

# Matching Provision to Need

## A tool to support schools

5 – 14 years version

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A TOOL TO SUPPORT SCHOOLS WHEN IDENTIFYING AND MAPPING PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

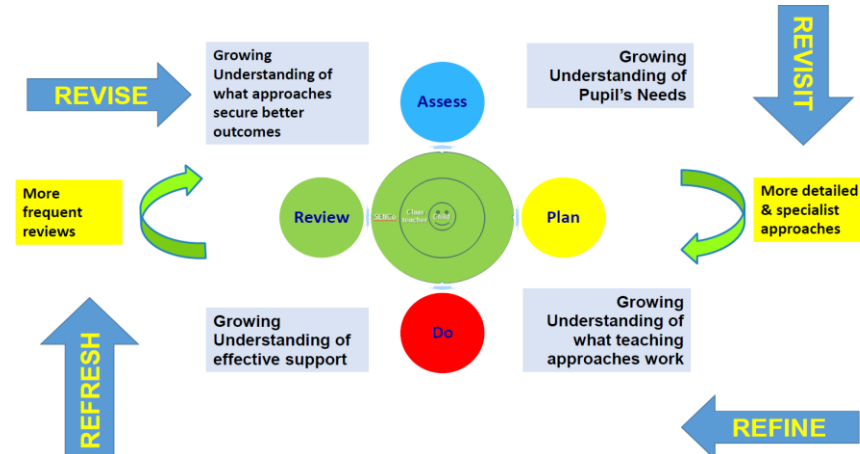
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- **Sensory – Hearing/visual impairment** **TO BE ADDED AT A LATER DATE**

## Guidance on using Manchester's Matching Provision to Need Tool (MPNT) for schools

The Children and Families Act (Part 3) (2014) sets about a significant number of cultural and systematic changes which are designed to improve outcomes for children and young people with special educational needs and disability (SEND). The Matching Provision to Need Tool (MPNT) has been reviewed to account for the statutory guidance on duties, policies and procedures in the Special Educational Needs and Disability (SEND) code of practice: 0 – 25 years which replaced the former Code on 1 September 2014. The first step in responding to pupils who have or may have SEN is high quality teaching which is differentiated for individual pupils. The code of practice (2014) makes it clear that schools should regularly review the quality of teaching for all pupils, including those at risk of underachievement. SEN support should take the form of a four part cycle – Assess, Plan, o, Review. This is referred to as the ‘graduated response’. The MPNT compliments this approach recognising that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be accessed to assist the child with the difficulties they are experiencing. (Code of Practice 2014).

# The Graduated Response



***Many schools and colleagues have been involved in reviewing the Matching Provision to Need Tool and have given up their valuable time to do this. We extend our grateful thanks and appreciation for their valuable contributions.***

## **Purpose of the Matching Provision to Need Tool**

The Matching Provision to Need Tool has been developed to:

- Support schools by setting out the levels of need and provision they are responsible for which is funded from their notional SEND budget,
- Set out the level of need and provision that the Local Authority is responsible for and which is funded from a centrally retained budget out of which comes Element 3 funding and all agreements for temporary Element 3 funding.

The tool is separated into the four areas of need referred to in the SEND code of practice (2014). These broad areas give an overview of the range of needs that should be planned for and are:

- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Communication and interaction
- Sensory and/or Physical needs (in this tool Physical/Medical is followed by Sensory for hearing and visual needs)

There is one MPNT tool for children and young people aged between 0 and 25 years but this is separated into three separate suites:

- 0-5 years
- 5-14 years
- 14- 25 years

The 0-5 suite differs in presentation from the 5-14 and 14-25 versions so that it can be used alongside the Early Years (EYS) framework. EYS specialists have been consulted about this and have agreed that this is the best way to support staff when considering children aged 0-5years.

## Description of the Matching Provision to Need Tool

Each matching provision to need tool is a different colour and provides a set of descriptors which are divided into two sections:

- text highlighted in ***bold italics*** are descriptions of things which a child/young person may find difficult;
- text highlighted in **black** are descriptions of the things which a child/young person may need to help with to overcome their difficulties. .

Each tool describes the levels of need found across the whole mainstream school population. They set out expectations of what effective universal provision should be and how the notional SEND budget should be used by schools to provide a graduated response across the continuum of provision. It also suggests at which points on the continuum, schools should be seeking specialist advice and/or support for individual children. Additional needs become more individualised along the continuum and show where a more personalised response and/or a review of provision maybe required.

Within each section, descriptors are mapped along a continuum of graduated response. The points on this continuum are:

- **Universal provision** – the descriptors here identify the things that all children/young people may experience from time to time and set out aspects of effective quality first teaching provision which all pupils should have access to.
- **Catch up/Wave 2** – the descriptors here identify things which some children/young people may find difficult and outline some of the learning opportunities to help the pupil which are ‘additional to and different from’ the good quality universal provision. Element 2 funding can be utilised here by the school.
- **SEND Support** – these descriptors identify the things that a few children and young people will find difficult and outline the graduated response schools should adopt when planning provision for these pupils. This still includes good quality universal provision plus other services schools may need to involve for support and advice. Element 2 funding can be utilised here by the school.
- **Statutory assessment/EHC plans**- At the high end of the matrices, indicated by a darker colour to reflect the level of need, the school can request a statutory assessment to identify whether an EHC plan is needed. In *very* exceptional circumstances a school can request some time limited temporary element 3 funding.

## Funding

Schools are given additional funding, referred to as the 'notional SEN budget'. This is around £6,000 per pupil with SEND, over and above the school's core funding. This amount which is not a ring-fenced is for schools to provide high quality appropriate support from the whole of its budget. (SEND code of practice 2014). Schools are therefore expected to use their notional SEND budget to have in place a graduated continuum of provision for children and young people needing additional support and additional SEN support.

- At **universal provision** the school gets the average weighted pupil unit (AWPU) funding for every child on roll. This is Element 1 funding. Schools also get pupil premium money for some of its children.
- At **Catch up/Wave 2 and at SEND Support** the school has the AWPU (element 1 funding) and up to £6,000 (element 2 funding) per SEND child.
- Following the outcome of statutory assessment, top up funding (element 3 funding) is agreed as part of a child or young person's EHC plan. In *very* exceptional circumstances a school can apply for a time limited 'Temporary Agreement for Element 3 funding' whilst statutory assessment is being considered.

## Using the Matching Provision to Need Tool

### 1. With individual pupils

The MPNTs are **not** to be used as an assessment tool for individual pupils. Schools should use the information and knowledge they have about a pupil from ongoing assessment, evidence from teaching and learning, pupil progress reviews to profile the pupil's needs and provision requirements using the descriptors on the appropriate tool. This process should involve parents/carers and professionals involved with the pupil.

Many pupils will have needs which span the different categories of SEND and more than one MPNT may be needed to identify the provision required. However, in most cases by using a '**best fit**' approach to the descriptors, the MPNTs will enable the school to identify the primary need of an individual pupil. This will support schools with planning, monitoring and recording types of SEND across the school and with PLASC returns.

Although it is not intended for the MPNT to be shared directly with pupils, the use of the first person within the descriptors is to enable adults to look at the child needs from the child's perspective. However at the heart of the SEND reforms (2014) is the participation of children, their parents and

young people in decision making alongside greater choice and control for young people and parents over support. It is still therefore considered good practice to share the MPNT with parents/carers but schools should also involve pupils themselves in planning and reviewing progress. Case studies have shown that where the MPNT has been shared with parents/carers they have better understanding about what provision the school has put in place to meet their child's needs and the rationale for this.

SENCOs and Inclusion leaders can use the MPNTs for them to support teachers and school staff to develop their understanding and knowledge of pupils' needs and the type of provision needed.

Schools should use the MPNTs to assist with decision making about when to seek specialist advice, when to access more specialist support and when to make a request to the Local Authority for a statutory assessment. When making a request to the Local Authority for additional resources, schools will be required to evidence that they have adopted a graduated response similar to that described in the MPNTs in their planning appropriate provision. In all cases, this will include consulting an Educational Psychologist about the individual pupil, demonstrating the involvement parents/carers and children and young people at all stages of decision making and that an MCAF is in process.

