



Using the Ranges Guidance

2019

These SEND range descriptors are based on national best practice in determining the needs of pupils with SEND. They are based on the four areas of the SEND Code of Practice (2014) and on the 'golden thread' of the graduated approach of assess, plan, do and review that pervades best practice.

The following will be the focus of the new pupil need led approach:

- Greater emphasis on accountability and targeting of notional SEND budgets and high needs funding to meet each pupil's needs
- An evidence base of the assessment of need, the range of interventions in place and the impact and outcome
- Schools to provide evidence of interventions through a provision map for the pupil/class/group/school
- Schools to demonstrate that they are following the SEND Code of Practice: interventions should be based on the graduated response of assess, plan, do and review and should be identified as effective
- Interventions should be clearly defined, and have specific timescales and outcomes that can be measured
- Schools to take account of environmental factors – routines, structure, noise levels and rooming, as well as the impact of mental health, sensory needs and emotional resilience
- An emphasis on 'Quality First Teaching' and what that looks like in practice
- It is envisaged that pupils' needs will be met at ranges 1-3 through the notional budget in the school, and for the higher ranges this will be funded through top up funding from the LA high needs budget
- Schools will need to demonstrate how they are spending the Element 1 (AWPU) and Element 2 (notional SEND based on deprivation indicators including Pupil Premium) – this equates to £6,000 in the notional SEND budget
- Provision maps showing the range, frequency and impact of interventions will need to be costed at all levels
- Services that are provided to schools will need to demonstrate their effectiveness and impact (including the cost) in the pupil's provision map

The SEND range descriptors will provide a core framework for all professionals working with the pupil and will give greater clarity for parents, families and carers in terms of what their child's needs are, and what each child is receiving.

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These ranges have been co-produced between education and SEND colleagues, incorporating parent, carer and family views. They provide a helpful reference point in relation to identifying level of need, and will support children and young people with additional needs with consistency across schools. The provisions included help provide clarity for schools and families about the role of schools and education for children and young people whose needs fall into the lower ranges.

The linear model of assessment and diagnosis that has been used in the development of these ranges does not correlate directly with the episodes of care approach to delivery within health services. A key indicator from a health service and therapies perspective is in relation to the impact of the condition, disability, impairment and/or need on the functional ability of the child or young person in relation to their day to day life and learning opportunities, which could vary significantly within all of the ranges, even within the lower ends of the scale.

There may be an identified need for input and intervention with children and young people, by health services, at any time within any of the ranges depending on the level of impact on the child or young person. It is recognised that there are many factors that may influence the point at which health services would be available, provided and/or appropriate, for example the age of the child or young person and the achievements in relation to expected physical or neurological development.

These ranges therefore serve the helpful purpose of providing a framework to support the allocation of educational and SEND resources and support by providing a simplified indication of health resources that could potentially be required.

The provision map will give clarity as to when assessments should take place, the specific interventions which have been put in place and the impact they have had, as well as the outcomes. This evidence will be the basis for any additional funding that may be required over and above that which is provided by the school's SEND budget.

Interventions provided by the school or by specialist staff employed by the LA, the NHS or the school should be planned in terms of input at **universal, targeted and specialist** levels.

Those pupils who have 1:1 support and/or intervention should be closely monitored on a half or termly basis through a provision map with the intention that the interventions move/de-escalate to targeted then universal support – thus moving towards greater independence and emotional resilience wherever appropriate.

LA officers will be well versed in the interpretation and implementation of the ranges.

Schools will need to ensure that SENCOs are appropriately trained and qualified. It is important that they are part of the senior leadership team and that they have access to and knowledge of the school's budget. In addition, they must have a thorough understanding of how the school spends element 1 and 2 of the notional SEND budget as well as knowledge of the additional funding that comes into the school via the top up/high needs funds. The LA has put in place a detailed training plan for schools, head teachers, SENCOs and other professionals/stakeholders for the implementation of the range descriptors.

