

**Establishment of a New 30 Place Special School in Bath & North East Somerset
for Pupils with Autism and Complex Needs aged 11-18,
to Open in September 2027**

School Specification: Special Free School Presumption Process

Introduction

Under section 6A of the Education and Inspections Act 2006 (the 'free school presumption') where a local authority identifies the need to establish a new school it must, in the first instance, seek proposals to establish an academy. Bath and North East Somerset (B&NES) Local Authority has identified the need to establish a new Day School for pupils aged 11 – 18 with complex needs in the areas of Autism with Social, Emotional and Mental Health Difficulties (SEMH). The school will be based in Keynsham (post code BS31 1BF) and is planned to open in September 2027. The school will be colocated with two small children's homes which will be operated by a different provider.

The authority is therefore seeking proposals from appropriate Academy Trusts to open this new school. This school would be deemed a free school. Proposers should complete the Free School Presumption application form and return it to

Education_Commissioning@BATHNES.GOV.UK .

The Regional Director (RD) for the South West Region on behalf of the Secretary of State, will consider the local authority assessments and recommendations before deciding which proposer is in the best position to take forward the new school. The Regional Director will inform the local authority and the successful proposer of its decision, and the local authority will inform any unsuccessful proposers.

If you would like further information or wish to discuss your application, please contact Olwyn Donnelly Head of Education Commissioning email –

Olwyn_Donnelly@BATHNES.GOV.UK

There will be a market engagement event where interested parties can obtain additional information on the 22nd of October in the Keynsham Community Space (5 Temple St, Keynsham, Bristol BS31 1HA, above Keynsham Library). Please contact Education_Commissioning@BATHNES.GOV.UK for further information.

Please return your completed form (See Annex B)

<https://www.gov.uk/government/publications/establishing-a-new-school-free-school-presumption>

Timelines and Bid Process



NB: the local authority led free school presumption route is a different route to the DfE's central free school programme. Further information about the DfE's central free school programme can be found at: <https://www.gov.uk/government/collections/opening-a-free-school>

Background

The SEND Collaboration for B&NES (the Local Authority's Safety Valve Programme) aims to improve support for children and young people with special educational needs and disabilities (SEND), and those that need Alternative Provision in Bath and North-East Somerset. The programme comprises three workstreams, focusing on:

- (1) Supporting settings early ('System of SEND Support' workstream)
- (2) Meeting statutory expectations ('Statutory SEND System' workstream)
- (3) Creating more SEND school places ('SEND Capital and Sufficiency' workstream)

The SEND Capital and Sufficiency workstream is about increasing the number of places for children and young people (CYP) with an Education Health and Care Plan (EHCP) within the local area. Demand for specialist school places has outstripped capacity and increased the reliance on out-of-county placements, often within the independent sector. This has had a significant impact on the outcomes for CYP, as they can no longer be supported close to home and within their local community, at the same time as being more costly to the Local Authority.

In addition to the lack of special school places, there is currently no residential provision in the area that caters to the needs of our most complex CYP. In order to meet a clear demand, the Local Authority is opening a small special school within B&NES, with two small children's homes located within the same development. (The children's homes are entirely separate physically and operationally from the school.)

This specification relates to the proposed special school **only**. The children's homes will be operated by a different provider who will be appointed via a separate process. While it is

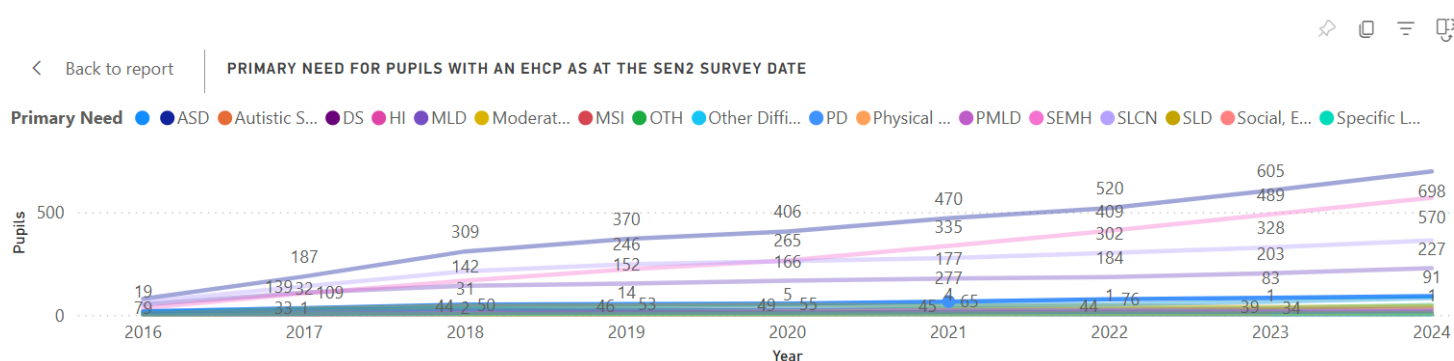
envisaged that many, if not all, of the CYP who live in the homes will attend the school, it is possible they will attend school elsewhere.