## **2. Planning provision across the school**

The MPNT can also assist schools with planning the deployment of resources to meet assessed levels of need across their school population. By mapping identified needs to the MPNTs, the school can ensure that they are making the most appropriate type of provision within each category of need and across the full continuum. This should then be outlined in a provision map.

## **3. Decision making within the Local Authority**

The MPNT for each category of need identifies the level at which the Local Authority will consider requests for additional resources which include:

- a statutory assessment
- in exceptional circumstances, time limited, temporary agreement for element 3 funding (See appendix1)
- This latter level of need is described within the statutory assessment/EHC column. If a school makes a request to the Local Authority for additional resources the pupil's need should 'on balance' fit within this column within one or a number of categories of SEND but it is not a requirement that a pupil's need should match all of the descriptors.

## Glossary of terms used in the MPNT

- **EHC plan** – Education Health and Care Plan
- **Specialist services** - outreach/in reach from special schools or pupil referral units, support from sensory services [hearing/visual impairment] or another provider of SEN services.
- **SMART targets** – specific measurable achievable realistic times
- **CAF**- Common assessment framework
- **MCAF** – Manchester Common Assessment Framework
- **EP** – educational psychologist/educational psychology
- **CAMHS** - Child and Adolescent Mental Health Services
- **SCAIT** - social communication assessment and intervention team
- **PECS** - picture exchange communication system
- **AAC** - augmented or assisted communication
- **SEBD** - social and emotional behavioural difficulties
- **SLI** - specific language impairment
- **EAL** - English as an additional language

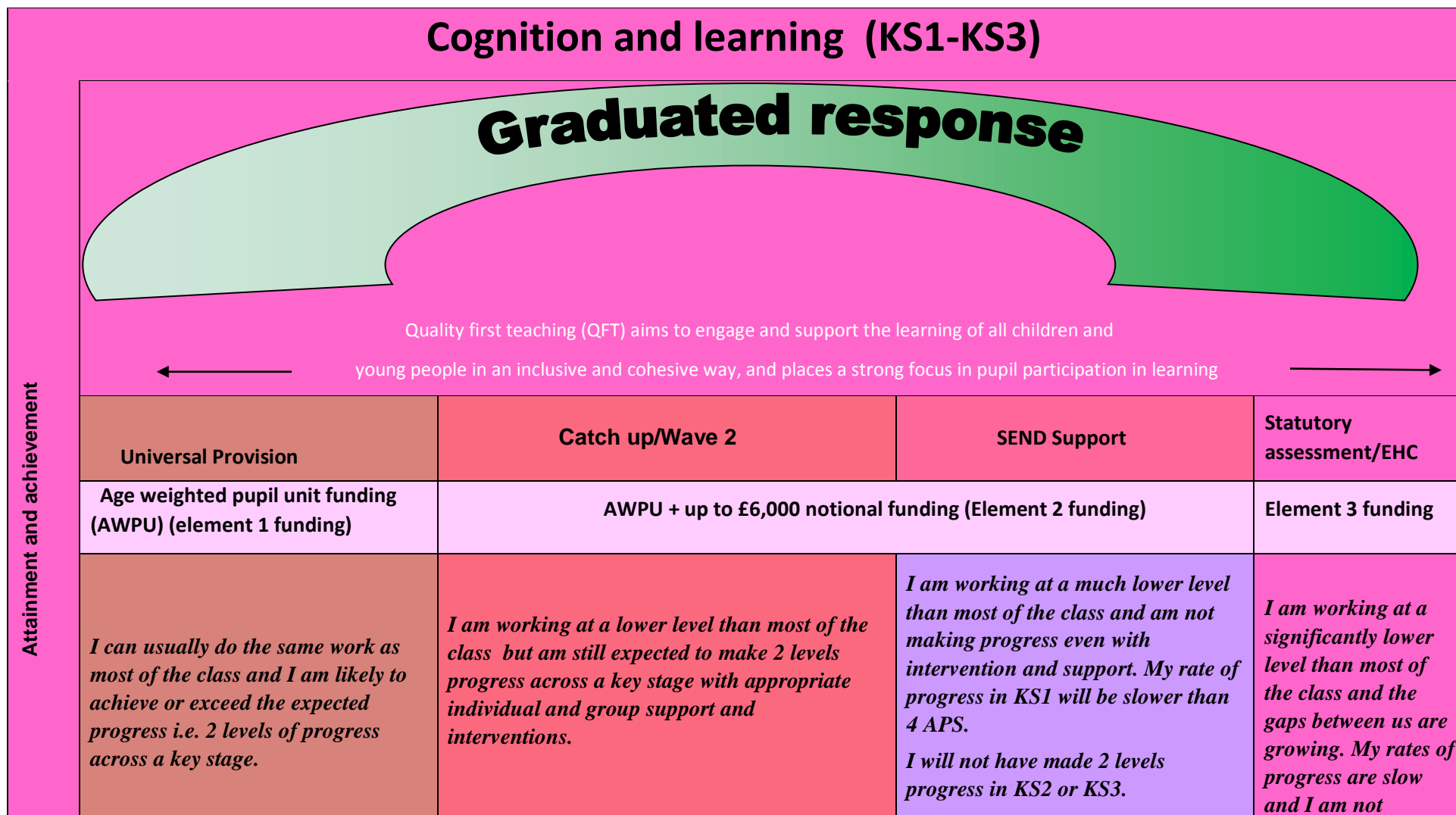
### Funding

- **Element 1 funding** -AWPU
- **Element 2 funding** - AWPU and £6,000 notional SEN funding
- **Element 3 funding** - Top-up funding from the Local Authority to meet the needs of each pupil or student placed in a school or college with an EHC.



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- **ToD** - teacher of the deaf
- **SALT** - speech and language therapist
- **OT**- Occupational therapist
- **SENCO** – special educational needs coordinator
- **TA** - teaching assistant
- **PSHE** – personal social health education
- **MFL** – modern foreign languages



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|  |   |   |  | <i>expected to make 1 level of progress across a Key stage.</i>   |
|  | <i>Despite the quality first teaching I access, I might need some extra group in a subject area but my areas of difficulty do not impact all subject areas.</i> | <i>My areas of difficulty are general or specific but may have impact across the subject areas. e.g. limited reading skills may prevent me following written instructions. I may need 'catch up' in several subject areas. I can become frustrated and use avoidant strategies.</i> | <i>My areas of difficulty are general or specific and are a significant barrier to my accessing all the subject areas e.g. limited reading and writing skills will prevent me recording information and demonstrating my learning. My levels of frustration and avoidance can be significant and this is affecting my self esteem. I will need specific targets and interventions which are monitored and evaluated through a provision map.</i> | <i>My areas of difficulty may be general or specific but will be a severe barrier to my accessing all the subject areas. I will have highly personalised targets which are monitored and evaluated through a provision map. I have regular episodes of frustration and there is evidence of damage to my self-esteem.</i> |
|  | <i>I can usually concentrate for the same amount of time as the rest of the class.</i>  | <i>I find it difficult to concentrate for the same amount of time as the rest of the class e.g. I may be easily distracted by external noises and need to be brought back on task.</i>  | <i>I have significant difficulties concentrating for the same amount of time as the rest of the class e.g. I may need to get up and move after 5 or 10 minutes, and need several smaller activities planned to achieve my learning objective.</i>  | <i>I have severe and persistent difficulties concentrating for the same amount of time as the rest of the class e.g. I will need regular</i>  |

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|  |  |   |   | <i>individual support and guidance to stay on task and/or access to small group work.</i>  |
|  | I need good Quality First Teaching including a differentiated curriculum that is planned to include different learning styles. | I need to have a more personalised approach to the planning of my learning opportunities and how I can access the curriculum. | I will have a personalised approach to the planning of my curriculum and learning opportunities so that they are matched to my individual needs. e.g. opportunities for play are included as part of my curriculum. This may be informed by an EP or other specialist services. | I have a highly personalised curriculum including alternative provision and teaching and learning opportunities that have been matched to my individual needs. These allow me opportunities to engage in activities and experiences that better suit my level of learning. This will be informed by an EP and where appropriate other specialist assessments and advice. |

