Rutland County Council

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Ladies and Gentlemen,

A meeting of the **SCHOOLS' FORUM** will be held via Council Chamber, Catmose, Oakham, Rutland, LE15 6HP on **Thursday, 15th September, 2022** commencing at 4.00 pm when it is hoped you will be able to attend.

Yours faithfully

Mark Andrews
Chief Executive

SUPPLEMENTARY AGENDA
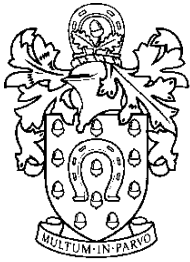
8)   EHCP PROPOSAL FOR BANDING

To receive an update from Helen Chester, Service Manager - SEND and Inclusion on behalf of the Sector Led Task and Finish Group.
[ITEM FOR DISCUSSION]

(10 MINUTES)

(Pages 3 - 20)

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SCHOOLS' FORUM

15th September 2022

HIGH NEEDS FUNDING – BANDING MODEL

Subject:	High Needs Funding – Banding Model
Meeting Date:	15 September 2022
Report Author:	H Chester
Report Presenter:	TBC

Context

Following the SEND Summit in 2021 a working group was established to look at the current arrangements for High Needs Funding (HNF) within Rutland Schools.

The group was made up of Head Teachers, parent representative and RCC officers and was facilitated by an independent consultant, as detailed below:

Fiona Wilce – Head Teacher, St Mary and St John CEVA Primary School

Rob Gooding – CEO, Rutland Learning Trust

Stephen Cox – Head Teacher, Oakham CofE Primary

Carl Smith – Head Teacher, Casterton College Rutland

Alison Chambers – English Martyrs CV Academy

Sharon Milner – Brooke Hill Academy Trust

Helen Chester – Service Manager: SEND and Inclusion, Rutland County Council

Andrew Merry – Finance Manager, Rutland County Council

Sue Mullinger – Rutland Parent Carer Voice

Dionne Roundhill – Rutland Parent Carer Voice

Tricia Nicoll – Independent facilitator

In order to move forward the group agreed to split the issue of funding levels from that of the funding model. This paper focuses on the development of a new funding model which it is proposed that Schools Forum adopt as an appropriate way to access HNF for all children with additional needs, with or without an EHCP.

It was agreed by all members of the working party that the current method of allocating HNF on an hourly basis to provide 1:1 support for children and young people did not provide sufficient flexibility for either the learner or the school to enable a flexible approach to providing the right support and the right time in the right way. It also led

to conflict where the number of 1:1 hours to be funded were written in to an EHCP, as this meant that even where 1:1 support was not the most appropriate or only way to support a child or young person, that it was what had to be provided. This model is also deemed to be more difficult to transfer between phases and is not an appropriate approach to providing support particularly in the environment of the secondary curriculum.

Under the proposed new model of a banding system, the reliance of funding being used solely for 1:1 support will be removed. There will be flexibility for schools in how funding is used, for example the expectation of the current model is that when 25hours of 1:1 TA support are awarded that schools must provide this level of 1:1. Under the new proposals, providing that the provision in an EHCP is delviered where applicable, the funding could be used creatively to provide small group support throughout the school day, or to deliver some 1:1 support and some support within a whole class setting. It would also enable flexibility for support staff to deliver bespoke interventions or develop resources to support children and young people's needs.

The group identified that schools face additional issues with the funding allocation being written in to an EHCP as 1:1 TA hours. This is currently included in section F of the EHCP and therefore seen as provision. Whilst the funding is made available to schools to meet the requirements of the EHCP, it was noted that this does not always follow that support can only be provided via a 1:1. There is a misconception from some parents that the funding allocation of TA hours is provision and where this is not provided as 1:1 hours to the level recorded there has been challenge to schools to ensure that they provide the TA support as written in the plan.

Under the proposed new model funding arrangements will be removed. Funding allocations will be made outside of an EHCP, based upon the needs of the child as identified in the provision section, supported by a completed matrix of need. This will be reviewed annually in parallel to the annual review cycle where the matrix of need will identify if funding needs to decrease, remain static or increase, based on children's presenting needs.

Additionally, it was recognised that there was no matrix of need to ensure fair access or equitable use of resources across schools and that the current system meant that the support received by children and young people was dependent on the case put forward by individual schools, rather than based on an assessment of needs.

