motor coordination difficulties.</li> <li>• CYP's mobility may also be affected and they may display low levels of stamina.</li> <li>• CYP may benefit from low-level assistance to access the curriculum or self-help routines.</li> <li>• CYP is independent with many areas of self-care but not all.</li> <li>• CYP may need support with self-medication in school.</li> <li>• CYP may have persistent minor health problems requiring increased monitoring.</li> </ul>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• CYP can independently transfer to and use a wheelchair when needed.</li> <li>• CYP regularly uses a wheelchair/mobility aids to move independently where possible.</li> <li>• CYP's difficulties can directly limit some aspects of self-care (e.g. use of a hoist).</li> <li>• Neurological factors associated with impairment also impact on independent learning and approach to self-care more frequently.</li> <li>• CYP requires ongoing support from outside agencies.</li> </ul>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• CYP has significant long-term physical disability/disabilities which impacts on all areas of life.</li> <li>• Young person requires adult assisted or power assisted wheelchair mobility.</li> <li>• CYP's physical skills may fluctuate or deteriorate during the day.</li> <li>• Disability significantly limits the range of independent self-care possible.</li> <li>• Neurological factors linked to specific physical impairments may also frequently impact on many areas of independent learning and independent self-care.</li> <li>• CYP requires ongoing and long-term involvement from specialist medical professionals.</li> </ul>
<b>LEVEL 4</b>	<ul style="list-style-type: none"> <li>• CYP has no independent seated stability. Transfers require a hoist and may require 2:1 adult support at times for hoisting and toileting.</li> <li>• CYP is not able to independently meet personal care needs (including toileting, dressing, and nutrition).</li> <li>• CYP may not be able to communicate verbally without high levels of adult support/ high level use of assistive technology access in all key areas of need.</li> <li>• Neurological factors associated with some impairment have a severe impact on learning and functioning.</li> <li>• CYP suffers from increased fatigue, hospital visits and essential medical/therapy treatment.</li> <li>• CYP has highly structured individual health care plan and specialist support to meet health care needs.</li> <li>• CYP's conditions require fast staff response and administration of emergency rescue medication (e.g. epilepsy medication).</li> <li>• CYP has been referred for support and intervention from outside agencies, such as the nursing team or physio, and the use of specialist equipment to access education.</li> <li>• CYP has extremely complex needs requiring the complete integration of services and 24h medical support to be able to access any form of education.</li> </ul>

<b>Speech and Language (Ref. 6.28/6.29 Code of Practice)</b>	
<b>LEVEL 0</b>	<ul style="list-style-type: none"> <li>• Speech, language and communication skills are in line with the typically developing child or young person (CYP).</li> <li>• There may be some age appropriate developmental differences, particularly in young children where certain speech sounds /language/understanding of concepts can be later in developing.</li> <li>• Needs of CYP can be adequately met through Quality First Teaching and carefully considered differentiation.</li> </ul>
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• CYP has difficulties in any combination of the following areas which impact on their learning: <ul style="list-style-type: none"> <li>➤ Speech production</li> <li>➤ Use of spoken language</li> <li>➤ Understanding of spoken language</li> <li>➤ Sentence structure and grammar</li> <li>➤ Language processing and response speed</li> <li>➤ Listening and attention</li> <li>➤ Word finding skills</li> <li>➤ Accuracy in decoding / word reading / spelling</li> <li>➤ Accuracy in understanding Maths concepts</li> <li>➤ Memory skills</li> <li>➤ Social communication skills (see descriptors for social communication)</li> <li>➤ Non-verbal communication skills</li> <li>➤ Understanding of non-literal language</li> <li>➤ Confidence and self-esteem as a communicator</li> </ul> </li> </ul> <p>It should be recognised that any break in the communication chain impacts on everything that follows, so a difficulty at any level in the chain can create a significant speech and language difficulty.</p>
<b>LEVEL 2</b>	<p>Moderate difficulties in any of the areas provided at Level 1 plus:</p> <ul style="list-style-type: none"> <li>• CYP's progress is significantly slower than that of their peers and there is evidence of an increasing gap between them and their peers despite access to appropriate learning opportunities and support.</li> <li>• CYP requires ongoing support and advice from Speech and Language professionals.</li> </ul>