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|  | I need regular and consistent assessment, tracking and monitoring of my progress                                     | A provision map is in place which includes evidenced based interventions, which identifies and tracks the additional or different provision that I have experienced over time. My progress needs to be carefully assessed, tracked, monitored and evaluated. | A provision map is in place which includes evidenced based interventions which identifies and tracks the additional or different provision I have experienced over time. My individual progress is carefully assessed, tracked, monitored and evaluated using P scales when appropriate.   | My progress is carefully assessed, tracked, monitored and evaluated using P scales, when appropriate and individualised targets. The provision map clearly shows the impact of the evidence based interventions I have accessed.   |
|  | Personal targets are set with me so that I know what I need to do to achieve my target and move onto the next level. | I have personalised targets which include very specific targets set to help me improve some of the things I find very difficult. These targets are regularly reviewed with me and my parents/carers.   | My personalised targets are monitored and evaluated regularly with me and my parents/carers. It is likely that I will have input to these targets from outside agencies. It is highly likely that I will need the implementation of an MCAF or another planning tool to ensure that I have a lead professional to coordinate my support and interventions. | I will have highly individualised targets that has been planned with professionals who specialise in my particular needs and which is regularly reviewed with parents/carers and other professionals<br><br>I will need an MCAF or another planning tool completed to ensure that I have a |

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|  |  |  |   | lead professional in place to coordinate specialist multi-disciplinary advice and support for my specific needs. |
| I have opportunities to access additional help or specific programmes to support my progress when I fall behind. | I have access to an evidence based intervention programme regularly for a limited period of time e.g. Reading Recovery or Fischer Family Trust, which is monitored and evaluated to support my progress. | I have regular access to evidence based interventions specific to my needs, which are monitored and evaluated.<br><br>My needs most likely will have been discussed with specialists from other services such as EPS, SALT, specialist outreach, who have provided advice on the best type of intervention for me. | I have highly individual support which is planned around my needs or adjusted evidence based interventions designed to support me to better access learning.<br><br>My needs have been discussed with specialists including an EP who have provided advice and support with planning my intervention. |  |
| I may have support from different adults in the classroom from time to time.                                     | I have planned extra support from adults at targeted times to support my needs in order to maximise my learning.   | I have regular planned small group /individual targeted support from adults who have accessed appropriate training to meet my  | I have high levels of support in class from an adult with specialist skills who has accessed  |  |

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|  |  |   | specific needs.   | appropriate training to meet my specific need and who can support me to be included in lessons.  |
|  | <i>I am usually able to learn independently.</i>   | <i>I find it difficult to learn independently e.g. I may need regular reminders and confirmation that I am doing the right thing.</i> | <i>I have significant difficulties learning independently e.g. if I am left without targeted adult supervision I frequently lose focus. I need opportunities for over-learning.</i> | <i>I have severe and persistent difficulties learning independently. I need daily opportunities for over-learning of basic information and facts to help me develop my life skills. Incidental learning is rare.</i> |
|  | <i>I am usually able to generalise my learning to help me reason and solve problems.</i> | <i>I find it difficult to apply my learning and reason and solve problems.</i>  | <i>I have significant difficulties with applying learning to help me reason and problem solve and I need targeted work to enable me to generalise learning to new situations.</i>   | <i>I have severe and persistent difficulties with applying learning to help me reason and problem solve. I need a high level of individualised support to ensure I apply learning to new situations.</i>             |

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| Organisational skills | <i>I am usually able to remember and retain information.</i>   | <i>I have difficulties remembering and retaining information e.g. I may struggle to remember more than 2 or 3 part instructions.</i>   | <i>I have significant difficulties remembering and retaining information. e.g. I will not be able to remember more than 1 instruction at a time.</i>  | <i>I have severe and persistent difficulties remembering and retaining information. e.g. I am unlikely to remember and recall simple things such the names of others in my class or colours.</i>  |
|                       | <i>I am generally able to organise myself and have appropriate sequencing skills for my age. With visual aids I can use number squares and times tables to solve calculations.</i> | <i>I have difficulties organising myself and sequencing my work e.g. I may need to get up several times in a session for extra resources such as counters or rulers. With support I can complete sequencing tasks. I may struggle with times tables and need number squares and will need support to use these to complete calculations.</i> | <i>I have significant difficulties organising myself and sequencing my work, e.g. I may watch what all the other pupils are doing before attempting a task. I have poor knowledge and understanding of mathematical tables and cannot apply these to completing calculations.</i> | <i>I have severe and persistent difficulties organising myself and sequencing my work e.g. I am unable to attempt a task without guidance and supervision from an adult. I am unable to recall the days of the week, my birthday or months of the year.</i> |
|                       | I have access to a stimulating and supportive well organised learning environment with clear instructions and expectations of learners   | I have access to a stimulating learning environment, where my learning style is encouraged and supported by the use of additional materials/ examples and regular repetition of instructions and expectations.   | I have access to opportunities to be flexible with my learning including the organisation of my work space, how the school day can be adapted to support my needs, access to  | I have access to very flexible arrangements in planning for my learning, my   |



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|  |   |  | appropriate resources such as visual reminders and modelling so I can link my learning to real life situations.   | environment and the structure of the school day, e.g. more breaks, learning in different locations, trips to the shop to understand money, visual reminders and specific repetitions of next steps and expectations. |
|  | I may have support from a variety of adults in the classroom from time to time. | I have planned extra support from adults at targeted times to help my organisational skills to maximise my learning. | I have regular planned and targeted support from adults who have accessed appropriate training to meet my specific organisational and sequencing needs. | I have high levels of support in class from an adult with specialist skills who has accessed appropriate training to meet my specific needs and who can support me to be included in lessons.                        |

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|  | <p><i>Any difficulties I have are not affecting my ability to make friends and be happy in school.</i></p> | <p><i>My difficulties with learning are beginning to have an effect on my ability to make friends and be happy in school. I may be less willing to participate fully in lessons because my reading/writing ability is not as good as my friends.</i></p> | <p><i>My difficulties with learning are affecting my ability to make friends and be happy in school. I can avoid work by distracting the teacher or class by shouting out or being silly. This is affecting my self-esteem.</i></p> | <p><i>My severe and persistent difficulties with learning are having a significant effect on my ability to make friends and be happy in school. The only friends I have may be significantly younger than me and in class I appear to be isolated or depressed. My self-esteem is very low.</i></p> |
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Matching provision to need tool (MPNT) 5-14 version

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|  | <p>All school staff have an awareness of special education needs and disability. They understand how to make 'reasonable adjustments' to ensure that pupils with needs are fully included in the school.</p> | <p>There are some staff who have received additional training and can support me in class or in small groups to help me with my learning. TAs are trained to implement intervention programmes.</p> | <p>All staff I have contact with understand my needs and there is at least one person in school who is appropriately trained to plan and support my learning. They have access to specialist advice to help them plan to support my learning.</p> | <p>All staff I have contact with, understand my needs. There is at least one person in school who has received special training so that they can meet all my needs. They have regular access to specialist advice and support to help them to plan and support my learning.</p> |
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Matching provision to need tool (MPNT) 5-14 version

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|  | <p>In my school there are systems in place for informal and formal discussion between parents/carers and staff.</p> | <p>In my school there is regular communication with parents/carers and there may be times when it is helpful to discuss my progress more frequently with my parents/carers.</p> <p>There may be need for implementation of an MCAF.</p> | <p>My parents/carers are regularly consulted regarding my progress and strategies for supporting me so that my needs can be consistently met across settings. Person centred reviews take place regularly with myself being at the centre of the process.</p> <p>There needs to be implementation of an MCAF.</p> | <p>There is frequent contact between my home and school to ensure that my needs are being met most effectively and consistently. Person centred reviews take place regularly to ensure that my needs and hopes are considered and planned for.</p> <p>The MCAF process is underway which ensures that I have a lead professional to coordinate my specialist multi-disciplinary advice and support.</p> |
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## Social, Emotional and Mental Health (KS1-KS3)

### Graduated response

Quality first teaching (QFT) aims to engage and support the learning of all children and young people in an inclusive and cohesive way, and places a strong focus in pupil participation in learning