Data

Since the SEND reforms started to be implemented in 2014/15, there has been a year-on-year increase in the number of children and young people with an Education, Health and Care Plan (EHCP) [incl. SEN statement between 2015 and 2018], an annual increase of 12% on average between 2015-2024. In June 2025 there were 2,568 children and young people with an EHCP maintained by B&NES Council

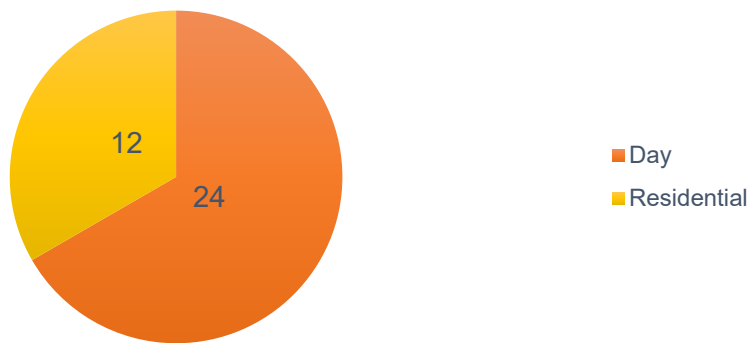
The data indicates that in B&NES, most EHCPs are issued at key transition stages in the Early Years (ages 4 & 5) and transitioning to Secondary education (ages 10 & 11).

The following graph shows the primary need of the young people in B&NES with EHCPs, with autism spectrum disorder (ASD) and social, emotional & mental health (SEMH) the most common primary needs with the steepest increase. The proposed new school will cater for those with both needs – our most complex group of students.



The Following Graph shows potential identified placements for the new school based on the current cohort in B&NEs with the correct profile and currently placed in high-cost placements:

Identified Potential Placements Complex ASD & SEMH



Site

A building has been identified in Keynsham by utilising the closure of the care home Charlton House which is under the ownership of the LA. A feasibility study of the building and design options are already well progressed to ascertain the adaptations required.

Charlton House has the space and environment to provide both the educational and residential provisions. It is in a quiet neighbourhood but is close to the B&NES Special Educational Needs (SEN) and Social Care Teams, local amenities and activities. The priority to bring children closer to home and to their families is important and will help to better prepare them for their transition to adulthood and, where appropriate, to adult services.

The funding of all works relating to the adaptations will be funded by B&NES Local Authority.

School

The proposal is to open the school in September 2027. The school will consist of:

- 30 day placements

The school will cater for pupils aged between 11 and 18 who have autism and complex needs, such as additional social emotional and mental health needs.

Many pupils are likely to have severe autism which will impact on their cognitive abilities, social skills and communication. These complex needs and low developmental levels may impact on their behaviour, which may at times be challenging. They will need support from staff that are highly trained and really understand the students' individual needs. The school will offer places to our most complex children and young people who need full therapeutic care.

Specification for the 30 place school for young people with Complex Needs

Facilities:

- Classrooms, breakout rooms, meeting rooms, staff rooms and communal areas.
- The kitchen is entirely self-contained and operated by B&NES Adult Social Care catering staff serving a nearby sheltered accommodation facility. There is an expectation that they will be sub-contracted to provide the meals for the school.
- Outdoor areas

These facilities will be designed according to the requirements of BB104 for special school provision and to accommodate the specific needs of young people with complex needs.

1. Staffing and Support

Outline the staffing requirements and structure for the school taking into account the ratio of staff to pupil to ensure adequate supervision and support is provide including:

- Headteacher
- Senior Leadership Team
- Teaching Staff – subject specific
- Support staff including HLTA's, TA's and SMSA's
- Administrative personnel

In addition, these young people will need specialist support, for example Mentoring, Physiotherapy, Occupational Therapy, Speech and Language Therapy. These specialist agencies will be commissioned by the school where the provision is highlighted in the EHCP under Section F. Where the provision is designated as a Health need (for example Alternative & Augmentative Communication or Eating and Drinking Needs) this will be provided by the local NHS Health Services. Please outline how these support agencies will be engaged.

Identify the need for staff training in such areas as positive behaviour management and autism.

Alongside specific training for all staff such as AET training for autism, Team Teach and Trauma Informed Practice, staff can access training via the B&NES Hub

<https://thehub.bathnes.gov.uk/Page/35566>

2. Curriculum Specification

Education Plan

Provide a plan of how you would deliver your educational vision. The plan should be ambitious and deliverable, which is consistent with your vision, pupil intake and financial plan.

Give clear information on the following:

- Your curriculum approach and approaches to meeting the pupil's specialist needs
- Set out your curriculum approach to teaching and learning - specifically how this will ensure the curriculum is delivered in a robust and effective manner, meeting the needs of the expected intake
- Provide information about the subjects/activities
 - - academic - provide intent and implementation
 - - specialist/ therapeutic/trauma informed
 - - life skills/vocational/enrichment
- Describe the proposed learning environment to support the curriculum offer. The length of the school day, to include any enrichment/ life skills / 24-hour curriculum activities
- Provide information about any bespoke curriculum provision
- Give information about any partnerships that would support the delivery of your education plan and curriculum vision
- Provide the strategies that will be in place to support pupils to be successful when they enter and leave the school

Measuring pupil performance effectively and setting challenging expectations

- The following information should be provided:
- How you will establish a baseline of the pupil's current level of attainment.
- Your explicit, ambitious and realistic expectations for pupil performance, behaviour and attendance and how your assessment system will allow pupil performance and progress to be measured and improved.
- How you will review success measures and expectations regularly to improve the school's performance.
- How you will involve parents and report progress to them.
- How you will share this information regularly and effectively with the Local Authority, and how this will ensure:
 - appropriate provision is being made for each pupil
 - successful progression into adulthood

Staffing

How will you ensure that your staff structure:

- Matches your proposed curriculum plan.
- Complies with the statutory responsibilities of a special school, including child protection.
- Includes an appropriate balance of roles, experience and expertise to meet the complex needs and challenges of this pupil intake.
- Can be delivered within your expected income. Your plans for an affordable staffing structure, which takes account of your curriculum plan.
- Your planned strategy for successfully recruiting, retaining and training high-quality staff to meet this specialist need.

