**Guidance on using the new banding system**

**The descriptors of need**

The banding system measures children and young people against how much support they need to achieve each of the ten (or five for early years) outcomes. This ensures that support that is already in place is recognised.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yr 1 – Yr11 Outcomes** | **Broad Category of need** | **Preparing for Adulthood Outcomes** |
| 1 | I can engage with learning and make progress | Cognition & Learning | Education & Employment |
| 2 | I have a clear pathway, with incremental steps, towards the next phase of my learningYr5+: I have a clear pathway, with incremental steps, towards the next phase of my learning or employment |
| 3 | I am able to communicate well my wants, needs, wishes and feelings | Communication & Interaction | Friends & relationships |
| 4 | I am able to follow verbal communication to complete a task, instruction or activity |
| 5 | I can join in and contribute to learning opportunities with my peers |
| 6 | I can effectively engage in social opportunities with my peers |
| 7 | I feel emotionally safe, relaxed and content in my environment | SEMH | Health |
| 8 | I am developing the ability to manage my mental wellbeing  |
| 9 | I am able to meet my self-help needs and become more independent. | Physical & Sensory | Independence |
| 10 | I can keep myself safe in my environment/ community. |

To ensure that support needs are age-appropriate, the excel spreadsheet is separated into tabs for:

* Early Years
* Years 1-5
* Years 5-9 and
* Year 9+

Please use the descriptors in the appropriate tab.

**Scoring the level of need**

There is a tab for score sheet – this is for you to add in the score allocated to the level of support required.

Example:

[Insert Pupil name]

|  |  |
| --- | --- |
| **Outcomes** | **Score** |
| 1 | I can engage with learning and make progress |  20 |
| 2 | I have a clear pathway, with incremental steps, towards the next phase of my learningYr5+: I have a clear pathway, with incremental steps, towards the next phase of my learning or employment |  10 |
| 3 | I am able to communicate well my wants, needs, wishes and feelings |  10 |
| 4 | I am able to follow verbal communication to complete a task, instruction or activity |  25 |
| 5 | I can join in and contribute to learning opportunities with my peers |  15 |
| 6 | I can effectively engage in social opportunities with my peers |  10 |
| 7 | I feel emotionally safe, relaxed and content in my environment |  10 |
| 8 | I am developing the ability to manage my mental wellbeing  |  0 |
| 9 | I am able to meet my self-help needs and become more independent. |  0 |
| 10 | I can keep myself safe in my environment/ community. |  20 |
| **TOTAL** | **120** |

This pupil overall scored 120 points which would put them at a Band 2 on the new system.