#### Universal provision

#### Catch up/wave 2

#### SEND support

#### Statutory assessment/EHC

Age weighted pupil unit funding (AWPU) (element 1 funding)

AWPU + up to £6,000 notional SEN funding (Element 2)

Element 3 funding

*I may occasionally experience minor difficulties in any of the following areas:*

- *social skills*
- *empathy*
- *motivation*

*I experience difficulties in any of the following areas:*

- *social skills*
- *empathy*
- *motivation*

*I am highly likely to exhibit significant difficulties in some/all areas:*

- *social skills*
- *empathy*
- *motivation*

*I experience severe and persistent difficulties in some/all areas:*

- *social skills e.g. I antagonise peers and adults and am unable to form any positive relationships*
- *empathy e.g. my behaviour shows no understanding of consequences or the needs*

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|  | <ul style="list-style-type: none"> <li>▪ <i>expression of feelings</i></li> <li>▪ <i>self-awareness.</i></li> </ul> | <ul style="list-style-type: none"> <li>▪ <i>expression of feelings</i></li> <li>▪ <i>self-awareness.</i></li> </ul>  | <ul style="list-style-type: none"> <li>▪ <i>expression of feelings</i></li> <li>▪ <i>self-awareness.</i></li> </ul>  | <p><i>of others</i></p> <ul style="list-style-type: none"> <li>▪ <i>motivation e.g. I do not respond to any individualised attempts to motivate and see no purpose in engaging</i></li> <li>▪ <i>expression of feelings e.g. I cannot demonstrate, analyse or reflect my own or other's feelings.</i></li> <li>▪ <i>self-awareness e.g. I am completely unaware of the impact of my behaviour on myself and others.</i></li> </ul> |
|  | <i>I can achieve outcomes with effective support and differentiation.</i>   | <i>With support and intervention monitored and evaluated through a provision map I can achieve outcomes.</i>   | <i>With highly personalised support I can access provision and can achieve outcomes although not consistently.</i>   | <i>Despite highly personalised provision I am unable to access provision to support my outcomes being achieved.</i>  |
|  | <i>I experience occasional difficulties which do not impact on other aspects of learning and development.</i>       | <i>My behaviour difficulties at this level are beginning to impact on other areas of learning and development.</i>   | <i>My behaviour difficulties at this level are impacting significantly on other areas of my learning and development.</i>  | <i>My behaviour difficulties at this level are impacting significantly on other areas of my learning and development and are a barrier to me accessing the curriculum alongside my peers.</i>  |
|  | <i>I occasionally experience fluctuations in mood and unpredictability in attention to learning.</i>                | <i>I do experience fluctuations of mood and unpredictability in attention to learning which are likely to result in uncooperative behaviour or withdrawal.</i> | <i>My fluctuations in mood and unpredictable attitude to learning tasks result in me having substantial periods of uncooperative challenging behaviour and I am often unable to participate in learning.</i> | <i>My behaviours are highly unpredictable, challenging, anti-social or injurious to self or others. I may experience a high level of rejection and social isolation.</i>   |

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|  | <p>I will have access to high quality teaching and a broad differentiated curriculum. I will have access to a curriculum which teaches social and emotional aspects of learning.</p> <p>When appropriate I may access provision to develop Social Emotional Aspects of Learning through the SEAL materials or other intervention.</p> | <p>I may require access to targeted interventions to develop specific skills relating to social and emotional aspects of learning.</p> <p>I may require an individualised programme with personal targets which help me improve some of the things I find very difficult. This will be monitored and evaluated through a provision map.</p> <p>I may access therapeutic support e.g Play therapy/Art Therapy/Drama therapy to support my emotional health.</p> | <p>I will require access to targeted interventions to develop specific skills relating to social emotional behaviour development. My needs may have been discussed with specialists from other services who have provided advice on the best type of intervention for me.</p> <p>I will require an individual targets and any intervention will be monitored and evaluated through a provision map.</p> <p>I may need to access additional off site support for a short period of time to develop these skills.</p> <p>It is likely that I will access therapeutic support e.g Play therapy/Art Therapy/Drama therapy to support my</p> | <p>I have a highly individualised and creative programme to develop appropriate and successful social emotional behaviour. My needs have been discussed with specialists from other services including an EP who have provided advice and support with planning my intervention.</p> <p>I have highly personalised, individual targets which are planned for with professionals who specialise in my particular needs.</p> <p>My individualised programme may include accessing off site provision and/or more intensive support and specialist assessment for a period of time to determine where my needs can best be met.</p> <p>I will have access to therapeutic support e.g Play therapy/Art Therapy/Drama therapy to support my emotional health.</p> |
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|                         |  |  | emotional health.   |  |
| Behaviours for Learning | There are informal and formal systems in place for resolving occasional low level issues with parent/carers in school. | <p>There are systems in place for early involvement of my parent/carers to plan joint approaches with the school as appropriate.</p> <p>Parents are signposted to parenting courses to support them to support their child.</p> <p>I may need implementation of an MCAF.</p> | <p>The school and my parents/carers are working together with specialist services, other agencies and systems are in place to reach out to parents/carers where this is not possible.</p> <p>Parent/carers are encouraged to attend parenting courses/assertive outreach to help them to support their child's specific needs.</p> <p>The MCAF process is underway.</p> | <p>The school and my parents/carers, other specialist services and agencies are working together and systems are in place for assertive outreach to parents/carers where this is not established.</p> <p>Parent/carers are encouraged to attend parenting courses/assertive outreach to help them to support their child's specific needs.</p> <p>I have an MCAF in place which is supporting me and my family.</p> <p>The MCAF process is underway which ensures that I have a lead professional to coordinate my specialist multi-disciplinary advice and support.</p> |



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|                              | All school staff have an awareness of special education needs and disability. They understand how to make 'reasonable adjustments' to ensure that pupils with needs are fully included in the school | There are some staff who have received additional training and can support me in class or in small groups to help me with my learning. TAs are trained to implement intervention programmes. | All staff I have contact with understand my needs and there is at least one person in school who is appropriately trained to plan and support my learning. They have access to specialist advice to help them plan to support my learning. | All staff I have contact with, understand my needs. There is at least one person in school who has received special training so that they can meet all my needs. They have regular access to specialist advice and support to help them to plan and support my learning. |
|                              | My parent/carers attend parent evenings at least twice a year.   | My parents/carers have access to advice/support and where appropriate, are signposted to other services for advice or support.   | Review of my progress and personalised provision, including parents/carers, take place at least twice a year and provision is adjusted as a result of review when required.  | Regular person centred progress reviews including my parents/carers, specialist services and other agencies take place and recommendations are acted on and followed up accordingly.   |
| <b>Disruptive behaviours</b> | <i>I occasionally interrupt the learning of self and others in class.</i>  | <i>I do interrupt learning of self or others on a regular basis.</i>   | <i>The teaching and learning of myself and my peers is often disrupted due to patterns of my behaviour and/or the level of my social and emotional needs.</i>  | <i>Teaching and learning are routinely and predictably affected/disrupted throughout the day due to patterns of my behaviour/level of social and emotional need.</i>   |

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|                                 | <p>I will have access to a consistent and predictable class/school reward system.</p> <p>I will have access to and understanding of a clear set of consistent school expectations and consequences.</p> | <p>I may require access to an individualised reward and consequences system which is consistently applied.</p> <p>Parent/carers are involved to support my behaviour in school.</p> | <p>I will require a tailor made reward and consequences system which is based on developing my understanding of choice and uses key motivators for me. This will be based on advice from specialist services such as EP or specialist outreach.</p> | <p>I have a highly structured and individualised reward and consequences system which is based on developing my understanding of choice and uses key motivators for me. This will need to be developed using support from specialist services including EP, other agencies and parent/carers.</p> |
| Emotional health and well-being | <p><i>I occasionally experience some unhappiness but overall my well-being is considered good by parents/carers, school and/or other pupils.</i></p>  | <p><i>I do experience some unhappiness but overall my well-being is considered good by parent/carers, school and/or other pupils.</i></p>   | <p><i>I frequently experience unhappiness and there are concerns about my well-being and self-esteem which has been identified by my parents/carers, school and/or other pupils.</i></p>  | <p><i>I generally seem unhappy and there are serious concerns about well-being and mental health identified by my parents/carers, school and/or other pupils.</i></p>   |
|                                 | <p>I have access to and awareness of who/where to go in school for support.</p>   | <p>I am likely to require access to a named person for pastoral support and may require access to an additional adult at targeted times.</p>  | <p>I need a positive relationship with a named person with appropriate skills who understands my needs.</p>   | <p>I need a positive relationship with an adult who has accessed specialist training and has a high level of skills, who understands my needs and will advocate on my behalf.</p>   |