Implementation of the Ranges in School

The ranges are a very useful guide for SENCOs and schools/services to assess and identify the needs of pupils and to put into place the appropriate support. The ranges are from range 1 through to at least ranges 5 and 6, whilst some go beyond. They describe the pupil's needs and provide suggestions for the types of interventions that will be required. Schools will need to evidence all their interventions and the impact of these through a provision map. This is best practice nationally and Ofsted will require this level of evidence of input and impact.

In time, when schools have become familiar with provision maps, these will replace the IEPs which are not a requirement under the SEND Code of Practice.

Any additional support over and above the notional SEND budget from the LA will be based on the needs as identified through the ranges and on how the school has implemented their resources to meet pupils' needs in ranges 1-3. The SENCO needs to have access to the school's SEND budget as well as be familiar with other spending, including the Pupil Premium and other similar funds, as some pupils will fall into a number of funding areas. It is important that the right funds are spent for the right pupils and that there is evidence to show input, impact and outcome.

The provision map should show not only school-based interventions, but also those of specialists and outside agencies if they are involved. This will give an informed overview of the interventions, as well as their impact and the progress that the pupil has made as a result. The provision map should be part of a progress check every half term and a data run at the end of every term, in line with the assessment framework and process in each school. Undertaking provision maps in this way will also correlate the attainment/achievements alongside other indicators such as attendance, behaviour etc.

In some cases, pupils will fall into more than one range, or will have needs in more than one area. The school will need to study the ranges and to highlight where the greatest need is. This may change in time and as the pupil matures. There will be specific times such as transition where the needs may change as a result of the differing environments and expectations. The ranges are a guide and provide a framework for the evidence that will be required.








Identifying the Range

1. Read the descriptors in each document and identify those that describe your pupil. You may find it useful to print off a copy of these and highlight ones that apply.
2. Use the SEND guidance descriptor information (*Presenting Behaviours*) in the first column of each range to think about how the pupil's individual profile affects their access to the curriculum and school life. These statements support a decision about whether the pupil is mildly, moderately, severely or profoundly affected and give guidance about how contexts and support needed affect placement at a range.
3. Steps 1 and 2 above should enable professionals to make a judgement about which range the pupil is at currently. It is important to recognise that these ranges can alter either because the pupil's profile changes or because of context changes such as times of transition/ school placement.

Using the Guidance to Support Learning

1. Once the range has been established, professionals will find advice about how to support the learning of pupils at each range.
2. It is important to recognise that Quality First Teaching will provide a firm basis upon which to use the additional strategies identified at each range. Strategies and advice from earlier ranges need to be utilised alongside more specialised information as the ranges increase.
3. Specialist health interventions may be required at any level and this is an indicative framework as to how health resources may be deployed.

The ranges are colour-coded throughout the guidance as follows:

-  Range 1 - School based responses – Universal mainstream
-  Range 2 – School based responses – Universal/Targeted mainstream
-  Range 3 – School based responses – Targeted mainstream
-  Range 4 – Targeted/Specialist either in mainstream or specialist additional resource
-  Range 5 – Specialist Resource/ Special School
-  Range 6 - Special School
-  Range 7 – Highly Specialist Provision possibly 24 hours

Key Characteristics of Effective Provision for Children and Young People with SEND

- Development of a personalised pathway where the pupil is at the heart of all that is done
- The school/setting follows the SEND Code in terms of the graduated response of Assess, Plan, Do and Review in all aspects of their work and this can be evidenced
- Curriculum modifications are made and documented in teacher's short and medium-term planning
- The management and monitoring of teaching and learning standards in schools has a focus on high quality differentiation
- Departments have made reasonable adjustments to their curriculum and they can evidence this change through planning, observations, learning walks and scrutiny of pupil's work
- There is a clear and well documented training plan across the whole school for staff in terms of meeting the needs of pupils with SEND in the school
- Parents and pupils are involved at all stages
- TAs are routinely involved with planning, assessment and evaluation of pupil's progress
- There are clear baseline assessments on entry and exit of the interventions
- Transition is handled effectively
- Target setting is SMART and can be followed through in terms of input and impact
- Timetables are personalised
- Leaders and managers regularly scrutinise the work of pupils with SEND, observe lessons and undertake focused learning walks. This is then fed back to the governor for SEND who comes into the school on at least a 6-weekly basis to report to the Governing Body on the progress of pupils with SEND and those who are vulnerable
- The learning environment is conducive to the needs of the pupils and is communication friendly
- The resources, and in particular ICT, enable pupils with SEND to access the curriculum