<b>LEVEL 3</b>	<p>Severe difficulties in any of the areas provided in Level 1 plus:</p> <ul style="list-style-type: none"> <li>• CYP is likely to need an understanding and use of augmented language resources (such as Makaton / PECS).</li> <li>• CYP requires ongoing support and advice from Speech and Language professionals in order to make progress.</li> <li>• Support is required several times a day for the CYP to be able to communicate.</li> </ul>
<b>LEVEL 4</b>	<p>Severe and profound difficulties in any of the areas provided in Level 1 plus:</p> <ul style="list-style-type: none"> <li>• Significant impact on CYP's independent life skills.</li> <li>• Limited or no progress from targeted sessions.</li> <li>• Little or no impact from use of augmented language resources (such as Proloquo2go).</li> <li>• Support and/or differentiation required in every lesson.</li> <li>• Support is required throughout the day for the CYP to be able to access learning.</li> </ul>

<b>Social Communication (Ref. 6.28/6.29 Code of Practice)</b>	
<b>LEVEL 0</b>	<ul style="list-style-type: none"> <li>• Development in line with the typically developing child or young person (CYP).</li> <li>• Needs of CYP can be adequately met through Quality First Teaching and carefully considered differentiation.</li> </ul>
<b>LEVEL 1</b>	<p>CYP demonstrates mild difficulties with social communication. CYP may require access to an additional adult at targeted times to support them to:</p> <ul style="list-style-type: none"> <li>• identify as part of a peer group and work/play with them</li> <li>• expand their interests to incorporate the curriculum and support relationship building</li> <li>• initiate social interactions and develop/maintain friendships</li> <li>• develop an understanding of social cause and effect, self and self-other awareness in a social skills group</li> <li>• cope with transitions between activities and other changes</li> <li>• organise and plan, CYP's independence is hampered without this support</li> <li>• communicate their feelings, wishes and needs</li> <li>• manage mild hypo/hyperactivity to sensory input, by supporting appropriate self-soothing/related behaviours</li> </ul>
<b>LEVEL 2</b>	<p>CYP demonstrates moderate difficulties with social communication. The CYP needs a significant amount of individual or small group support to:</p> <ul style="list-style-type: none"> <li>• spend time working/playing alongside a small group of peers</li> <li>• expand their interests during structured parts of the school day</li> <li>• engage in some social and unstructured activities</li> <li>• develop an understanding of social cause and effect, self and self-other awareness in a social skills group and with individual support</li> <li>• calm daily anxieties, despite the appropriate preparation and informed strategies in place</li> <li>• help to engage with daily routines and independence skills</li> <li>• communicate their feelings, wishes and needs - this may involve key adults and alternative individual communication tools, e.g. pictures / symbols</li> <li>• manage hypo/hyperactivity to sensory input</li> </ul>
<b>LEVEL 3</b>	<p>CYP demonstrates severe difficulties with social communication. The CYP requires a high level of support to:</p> <ul style="list-style-type: none"> <li>• spend some time working/playing alongside a partner</li> <li>• expand their interests for some of the day</li> <li>• engage in some social activities linked with their interests</li> <li>• understand that they have similarities and differences from a partner</li> <li>• co-regulate high levels of anxiety on a daily basis which can have a negative impact on their experience of school</li> <li>• help to engage with appropriate individual strategies and tools to support organisation and self-help skills</li> <li>• use augmented communication systems, e.g. PECs to support communication</li> <li>• manage very high levels of hypo/hyperactivity to sensory input, which preoccupies the CYP most of the time</li> </ul>
<b>LEVEL 4</b>	<p>CYP demonstrates severe and profound difficulties with social communication. The CYP requires high level, intensive support to:</p> <ul style="list-style-type: none"> <li>• spend some time in the same vicinity as peers working on a similar themed task or equipment</li> <li>• help the CYP make meaning from and develop their interests where they are constantly overwhelmed by an adult-led agenda</li> <li>• allow an adult to engage with them in their activity</li> <li>• co-regulate high levels of anxiety in all contexts which can have a negative impact on their experience of school</li> <li>• understand that they are a separate person from a key adult</li> <li>• manage great distress where the CYP is extremely sensitive to any perceived or actual circumstance</li> <li>• complete routine tasks and personal organisation in order to access school life</li> <li>• interpret and encourage communication which may include augmented communication devices or systems</li> <li>• manage extremely high levels of hypo/hyperactivity to sensory input which preoccupies the CYP constantly</li> </ul>