Matching provision to need tool (MPNT) 5-14 version

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|  | There is a clear rationale for the deployment of additional staff and resources including TAs and Learning Mentors. | There is a clear rationale for the deployment of additional staff and resources including TAs and Learning Mentors. | <p>I require high levels of additional support and intervention from skilled and appropriately trained adults at particular times throughout the day.</p> <p>There is a clear rationale for the deployment of additional staff and resources including TAs and Learning Mentors.</p> | <p>I have high levels of individually focused intervention and support throughout the day from adults who have accessed appropriate specialist training. This may involve an adult developing their skills to meet my needs by working alongside specialist staff at provision off site.</p> <p>There is a clear rationale for the deployment of additional staff and resources including TAs and Learning Mentors.</p> |
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|  | <p>I have access to and an understanding of rights and responsibilities.</p> <p>I have access to:</p> <ul style="list-style-type: none"> <li>▪ opportunities to develop personal strengths;</li> <li>▪ positive role models;</li> <li>▪ opportunities to express views and contribute to decision making;</li> <li>▪ opportunities for making friends and other relationships.</li> </ul> | <p>I may require a flexible response from staff that recognises that I need additional support in relation to:</p> <ul style="list-style-type: none"> <li>▪ accessing opportunities to develop personal strengths;</li> <li>▪ accessing positive role models;</li> <li>▪ accessing opportunities to express views and contribute to decision making;</li> <li>▪ opportunities for making friends and other relationships.</li> </ul> | <p>Within school, I require more flexible and individualised arrangements e.g. I will require access to a quiet place in school at certain times of the day. I often require adjustments to be made to my arrangements at lunchtimes and other unstructured parts of the day.</p> <p>I will need staff from my school to seek advice from specialist services and other schools on how best to meet my needs</p> | <p>Within school there are flexible and individualised arrangements in order to meet my needs and ensure I learn e.g. I will require an individualised and creative approach to curriculum access based on my interests and strengths. Adjustments are made to my arrangements at lunchtimes and other unstructured parts of the day.</p> <p>Adults who work with me access support and advice from specialist services including EP and have permission to be creative in order to meet my needs.</p> |
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## Communication and Interaction 5-14 (KS1-KS3)

The following factors must be considered when using these descriptors:

- they should be used to describe a child's first language;
- non-verbal communication, such as the use of eye contact, may be influenced by cultural norms;
- they are based on a child's response to age appropriate tasks, contexts and environment;
- the descriptors should only be applied to children with a sensory impairment when the impairment is being managed/ addressed appropriately.

### Graduated response

Quality first teaching (QFT) aims to engage and support the learning of all children and young people in an inclusive and cohesive way, and places a strong focus in pupil participation in learning

| Speaking and listening | Universal provision  | Catch up/Wave 2  | SEND support  | Statutory assessment/EHC  |
|------------------------|--|--|---|---|
|                        | Age weighted pupil unit funding (AWPU) (element 1 funding)                                 | AWPU + up to £6,000 notional SEN funding (Element 2)   |   | Element 3 funding   |
|                        | <i>I am usually able to follow instructions and routines that are expected for my age.</i> | <i>I have some difficulties following instructions and managing routines that are expected for my age.</i> | <i>I have a lot of difficulties following instructions and managing everyday routines without additional visual and /or verbal support.</i> | <i>I have severe and persistent difficulties following a single instruction and everyday routines even when someone helps me.</i> |

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|  | <i>I am usually able to understand different question forms, e.g. when, why, how, what, who, which.</i>     | <i>I may have some difficulties understanding different question forms, e.g. when, why, how, what, who, which.</i>    | <i>I have significant difficulties understanding different question forms and often get them confused e.g. when, why, how, what, who, which and need additional prompts or support.</i> | <i>I have severe and persistent difficulties understanding different question forms, e.g. when, why, how, what, who, which, even when someone helps me.</i>                                  |
|  | <i>I am generally able to understand stories that are age appropriate at word, sentence and text level.</i> | <i>I may experience difficulties understanding stories that are age appropriate at word, sentence and text level.</i> | <i>I will experience significant difficulties understanding stories that are age appropriate at word, sentence and text level without additional visual prompts and support.</i>        | <i>I will experience severe and persistent difficulties understanding stories that are age appropriate at word, sentence and text level even with additional visual prompts and support.</i> |
|  | <i>I am generally able to maintain attention to tasks although I may need focussing from time to time.</i>  | <i>I may experience difficulties maintaining attention to age appropriate tasks.</i>                                  | <i>I will experience significant difficulties maintaining attention to age appropriate tasks without additional visual or verbal support and can be easily distracted.</i>              | <i>I have severe and persistent difficulties in maintaining attention to age appropriate tasks even with additional visual or verbal support and I am very easily distracted.</i>            |

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| <i>I am able to understand conversation, inference and complex ideas at an age appropriate level.</i> | <i>I have some difficulties in understanding everyday conversation, inference and complex ideas.</i>  | <i>I have a lot of difficulties in understanding everyday conversation, inference and more complex ideas unless the speaker speaks slowly and uses short phrases and sentences.</i>                                    | <i>I have severe and persistent difficulties in understanding simple conversation even in a quiet, low distraction environment when the speaker speaks slowly and uses short phrases and sentences.</i>   |
| <i>I can use age appropriate words and sentences to tell you what I need.</i>                         | <i>I may experience difficulties finding the words or sentences to tell you what I need e.g. I may sometimes muddle sentences or take a long time trying to find the right word or thinking about what I am going to say.</i> | <i>I have a lot of difficulties making my needs known using language e.g. I will find it difficult to explain something that has happened at break time, struggle to retell a well known story or jumble my words.</i> | <i>I have severe and persistent difficulties in making even my basic needs known using language e.g. I respond only using one or two words, I need help to form understandable sentences and/or my spoken language has not changed over the last 12 months and people cannot understand what I am saying.</i> |
| <i>I am able to express my own thoughts and ideas in and out of the classroom.</i>                    | <i>I may experience difficulties expressing my ideas and thoughts and this may stop me from joining in some activities.</i>   | <i>I experience significant difficulties in expressing my thoughts and ideas and joining in classroom activities without targeted adult support.</i>   | <i>I have severe and persistent difficulties expressing my thoughts and ideas and joining in all classroom activities even with additional adult support.</i>   |

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|  | <i>I am making good progress in all my subjects. e.g. those which rely on language and communication as well as the more practical.</i> | <i>I make uneven progress across the subjects due to some relying more on speaking and listening skills which I find more challenging.</i>                       | <i>The gap between my progress in practical/ non verbal tasks and those that rely on speaking and listening skills is significant.</i>   | <i>The gap between my progress in practical/ non verbal tasks and those that rely on speaking and listening skills is very significant.</i>  |
|  | <i>I am able to talk and listen to others on a daily basis.</i>   | <i>I may experience some difficulties talking and listening to others because it is sometimes takes me longer than others to process and sequence the words.</i> | <i>I will experience significant difficulties talking and listening to others and may not be willing to join in with the conversation because is it is too hard for me to keep up.</i> | <i>I have severe and persistent difficulties talking and listening to others and may not be willing to join in with the conversation because it is too hard for me to keep up. This has led me to have very few or no friends.</i> |
|  | My teachers have assessed my speaking and listening skills and know what I need to learn next in order to make progress.                | I may access group or individual interventions by school staff. I may have access to specialist assessment or advice, e.g. SALT                                  | I will have access to specialist assessment and advice from SALT which is arranged and commissioned through the school.  | I have increased access to specialist services and other agencies for assessment and advice e.g. SLI team or EP.   |



