



**KINGSLEY SCHOOL**  
BIDEFORD

**LEARNING DEVELOPMENT SUPPORT BANDING**

<b>BAND A</b>
Pupils make expected progress. Needs can be met by differentiation and effective lesson design, looking at patterns of achievement and modifying programmes of work. This includes adapting the work of a child or young person working above chronological age (Gifted and Talented).
<b>Curriculum and Support Requirements</b>
<b>Cognition and learning (approaches to teaching, adaptations to the curriculum and learning environment)</b> Developmental levels and early years skills are below (or, if potentially gifted and talented, well above) age appropriate levels. Although this does not represent a significant level of difficulty, there will be a need for some differentiation of the curriculum, changes to schemes of work, materials, tasks and recording. Some additional support from the class teacher may be required.
<b>Social, emotional, communication and interaction</b> Pupils placed in this band have age appropriate social, emotional, communication and interaction.
<b>Physical, sensory and medical</b> Pupils in this band have no physical, sensory or medical need.
<b>Type and level of adult support</b> Teacher identifies, assesses and makes provision for the needs of the child in the classroom.
<b>Therapy</b> None required.
<b>Situation</b> Usual school/classroom arrangements.
<b>Specialist resources</b> Use of aids commonly available in a classroom, including access to ICT.
<b>Assessment and review</b> Regular monitoring of progress by teacher in accordance with the school's assessment policy.

**BAND B: pupils will receive one 1:1 lesson per week**

Typically, pupils requiring this level of support will experience some minor difficulties for which school on its own cannot provide appropriate support using ordinarily available resources.

**Curriculum and Support Requirements****Cognition and learning (approaches to teaching, adaptations to the curriculum and learning environment)**

All pupils will have their CAT 4 assessments and other relevant test results and documentation that may have identified that they do not represent a significant level of learning difficulty, but they may have a minor difficulty. There will be a need for some differentiation of the curriculum; changes to schemes of work, materials and recording.

Focused teaching through the curriculum with additional support delivered through a weekly 1:1 support lesson.

**Social, emotional, communication and interaction**

For some pupils there will be a need for a planned programme of personal/social development and/or behaviour management based on closer assessment, which may involve enhanced adult contact/supervision, teaching, small group counselling or a small group targeted programme (probably on a short term basis).

**Sensory, physical and medical**

Needs can be met through reasonable adaptation of existing school routines and environment.

Specialist or alternative equipment may be required e.g.: IT, adapted scissors, and reading pens.

**Therapy**

School based assessment should be used to inform intervention before referral to therapists e.g. Language for Learning, Speech/Language Link

A therapist is unlikely to be seeing a child or young person with this level of difficulty.

**Situation**

Usual school/classroom arrangements.

Pupils will receive one 1:1 support lesson per week in the LDC

**Specialist resources**

Shared access to ICT equipment may be appropriate.

Alternative methods of recording including assistive technology may be used.

**Assessment and review**

Detailed regular assessment of needs and progress by SENCO and or class teacher.

Review of progress by teacher, SENCO and parents as appropriate.

Pupils will be assessed for exam access arrangements.

<b>Band C: pupils will receive two 1:1 lessons per week</b>
Pupils at this level, will require additional individual timetabled support to have their needs met.
<b>Curriculum and support requirements</b>
There will be a need for some differentiation and adaptation of the curriculum together with individually prepared IEP's. For a pupil with behavioural difficulties an individual education plan with clearly identified steps will be prepared and agreed. IEPs will be reviewed twice per annum.
<b>Social, emotional, communication and interaction</b>
For some pupils there will be a need for a planned programme of personal and social development and/or a behaviour management plan. This should be developed in consultation with SENCO/ teachers/parents.
<b>Sensory, physical and medical</b>
Specific impairments, such as language, sensory or motor impairment may require programmes recommended by specialist therapists (e.g. Speech and Language Therapy, Occupational Therapy) <b>Additional therapy will be chargeable to parents/carers and is not included in the Band Fee</b>
<b>Type and level of adult support</b>
SENCO involved in developing support plan in consultation with class teacher. Twice annual review of IEP
<b>Therapy</b>
There may be a need for on-going involvement by a therapist if a programme is provided for implementation at school and home. <b>This will be chargeable to parents/carers and is not included in the Band Fee</b>
<b>Situation</b>
Typical school/classroom arrangements. 1:1 lessons within the LDC
<b>Specialist resources</b>
Access to typically available aids/materials. ICT equipment may be appropriate. Alternative methods of recording including assistive technology and word recognition software may be used.
<b>Assessment and review</b>
At least a bi-annual review of IEP plan by school and parents, in addition to the school's assessment and review policy. Pupils will be assessed for exam access arrangements.

**Band D: pupils will receive three 1:1 lessons per week plus additional support identified in their EHCP/Ed Psych evaluations.**

Pupils requiring this level of support will experience substantial difficulties or a combination of significant difficulties. Pupils with an EHCP plan will require support at this level.

**Curriculum and support requirements**

For all pupils with an EHCP, teachers will be informed and advised how best to support them in the classroom setting.

The child or young person may sometimes need access to a quiet area of the school during lesson time e.g. when experiencing high anxiety or distress.

A predictable and structured routine with regular access to additional adult support in the learning development centre will help to support pupils in Band D

For a child or young person with behavioural difficulties, curriculum experiences that give opportunity for success and development of self-esteem, reinforced by clear expectations and defined boundaries will be provided. This may be delivered through an appropriate ASDAN qualification.

**Social, emotional, communication and interaction**

The child or young person will need a planned programme of personal/social development and/or behaviour management developed in consultation with SENCO Supported interaction with peers and adults for significant periods of the school day. Explicit teaching and support from staff to develop social and interaction skills with peers and adults.

Where appropriate opportunities to access an area of the school, supervised by appropriate staff, at unstructured times. This should offer opportunities for peer interaction or for individual reflection and quiet time.

**Sensory, physical and medical**

Specific impairments, such as language, sensory or motor impairment may require programmes recommended by therapists.

**This will be chargeable to parents/carers and is not included in the Band Fee**

**Type and level of adult support**

SENCO, 0-25 team, qualified specialists and external agencies involved in developing support plan.

Regular consultation with parents/ carers Bi annual review of IEP and an annual EHCP review.

**Therapy**

Possible direct input from a therapist and/or therapy assistant may be required.

**This will be chargeable to parents/carers and is not included in the Band Fee**

**Situation**

Typical school/classroom arrangements

Access enhanced school building adaptations may be required according to the pupil's physical needs.

**Specialist resources**

Access to special aids/ICT equipment/materials/adapted furniture may be required.

**Please note if at any point during your child's time at school they require an Educational Psychologist assessment this is chargeable to parents/ carers. If your child is progressing to university Kingsley school can advise on a suitable practitioner to carry out the report. (This service will chargeable to parents and is not included in any of the Band Fees)**

Learning Development Centre  
Kingsley School  
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