The group unanimously agreed that a more flexible and equitable model was needed and believed that a banding model would ensure that all children and young people were assessed fairly and funding was allocated to meet their specific needs.

Should the proposal be agreed, the current high needs funding form will need to be reviewed and a new HNF application form created to include the matrix of need as the standardised assessment tool for allocation of HNF, ensuring that HNF is allocated on a standardised needs led basis.

Methodology

1. Members of the group were asked to explore what were the key factors that would contribute to a good funding methodology and to research models of best practice from other localities. It was unanimously agreed that funding must be needs led and accessible for all children and young people requiring additional

support on a long term (EHCP) basis or to meet shorter term needs. It was agreed that fudning must be able to be used flexibly to meet needs and not confined to 1:1 hours of support. Furthermore it was agreed that any fudning model had to make clear what was expected to be supported through element 2 funding as part of the school support offer. The group agreed to explore a banding model of funding.

2. Group members researched and presented various funding methodologies used by other Local Authorities and tasked the independent consultant and RCC officers to draft an initial version of a banding model.

3. The draft banding model was drafted, incorporating elements from a number of other Local Authority models.

4. It was proposed that the Rutland model should cover each area of need, as well as an overarching, holistic assessment of need. It was agreed that the model should have 5 bands: Element 2, Band A, Band B, Band C and Band D and that the model should only focus on need and not provision.

5. A further draft of the model was created and following agreement from the working party, this was shared with SENCO's. This group of SENCO's further refined the criteria of needs and tested the model using real life cases. This was further tested against current EHCP cases and it was established that in the vast majority of cases the banding matrix identified fudning at a comparable level to that currently provided through the 1:1 funding model.

6. Additional guidance was created to accompany the banding model, providing clarity around what could / could not be funded through HNF. This guidance and the banding matrix were agreed in principle by the working group as a suitable solution.

Financial Impact Modelling

To understand the financial impact modelling work has been undertaken. This is based on the current 'hours' being translated to 'bands' but has also been undertaken using children's needs as identified within the matrix.

For year one, all children have been slotted into a banding which is equivalent to or higher than current 'hours' based funding,

For year two, children will be assessed against the banding matrix, this creates a more flexible approach to funding allocation and usage. Where current funding sits between 'bands' for year 2, 50% of children were allocated a higher banding and 50% allocated to the lower banding.

Fudning may fluctuate year on year as children's needs may increase or decrease over the course of the year and all funding will be agreed on a needs led basis. For children with an EHCP the matrix will be used at each annual review in a mainstream school to identify the funding required to meet need for the coming year. Children without an EHCP will be reassessed against the matrix at each funding request point.

Funding for specific interventions named in an EHCP, for example therpeutic interventions, will be funded in addition to needs led provision as currently agreed with schools.

It is important to note:

1. In year one – schools are likely to see an increase of funding between 3-11% of current top up levels. The average increase is 8%
2. 1/3 of schools modelled and this is the case for all of those schools. Nothing suggests there will outliers based on the schools modelled.
3. As we move through to year two and the flexibility of funding use kicks in its likely that we see a reversal of the increases from year 1 and a return to previous funding levels.

The Proposal

1. A 5 tier banding matrix has been created. It is accepted that no child or young person will fit cleanly into a single band and a best fit model is agreed as the acceptable way forward.
2. Current levels of funding in EHCP's would be transferred to the closest banding level in terms of value in the first instance.
3. Funding banding within EHCP's will be reviewed at each annual review, with the matrix of need guiding the band allocated. This may increase or decrease as the child or young person's needs increase or decrease.
4. Banding levels will not be written in to EHCP's
5. All HNF applications for non-EHCP related funding will be allocated against the banding matrix of need.
6. A new HNF application form will be created, in partnership with the working group, incorporating the banding matrix as a core part of the assessment of needs.

Recommendations

It is recommended that Schools Forum:

- Agree to a new banding approach to HNF
- Adopt the banding matrix
- Adopt the proposed funding allocation for each band
- Agree that the new funding model is implemented from January 2023 for all new HNF applications and all new EHCP's
- Agree that through the annual review process existing EHCP's will be switched to the banding model.
- Agree that any existing HNF applications will be switched to the new banding model at the next point of review / reapplication.

Suggested Next Steps if proposal agreed:

- Working group to support the redesign of the HNF application form
- Communication with families to support them to understand the benefits of changes to the system. This will need to be a collaborative approach, with input from the working group members, school SENCO's, the EIP and the LA's SEND and Inclusion Service, to ensure that there is a clear, single message being provided that focuses on the benefits the model brings to children and young people through its fair, equitable and flexible approach.