Matching provision to need tool (MPNT) 5-14 version

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|  | <p>I have access to a curriculum that specifically teaches speaking and listening skills.</p> <p>I have access to additional language and listening programmes e.g. Talking Partners,/Narrative Therapy/Chatterbox if necessary.</p> | <p>I have access to an additional intervention programmes which focus on language, listening and social and communication skills. e.g. Talking Partners,/Narrative Therapy/Chatterbox if necessary.</p>                          | <p>I will need access to an intervention programme which focuses on language, listening and/or social communication, delivered from advice gained by professionals from specialist services and other agencies e.g. EP, SALT.</p> | <p>I have a highly individualised programme which focuses on language, listening and/or social communication, written and supported by professionals from specialist services such as EP, SALT, SLI team.</p> |
|  | <p>There is a clear rationale for the use of additional staff and resources to support access to the curriculum including TAs, specialist EAL and bilingual support.</p>   | <p>I may require access to some additional adult support in the classroom for some areas of the curriculum</p>   | <p>I regularly access additional adult support, acting on the advice of specialist professionals, to support my participation in class and access to the curriculum.</p>  | <p>I have the support of an additional adult or team who has accessed specialist training to enable me to participate within the classroom and access the curriculum.</p>                                     |
|  | <p>My progress and attainment in speaking and listening is tracked regularly and I may have personal targets relating to these areas.</p>  | <p>I have personalised targets which include very specific targets set to help me improve speaking and listening. There will be careful monitoring and review of my progress which should include me and my parents/ carers.</p> | <p>I will have individualised targets based on specialist advice which is carefully monitored and regularly reviewed with me, my parents/ carers and other professionals.</p>   | <p>I have a highly individualised targets based on specialist advice which is carefully monitored and regularly reviewed with me, my parents/carers and other professionals.</p>                              |

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|  | <i>I regularly communicate with others and can do this at an age appropriate level and in a meaningful way.</i>                    | <i>I may experience some difficulties with the social use of language e.g. conversational skills; turn taking, topic maintenance, understanding the context.</i> | <i>I will experience significant difficulties with the social use of language, e.g. conversational skills, turn taking, topic maintenance.</i><br><i>I may not be motivated to communicate with others</i> | <i>I have severe and persistent difficulties with the social use of language, e.g. conversational skills, turn taking, topic maintenance.</i><br><i>I am poorly motivated to communicate with others.</i><br><i>My inappropriate social behaviour may have led to rejection by peers and social isolation</i> |
|  | <i>I am able to use a variety of verbal and non-verbal methods to communicate e.g. eye contact, facial expression and gesture.</i> | <i>I may experience difficulties in understanding verbal/ non-verbal communication e.g. I may struggle to make or maintain eye contact.</i>                      | <i>I find it difficult to use and understand verbal/ non-verbal communication e.g. I am unable to make eye contact and have difficulty understanding facial expression or other body language.</i>         | <i>I persistently have difficulties using or responding to verbal/ non-verbal communication without intensive adult support and guidance.</i>   |
|  | <i>I can use the age appropriate words or phrases in context</i>   | <i>I sometimes use unusual/ idiosyncratic words, phrases or noises out of context e.g. repeating single words or jingles from adverts during lesson time</i>     | <i>I will often say words or phrases that are inappropriate or do not seem to match the situation I am in.</i>   | <i>I will persistently use words or phrases (out of context, jargon, learnt phrases) to the extent that there are many breakdowns in communication</i>  |

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|  | <i>My communication skills are not having any effect on my social, emotional or behavioural development.</i>   | <i>My communication difficulties are beginning to have some effect on my social, emotional or behavioural development.</i>   | <i>My communication difficulties are effecting my social, emotional or behavioural development.</i>   | <i>My communication difficulties are having a significant effect on my social, emotional or behavioural development.</i>                 |
|  | <i>I am able to cope with change in my environment.</i>  | <i>I can find change and/ or sensory demands difficult and become anxious and this can affect my behaviour.</i>  | <i>I find change and/or sensory demands very difficult and any alterations to my environment can cause me distress, anxiety and affect my behaviours.</i> | <i>I will have an adverse reaction to any change in my environment and this will severely affect my behaviours and ability to learn.</i> |
|  | My language friendly classroom offers focussed support and prompts from an adult or key visuals to help me understand and participate in my lessons. | I am in a classroom that uses a range of teaching and learning styles with emphasis on use of gesture, key visuals and concrete examples to support spoken language. | I may need access to additional or augmented communication systems such as a visual timetable, use of PECS or some signing.                               | I have an additional or augmented communication system such as PECS or some signing.   |

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|  | Whole school approaches such as circle time help me to develop my social skills.   | I may access some additional small group activities to help me develop my social skills.   | I will have access to specialist assessment and advice from specialist services such as SALT, specialist outreach, EP to inform programmes and activities to develop my social skills.  | I have an individualised social skills programme informed by a specialist multi-agency team assessment and advice including SCAIT, EP, specialist outreach, SLI.  |
|  | <i><b>I generally respond well to the school behaviour management system.</b></i>  | <i><b>I may need occasional support to understand the impact of my behaviour upon others or manage my anxiety.</b></i>   | <i><b>I have access to an individualised behaviour programme. This might include access to an individualised reward system, which utilises my interests or use of strategies. such as exit cards or social stories to help me learn how to manage my behaviour/anxiety in different situations.</b></i> | <i><b>I have an individualised behaviour/anxiety management programme which is informed by specialist multi-agency assessment and advice.</b></i>   |
|  | I have access to a range of communication opportunities in a range of settings, with enough time given for processing, thinking and responding to verbal information and new vocabulary. | I have some support to ensure access to a range of communication opportunities, with more time given to respond to questions and instructions and to complete tasks. | I have a more personalised curriculum allowing flexibility in the organisation of the learning environment and the school day.<br><br>e.g. I have access to a low stimulus distraction free base either within or outside of my classroom.  | I have a highly personalised curriculum allowing increased flexibility in the organisation of the learning environment and the school day e.g. I access additional adult support to enable me to participate in the less structured parts of the school day such as break time and I have access to a quiet distraction free place in school when I feel anxious. |

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| <i><b>I am generally able to cope with the sensory environment of school.</b></i>   | <i><b>I may need occasional support when there are unexpected sensory demands e.g. a loud assembly or trip or fire drill.</b></i>                    | <i><b>I need my individual sensory sensitivities to be planned for. Specialist outreach staff may advise regarding setting up an appropriate low distraction area for me or strategies to help me manage carpet time, lining up or eating in the dining hall.</b></i> | <i><b>My day needs to be planned carefully to ensure that my sensory needs are met, this might include access to low stimulation areas, individualised strategies such as headphones to block out noise, physical breaks or sensory activities.</b></i>                       |
| Classroom routines are clear and usually followed. Timetables, classroom rules and daily routines are clearly displayed Any predictable changes are explained to the class.                                     | I have access to a visual timetable and I am told in advance about any significant predictable changes to the daily school routine.                  | I have a visual timetable and I will need to be told in advance about any predictable changes to my routine. I may need a 'social story' to help me understand any significant changes at school.   | I have a visual timetable and I will need to be told as early as possible about any changes to my routine. I will need social stories to be used to help me understand significant changes at school.   |
| All school staff have an awareness of Special Education Needs and Disability. They understand how to make 'reasonable adjustments' to ensure that pupils with additional needs are fully included in the school | In my school, there are some staff who have received additional training and can support me in class or in small groups to help me with my learning. | All staff I have contact with understand my needs and there is at least one person in school who is appropriately trained to plan and support my learning.  | All staff I have contact with understand my needs. There is at least one person in school who has received specialist training so that they can meet all of my needs. They have regular access to specialist advice and support to help them to plan and support my learning. |