3. Safety and Security:

Give clear information on establishing safety and security protocols to ensure the physical and emotional safety of children in the school:

- include measures to prevent and respond to incidents of bullying, abuse, or self-harm, with clear reporting and escalation procedures in place

4. Partnerships and Communication

Outline proposals to show how you will:

- Establish a clear and effective working relationship with the provider, Registered Manager and staff of the children's homes. Describe how you will work together in the best interests of CYP who will live in the homes and attend the school and how you will manage operating within the same overall development, including the management of shared spaces e.g. the garden areas.
- Link with parents/carers, local organisations, support agencies to support the young people in the school
- ensure there are clear lines of communication with stakeholders and relevant agencies to inform of the young people's progress and challenges and to ensure the right support is provided at the right time
- facilitate collaborative decision-making processes to ensure the best interests of children are prioritised at all times.
- Establish positive relationships between the school and the local community.

5. Legal and Regulatory Compliance

Provide assurance that the school will be operated in accordance with relevant legislation, regulations and standards governing schools. Including for example:

- Safeguarding policies
- Ofsted compliance and regulations
- Record Keeping
- Compliance with the National Minimum Standards for Special Schools
- Regard to the B&NES Council Corporate Strategy 2023 – 2027

- Regard to the B&NES Children and Young People's Plan 2023-2030
- Compliance with the Education Act 1996, The Children and Families Act 2014, the SEND Code of Practice 2014 and the SEND Improvement Plan 2023

6. Financial Breakdown

A full financial breakdown of how the school and attached residential facility will be funded including:

- Staffing costs
- Running costs
- Support agency costs
- Costs of placements showing how the costs of the provision would be covered.
- Current financial position of the MAT/SAT

It is anticipated that the education aspect of the new school will be charged through the existing banding system with pupils allocated to band 6. Banding Descriptor are attached in Appendix 1. Where additional support is required the education charges will be negotiated between the Trust and the LA with the support of a provision map provided by the Trust.

7. Trust Policies and Systems

Applicants should provide details of their policies and systems that will directly inform the management and operation of the school, for example in relation to quality assurance, safeguarding, school improvement and pupil progress tracking.

8. Vision/Capacity and Capability

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance.

As a minimum, please ensure you include the following:

- A strong educational vision and a curriculum delivery plan based on high standards of attainment for each key stage
- Plans for appropriate engagement with the local community and parents during the pre-opening period and any on-going engagement

- Excellent support facilities to meet the needs of all the young people particularly looked after young people
- A commitment to excellent outcomes and high quality of teaching and learning
- The resources you would draw on and/or deploy to support the development of the new free school by the opening date
- Clear evidence that you have the range of skills and abilities necessary to set up and then run a school effectively, including managing school finances; leadership; project management; marketing; human resources; safeguarding; and health and safety
- How the school would be organised and what the governance arrangements would look like, including a diagram of the proposed structures
- How you will work in partnership with the provider of the children's homes to ensure best outcomes for children who attend/are cared for by both provisions

9. Commissioning and Admissions:

B&NES acknowledge that places cannot be reserved for B&NES only. Places at the School are subject to the children having an EHCP and:

- a) parental preference for the school irrespective of where the child lives; and
- b) the base being suitable for the child's age, aptitude, ability and special educational needs; and
- c) the child or young person's attendance at the school not being incompatible with the efficient education of others.

It is anticipated that the majority, if not all, of the students will be eligible for home to school transport, but each case will be considered on an individual basis in accordance with the SEND Home to School Transport Policy outlined on the Council website

<https://www.bathnes.gov.uk/send-home-school-travel-support>

10. Remuneration

The DfE currently provides £25,000 for legal expenses to the successful sponsor, paid to the Trust in the pre-opening phase. The Local Authority will provide to the school a one-off

lump sum of £78,000 as a contribution towards start-up costs. This is intended to be used towards costs such as, but not limited to:

- Funding salary costs of the designated head teacher, admin and finance support prior to opening;
- Recruitment and interview related costs;
- Any other incidental costs.

and would be paid to the Trust a term before the school admits its first children

It will be up to the trust how to use these funds. No further one-off funding prior to opening will be payable and any unspent funds can be retained by the school. Trusts will need to familiarise themselves with the differences between the funding models of the DfE directly delivered free school projects and the LA led presumption route free school projects.

The school will be provided with land and a building owned by the Local Authority and leased to the academy trust on a 125-year lease.

The school will receive the nationally agreed base place funding per pupil (currently £10,000) from the Education Skills Funding Agency. Top-up funding is allocated per child through their EHCP band to meet their needs as outlined in Section B of the plan and to provide the provision as outlined in Section F of the plan.

Each place will be funded by Education and Skills Funding Agency (ESFA)/B&NES to the Trust commissioned to run the school.

The ESFA will provide funding to the academy for each filled commissioned place at a rate of £10,000 based on the High Needs template. Each unfilled commissioned place is funded at a rate of £10,000 based on the Local Authority submission (APT) for each academic year.

