

Element 3 Banding Resource Allocation System



Banding Descriptors and process for use

Band will be allocated by NYCC SEND team. Initially the band will be allocated by the multi-disciplinary panel as part of the decision to issue an EHCP. At Annual Review, if the needs have significantly changed such that the current band no longer reflects the child or young person's needs, please recommend on the Annual Review paperwork that a change of band may be necessary.

Banding process

SEN Support and use of the banding descriptors	
Identification	Child is identified as having SEND in the school or setting, is identified at SEN Support (K code for statutory school age) and a plan is developed as per the Code of Practice to deliver that SEN Support. Graduated response is initiated. Records kept.
Use of banding	Bands 1-3 indicate the type of needs and provision that will be found at SEN Support levels. These may be helpful in raising SEND concerns with parents, identifying appropriate support and as a development tool with staff in your school.

Prior to submission of the EHCAR	
Identification	Evidence is gathered of need from assessment and of impact of interventions both High Quality Teaching strategies and any additional or different interventions. 2 cycles of graduated response completed before submission of EHCAR.
Use of banding	As assessment and impact of interventions are evidenced, school / setting will start to identify that needs and provision to meet needs may be above band 3. During the 2 cycles, you can reference the descriptors in your documentation to build that evidence base.

EHCAR submission	
Identification	2 cycles of graduated response have been completed, school / setting have evidence that the child / young person has SEN that may require a higher level of support than can reasonably be expected from within the delegated Element 2 resource.
Use of banding	SENCO or equivalent may have used descriptors to support this conclusion by highlighting in relevant band and identifying primary need and potentially additional needs in those descriptors. EHCAR format provides opportunity to specifically reference these. NOTE: Descriptors are “best fit” – you do not need to “tick off” each element in a band descriptor to demonstrate that band. Similarly, delays are described indicatively – you do not need to precisely demonstrate the level of delay suggested but it does need to be the “nearest” and will be impacted by the age of the child.








Initial band allocation	
Identification	Through the statutory assessment, all professionals will have access to the descriptor documents and will be able to make reference to those within their reports. The ARO will make a recommendation to the panel at the end of the assessment process as part of the decision to issue a plan.

Use of banding	AROs will analyse the needs identified in the advices received and will compare those with the needs in the descriptor documents. After identifying a potential band for the needs, the ARO will confirm that proposed provision is consistent with the provision for that band in the descriptors. Any discrepancies will provide the opportunity for the ARO to confirm and check recommendations, outcomes and provision.
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Change of band suggested	
Identification	A change to the band can only take place as part of the statutory process either following an annual review or an interim review. It is the responsibility of the school / setting to provide the evidence that needs have changed and therefore provision should change to meet those needs. E3 allocation will NOT change as a result of school budget position – it will only change as a response to an identified and evidence based change in needs.
Use of banding	The Annual Review proforma (which can also be used for an interim review) gives opportunity to highlight where needs have changed and how these fit descriptors in an alternative band.

Summary of use of bands	
<ol style="list-style-type: none"> 1) Identify the primary need and use that descriptor first. There does not have to be a diagnosis to use any set of descriptors, use the set that, in your professional opinion, are most applicable to the young person. 2) From that primary need descriptor document, look at the needs identified and match to the “best fit” descriptors 3) If you are not sure which set of descriptors are most appropriate, look at all possible “primary need” descriptors and choose the best fit 4) Look at secondary or additional needs and match to the “best fit” descriptors for those needs 5) If the secondary or additional needs are 2 bands below the identified primary need band, it is unlikely that additional resource will be required for those additional needs however, if there additional needs are within a band or at the same level, it is likely that this will require additional resource – note on the primary need descriptors that there are statements which indicate where the secondary needs will require the next band to be allocated. 6) Having identified the needs and allocated a band, check that the provision identified in the descriptors is the type of provision identified in the child’s plan. Any disparities need to be checked and clarified. 7) Banding allocated will remain until there is evidence that needs and required provision have changed through the statutory review process. 	

■ Descriptor documentation

Primary need	Document
Cognition and Learning	 NYCC CL descriptors.pdf
Social Emotional and Mental Health	 NYCC SEMH descriptors.pdf
Communication and Interaction – Autistic Spectrum Disorder (diagnosis not required but where there is difficulty across the three areas of difficulty – see front page for details)	 NYCC ASD descriptors.pdf
Communication and Interaction – Speech, Language and Communication Needs	 NYCC SLCN descriptors.pdf
Hearing Impairment	 NYCC HI descriptors.pdf
Visual Impairment	 NYCC VI descriptors.pdf
Physical Disability (including significant health / medical needs)	 NYCC PD descriptors.pdf