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|   | <p>In my school there are systems in place for informal and formal discussion between parents/carers and staff.</p>  | <p>In my school there is regular communication with parents/carers and there may be times when it is helpful to discuss my progress more frequently with my parents/carers.</p> <p>I may need implementation of an MCAF.</p>     | <p>My parents/carers are regularly consulted regarding my progress and strategies for supporting me so that my needs can be consistently met across settings.</p> <p>I will need implementation of an MCAF.</p>                                | <p>There is frequent contact between my home and school to ensure that my needs are being met most effectively and consistently.</p> <p>The MCAF process is underway which ensures that I have a lead professional to coordinate my specialist multi-disciplinary advice and support.</p> |
| <p>For children with English as an additional language where there seems to be weaknesses in English language development the following descriptors should be considered:</p> |  |  |  |   |
|   | <p><i>My ability to learn English is the same as that of my brothers and sisters or my EAL friends</i></p> <p><i>I am beginning to try out the English I have learnt although I may have had a “silent” period for up to 6 months.</i></p> | <p><i>My ability to learn English is a little slower than that of my brothers and sisters or my EAL friends.</i></p> <p><i>I am not making much attempt to try out my English after a “silent” period of up to 6 months.</i></p> | <p><i>My ability to learn English is significantly slower or more muddled than that of my brothers and sisters or my EAL friends.</i></p> <p><i>I am making little attempt to try out my English after a “silent” period of 12 months.</i></p> | <p><i>My ability to learn English is very muddled and disordered.</i></p> <p><i>I am making very little attempt to try out my English after a “silent” period of 12 months</i></p>  |

## Physical/Medical KS1-3 (KS1-3)

# Graduated response

Quality first teaching (QFT) aims to engage and support the learning of all children and young people in an inclusive and cohesive way, and places a strong focus in pupil participation in learning

| Universal provision   | Catch up/Wave 2  | SEND Support  | Statutory assessment/EHC  |
|---|--|---|---|
| Age weighted pupil unit funding (AWPU) (element 1 funding)  | AWPU + up to £6,000 notional SEN funding (Element 2)   |   | Element 3 funding   |
| <i>I can independently access the school environment and different curriculum areas e.g. a differentiated PE curriculum without support, access to the hall for assemblies.</i> | <i>I sometimes need supervision to move around the school and to access some curricular areas e.g. I require some support to access PE or outdoor play activities, need supervision on stairs.</i> | <i>I need regular supervision, time and support for my independent mobility and to complete tasks involving mobility e.g. support in transferring from wheelchair to seat on stairs or when moving around the school environment, or at playtime.</i> | <i>I need intensive support with mobility and tasks requiring motor control, to maintain postural stability and comfort because of little / or no postural control necessitating supported changes of position and with transfers requiring staff trained in the use of specialist equipment e.g. use of a power chair.</i> |

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|  | <p>I need my school to have in place systems to assess risk both within and outside the school environment (including off-site trips, visits and residential) to ensure I have access to a well ordered, safe and accessible environment and access to appropriate mobility aids e.g. grab rails that support my independence.</p> | <p>I may need my school to put in place an individualised risk assessment for access to the school environment and any off-site trips, visits and residential.</p> <p>I may need my school to access <i>one off</i> specific advice from a specialist service e.g. access to the physical school environment / risk advice (including for off-site trips, visits and residential) and / or mobility needs/aids e.g. orthotic aids such as hand or leg splints.</p> | <p>I need my school to put in place an individualised risk assessment for access to the school environment and any off-site trips, visits and residential.</p> <p>I need regular support in using mobility aids and access to advice from specialist services to support my independence / mobility e.g. advice on equipment such as a Neater Eater, safe use and training in the use of a power chair, Independence Development Service, travel trainers</p> | <p>I need my school to put in place an individualised risk assessment for access to the school environment and any off-site trips, visits and residential.</p> <p>I need intensive support with appropriate staffing guided by advice from specialist services to develop optimal levels of independence/ mobility e.g. support and maintenance of equipment to support independent mobility, regular access to 1-1 intervention to support mobility and independence e.g. physiotherapy programmes, Independence Development Service, Independent travel skills eg Manchester Travel Training Partnership.</p> |
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| <p>Healthcare</p> | <p><i>I can manage my own health care needs during the school day with only age-appropriate level of help.</i></p> | <p><i>I may occasionally need my health to be monitored with / without intermittent administration of medication/medical intervention by trained staff during the school day e.g. management of diabetes.</i></p> | <p><i>I need my health to be monitored by trained staff and regular administration of medication and / or other medical interventions as advised and trained by health service professionals during the school day e.g. stoma care, catheterisation.</i></p> | <p><i>I need regular monitoring and medical intervention during the school day delivered by trained staff or administered by health service professionals because I have an unstable / complex and / or unpredictable medical condition.</i></p> |
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|  | <p>I need my school to have policy for the management medical conditions, to have a designated lead person and for all staff to be aware of policy and practice in managing medical conditions.</p> <p>I need provision of and access to clean, safe, appropriate health care facilities and equipment.</p> | <p>I may need my school to have key staff trained to monitor my health and administer intermittent medication, as advised by the school nurse and / or other health service professionals. I may need my school to liaise with my health service professionals to implement their recommendation or by requesting one off advice from a specialist team on the management of my medical needs.</p> <p>I may need an Individual Healthcare Plan (IHCP) in place to ensure that staff can meet my healthcare needs effectively in school. My school may need to request time-limited support, advice or training from a specialist team to develop my IHCP.</p> | <p>I need my school to have key trained staff, supported by health service professionals, to monitor my health, regularly administer medication, and / or to provide periodic support and supervision for implementation of therapy or health care programmes as identified by health service professionals e.g. physiotherapy or occupational therapy programmes. I may need my schools to request time limited advice, support or training from a specialist team to develop an individualised plan to meet my medical needs.</p> <p>I may need an Individual Healthcare Plan (IHCP) in place to ensure that staff can meet my healthcare needs effectively in school. My school may need to request time-limited support, advice or training from a specialist team to develop my IHCP.</p> | <p>I need my school to have key staff trained in the management of complex medical needs who are able to regularly deliver specialist health care programmes that are necessary to maintain my health and well being e.g. specialist feeds, catheterising, rescue medication programmes.</p> <p>I will need an Individual Healthcare Plan (IHCP) in place to ensure that staff can meet my healthcare needs effectively in school. My school may need to request time-limited support, advice or training from a specialist team to develop my IHCP.</p> |
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| Personal care needs | <i>I manage my personal care needs with age-appropriate help.</i>   | <i>I manage my personal care needs with minimal/occasional help e.g. assistance with dressing / undressing or toileting routines.</i>   | <i>I manage my personal care needs with regular assistance or individual support e.g. assistance with dressing / undressing or toileting.</i>   | <i>I need key staff trained to support me in my daily personal care routines e.g. stoma care, catheterisation.</i>  |
|                     | I need access to clean, safe and appropriate personal care facilities in line with The Equality Act 2010. | I may need my school to access one off specific advice from a specialist service on the management of my personal care needs and the facilities/ resources I need to use e.g. a specialist toilet seat, grab bars, steps. | I need my school to access specialist advice/training/resources to meet my specific personal care needs as recommended by my health service professionals e.g. hygiene suite, manual handling training, specialist toilet seat. | I need my school to have key staff trained to meet my specific personal care needs and access to additional personal care aids and facilities as recommended by my health care professionals e.g. adjustable height changing table, hoisting, specialist toilet seat. |
| Perceptual skills   | <i>I have age appropriate visual and auditory perceptual skills.</i>                                      | <i>My perceptual skills impact on some areas of the curriculum and on some areas of independent functioning.</i>  | <i>My perceptual skills impact significantly on many areas of the curriculum and on some areas of independent functioning.</i>  | <i>I need significant changes to be made to my learning environment and experiences to take into account my visual and / or auditory perceptual difficulties which impact on my independent functioning and access to most / all areas of the curriculum.</i>         |