<b>Cognition and Learning (Ref. 6.30/6.31 Code of Practice)</b>	
<b>LEVEL 0</b>	<ul style="list-style-type: none"> <li>• Development in line with the typically developing child or young person (CYP).</li> <li>• The CYP is working generally within or just below age related expectations.</li> <li>• Needs of CYP can be adequately met through Quality First Teaching and carefully considered differentiation.</li> <li>• Some difficulties with learning may take place including some misconceptions and/or taking longer to understand new concepts.</li> <li>• Difficulties may be specific to one aspect of learning or across the curriculum.</li> </ul>
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• CYP is working below age related expectations and is likely to be performing at below the 10<sup>th</sup> centile on at least one standardised assessment of academic performance.</li> <li>• CYP is unable to independently access the National Curriculum at an age expected level in at least one area; from KS2 onwards CYP is likely to be working on NC expectations at least 2 years below chronological age.</li> <li>• CYP's progress is significantly slower than that of their peers and fails to close the attainment gap in one or more areas of learning despite access to appropriate learning opportunities and support.</li> <li>• CYP may find it hard to develop age appropriate understanding of concepts and logical thought.</li> <li>• CYP demonstrates difficulties in the acquisition and use of key English and /or maths skills.</li> <li>• CYP may find it hard to keep up with the pace of curriculum delivery.</li> <li>• CYP may require access to an additional adult at targeted times to support curriculum access and progress.</li> </ul>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• CYP is working significantly below age related expectations and is likely to be performing at below the 5<sup>th</sup> centile on at least one standardised assessment of academic performance.</li> <li>• CYP is unable to independently access the National Curriculum at an age expected level in at least one area; from KS2 onwards CYP is likely to be working on NC expectations at least 3 to 4 years below chronological age.</li> <li>• CYP's progress is significantly slower than that of their peers and there is evidence of an increasing gap between them and their peers despite access to appropriate learning opportunities and support.</li> <li>• CYP demonstrates significant difficulties in the acquisition and use of key English and / or maths skills which are likely to impact on access to other curriculum areas.</li> <li>• CYP will require access to an additional adult to access the curriculum in targeted lessons.</li> <li>• CYP has difficulties with age appropriate understanding of concepts and logical thought which limits access to the curriculum.</li> <li>• CYP has difficulties in retaining learning from targeted sessions.</li> <li>• CYP has persistent difficulties in following and/or engaging in appropriate differentiated class-based, small group or 1:1 learning experiences</li> <li>• There may be co-existence of secondary needs.</li> <li>• CYP may have difficulties with independence and organisation.</li> <li>• Difficulties may affect self-esteem and cause frustration.</li> <li>• Learning may be inconsistent or incomplete in CYP with specific difficulties.</li> </ul>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• CYP is working significantly below age related expectations and is likely to be performing at below the 2<sup>nd</sup> centile on at least one standardised assessment of academic performance.</li> <li>• CYP is unable to independently access the National Curriculum at an age expected level in at least one area; from KS2 onwards CYP is likely to be working on NC expectations at least 4 to 5 years below chronological age.</li> <li>• CYP's progress is significantly slower than that of their peers and there is evidence of a wide and increasing gap between CYP and their peers despite access to appropriate learning opportunities and support sustained over time.</li> <li>• CYP demonstrates severe and persistent difficulties in the acquisition and use of key English and/or maths skills which impact on access to other curriculum areas.</li> <li>• CYP is unable to follow and/or engage in appropriate differentiated class-based or small group learning experiences without targeted adult support; additional adult support is required for the majority of lessons for the CYP to be able to access learning.</li> <li>• CYP has significant difficulties with concept development and logical thought which limits access to appropriately differentiated curriculum.</li> <li>• CYP is unable to retain learning from targeted sessions without considerable repetition.</li> <li>• CYP's difficulties with attention impede access to learning.</li> <li>• There are likely to be co-existence of secondary needs.</li> <li>• CYP will have significant difficulties with independence and organisation.</li> <li>• Difficulties are likely to affect self-esteem and cause frustration.</li> <li>• Learning will be inconsistent or incomplete in CYP with specific difficulties.</li> </ul>