In the circumstances where the LA requests that the school take additional children over the commissioned number, B&NES will fund additional places above commissioned place numbers, then this has to be negotiated with the LA and it is not automatically £10,000 per annum pro rata.

Top-up Funding is through a banding process and will be agreed between B&NES Council and the Trust commissioned to run the provision. Place Funding will start from the date of opening and then Top Up Funding will begin from when each pupil is admitted. Top-up funding will be negotiated on an individual basis and agreed between the Trust commissioned to run the provision and B&NES Council.

For the financial year 25-26, the B&NES top up values for special schools is as follows (see Appendix 1 for Banding Descriptors)

Band	Value
1	0
2	£3,002
3	£6,249
4	£10,546
5	£13,001
6	£15,477

The Trust will receive base funding for 10 places (i.e., £10,000 x 10 = £100,000 pro rata) during the first year (year ending August 2028). Base funding will increase to 20 pupils at the start of Year 2 (September 2028) and 30 at the start of Year 3 (September 2029). The ESFA will only provide the base funding to the school up to the number of children it is intended will be placed in any given year and any further funding will be provided by the LA as start-up funding for the school (on opening) to address diseconomies of scale as the school builds to capacity at Year 3 (September 2029).

Appendix 1

10 Universal offer	1 SEN Support	2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
Cognition & Learning						
<p>Cognitive abilities within broad average levels and National Curriculum attainments average or close to average.</p> <p>Some pupils may present with some learning delay, show difficulties with conceptual understanding in some elements of the core curriculum. Attainment levels may be more than 1 year below average.</p> <p>Pupils may have weak phonological skills/difficulty applying phonological skills to decoding or spelling</p> <p>Pupils may have some difficulty organising written work, expressing and/or recording ideas.</p>	<p>Cognitive scores within the below average range on standardised assessments of cognitive ability (9th to 24th percentile in several areas)</p> <p>Pupil may present with a very uneven profile.</p> <p>Requires teaching assistant or teacher to clarify learning task</p> <p>Difficulties across all areas of the curriculum</p> <p>Significant delay in reasoning, problem solving, attention and concentration skills.</p> <p>Concerns about rate of progress, generalising and retention of skills and information</p> <p>Difficulties with organisational and presentational skills.</p> <p>Pupils with specific learning difficulties may experience discrepancy between oral and literacy skills. Some pupils may grasp mechanical skills but lack comprehension e.g. reading, maths</p> <p>Finds it hard to process the instructions and information they are given in the time they have. Showing signs of difficulties with working memory. (below average/low average in standardised assessments)</p> <p>Struggles to make progress in literacy and numeracy and requires a specific programme for a number of weeks additional to classroom input.</p>	<p>Cognitive scores within the low range on standardised assessments of cognitive ability (3rd to 8th percentile in several areas)</p> <p>Requires individual input to understand and focus on the task (with prompting they are able to start and continue with the task).</p> <p>Significant delay in reasoning skills and difficulties across all areas of the curriculum, significant difficulties retaining skills and information, generalising skills, staying on task.</p> <p>Requires daily individual or small group support for specific numeracy and/or literacy programmes</p> <p>Difficulties initiating and maintaining focus and attention for learning tasks resulting in an inability to start and stay focused on tasks without repeated prompting and refocusing.</p> <p>Has difficulties with working memory and/or information processing as assessment in dynamic or standardised tests (low) – struggles to keep up with the pace of the classroom and needs individual input on each learning task.</p> <p>Pupil is very likely to have additional needs in other areas of SEN</p>	<p>Cognitive scores within the very low range on standardised assessments of cognitive ability (1st to 2nd centile across several areas)</p> <p>Very slow rate of progress despite a high level of intervention.</p> <p>Requires individual input to model what is required in a task and prompting and support to understand what they need to do to achieve.</p> <p>Severe difficulties in making inferences, generalisation and transferring skills</p> <p>For children in EY more than 50% delay in several aspects of the three prime areas which result in having a significant impact on accessing the EYFS</p> <p>Significant difficulties focusing attention on learning tasks resulting in an inability to start and complete tasks with any independence. This could include young people who experience attention difficulties due to a diagnosis of ADHD.</p> <p>Cannot make sustained progress in core curriculum subjects without a high level of individual support and use of strategies including extra time and adult resource.</p> <p>Requires additional time to explore strategies to support working memory and information processing to keep up with the learning.</p>	<p>Cognitive scores within the extremely low range on standardised assessments of cognitive ability (below the 1st centile across several areas)</p> <p>Band 3 plus additional needs in other areas of SEN in mobility and coordination, communication or acquisition of self-help skills.</p> <p>Requires individual input to model, scaffold, prompt and refocus the pupil for the majority of the task.</p> <p>Requires additional time and highly differentiated learning and support to access any learning tasks.</p> <p>Requires individual strategies for literacy and numeracy and struggles to make sustained progress despite following evidence-based programmes.</p> <p>Severe difficulties focusing attention on learning tasks which results in inability to engage in any learning activities without continuous adult support to facilitate engagement.</p> <p>For children in EY, 75% delay in several aspects of the three prime areas of the EYFS</p> <p>End KS1: Standard 1-2 End KS2: Standard 3-4 End KS3 and above: equivalent of working within Key Stage 1 across core subjects</p>	<p>Profound and Multiple or Learning Difficulties</p> <p>Functioning at early developmental level</p> <p>Due to level of learning difficulties unable to accomplish personal care, self-help and independence skills throughout the school day</p> <p>Attainment pre-Key stage 1 range or following the Engagement Model throughout their schooling</p>	<p>Band 5 plus additional needs in other areas of SEN (totally physically dependent, neurological, genetic or other medical condition which results in profound needs in other areas of SEN)</p>