- Through the implementation process, schools to provide feedback on the model and any adaptations which may need to be made will be undertaken and a revised/updated matrix released towards the end of the summer term 2023.
- Working group to be extended to establish how the banding matrix can be adapted and extended to incorporate the early years and post-16 provisions.

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High Need Funding Guidance for Mainstream Schools

There are five funding categories as detailed below: Element 2, Band A, Band B, Band C, Band D. These bandings are supported by a banding matrix which supports the decision-making process for the allocation of High Needs Funding (HNF) for children and young people with and without an EHCP.

Funding Band	Value of HNF awarded
Element 2	*Element 2 funding only: £6 000*
Band A	**Total:** £8 179.50 **Less element 2:** £2 179.50
Band B	**Total:** £10 516.50 **Less element 2:** £4 516.50
Band C	**Total:** £12 619.80 **Less element 2:** £6 619.80
Band D	**Total:** £15 190.50 **Less element 2:** £9 190.50

These levels of funding should ensure suitable provision is provided in a flexible manner for children and young people in Rutland's mainstream schools. It is understood that there will be children and young people which may require a bespoke package of support and these can be considered by exception.

There is no expectation that a child or young person will display all of the characteristics of a single band, they may well meet some elements of more than one band. The identification of the banding will be based on a best fit model utilising the banding matrix. It is the presumption that Band D will be reserved for children and young people who have exceptionally high needs. Children may move up and down the bandings as their needs change and funding will be based on current needs.

Who can apply for High Needs Funding?

Children and Young People who are Rutland residents with an EHCP and children without an EHCP who attend a Rutland School are eligible for support through element 2 and HNF.

HNF forms part of the graduated response in Rutland and may be applied for by a school. The graduated response forms part of the ordinarily available provision in Rutland and includes:

- Element 2 funding for school level support
- Access to resources through universal support widely available in the community.
- Access to a range of support and resources through the Education Inclusion Partnership for SEMH needs
- HNF for time-limited interventions or to provide short-term support during an EIP intervention
- Application for an EHCP where need is long-term and pervasive after all other support has been implemented

To apply for HNF, schools must complete a HNF request detailing what support has been put in place already and the impact it is having, what additional HNF is requested and what the intended duration for support will be and the outcomes intended to be achieved through this support. It must be accompanied by a completed matrix of need and other supporting evidence. Funding will be considered on a case-by-case basis and will be awarded for a maximum of one academic year. Schools will be required to resubmit their application if funding is required beyond the funding period agreed by the multi-agency SEND Panel.

Where an EHCP has been agreed the banding matrix will be applied. This will be revisited annually by schools parallel to the Annual Review process. Funding may go up or down depending on the changing needs of the child or young person.

The multi-agency SEND Panel act as the decision-making body for the administration of HNF in Rutland. They oversee both HNF applications and the EHCP decision making and funding process.

What can school use HNF for?

The matrix has been developed to encourage creative solutions to ensuring the full inclusion of pupils in all aspects of school life. Where it sits within the banding matrix, schools are encouraged to use the funding as they see fit and to meet the provisions and outcomes identified in the EHCP if one is in place.

HNF is not available for:

- Modifications to buildings – this is expected to be provided within the school budget as an employer under the Equalities Act

- ✘ Specialist equipment e.g., chairs, mobility aids etc – these are funded through health when needs are assessed by the relevant professional, e.g., OT, physio

- ✘ To fund ordinarily available provision expected to be delivered through element 2 funding and school level support

In exceptional circumstances, outside of the banding matrix, HNF may also be used to cover provision such as:

- ✓ Joint funding, in partnership with education providers, to enable a child or young person to access alternative learning provision

- ✓ Funding for specifically identified therapeutic interventions for individuals

- ✓ Creative solutions which would keep a child in mainstream education within their local community.