<b>LEVEL 4</b>	<ul style="list-style-type: none"><li>• CYP's academic attainments cannot be measured using standardised assessments for the majority of the school career.</li><li>• CYP experiences complex and life-long learning difficulties which affects every area of development and functioning.</li><li>• CYP requires specialised and personalised programmes of support and care by staff with a high level of expertise.</li><li>• Learning difficulties co-exist with other areas of need such as physical needs.</li><li>• CYP requires high level of adult support and specialised provision throughout the school day to be able to access any areas of learning, despite strategies to promote independence.</li></ul>
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<b>Social Emotional and Mental Health (Ref. 6.32/6.33 Code of Practice)</b>	
<b>LEVEL 0</b>	<ul style="list-style-type: none"> <li>• Development in line with the typically developing child or young person (CYP).</li> <li>• CYP engages successfully in learning and general school life for majority of the time.</li> <li>• CYP is able to maintain stable social, emotional and mental health, responding to strategies and support.</li> <li>• CYP may experience some difficulties in the areas of social skills, empathy, expression of feelings, motivation, self-awareness that is managed through school policies.</li> <li>• CYP responds appropriately to school policy and rewards for majority of the time.</li> <li>• CYP may encounter transitions and changes to life situations which may require a differentiated approach for a small length of time.</li> </ul>
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• CYP demonstrates mild difficulties in maintaining stable social, emotional and mental health. There are difficulties in any of the following areas: <ul style="list-style-type: none"> <li>➤ Social skills</li> <li>➤ friendships</li> <li>➤ relationships with adults</li> <li>➤ empathy</li> <li>➤ expression of feelings</li> <li>➤ motivation</li> <li>➤ fear of failure</li> <li>➤ low self-esteem</li> <li>➤ attendance</li> <li>➤ self-regulation</li> <li>➤ self-awareness</li> <li>➤ Organisation of learning</li> </ul> </li> <li>• CYP may find it hard to develop the age appropriate behaviour for learning skills needed to focus, start and complete tasks.</li> <li>• CYP's actions may interrupt the learning of others. This may be in certain areas only and sporadic.</li> <li>• CYP may find it hard to express themselves emotionally and let others know how they are feeling.</li> <li>• Difficulties with managing emotions might manifest in inappropriate ways, for example disruptive and or disturbing behaviours, minor risk of self-harming or withdrawal / isolation but this can largely be managed in the school environment with appropriate support and strategies.</li> <li>• CYP usually responds to school's effective behaviour management policy consistently implemented in the classroom.</li> <li>• CYP responds to targeted support arrangements and rewards for the majority of time.</li> <li>• CYP may require access to an additional adult at targeted times to support curriculum access or emotional regulation.</li> <li>• CYP responds to close modelling and external rule reinforcement from an adult.</li> </ul>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• CYP has significant and/or persistent difficulty in one or more of the 12 Social, Emotional and Mental Health descriptors from Level 1 and which regularly (e.g. at least 2x a week) cause barriers to learning. These may be linked to the following: <ul style="list-style-type: none"> <li>➤ withdrawal or isolation</li> <li>➤ challenging, disruptive or disturbing behaviour</li> <li>➤ difficulties with learning or communication</li> <li>➤ mental health difficulties such as anxiety or depression, hidden behaviours such as self-harming (actual/threats), substance misuse, eating disorders or physical symptoms that are medically unexplained</li> <li>➤ attention deficit hyperactive disorder (ADHD), ADD, ODD, ASD or PDA</li> <li>➤ attachment difficulties</li> <li>➤ trauma, domestic violence, abuse and neglect as well as issues such as housing, family or other domestic circumstances</li> <li>➤ inability to communicate their emotional and social needs in a way that is socially appropriate compared to their peers</li> <li>➤ difficulties in making and maintaining friendships, relationships with children and or adults which may include bullying</li> <li>➤ verbal and physical aggression as a result of difficulties in self-regulating emotional responses</li> <li>➤ difficulty in complying with reasonable requests from adults and whole school expectations</li> <li>➤ verbal and physical aggression as a result of difficulties in self-regulating emotional responses</li> <li>➤ depressed and uncommunicative</li> <li>➤ high levels of anxious/obsessive behaviour (OCD)</li> <li>➤ low self-esteem</li> </ul> </li> <li>• CYP may have particular difficulty in focusing on task and require repeated adult re direction. Progress is inhibited.</li> </ul>