10 Universal offer	1 SEN Support	2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
Speech & Language						
<p>Language communication skills within average or close to average levels.</p> <p>May have some mild difficulties with comprehension and ability to follow instructions. <u>Also</u> may have a reduced vocabulary and difficulties in giving accounts of events, conveying more abstract and complex thoughts.</p> <p>May be reluctant to comment in class/group situations</p>	<p>Moderate delay in expressive and/or receptive language and/or mild speech sound disorder (general guide – 5th centile on standardised assessments)</p> <p>Processing difficulties leading to difficulties in understanding and following instructions.</p> <p>Literal use and interpretation of language.</p> <p>Displaying unusual aspects of speech such as unusual intonation, volume, rate echolalia and idiosyncratic phrases. Capable of clear speech when prompted but clarity deteriorate in spontaneous speech.</p> <p>Self-confidence and social integration limited by communication difficulties, may respond inappropriately in social and/or learning environment.</p>	<p>Disordered expressive <u>or</u> receptive language and/or speech disorder (general guide 50% delay, 2nd centile and below on standardised assessments)</p> <p>Language abilities are impaired to a degree that prevents effective age-appropriate communication</p> <p>Considerable difficulty organising expressive language and making meaning clear</p> <p>Single words clear but connected speech poor, speech only intelligible to familiar adults</p> <p>Able to follow simple instructions in a clear context</p>	<p>disordered expressive <u>and</u> receptive language (50% delay, or 2nd centile or below) and/or speech causing limited functional communication causing significant barriers to learning and social relationships.</p> <p>Signals basic needs in verbal or non-verbal way which may be very idiosyncratic and/or speech intelligibility limited to familiar words used in context</p> <p>Pupil likely to withdraw from communication in class, limited social interaction with language difficulties having significant impact on learning in all subjects.</p> <p>Pupil may show signs of distress and confusion, likely to be misunderstood and respond inappropriately</p> <p>Presents with selective mutism in school</p>	<p>Band 3 plus additional needs in other areas of SEN</p>	<p>Profoundly limited language skills; non-verbal <u>and</u> very limited or no understanding of language or other means of communication.</p> <p>Pupils use a total communication approach including Pre-Verbal methods which may include the use of signing, gesture, eye pointing, objects of reference or symbols</p> <p>Formal standardised assessments are not appropriate due to cognitive profile. Rather, specialist observation tools such as the engagement model are more appropriate.</p>	<p>Band 5 plus additional needs in other areas of SEN</p>

10 Universal offer	1 SEN Support	2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
Social Communication						
<p>Pupil may have features of autism/ a diagnosis of ASD but has academic competencies and social awareness to support his/her ability to cope with the expectations of school's life with some differentiation e.g. time out card, additional time/encouragement/reassurance. Pupil is able to access the curriculum with the support of visual resources and the implementation of basic ASD strategies.</p> <p>Pupil may experience low level/low frequency difficulties with following: classroom routines responding to social situations such as turn taking, reciprocal attention, sharing of resources, social isolation or <u>low-level</u> anxiety in social situations.</p> <p>Mostly confident with occasional difficulty integrating or fulfilling social activity</p> <p>May have some sensory processing differences that can be supported/overcome through adaptations to their environment.</p>	<p>Delayed social communication skills which can lead to anxiety frustration or distress and impact on the ability to engage in the classroom activities.</p> <p>Lack of ability to manage own anxieties and ask for help when needed, which can result in withdrawals and/or outbursts.</p> <p>Lack of awareness of social space and related social difficulties.</p> <p>Social vulnerability due to lack of understanding and knowledge of social behaviour. This may cause withdrawal to their own world and isolation from their peers.</p> <p>Difficulties recognising and communicating emotions.</p> <p>Difficulties forming and maintaining friendships with peers.</p> <p>Have difficulties managing change and transitions.</p> <p>Sensory processing differences that can be overcome/supported through adaptations to their environment.</p> <p>Occasional challenges in moderating behaviour appropriately due to social communication difficulties.</p>	<p>Rigid and inflexible thought patterns which interfere with engagement in learning. They may also result in challenging behaviours.</p> <p>Show signs of distress when faced with new people, places, events or when unsure what is going to happen.</p> <p>Difficulty expressing feeling or needs. Limited ability to understand the impact of their actions on others</p> <p>Have difficulties understanding social and physical risks. Pupils is socially isolated and may be easily led and is vulnerable to bullying.</p> <p>Limited initiation of social interaction but can take part in some reciprocal interaction and imaginative play if taught/supported, but cannot develop this independently</p> <p>Difficulty understanding and accepting social situations e.g. rules of a game can <u>lead</u> to verbal and physical outbursts.</p> <p>Experience difficulties/ unusual responses to sensory experiences (can be easily distracted, upset by noise/touch/light, could lead to behaviours that challenge the norm)</p>	<p>Limited functional and social communication skills which impacts on the ability to engage in the classroom activities</p> <p>Have difficulties understanding social and physical risks and their own vulnerability, severely limited ability to understand consequences and responsibility for actions</p> <p>Exhibit rigid or obsessional behaviours which make it difficult to cope with unexpected changes and events. Can become extremely upset/anxious following changes and take significant time to calm.</p> <p>Difficulties labelling and expressing emotions which may lead to challenging behaviours, increased anxiety and episodes of heightened emotional state</p> <p>Experience significant difficulties to sensory experiences which have a significant impact on their ability to stay in the classroom.</p> <p>Shows signs of distress over even small changes in the environment.</p>	<p>Significantly limited social communication that causes anxiety, limits ability to manage emotions</p> <p>Regular high levels of distress and anxiety which presents significant barrier to their learning and ability to function within the schools</p> <p>Often in a high state of anxiety, seeks to control circumstances and challenge authority of staff.</p> <p>Rigid, repetitive or obsessional behaviours make it difficult to cope with unexpected changes and to engage in learning. These can lead to severe anxiety, aggression or withdrawals</p> <p>Finds unstructured times extremely difficult to manage and may become very distressed.</p> <p>Unable to reflect on consequences of his/her behaviour on others. Approach others paying little or no attention to their response.</p>	<p>Profoundly limited social communication skills, which impact on all areas of learning and social activity including play times and lunch times.</p> <p>Inability to tolerate any social interaction other than meeting own basic needs.</p> <p>Persistently anxious or frustrated, leading to frequent, and unpredictable, behaviours that jeopardizes the health and safety of self and others.</p> <p>No recognition of own or others' emotions.</p> <p>Frequently in a high state of anxiety.</p> <p>Difficulties that present as highly manipulative behaviour that undermine the organisation of the classroom and severely disrupts learning by seeking to control the environment.</p> <p>May appear not to notice other people in their environment and may attempt extremely limited social interactions.</p>	<p>Profoundly limited functional social communication skills which lead to daily, persistently high levels of distress and anxiety.</p> <p>Inability to tolerate any social interaction other than meeting own basic needs. Requires high level of support including physical support to ensure basic needs are met.</p> <p>Permanently in a high state of anxiety.</p> <p>Unpredictable, escalating and prolonged challenging behaviours throughout the day that jeopardises health and safety of self and others.</p> <p>Daily ritualistic and obsessional behaviours that prevent adults from engaging the pupil with any adult-led activities</p> <p>Lack of awareness of personal safety, exhibits violent behaviour several times a day.</p>

