



Special School Funding Moderation 2014/2015

Guidance for completing this form:

For the purposes of pupil profile moderation, shade in the 'best match' for each of the level descriptors.

SECTION 1

(i) **Pupil Surname:**

Forename(s):

D.o.B:

Home address:

Postcode:

Looked After: Yes / No

Home LA:

(ii) **School:**

Current year group:

(iii) **Primary need:** Cognition and Learning Y / N Communication and Interaction Y / N
Sensory and Physical Y / N Social, Emotional and Behavioural Y / N

(iv) **Attendance:** Full-time / Part-time

If not 0.5 attendance, please specify (e.g. 0.4 for 2 days):

Reasons for part time attendance:

% of lessons/sessions attended per term: Autumn Spring Summer

SECTION 2

Current level of Special School High Needs if already moderated: HN1 HN2 HN3 HN4 HN5

Requested level of Special School High Needs: HN1 HN2 HN3 HN4 HN5

Comment on any particular staffing or curriculum implications of this pupil's pattern of needs, and if a change in the level of HN top-up funding is being sought, why:

Form Completed by:

Designation:

SECTION 3

Record here the current level of provision the pupil is receiving, including typical class size, teacher:pupil ratio, curriculum, any special resources, etc.

Record here any plans for developing or amending the current level of provision, and why this is necessary, e.g to reduce dependency.

Record here any additional agreed sources of funding relating to this pupil, e.g. Health

SECTION 4 – PUPIL PROGRESS

Progress:

National Curriculum & P levels	Date	Date	Date	Date	Date

Additional relevant information, e.g. CASPA profile:

CHECKLIST OF EVIDENCE

- Please tick boxes, as appropriate, to show the evidence used in the completion of this submission. Only attach copies of papers where shown.
- Statement and the most recent Annual Review
- Recent & relevant medical reports
- Behaviour plan, summary of incidents, and where appropriate incident reports
- Health care, and moving and handling plans
- Personal Education Plan if the pupil is Looked After

Weighting	HN1 1.0	HN2 1.4	HN3 1.7	HN4 2.0	HN5 4.0
Cognition & Learning	Progress is either equal to or slower than the majority of their peers.	Attainment is likely to be P5-P8 by the end of KS2, and NC level 2 at KS4.	Progress is minimal, even with high levels of intervention. Attainment not reaching P8 by the end of KS4	Curriculum would be experiential and sensory. Focus is on engagement P1-3 Vertical progress is static or regressive, even with high levels of intervention. Learning is lateral (breadth of sensory and experiential curriculum). Attaining 'P1-P3' in all areas at all stages.	
Behaviour	If behaviours occur, they do so occasionally and inconsistently.	Behaviour which includes a) physical aggression against staff or pupils (occurs several times a term), b) disruption to learning without threat of physical aggression which occurs regularly, or c) non-aggressive behaviour which creates significant safety issues for other more vulnerable pupils	Persistent behaviour inhibits most participation, understanding and contribution to activities and learning in the classroom. Behaviours include a threat of, or actual physical aggression against staff or pupils which occurs several times a week throughout the year.	Behaviour inhibits any participation, understanding and contribution to activities in the classroom. All teaching takes place in an adapted environment, sometimes requiring more than one member of staff. Without this level of intervention, behaviours include a threat of, or actual physical aggression against staff or pupils which occurs several times a week throughout the year.	Behaviour requires the delivery of an individualised curriculum off-site, often requiring more than one member of staff to ensure safety. Without this level of intervention, behaviours include a threat of serious physical aggression against staff or pupils which occurs several times a week throughout the year.
Health & Medical			Requires trained medical procedures to be undertaken on a regular basis (not already funded through Continuing Care).		Requires consistent, ongoing adult intervention to sustain life.

Weighting	HN1 1.0	HN2 1.4	HN3 1.7	HN4 2.0	HN5 4.0
Anxiety	Pupils who are able to access school on a daily basis, but where anxiety levels periodically require some adult intervention to engage in learning.	Pupils who are usually able to access school on a daily basis, but where anxiety levels require intensive support to overcome intermittent periods of absence.	Pupils with anxiety levels which require 1:1 adult support to engage in the home on a daily basis.	Pupils with anxiety levels which require 1:1 adult support to engage in the home on a daily basis, and to support a phased induction into school.	Pupils with anxiety levels which require a bespoke learning environment, usually being taught on at least a 1:1 basis, with the ability to access the school and wider community.
Communication & Interaction	Unusual response to some sensory stimuli, requiring adjustments. Some difficulties in making and maintaining relationships. Some language and communication difficulties.	Unusual response to some sensory stimuli, requiring significant adjustments. Significant difficulties in making and maintaining relationships. Communication difficulties inhibit participation, understanding and contribution in classroom or setting, often requiring the use of electronic aids, eye gaze technology, or dependency on PECs/PODD	Unusual and frequent response to some sensory stimuli, requiring major adjustments. Extreme difficulties in making and maintaining relationships. Communication difficulties seriously inhibit participation, understanding and contribution in classroom or setting.	Extreme and frequent response to a wide range of sensory stimuli requiring major adjustments. Little evidence of positive social relationships. Communication difficulties preclude participation, understanding and contribution in the majority of settings.	Extreme and frequent response to a wide range of sensory stimuli requiring a bespoke learning environment, usually being taught on at least a 1:1 basis. No evidence of positive social relationships. Communication difficulties preclude participation, understanding and contribution in any setting.
Sensory			The pupil has profound impairment of hearing <i>or</i> sight		Profoundly deaf <i>and</i> blind.
Care & Mobility	May have some care or mobility needs requiring some adult intervention	Has care or mobility needs requiring significant adult intervention. Pupil will have a personal and intimate care plan or manual handling plan.	Has care or mobility needs requiring extensive adult support.	Totally dependent on adult support to meet all care and mobility needs.	Totally dependent on adult support to meet all care and mobility needs. All interventions require more than one adult.