

AREAS OF NEED AND SETTINGS TABLE

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All decisions should be based on a balance of judgements. There should be no expectation that all indicators for a particular level should be required for a particular placement to be identified. Where a particular element is required, e.g. statement (or EHC Plan) or diagnosis (e.g. SLI for SLCN Resourced Base) these are identified.

Area of Need	Mainstream School	ASD Resourced Base	SLCN Resourced Base	Aurora House Primary ASD Special provision (45 places)	Special school Turney, Lansdowne ASD Designated	Special School Livity, Michael Tippett(PMLD SLD)	Special School Elm Court (SE wellbeing)	Low incidence Specialist Setting (Regional)
ASD	ASD needs are indicated at Levels A plus B. Some elements of C present where level of risk can be managed. Some pupils with ASD needs that merit a Statement (EHC Plan) level of provision will benefit from a mainstream placement with appropriate support.	Diagnosis of ASD. Statement or EHC Plan with ASD as prime need. ASD needs are indicated at levels A, B and C some occasional indicators of D behaviours may be apparent at admission with the expectation that with support these can be moderated and self managed. Target is maximum personalised inclusion through increased self-management.	ASD needs are indicated at Levels A and B plus elements of C	Diagnosis of ASD. Statement or EHC Plan with ASD as prime need. ASD needs are indicated at Levels C, D, some elements of E.	Diagnosis of ASD. Statement or EHC Plan with ASD as prime need. Levels C, D, some elements of E.	ASD needs are indicated at Levels A and B plus elements of C and D	ASD needs are indicated at Levels A and B plus elements of C. and D.	Level D with significant elements of E. These are likely to be compounded with high levels of other indicators. Assessment will be made to confirm the most appropriate specialist setting.
Learning	Indicators of Learning Levels A and B. Where elements of C are identifiable they are at a level where the pupil can be included into mainstream classes with some TA support.	Learning performance in line with their peer group and have no significant additional learning disabilities beyond that which would normally be addressed within a mainstream setting. Indicators of Learning at Levels A and B. Where elements of C are identifiable they are at a level where the pupil can be included into mainstream classes with some TA support.	Learning performance in line with their peer group and have no significant additional learning disabilities beyond that which would normally be addressed within a mainstream setting. Indicators of Learning at Levels A and B. Where elements of C are identifiable they are at a level where the pupil can be included into mainstream classes with some TA support.	Indicators of Learning Levels A and B. Where elements of C are identifiable they are at a level where, if the pupil did not have an ASD they could be included into mainstream classes with some TA support.	A range of learning indicators from Levels A – C, Plus possibly significant elements of Level D.	Level D, E. These are likely to be compounded with high levels of other indicators	Level C, D, E These are likely to be compounded with high levels of other indicators	Level C, D, E. These are likely to be compounded with high levels of other indicators.
Social, Emotional and Wellbeing	Social, emotional and wellbeing needs which fall within a range normally expected to be managed in a mainstream school, typically within Level A and B and occasional elements of C. Exhibited behaviours may have origins in ASD and/or from emotional and social sources. Detailed observation and assessment will guide priority interventions.	Social, emotional and wellbeing needs which fall within a range normally expected to be managed in a mainstream school, typically within EBSD Level A and B and occasional elements of C, particularly from "Social". Some engagement with external agencies. Evidence of responding to interventions so that inclusion is a viable	Some indicators at A and B levels, plus some elements of C, maybe arising from response to learning and/or communication difficulty.	Some indicators at A and B plus some elements of C particularly from "Social". Some engagement with external agencies. Possible evidence of responding to interventions so that inclusion is a viable possibility.	Some indicators at A and B plus some elements of C particularly from "Social". Some engagement with external agencies.	Indicators from range A to D depending on complexity of needs.	Indicators from range A to D depending on complexity of needs.	Indicators from range of A to E depending on complexity of needs.

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Area of Need	Mainstream School	ASD Resourced base	SLCN Resourced Base	Wyvil Primary ASD	Special school Turney,Lansdowne	Special School Livity, Michael Tippett	Special School Elm Court	Low incidence Specialist Setting
SLCN	SLCN Indicators from level A and B and possibly some from level C. Where indicators from C are apparent cross reference to Learning, EBSD to ensure placement is appropriate.	possibility. SLCN Indicators likely to be apparent from level A and B, as a consequence of ASD, and/or from other causes. Where SLCN impacts severely on access to the curriculum and inclusion in mainstream classes, placement unlikely to be appropriate.	Diagnosis of SLI. SLCN Indicators from level A and B and possibly some from level C.	SLCN Indicators may be apparent from level A and B as a consequence of ASD, and/or from other causes.	SLCN Indicators likely to be apparent from level A and B and C as a consequence of ASD, and/or from other causes.	SLCN Indicators may be apparent from level A,B and C as a consequence of ASD, and/or from other causes.	SLCN Indicators may be apparent from level A,B and C as a consequence of ASD, and/or from other causes	SLCN Indicators may be apparent from level A,B and C as a consequence of ASD, and/or from other causes.