10 Universal offer	1 SEN Support	2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
Social Emotional & Mental health						
<p>Pupil may experience low level/low frequency difficulties with:</p> <ul style="list-style-type: none"> self-esteem and/or confidence making and/or sustaining friendships. complying with adult directions working independently motivation requiring frequent encouragement to stay on task <p>Pupil may avoid or become upset when faced with new/unfamiliar tasks</p> <p>No regular group of friends</p>	<p>Involved in regular incidents in and outside of lessons.</p> <p>Persistent disruption, connection seeking behaviours</p> <p>Have difficulty with concentration, engagement and participation in learning; this may be as a result of fear of failure, or low self-esteem.</p> <p>Some attachment/connection seeking or avoiding behaviours, likely to be reliant on relationships with key adults.</p> <p>May display anxiety or emotional distress. May be at risk of isolation or becoming socially vulnerable. May begin to withdraw from social and learning situations. May display a change in behaviour which is sustained and unexpected/hard to explain.</p> <p>Low self-esteem, inappropriate actions in search of attention. Seeks affection/connection, approval and reassurance repeatedly but appears to remain insecure.</p>	<p>Regular incidents which may involve verbal aggression. They may create situations which have health and safety implications and cause others to feel intimidated</p> <p>Have significant difficulties related to level of concentration, engagement and participation in learning.</p> <p>Have low self-esteem and a lack of resilience. When emotionally overwhelmed unable to access support.</p> <p>May have mental health needs including attachment difficulties leading to attachment/connection seeking or avoiding behaviours. They may impact on the ability to build and maintain successful relationships with adults and peers</p> <p>Requires a key adult that checks in with them at key points throughout the day and that they can access when they need to ensure that they feel safe and regulated.</p> <p>Finds it difficult to accept instructions from adults.</p> <p>Requires support with increasing frequency to enable them to engage with peers and adults (verbally and through their behaviour).</p> <p>Some indications of emotionally based school refusal</p>	<p>Regular incidents which involve violent outburst and physical aggression towards peers or adults</p> <p>Oppositional, defiant impulsive behaviours, refusal/inability to comply with reasonable requests</p> <p>Needs including impulsivity and unpredictability which can place the pupil and others at risk and presents as a significant barrier to learning</p> <p>May have mental health needs that significantly impact on the ability to build and maintain successful relationships with adults and peers and may cause the need to feel in control in order to feel emotionally safe.</p> <p>This could include self-harming behaviours, thoughts of harming self and anxiety with increasing impact on daily functioning.</p> <p>Indications of emotionally based school refusal</p> <p>Requires a key adult to be present in the classroom and at key points to ensure they feel safe and regulated.</p>	<p>Regular, daily incidents which involve violent outbursts and physical and verbal aggression and require a considerable amount of time to deescalate which needs to take place outside of the classroom with adult support.</p> <p>Refusing/inability to accept requests or sanctions, or to accept responsibility</p> <p>Have mental health needs that significantly impact on the ability to build and maintain successful relationships with adults and peers</p> <p>Has difficulty managing emotional responses, exhibits regular mood swings.</p> <p>May exhibit self-harming behaviour as a way of coping with or expressing feeling and emotions that are overpowering and overwhelming or as a response to anxiety, stress or difficulties with communication</p> <p>Experience high levels of anxiety that makes entering the classroom very difficult resulting in the majority of time spent outside of the classroom or away from school.</p> <p>Requires a key adult to be close and present actively supporting them to feel safe and regulated in the classroom.</p>	<p>Frequent and intense in duration incidents of challenging behaviours. Not able to self-regulate emotions and/ or behaviors and not able to deescalate without significant time. De-escalation requires more than one adult and can take several hours.</p> <p>Emotional needs lead to challenging behaviours that disrupt teaching groups and jeopardise the health and safety of self and others</p> <p>Have mental health needs which may include attachment disorder, depression, anxiety disorders and eating disorders which are presenting as a significant barrier to daily life and preventing curriculum access.</p> <p>Exhibits significant/daily self-harming behaviour as a way of coping with or expressing feeling and emotions that are overpowering and overwhelming or as a response to anxiety, stress or difficulties with communication</p> <p>Requires a key adult throughout the day actively engaging them in therapeutic activities to emotionally regulate them.</p>	<p>Very frequent and persistent (more than once per day) incidents of aggressive behaviours, often impulsive with no apparent triggers which are difficult to manage, even with specific, individualised intervention.</p> <p>Unpredictable, prolonged and sudden outbursts of behaviour that disrupts teaching groups and jeopardises the health and safety of self and others.</p> <p>significant self-harm with suicidal intent</p> <p>Have complex mental health needs; this may include severe attachment disorder/disorganised attachment, depression, withdrawn behaviour, severe anxiety.</p> <p>Has mental health needs which amount to SEN and are of a severity that the child has required hospitalisation/sectioning under the mental health act</p>