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|                          | I have access to good quality auditory and visual resources and strategies to support learning at school. | I may need access to short term intervention and/or purchase of appropriate equipment to promote curriculum access in the short term e.g. looped scissors, sloping writing surfaces etc. | I need my school to access time limited advice and / or training from a specialist service to develop an individualised programme and/or to access specialist assessment and provide specialist equipment to promote my curriculum access as recommended by a specialist service. | I need access to specialist assessment, advice and a high level of support on a daily basis to complete tasks involving visual and / or auditory perceptual skills, a curriculum modified to meet my perceptual needs and access to a modified environment and/or specialist equipment that promote the development of my perceptual skills. |
| <b>Fine motor skills</b> | <i>I have age appropriate fine motor skills.</i>  | <i>My fine motor skills impact on some areas of the curriculum and on some areas of independent functioning e.g. handwriting development, cutting skills.</i>                            | <i>My fine motor difficulties impact significantly on many areas of the curriculum and some areas of independent functioning e.g. eating / drinking, writing, recording, cutting.</i>   | <i>My fine motor difficulties impact significantly on access to most / all areas of the curriculum and all aspects of my independent functioning e.g. eating, communication.</i>   |

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|  | I have access to good quality curriculum, resources and strategies that develop my fine motor skills. | I may need my school to access to short term intervention to work on specific identified areas of fine motor skills and/or the purchase of some equipment to promote curriculum access in the short term e.g. soft lead pencils, pencil grips, sprung scissors etc. | I need my school to access time limited advice and / or training from a specialist service to develop an individualised programme and/or to access specialist assessment and provide specialist equipment to promote my curriculum access as recommended by a specialist service e.g. specialist seating, adjustable height work surfaces, specialist feeding equipment, Neater Eater. | I need my school to access to specialist assessment and advice from a specialist team e.g. outreach team, occupational therapist, to provide a high level of support on a daily basis to complete tasks involving visual and / or auditory perceptual skills, provide a curriculum modified to develop my fine motor skills and provide a modified environment and/or specialist equipment that promote the development of my fine motor skills. need access to specialist advice and a high level of support on a daily basis to complete tasks involving visual and/or auditory perceptual skills. I need a curriculum modified to develop my fine motor skills and access to a modified environment and/or specialist equipment that promote the development of my fine motor skills |
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| Recording and physical access | <i>I am able to record my work in a range of different ways and use standard computer equipment and software.</i>                              | <i>I have some difficulties in recording my work and/or have some difficulties using standard computer equipment and software.</i>   | <i>I have lots of difficulties in recording my work and/or have lots of difficulties in using computer equipment and software.</i>   | <i>I have severe and persistent difficulties in recording my work and making simple choices e.g. I am unable to record independently and/or have severe and persistent difficulties in using computer equipment and software to make simple choices.</i>   |
|                               | I need access to opportunities to record my work in a variety of ways including word processing, visual maps, computer equipment and software. | I may need my school to access one off specialist assessment and advice on alternative recording strategies and modifications to standard computer equipment e.g. accessibility options, cursor size, speed setting, up modifications to computer equipment, using visual tools to help me record information. | I need my school to access one off specialist assessment and advice on alternative recording strategies and modifications to standard computer equipment and to provide alternative recording strategies to record my work including word processing, visual maps, amanuensis and/or specialist computer equipment and software e.g. joysticks, roller balls, on-screen keyboards, word prediction software. | I need my school to provide intensive support to enable me to use alternative strategies to record my work e.g. simple choices, recording information at a cause and effect level, to develop use of augmented and assisted communication to support my communication and to access to specialist assessment, advice and teaching on specialist alternative access equipment and software e.g. switches, SIM writer, word bank software. |

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| <p>Communication and physical access</p> | <p><i>I can communicate effectively using a range of age appropriate strategies and in different contexts and make my needs known.</i></p> <p><i>I am able to understand conversation at an age appropriate level.</i></p> | <p><i>My physical/medical needs cause some difficulties with speech and/or social use of language, communicating with unfamiliar people and in making my needs known e.g. I sometimes use context/ signs/symbols or additional technology to support my communication</i></p> <p><i>I have some difficulties in understanding everyday conversation and complex ideas</i></p> | <p><i>My physical/medical needs cause a lot of difficulties with speech and/or language content and /or social use of language, in communicating with familiar people in context and making my needs known e.g. I may use context/ signs/symbols or additional technology to support my communication</i></p> <p><i>I have a lot of difficulties in understanding everyday simple conversation and complex ideas.</i></p> | <p><i>My physical/medical needs cause severe and persistent difficulties with speech and/or social use of language and/or language content and communicating / making my basic needs known e.g. I need to learn to use non-standard sounds, signs/symbols or additional technology to communicate.</i></p> <p><i>I have severe and persistent difficulties in understanding simple language and simple ideas.</i></p> |
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Matching provision to need tool (MPNT) 5-14 version

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|  | I need access to learning that offers a range of teaching and learning styles | <p>I may need my school to access one off assessment or advice from SALT on appropriate communication strategies e.g. additional or supportive communication aids such as symbol books and visual timetable and/or advice and access to staff, who have been trained by a specialist, to support my language and communication.</p> <p>I need my school to give me more time to respond to questions and instructions, to complete tasks and acquire new vocabulary/concepts.</p> | I need my school to access a one off assessment and advice from specialist SALT on appropriate Augmentative and Alternative (AAC) Communication system e.g. additional or supportive communication aids such as symbol books, hand held talkers and/or access to a specialist programme delivered by staff who have been trained to support the use of AAC devices. | <p>I need my school to provide regular access to specialist SALT for monitoring and assessment of my language and communication skills and regular access to a specialist programme</p> <p>I need my school to provide a high level of support from staff trained in specific communication strategies e.g. use of specialist AAC devices to help me make simple requests/choices, to meet/greet people or to communicate basic needs</p> |
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| AAC and computer access | <p><i>I can communicate effectively using a range of age appropriate strategies and in different contexts and make my needs known.</i></p> <p><i>I am able to understand conversation at an age appropriate level.</i></p> | <p><i>My physical/medical needs cause some difficulties with speech and/or social use of language, communicating with unfamiliar people and in making my needs known e.g. use context/ signs/symbols or additional technology to support my communication.</i></p> <p><i>I have some difficulties in understanding everyday conversation and complex ideas.</i></p> | <p><i>My physical/medical needs cause a lot of difficulties with speech and/or language content and /or social use of language, in communicating with familiar people in context and making my needs known e.g. I may use context/ signs/symbols or additional technology to support my communication.</i></p> <p><i>I have a lot of difficulties in understanding everyday simple conversation and complex ideas.</i></p> | <p><i>My physical/medical needs cause severe and persistent difficulties with speech and/or social use of language and/or language content and communicating / making my basic needs known e.g. I need to learn to use non-standard sounds, signs/symbols or additional technology to communicate or use AAC communication system as only/ main means of communication.</i></p> <p><i>I have severe and persistent difficulties in understanding simple language and simple ideas.</i></p> |
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Matching provision to need tool (MPNT) 5-14 version

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|  | I need access to a language friendly environment. | I may need access to one off assessment or advice from SALT on appropriate Augmented Assisted Communication system e.g. additional or supportive communication aids such as symbol books, hand held talkers which I can use to gain information, give an opinion, to reason, negotiate, and evaluate. I may need more time to respond to questions and instructions, to complete tasks and acquire new vocabulary/concepts. | I need access to assessment or advice from specialist SALT on appropriate AAC equipment, use of an AAC system to support and enhance communication and access to some small group teaching to develop my skills in the use of AAC equipment from staff trained to support the use of AAC devices and with the learning and acquisition of new vocabulary. | I need access to ongoing advice, assessment and support in use of AAC system from specialist SALT and a high level of support / individual/small group teaching from staff with specialist skills to enable participation eg staff trained in programming and use of specialist AAC systems to help me make simple requests/choices, to meet/greet people or to communicate basic needs. |
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Matching provision to need tool (MPNT) 5-14 version

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|  | <p>In my school there are systems in place for informal and formal discussion between parents/carers and staff.</p> | <p>In my school there is regular communication with parents/carers and there may be times when it is helpful to discuss my progress more frequently with my parents/carers</p> <p>I may need implementation of an MCAF.</p> | <p>My parents/carers are regularly consulted regarding my progress and strategies for supporting me so that my needs can be consistently met across settings.</p> <p>I will need implementation of an MCAF.</p> | <p>There is frequent contact between my home and school to ensure that my needs are being met most effectively and efficiently</p> <p>The MCAF process is underway which ensures that I have a lead professional to coordinate my specialist multi-disciplinary advice and support.</p> |
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