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| **COGNITION AND LEARNING: MODERATE/ SEVERE LEARNING DIFFICULTIES**:**DESCRIPTION OF NEED:FUNDING ALLOCATIONS** | | | | | | | | |
| **1 MAINSTREAM ELEMENT 1 (AWPU)**  **Quality First Teaching** | **2 MAINSTREAM ELEMENT 1 (AWPU) + ELEMENT 2 FORMULA FUNDING (up to £6,000)**  **SEND Support SEND Register** | **LA DECISION MAKING PROCESS**   * **The Plan, Do Review cycle highlights the CYP is not making expected progress despite the Element 2 provision and has not responded to systematic, structured intervention provided by Element 2 funding.**   **Please refer to the list of evidence that is required at this stage before making an application to LA DECISION MAKING PROCESS for PFA funding. This must include evidence of the CYP pupil developmental levels (e.g. school specific pupil progress tracker)**. | **3 Pupil Funding Agreement (PFA) (MLD) ADDITIONAL UNITS OF SUPPORT**  **SEND Register** | * **LA DECISION MAKING PROCESS. The Plan, Do Review cycle highlights the CYP is not making expected progress despite the PFA** **and may require an EHCP assessment to identify needs. CYP has not responded to systematic, structured intervention provided by the PFA P funding.** * **Please refer to the list of evidence that is required at this stage before making an application to LA DECISION MAKING PROCESS for EHCP funding. This must include evidence of the CYP pupil developmental levels (e.g. school specific pupil progress tracker)**.   **Annual review process indicates that a higher / different level of support / provision is needed to meet the needs of the CYP and promote progress.** | **4 EHCP specialist resourced provision for learning difficulties within the moderate range**  **SEND Register** | **LA DECISION MAKING PROCESS**   * **The Plan, Do Review cycle highlights the CYP is not making expected progress despite the PFA / EHCP** **and may require further / EHCP assessment to identify needs. CYP has not responded to systematic, structured intervention provided by the PFA / EHCP funding.** * **Please refer to the list of evidence that is required at this stage before making an application to LA DECISION MAKING PROCESS for EHCP funding. This must include evidence of the CYP pupil developmental levels (e.g. school specific pupil progress tracker)**.   **Annual review process indicates that a higher / different level of support / provision is needed to meet the needs of the CYP and promote progress.** | **5 EHCP Special – special school for learning difficulties within the moderate range**  **Special School Register** | **6 EHCP Special – special school for learning difficulties within the severe range**  **Special School Register** |
| The CYP has difficulties with cognition and learning which have been identified by the class teacher (CT). | The CYP has difficulties with cognition and learning which require:   * Additional provision from within school’s resources. * Co-ordination of assessment, intervention and monitoring by the SENCO.   May also require specialist advice from services available to all CYP. | The CYP has difficulties with cognition and learning which require:   * Further provision which is in addition to that which is ordinarily available within the school’s resources. * Co-ordination of assessment, intervention and monitoring by the SENCO. * Specialist advice from services available to all CYP. | The CYP has difficulties with cognition and learning which:   * Require further provision which is in addition to that which is ordinarily available within the school’s resources and is not ordinarily available within a mainstream setting. | The CYP has difficulties with cognition and learning which:   * Require further provision which is in addition to that which is ordinarily available within a resourced base within a mainstream school. * Requires provision which offers highly personalised and specialist intervention programmes. | The CYP has difficulties with cognition and learning which:   * Require further provision which is in addition to that which is ordinarily available within a resourced base within a mainstream school. * Requires provision which offers is highly personalised and specialist intervention programmes. |
| **Description of need:**   * The CYP is working generally within or just below age related expectations. * Quality first teaching is meeting the CYP needs. | **Description of need :**   * The CYP is making less than expected progress and is operating at a level significantly below age related expectations. * There is evidence of an increasing gap. | **Description of need:**   * The CYP has significant and enduring difficulties with cognition and learning and with accessing a mainstream curriculum. * The CYP continues to make less than expected progress and is operating at a level significantly below age related expectations. * There is continuing evidence of an increasing gap. * CYP is benefiting from accessing opportunities in a mainstream setting. | **Description of need:**   * The CYP has significant and enduring difficulties with cognition and learning and with accessing a mainstream curriculum. * The CYP continues to make less than expected progress and is operating at a level significantly below age related expectations. * There is continuing evidence of an increasing gap. * The CYP’s difficulties with cognition and learning fall within the moderate range and impact upon all areas of cognition and learning. | **Description of need:**   * The CYP has significant and enduring difficulties with cognition and learning and with accessing all of the opportunities available to them, both educational and social within a mainstream setting. * The CYP continues to make less than expected progress and is operating at a level significantly below age related expectations. * The CYP’s difficulties with cognition and learning fall within the moderate range and impact upon all areas of cognition and learning. | **Description of need**   * The CYP’s difficulties with cognition and learning fall within the severe range and impact upon all areas of cognition and learning. |