10 Universal offer	1 SEN Support	2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
Vision						
<p>Vision within normal range, including when corrected by glasses – visual acuity of 6/6 – 6/12.</p>	<p>Mild to Moderate vision impairments: visual acuity of 6/18-6/36 (LogMAR0.5-0.78).</p> <p>Requires font size: N14-18</p> <p>May have other difficulties, e.g. reduced visual field but is able to use effective strategies to overcome these</p> <p>CYP is independently mobile in familiar areas</p> <p>Curriculum access possible with specialist equipment, equipment that the learner has mastered its use, adaptation and support to show appropriate progress</p> <p>May have difficulties with spatial awareness, using standard text and pictorial materials e.g. maps and graphs</p>	<p>Moderate vision impairments: visual acuity of 6/18-6/36 (LogMAR0.5-0.78)</p> <p>Requires font size: N18-N24</p> <p>Curriculum access not possible without significant mediation and/or adaptations of curriculum materials requiring training to produce resources and additional support in practical subjects (safety)</p>	<p>Severe impairment: visual acuity of 6/36-6/60 (LogMAR0.8-1.00)</p> <p>Requires font size: N24</p> <p>May be registered sight impaired</p> <p>Able to access curriculum and buildings only with substantial adaptations of <u>all</u> learning materials requiring training to produce resources and additional support in practical subjects (safety)</p> <p>May have progressive visual impairment where functional vision is expected to deteriorate to registered sight impaired level</p>	<p>Band 3 plus additional needs in other areas of SEN</p>	<p>Profound impairment: visual acuity of Less than 6/60 (LogMAR 1.02)</p> <p>Requires font size: N36</p> <p>May be registered severely sight impaired</p> <p>Able to access curriculum and buildings only with substantial adaptations of <u>all</u> learning materials including the requirement for some use of tactile means of communication to be able to access</p> <p>Able to access independently buildings and move around the school only with significant support and or skill development</p>	<p>Profound impairment: Less than 6/60 (LogMAR 1.02)</p> <p>Able to access information using braille/tactile methods which require specialist training to produce resources.</p> <p>Able to access buildings and move around the school only with regular and individual formal teaching of orientation and mobility.</p>

10 Universal offer	1 SEN Support	2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
Hearing						
<p>Hearing within normal range</p> <p>CYP may miss-hear and misunderstand oral information which requires monitoring.</p> <p>Pupils may have some immaturities of speech but is understood by adults</p>	<p>Mild or Moderate hearing loss greater than 41dB including late diagnosis or onset</p> <p>Curriculum access possible with specialist equipment, adaptation and support</p> <p>Hearing aid user</p> <p>Requires signal to noise ratio of 20-30 dBA</p> <p>Requires classroom reverberation time of 0.4 seconds</p>	<p>Chronic long-term conductive hearing loss along with a sensory-neural hearing loss in one or both ears resulting in severe functional hearing loss.</p> <p>Curriculum access not possible without significant mediation and/or adaptations of curriculum materials</p> <p>Moderate hearing loss has resulted in a language delay e.g. very limited vocabulary which impacts on ability to access the curriculum.</p>	<p>Severe hearing loss greater than 71dB</p> <p>Could be an acquired hearing loss, congenital or progressive hearing loss</p> <p>Hearing aid/cochlear implant user</p> <p>Requires assistive devices to access curriculum with substantial adaptations of <u>all</u> learning materials</p> <p>Requires signal to noise ratio of 20-30 dBA</p> <p>Requires classroom to have reverberation time of 0.4 seconds</p>	<p>Band 3 plus additional needs in other areas of SEN</p>	<p>Profound hearing loss greater than 95dB</p> <p>Hearing aid/cochlear implant user</p> <p>Able to access curriculum <u>only</u> with assistive devices and requires substantial mediation and/or adaptations of materials</p> <p>Requires signal to noise ratio of 20-30dBA</p> <p>Requires classroom, reverberation time of 0.4seconds</p>	<p>Profound hearing loss greater than 95dB</p> <p>Able to develop communication via sign support e.g. SSE or alternative methods of communication</p>