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Rutland's Matrix of Need for High Needs Funding

Overall picture of child or young person's engagement at school.				
Element 2	**A**	**B**	**C**	**D**
Rarely struggles to access the curriculum	Struggles to access some of the curriculum.	Struggles to access most of the curriculum.	Struggles to access the majority of the curriculum.	Struggles to access the vast majority of the curriculum.
Remains on task for much of the day, has occasional needs with emotional regulation and/or personal care and/or sensory needs	Mostly on task throughout the day, has some needs with emotional regulation and/or personal care and/or sensory needs	Partly on task throughout the day, has some needs with emotional regulation and/or personal care and/or sensory needs and/or behaviour management.	Rarely on task throughout the day, has significant needs with emotional regulation and/or personal care and/or sensory needs and/or behaviour management.	Almost never on task throughout the day, has extreme needs with emotional regulation and/or personal care and/or sensory needs and/or behaviour management.
Able to appropriately self-occupy for the majority of the time.	Able to appropriately self-occupy for significant periods of time.	Can appropriately self-occupy for short periods of time. .	May be able to self-occupy but this usually presents as inappropriate interactions, or negative behaviours that create a barrier to their own or others learning. Occasionally needs some support during unstructured times.	Rarely able to self-occupy but this is sporadic and usually presents as inappropriate interactions, or negative behaviours that create a barrier to their own or others learning. Usually needs support during unstructured times.
Is able to manage during unstructured times.	Is usually able to manage during unstructured times.	Is sometimes able to manage during unstructured times.	Is rarely able to manage during unstructured times.	Is never able to manage during unstructured times.

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Speech, Language, Communication and neurodiversity				
Element two	A	B	C	D
Mild speech, language and communication difficulties in some areas which may include use/ comprehension/ expression/ phonology which rarely cause barriers to learning.	Mild speech, language and communication difficulties in some areas which may include use/ comprehension/ expression/ phonology which may cause barriers to learning.	Moderate speech, language and communication difficulties in some areas which may involve one predominant area involving use/ comprehension/ expression/ phonology which create barriers to learning and social relationships	Significant speech, language and communication difficulties involving more than one component involving use/ comprehension/ expression or sound systems which creates significant barriers to learning and social relationships.	Severe speech, language and communication difficulties involving more than one component involving use/ comprehension/ expression or sound systems which creates significant barriers to learning and social relationships. Limited functional language and communication.
Free spontaneous speech almost always intelligible to any listeners.	Free spontaneous speech usually intelligible to any listeners.	Free spontaneous speech sometimes unintelligible to any listener	Free spontaneous speech often unintelligible to unfamiliar listeners.	Majority of free spontaneous speech is unintelligible except to familiar listeners in context.
Able to communicate in simple and complex sentences or collections of words.	Able to communicate in simple sentences or collections of words.	Good use of consonants and vowels at a single word level but occasional poor transfer of sounds into sentences.	Some use of consonants and vowels at a single word level but poor transfer of sounds into sentences.	Some use of sounds which do not always transfer into words/formal language.
Able to follow instructions.	Usually able to follow instructions.	Able to follow simple instructions in a clear context.	Sometimes able to follow simple instructions in a clear context.	Rarely able to follow simple instructions in a clear context.

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Mild differences with social interaction, social communication or understanding emotions. Such differences may impact on their access to some areas of the curriculum and the general school offer. Differences may lead to experiences of anxiety in certain situations, which the child is almost always able to cope with.	Mild differences with social interaction, social communication or understanding emotions. Such differences may impact on their access to some areas of the curriculum and the general school offer. Differences may lead to experiences of anxiety in certain situations, which the child is usually able to cope with.	Moderate differences with social interaction, social communication or understanding emotions. Such differences may impact on their access to the curriculum and the general school offer. Differences may lead to experiences of anxiety in certain situations, which the pupil finds difficult to cope with and which could occasionally lead to behaviour that challenges.	Significant differences with social interaction, social communication or understanding emotions. Such differences will significantly impact on their access to the curriculum and the general school offer. Differences lead to experiences of anxiety or heightened arousal in certain situations, which the pupil finds difficult to cope with and leads to behaviour that challenges.	Severe, persistent and complex differences with social communication and interaction or understanding emotions. Such differences will significantly impact on their access to the curriculum and the general school offer. Severe and persistent frustration with communication leads to extreme levels of acute anxiety experienced on a regular basis, leads to extreme behaviours that will challenge.
May occasionally have minor difficulties with restricted or repetitive patterns of behaviour or special interest.	May have minor difficulties with restricted or repetitive patterns of behaviour or special interest.	Some difficulties with restricted or repetitive patterns of behaviour or special interest.	Significant difficulties with restricted or repetitive patterns of behaviour or special interest and some repetitive motor mannerisms used to self-regulate (stimming).	Severe difficulties with restricted or repetitive patterns of behaviour or special interest and repetitive motor mannerisms used to self-regulate (stimming).
Occasional sensory or processing difficulties which cause the child some anxiety, which the child is usually able to cope with.	Sensory or processing difficulties which cause the child some anxiety, which the child is frequently able to cope with.	Sensory or processing difficulties which cause the child anxiety, without intervention, these could lead to behaviours that challenge.	Significant difficulties with sensory processing which leads to heightened anxiety levels and some behaviour which challenges and/or impacts on learning.	Severe difficulties with sensory processing and sensory modulation which lead to heightened anxiety levels. Passive/unsafe behaviours that challenge