| **Required evidence to be submitted to SENCO to access element 2 funding**  **Evidence that:**   * CT has completed baseline assessment and re-assessment of CYP needs * CT has planned and organised implementation of significant differentiation, relevant to the CYP’s areas of need, to promote progress and access to the curriculum, e.g. scaffolding of learning, additional resources. This differentiation has continued for a reasonable period of time. * CT has planned and organised implementation of targeted, evidence based and well-founded interventions, relevant to the CYP’s needs. These have been implemented for a reasonable period of time. * CT has completed regular reviews of the CYP’s progress in response to both the differentiation and targeted interventions. * CT provides evidence that Quality First Teaching is not meeting the needs of the CYP. * CT describes in the context of their own class how element 2 funding will promote the progress of the CYP. * CT provides evidence of the involvement of CYP’s parents / guardians. | **Required evidence to be submitted to LA to access PFA funding.**  **Evidence that:**   * The SENCO has organised / undertaken more specialist assessment using tools (preferably standardised) relevant to the CYP’s needs. * The SENCO has sought additional specialist advice relevant to the CYP’s needs. * The SENCO has prioritised the CYP as requiring EP consultation time. * There is significant differentiation, relevant to the CYP’s need, to promote progress and access to the curriculum. This has continued for a reasonable period of time. * There is a continuation of targeted, evidence based and well-founded interventions, relevant to the CYP’s needs. * Both the differentiation and intervention reflect the specialist advice received and both have been implemented for a reasonable period of time. * There have been regular reviews of the CYP’s progress in response to the above specialist advice, differentiation and intervention. * Where progress has been made it has only been as the result of much additional intervention and support over and above that which is usually provided (Code p.146). * The Plan, Do and Review cycle has been adhered to and despite the substantial adaptations made, it is evidenced that a higher level of support / provision is needed to meet the needs of the CYP and promote progress. * The Element 2 funding has been fully utilised (costed provision map). * The SENCO in consultation with the CT, provides a description, in the context of their own school, how PFA will promote the progress for the CYP. * SENCO provides evidence of the involvement of CYP’s parents / guardians. | **Required evidence to be submitted to LA for consideration for EHCP assessment.**  **Evidence that:**   * There is a continuation of significant differentiation, relevant to the CYP’s areas of need, to promote progress and access to the curriculum. This has continued for a reasonable period of time. * There is a continuation of targeted, evidence based and well-founded interventions, relevant to the CYP’s needs. This has continued for a reasonable period of time. * The SENCO has sought further specialist advice e.g. EP consultation, where concerns with regard to the CYP’s needs and progress have persisted. * Both the differentiation and intervention reflect the specialist advice received and both have been implemented for a reasonable period of time. * There have been regular reviews of the CYP’s progress in response to:   + The above specialist advice, differentiation and intervention.   + The further provision which is in addition to those which are ordinarily available within the school’s resources. * The Plan, Do and Review cycle has been adhered to and despite the substantial adaptations made and the further provision which is in addition to that which is ordinarily available within the school’s resources or through a (PFA), it is evidenced that a higher level of support / provision is needed to meet the needs of the CYP and promote progress. * Recognised assessment, over a reasonable period of time and from a variety of sources, suggests that the CYP’s difficulties with cognition and learning fall within the moderate or severe range and impact upon all areas of cognition and learning. * A review, including relevant agencies is completed and provides a description, how an Education and Health Care Plan (EHCP) will promote the progress of the CYP. * SENCO provides evidence of the involvement of CYP’s parents / guardians. | **Required evidence to be submitted to LA for consideration for review of placement.**  **Evidence that:**   * The Plan, Do and Review cycle has been adhered to (as in 3). * Despite the substantial adaptations made and the further provision which is in addition to those which are ordinarily available within the school’s resources, and is not ordinarily available within a mainstream setting (EHCP), it is evidenced that a higher level of support / provision is needed to meet the needs of the CYP and promote progress. * SENCO / Base Teacher provides evidence of the involvement of CYP’s parents / guardians. * The Annual Review has been attended by a LA officer. | **Required evidence to be submitted to LA for consideration for review of placement.**  **Evidence that:**   * The Plan, Do and Review cycle has been adhered to (as in 3). * Despite the substantial adaptations made and the further, highly personalised and specialist provision (EHCP), it is evidenced that a higher level of support / provision is needed, than is available within their current placemen in order to meet the needs of the CYP and promote progress. * There is evidence of CYP’s parents / guardians involvement. * The Annual Review has been attended by a LA officer. | **Required evidence to be submitted to LA for consideration for review of placement.**  **Evidence that:**   * The Plan, Do and Review cycle has been adhered to (as in 3). * Despite the substantial adaptations made and the further, highly personalised and specialist provision (EHCP), it is evidenced that a higher level of support / provision is needed, than is available within their current placement in order to meet the needs of the CYP and promote progress. * There is evidence of CYP’s parents / guardians involvement. * The Annual Review has been attended by a LA officer. |