0 Universal offer	1 SEN Support	2 High Needs	3 High Needs	4 High Needs	5 High Needs	6 High Needs
Physical & Medical						
<p>No needs, physical development within expected levels.</p> <p>Pupil attempts all physical activities within normal school day.</p>	<p>Identified difficulties with fine and/or gross motor skills but child able to access curriculum independently.</p> <p>Scores below the 5th percentile on a standardised movement test</p> <p>Functional skills are Spiky in terms of access</p> <p>Able to use mobility aid-independently to overcome physical difficulties, e.g. walking aid or self-propelled chair.</p> <p>Likely to have difficulties adapting to new/specific environments</p> <p>Requires ongoing therapy support implemented in school as advised by health professional.</p> <p>Interventions implemented by class staff as part of a personalised health support program under guidance from a health professional.</p> <p><u>Short focused</u> support required for some peer appropriate practical tasks around activities of daily living due to physical disability.</p> <p>May have physical/medical condition which impact on access to the academic and social curriculum and require care plan/require medication to stabilise condition. Pupil may tire more quickly than other pupils. Condition may require monitoring e.g. arthritis and diabetes.</p> <p>May have physical abnormalities, which may make pupil self-conscious, isolate, defensive or behave erratically.</p>	<p>Physical needs give rise to safety issues and Curriculum access may not be possible without mediation and/or adaptations of curriculum materials.</p> <p>Scores below the 5th percentile across range of assessments (Movement ABC, PEDI CAT, VMI. Handwriting, <u>ROLL</u>) which indicates ongoing and significant motor difficulties</p> <p>Functional skills are not in line with peers across all motor domains</p> <p>Has limited independence in managing interventions required for their condition e.g. personal care, movement. Some assistance required to use walking aid. May need additional adaptive equipment to meet physical need e.g. specialist seating.</p> <p>Medical needs consistently requiring one to one support/management for more than 2 hrs per day to manage.</p> <p>Unable to recognise or articulate important changes in their medical needs that may need adjustments to normal health plan to manage.</p>	<p>Curriculum access not possible without substantial mediation and/or adaptations of curriculum materials</p> <p>Unable to complete age-appropriate assessments and is below the 2nd percentile on functional tasks. (<u>Roll</u>, <u>PEDI CAT</u>) . Functional skills are significantly behind peers across all motor domains</p> <p>Requires adult assistance in moving, positioning and personal care (including toileting), eating/drinking needs.</p> <p>Assistance required using walking aid. Will need additional adaptive equipment to meet physical need e.g. specialist seating/standing</p> <p>Will have substantial communication/recording needs associated with physical disability.</p> <p>To implement the advice of health professional's adult support is required for the <u>majority</u> of the school day due to an identified medical need.</p>	<p>Implementation of complex program of care developed and closely monitored by health professionals, OT, or physio.</p> <p>Additional adult assistance will be required due to the impact of the child's social, emotional or mental health needs on their ability to comply with everyday tasks</p> <p>Increased level of need for a specified period following an acute medical episode/ surgical intervention requiring more support and complex intervention</p>	<p>Has limited ability to contribute to self-care therefore is highly reliant on adult support for moving, positioning, personal care including drinking eating, e.g. hoisting.</p> <p>Has severe physical disability that creates substantial risk due to the complications of immobility (<u>eg</u>, Comfort, pressure care, contractures). Will require adult assistance to mitigate this risk.</p> <p>Profound long-term progressive/regressive condition rapidly deteriorating condition(s)</p> <p>Have severe physical disability that create substantial communication difficulties requiring aid such as 4Talk4 or other assistive curriculum devices</p> <p>Reliant on ongoing and intensive interventions to mitigate risk of deterioration.</p>	<p>Profound physical, long term condition/needs. All needs must be anticipated to ensure their well-being and safety. Unlikely to be able to recognise or articulate significant changes in their medical condition that require immediate responses. .</p> <p>Requires immediate response from staff due to likelihood of rapid deterioration of health condition.</p> <p>Has total and complex support needs for mobility, personal care, positioning, movement, hoisting and eating/drinking provided by staff with specialist knowledge, training and skills.</p> <p>Require continuous monitoring and support throughout the day and includes frequent complex medical interventions carried out by highly trained staff, i.e. ventilator care</p> <p>Non-verbal, able to communicate when using specialist communication aids, e.g. Tellus/<u>Dynavox</u>.</p>

Exceptional allocation of top ups:

The local authority is committed to provide local and good quality placements for local children and young people. In very exceptional circumstances when a local provision is at risk of breaking down the local authority will consider an allocation of exceptional top up. It is specifically aimed to prevent placements in the independent sector or to support return to a local provision. The allocation of the exceptional top up will be time limited and subject to a 6 monthly review process. It is anticipated that within a maximum of 1 academic year the generic banding system outlined above will be used.

The value of the exceptional top up is to be determined on case-by-case basis and can be allocated only with an agreement of the Head of Education and Inclusion, SEN Manager and at least 2 head-teachers of special schools and/or FE representative for young people age 16+.