	<ul style="list-style-type: none"> <li>• CYP is unable to respond to the school's effective behaviour management policy consistently implemented in the classroom without a high level of additional support.</li> <li>• CYP inconsistent with their response to targeted support arrangements and rewards.</li> <li>• CYP inconsistent in their response to close modelling and external rule reinforcement from an adult.</li> <li>• CYP requires access to an additional adult to support curriculum access or emotional regulation.</li> </ul>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• CYP has severe and / or persistent difficulties in any two or more of the areas of the SEMH descriptors at Levels 1 or 2 and which on a frequent basis (e.g. daily) cause significant barriers to learning. This may link to the following: <ul style="list-style-type: none"> <li>➤ Attachment difficulties: the case history should demonstrate evidence of long term, severe and unusual attachment difficulties.</li> <li>➤ Trauma: there is evidence from professionals of substantial trauma experienced by the child or young person, acting as a barrier to learning and making relationships.</li> <li>➤ Verbal and physical aggression as a result of being unable to self-regulate emotional responses.</li> <li>➤ Refusal to comply with reasonable requests from adults and whole school expectations.</li> </ul> </li> <li>• CYP displays coercive and controlling behaviour targeting vulnerable peers.</li> <li>• CYP is at risk of exclusion or may have been excluded for a fixed period.</li> <li>• CYP may have poor attendance.</li> <li>• CYP is unable to respond to individualised behaviour management without additional adult support.</li> <li>• CYP is unable to respond to targeted support arrangements and rewards without additional adult support.</li> <li>• CYP is unable to access the curriculum without on-going access to an additional adult.</li> <li>• CYP may display some sensory regulation difficulties which results in heightened anxiety.</li> <li>• CYP requires 1:1 support at all times to maintain safety and wellbeing in a mainstream setting.</li> </ul>
<b>LEVEL 4</b>	<ul style="list-style-type: none"> <li>• CYP has severe and profound difficulties in two or more of the SEMH descriptors from Levels 1, 2 and 3 and which persistently cause severe barriers to learning (e.g. daily/throughout the day).</li> <li>• These behaviours can be intense, volatile and enduring with sudden onset.</li> <li>• CYP may have a medical diagnosis known to cause emotional behaviour difficulties.</li> <li>• CYP may display high risk behaviours/ high risk self-harm behaviours which significantly impedes their access to learning and compromises safety (their own or others).</li> <li>• CYP finds it extremely difficult to cope with most learning situations as an individual or part of a group despite a high ratio of adult support.</li> <li>• CYP displays sensory regulation difficulties which results in heightened anxiety.</li> <li>• CYP likely to be at risk of permanent exclusion.</li> <li>• CYP is likely to have poor attendance or be a school refuser.</li> <li>• Engagement in learning is on the terms of the CYP. Extrinsic rewards are not motivating.</li> <li>• CYP requires a tailored curriculum with specialised approaches which may require adjusting on a daily basis.</li> <li>• CYP shows very little regard for own or other's possessions or property when in crisis. Crisis takes time to work through and is distressing to the CYP and others.</li> <li>• CYP threatens and may resort to physical aggression targeting vulnerable peers, staff and/or family members.</li> <li>• CYP has limited relationship with adults and or peers and social interaction is impeded.</li> <li>• Coordinated multi-disciplinary approaches are required to provide a personalised programme.</li> <li>• Significant impact on the CYP's independent life skills.</li> <li>• Progress in all areas is significantly impeded by SEMH needs.</li> <li>• CYP is involved in criminal activities that put themselves or others at risk.</li> <li>• CYP is known to the police.</li> <li>• CYP is involved in Child Sexual Exploitation.</li> <li>• CYP will usually require a specialist placement to maintain safety and wellbeing.</li> </ul>