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				and adversely affect the ability to engage.
Able to follow appropriate, structured and predictable classroom conventions so behaviour not usually challenging. They will be comfortable working with a variety of adults.	Usually able to follow appropriate, structured and predictable classroom conventions so behaviour not often challenging. They may be comfortable working with a variety of adults.	Sometimes able to follow appropriate, structured and predictable classroom conventions. Behaviour may sometimes be challenging. With support/ appropriate intervention from trusted adults they can become calm relatively quickly.	Lack of understanding of classroom conventions, needing clearly defined roles and expected behaviours; they will only interact with their preferred adults who understand them and can usually support them to calm.	Lack of understanding of classroom conventions, needing clearly defined roles and expected behaviours; they will only interact with single trusted adults who understand them and have a range of strategies to support and calm them. This may take some time.
Occasional distress over significant changes in the environment but are usually able to cope.	Occasional distress over significant changes in the environment and would prefer routine and the expected.	Some distress over general changes in the environment and prefer routine and the expected.	Significant distress over small changes in the environment and are reliant on routine and the expected.	Severe distress over any small changes in the environment and are reliant on routine and the expected.
Able to self-manage the majority of transitions but may occasionally require additional support.	Able to self-manage the majority of transitions but may sometimes require additional support.	Some transitions require additional planning and support to enable them to succeed.	Many transitions need planned, personalised strategies to be successful.	All transitions require personalised and consistent strategies to be successful.

Cognition and Learning				
Element 2	**Band A**	**Band B**	**Band C**	**Band D**
Specific difficulties in one or two developmental and curricular areas	Minor difficulties in some developmental and curricular areas.	Moderate difficulties in most developmental and curricular areas.	Significantly difficulties in most developmental and curricular areas.	Profound difficulties in most developmental and curricular areas.
Some specific difficulty with: Retaining skills and information, generalising skills, Staying on task/ attention, Confidence and Organisation.	Minor difficulty with: Retaining skills and information, generalising skills, staying on task/ attention, confidence and Organisation.	Difficulty with: Retaining skills and information, generalising skills, staying on task/ attention, confidence and Organisation.	Significant difficulty with: Retaining skills and information, generalising skills, Staying on task/ attention, Confidence and Organisation.	Profound difficulty with: Retaining skills and information, generalising skills, Staying on task/ attention, Confidence and Organisation.

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Social, emotional and mental health				
Element 2	Band A	Band B	Band C	Band D
Mild social, emotional and/or mental health difficulties. Unlikely to result in behaviours that challenge and or cause disruption to others.	Mild social, emotional and/or mental health difficulties with resulting behaviours that challenge and may occasionally cause brief disruption to others.	Moderate social, emotional and/or mental health difficulties with resulting behaviours that challenge and may cause disruption to others.	Severe social, emotional and/or mental health difficulties with resulting significant behaviours that challenge and cause disruption to others.	Profound social, emotional and/or mental health difficulties with resulting significant behaviours that challenge and cause significant disruption to others.
Progress through the National Curriculum may be affected by their social, emotional and/or mental health difficulties	Progress through the National Curriculum is sometimes affected by their social, emotional and/or mental health difficulties	Progress through the National Curriculum is moderately affected by their social, emotional and/or mental health difficulties	Progress through the National Curriculum is severely affected by their social, emotional and/or mental health difficulties	Progress through the National Curriculum is significantly affected by their social, emotional and/or mental health difficulties
Occasional predicable Unsettled and disruptive behaviour that rarely impacts on other	Occasional predicable Unsettled and/or disruptive behaviour that may impact on others	Predictable Unsettled and/or disruptive/risky behaviour that is likely to impact on others or self	Frequent and significantly challenging and/or disruptive/risky behaviour that is likely to be unpredictable and impact on others or self	Very provocative, aggressive and/or confrontational or risky behaviour which can include verbal and physical aggression towards peers, staff and/or self. Likely to be unpredictable. Outbursts are prolonged and are difficult for staff to manage.
Lack of some social skills, e.g. taking turns, working	Lack of social skills, e.g. taking turns, working co-	Significant lack of some social skills, e.g. taking turns, working co-	Severe lack of some social skills, e.g. taking turns, working co-operatively,	Profound lack of some social skills, e.g. taking turns, working co-