Definition of Acronyms

| | |
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| AAC | Augmentative and Alternative Communication |
| AAD | Adaptive, Assistive Devices |
| ALP | Alternative Learning Provision |
| ANSD | Auditory Neuropathy Spectrum Disorder |
| ARC | Additionally Resourced Centre |
| ARP | Additional Resource Provision |
| ASD | Autism Spectrum Disorder |
| AWPU | Age-weighted Pupil Unit (funding related) |
| BOO | Basket of Opportunities |
| BSL | British Sign Language |
| CAMHS | Child and Adolescent Mental Health Service |
| CLDD | Complex Learning Difficulties and Disabilities |
| CVI | Cerebral Visual Impairment |
| CYP | Child or Young Person |
| CSE | Child Sexual Exploitation |
| DAF | Disability Access Fund |
| dB HL | Decibels Hearing Level |
| DfE | Department for Education |
| EAL | English as an Additional Language |
| ECAT | Every Child a Talker |
| EHA | Early Health Assessment |
| EHCP | Education, Health and Care Plan |
| ELKLAN | Training by Speech and Language Specialists to Education Staff |
| ELSA | Emotional Literacy Support Assistant |
| EYFS | Early Years Foundation Stage |
| FRIENDS | An intervention programme underpinned by the principles of Cognitive Behaviour Therapy with the primary aim of reducing participant anxiety levels. |
| HI | Hearing Impairment |
| LA | Local Authority |
| LI | Language Impairment |
| LINS | Low Incidence Needs Service |
| MSA | Midday Supervisory Assistant |
| MSI | Multi-Sensory Impairment |
| MAPPA | Multi-Agency Public Protection Arrangements |
| NatSIP | National Sensory Impairment Partnership |
| NPSLBA | National Programme for Specialist Leaders of Behaviour and Attendance |
| NVC | Non-Verbal Communication |
| OT | Occupational Therapist |
| PECs | Picture Exchange Communication System |
| PHSE | Personal, Social, Health and Economic Education |
| QFT | Quality First Teaching |
| QTMSI | Qualified Teacher of the Multi-Sensory Impaired |

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| QTVI | Qualified Teacher of Children and Young People with Vision Impairment |
| SALT | Speech and Language Therapy |
| SEAL | Social and Emotional Aspects of Learning |
| SILVER SEAL | An early intervention for children who need additional support in developing their social, emotional and behavioural skills. |
| SEMH | Social, Emotional and Mental Health |
| SENAP | Special Educational Needs Advisory Panel |
| SENCO | Special Education Needs Co-ordinator |
| SEND | Special Education Needs and Disability |
| SLCN | Speech, Language and Communication Needs |
| SLD | Severe Learning Difficulties |
| SLT | Speech and Language Therapist |
| SMART | Specific, Measurable, Achievable, Relevant, Timebound (relating to targets) |
| SSE | Sign Supported English |
| TA | Teaching Assistant |
| TAF | Team Around the Family |
| ToD | Teacher of the Deaf |
| VI | Visual Impairment |
| VOCA | Voice Output Communication Aids |
| YOS | Youth Offending Service |

| Version Number | Description | Date |
|-----------------------|--|----------------|
| 1.0 | Initial draft | October 2017 |
| 1.1 | Updated following feedback from parent carer consultation | November 2017 |
| 1.2 | Updated following feedback from the High Needs conference February | February 2018 |
| 1.3 | Updated following feedback from the Moderation events | April 2018 |
| 1.4 | Updated following feedback from Early Years and LINS | May 2018 |
| 1.5 | Updated following feedback from the NHS | July 2018 |
| Final | Final version agreed 06.09.18 | September 2018 |

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