

SPECIAL SCHOOLS: FUNDING FORMULA

Levels of Learning Difficulty

Level A

Pupils with very challenging behaviour and/or very severe autistic spectrum disorder:

- i. Present a significant danger to self and/or other children and staff
- ii. May be on medication for psychosis
- iii. Cause significant disruption to the education of self and others
- iv. Need intensive occupation on individualised programmes for the whole of school time, requiring staff 2-1

Level B

Pupils with challenging behaviour and/or severe autistic spectrum disorder or requiring input from additionally qualified teachers of HI, VI or multi sensory impairment or staff commissioned by them for at least for a session a week:

- i. Present a significant danger to self and/or other children and staff
- ii. May be on medication for psychosis
- iii. Cause significant disruption to the education of self and others
- iv. Need intensive occupation on individualised programmes for the whole of school time, requiring staff 1-1
- v. At times of stress require, or need to be taken to, a "time out" room or classroom evacuation, needing staffing of 2-1 or 3-1.

Pupils with high medical need:

- i. Assessed by health professional to need 1-1 and often home night nursing
- ii. May have difficulty maintaining wakefulness and unable to express physical difficulties
- iii. May require oxygen or suctioning
- iv. May have a tracheotomy, severe epilepsy and usually profound physical and/or sensory loss
- v. Usually tube fed

Level C

Pupils with a significant autistic spectrum disorder or who:

- i. Need intensive individualised programmes and intervention
- ii. Are subject to high distress or stress levels
- iii. Need intensive communication input
- iv. Need specialist therapeutic input

Pupils with high physical dependency:

- i. Need high level of support in all aspects of life
- ii. Need to be dressed, fed and assisted with toilet
- iii. Probably wheelchair-bound or in need of support for walking from 1 or 2 staff
- iv. Need a hoist, with 2 staff in attendance.
- v. Need occupational therapy or physiotherapy services

Level D

Severe or Complex Learning Difficulties (High Level)

- i. May be a wheelchair user
- ii. May have some verbal communication and expression by simple yes/no responses and may answer simple questions
- iii. Interactive and can meet some personal needs with supervision
- iv. Needs high level of support for behavioural and physical needs
- v. Needs intensive support in all activities
- vi. Needs significant degree of special therapeutic intervention
- vii. Needs individualised programme more than group activities
- viii. Needs lunchtime support 1 to 2

Level E

Severe or Complex Learning Difficulties (Moderate)

- i. May have some verbal communication and expression by simple yes/no responses and may answer simple questions
- ii. Mobile, interactive and can meet most personal needs with supervision
- iii. Needs high levels of support for behavioural and physical needs
- iv. Needs intensive support in all activities
- v. Needs significant degree of specialist therapeutic intervention
- vi. Needs individualised programmes more than group activities

Level F

Severe or Complex Learning Difficulties (Mild)

- i. Needs intensive support in all activities
- ii. Needs significant degree of specialist therapeutic intervention
- iii. Needs individualised programmes more than group activities
- iv. Needs lunchtime support 1 to 4

Level G

- i. Needs significant support in all activities – teacher to pupil ratio 1:10, teaching assistant 1:3, midday assistant 1:6
- ii. Needs daily intervention programmes
- iii. Needs nurturing environment

Level H

Needs small class or group settings with moderate levels of support – teacher to pupil 1:10, teaching assistant 1:4, midday supervision 1:8