

Complex Needs Resource Base

DRAFT 4 May 10

Category	Pupil characteristics	Resource base	Inclusion in mainstream	Unstructured times	Notes
A	<p>Pupil whose ability to access the primary mainstream curriculum is significantly affected by learning difficulties.</p> <ul style="list-style-type: none"> Has the ability to communicate but not necessarily appropriately or by speech. Little or no understanding of social reciprocity. A recognition of the need for social interaction may be yet to develop. Requires a high level of support to scaffold thinking. Has a general cognitive profile at or below the 1st centile. Working at level significantly below age related range of attainment. Emotional, social and behavioural difficulties associated with the primary need that would be expected to abate as the learning needs are met. May need 1 to 1 supervision when feeding, dressing, toileting and may not be toilet trained. Medical needs such as tube feeding or respiratory support. 	<p>Core resource base staffing plus regular individualised support to address presenting behaviours and other additional needs including physical, sensory and medical needs.</p> <p>Requires small group working for most of the week with structured support.</p>	<p>Inclusion for areas of strength, so opportunities for success.</p> <p>Support before, during and following periods of inclusion.</p> <p>Staffing: Teacher 1 : 10 TA 1 : 4</p>	<p>Pupil may be vulnerable and requires close adult monitoring and individual arrangements to be made.</p>	<p>1. The key difference between A and B level is the need for dedicated TA time for other than curriculum access.</p> <p>2. Pupils have statements of SEN.</p> <p>3. Levels are allocated on the basis of best fit.</p>
B	<p>Pupil whose ability to access the primary mainstream curriculum is affected by learning difficulties.</p> <ul style="list-style-type: none"> Communicates sometimes using a range of signs, gestures as well as words. Looks for social interaction with peers as well as adults. Can maintain simple relationships with guidance. Has a general cognitive profile at or below the 1st centile. Working at level significantly below age related range of attainment. Emotional, social and behavioural difficulties associated with the primary need that would be expected to abate as the learning needs are met. 	<p>Core resource base staffing plus individualised support to address additional needs including physical and sensory needs.</p>	<p>Following induction period accesses mainstream with support for increasing proportion of each week, when applicable.</p> <p>Staffing: Teacher 1 : 10 TA 1 : 6</p>	<p>Pupil may be vulnerable and requires close adult monitoring without individual arrangements being regularly made.</p>	<p><i>NB: staffing ratios to be removed on confirmed version of characteristics grid</i></p>