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co-operatively, accepting the ideas of others	operatively, accepting the ideas of others	operatively, accepting the ideas of others	accepting the ideas of others	operatively, accepting the ideas of others
No regular group of friends. May spend break and lunchtimes alone, but is not distressed by this Low level conflict with peers.	No regular group of friends. May spend break and lunchtimes alone, but is not usually distressed by this Occasional aggressive conflict with peers.	No regular group of friends. May spend break and lunchtimes alone and is often distressed by this. Frequent aggressive conflict with peers.	No regular group of friends. Usually spends break and lunchtimes alone and is distressed by this. Aggressive confrontations with peers at least daily.	No regular group of friends. Always spends break and lunchtimes alone and is significantly distressed by this. Has very few positive relationships with pupils, has frequent disputes and fights and aggressive confrontations
May have poor view of self and/or low self-confidence, may be anxious and sometimes seek reassurance	Poor view of self and/or low self-confidence, may be anxious and seek reassurance from adults and/or peers	Poor view of self and/or low self-confidence, regularly anxious and often seeks reassurance from adults and/or peers	Very poor view of self and/or low self-confidence, often anxious and regularly seeks reassurance from trusted adults and/or peers	Extremely poor view of self and/or low self-confidence, usually anxious and needs to seek constant reassurance from a trusted adult
Infrequent Nonattendance does not require monitoring	Occasional nonattendance needing low level monitoring	Frequent nonattendance needing monitoring	Regular nonattendance needing monitoring	Chronic non-school attendance under constant monitoring

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Visual Impairment, Hearing Impairment and Multi-sensory Impairment				
Element 2	**Band A**	**Band B**	**Band C**	**Band D**
Visual/Hearing/Multi-sensory impairment, supported by a specialist teacher, identified as having very mild needs.	Visual/Hearing/Multi-sensory impairment, supported by a specialist teacher, identified as having mild needs.	Visual/Hearing/Multi-sensory impairment, supported by a specialist teacher, identified as having moderate needs.	Visual/Hearing/Multi-sensory impairment, supported by a specialist teacher, identified as having severe needs.	Visual/Hearing/Multi-sensory impairment, supported by a specialist teacher, identified as having profound needs.

Physical and Medical				
Element 2	**Band A**	**Band B**	**Band C**	**Band D**
Pupils may have some reduction in their mobility and/or selfcare skills that is easily managed	Pupils have some reduction in their mobility and/or selfcare skills.	Pupils will have reduced mobility and/or selfcare skills.	Pupils will have significantly reduced mobility and/or selfcare skills.	Pupils will have a very high dependency on adults for all aspects of their daily life.
They may be independent wheelchair users or use mobility aids and/or have a medical condition that rarely needs adult support to move around school and/or engage in the curriculum	They may be independent wheelchair users or use mobility aids and/or have a medical condition that needs occasional adult support to move around school and/or engage in the curriculum	They may be independent wheelchair users or use mobility aids and/or have a medical condition that needs frequent adult support to move around school and/or engage in the curriculum	They will be wheelchair users and/or have a medical condition that will frequently need adult assistance to move around school and/or engage in the curriculum	They will be wheelchair users and/or have a medical condition that will need constant adult assistance in every aspect of school life
May have support from physio/OT/nurse/SALT etc with a programme that requires minimal input from school staff	Will have support from physio/OT/nurse/SALT etc with a programme that requires some input from school staff supported through basic training	Will have support from physio/OT/nurse/SALT etc with a programme that requires significant input from school staff supported through basic training	Will have support from physio/OT/nurse/SALT etc with a programme that requires significant input from school staff supported through specialised training that needs regular updating	Will have support from physio/OT/nurse/SALT etc with a programme that requires significant input from school staff supported through specialised training that needs regular updating with monitoring and sign off by specialist professionals

Note: For deteriorating conditions regular review will be required and they may need to be moved to the next banding.