

CYPES Inclusion Team - High Needs Assessment Matrix										
2023 SEND Code of Practice Primary Areas of Need										
	Sensory (VI, HI and MSI) and or Physical (x4)			Communication and Interaction (x2)		Social, Emotional and Mental Health (x4)			Cognition and Learning (x4)	
Score	Physical Disability and/or medical condition	Hearing	Vision	Speech and Language	Autism / Social Communication	Emotional Wellbeing	Social Behaviour	Learning Behaviour	Cognitive Skills (executive function and working memory)	Specific Learning Difficulty (Key Stage 2 upwards)
0	Diagnosed with a minor condition with no identified educational impact. CYP may require regular medication however can take responsibility for self-managing this	Diagnosed hearing loss, may or may not use hearing aids. A CYP who has a re-occurring conductive hearing loss with no hearing aids. This hearing loss may be associated with middle ear infections, glue ear, temporary perforated eardrums.	Vision is within normal limits 6/6 - 6/12 with or without glasses. The CYP could be diagnosed with monocular vision (where sight is within normal limits in the good eye, and stable), squints, poor tracking skills, mild colour deficiency, visual perception difficulties, Lack of binocular (or 3D) vision.	CYP is presenting with no identified Speech Language and Communication Needs (receptive language, expressive language, slammering, voice and/or speech sound difficulties). CYP does not require any interventions, strategies, resources or adaptations.	The CYP can interact and take part in social activities but may demonstrate some social communication and interaction differences. May display sensory preferences and/or differences.	The CYP occasionally demonstrates differences in their emotional response which may or may not be linked to a known contributing factor which impacts on emotional wellbeing e.g. family circumstances, unsettled by change, subject-based issues, relationships, health condition or illness. Lack of resilience.	The CYP occasionally or temporarily demonstrates differences in social behaviour with adults and/or peers or property / belongings.	The CYP occasionally demonstrates differences in response and engagement to planned learning including with listening and maintaining attention. A known contributing factor which will impact behaviour e.g. family circumstance, subject-based issue or during transition or less structured times.	The CYP is generally working within age related expectations / outcomes based on teacher judgement and relevant assessment. Needs can be delivered through high quality adaptive teaching approaches and resources.	Evidence of difficulties in a specific areas of learning and development despite intervention: including but not restricted to spelling, writing, reading, calculation, speech, motor co-ordination and processing. Arrangements to meet these needs can be delivered through high quality adaptive teaching approaches and resources.
1	Mild disability e.g. absent digits, mild diplegia, CYP shows poor fine gross motor coordination or sensory (tactile, proprioception and vestibular skills) needs is independently mobile without the use of aids etc. but requires assistance for some school routines/self-help skills. CYP may require support with administration of regular medication (for a long term, non-life limiting condition) in school. Will have had a health assessment and may have received episodes of care from Physio or Occupational Therapy at any point.	Mild loss of hearing (e.g. conductive or Unilateral loss). Unaided threshold 21-40dBHL.	Mild impairment. 6/12 - 6/18 (LogMAR 0.3 - 0.48) Reads N14-N18 print. With an associated diagnosed ophthalmic condition.	CYP is presenting with some identified Speech Language and Communication Needs (SLCN) and can be well supported in a school/setting with universal interventions, strategies, resources and high quality adaptive teaching. The CYP does not require direct involvement with the Speech and Language Therapy (SALT) Department.	The CYP has social communication and interaction differences which may impact on their ability to engage in classroom learning/activities. May have challenges recognising and communicating emotions but can describe basic feelings and communicate needs. Has demonstrated an interest in social interaction and forming friendships but may be unclear about their responses and how to form relationships. Their communication differences may lead to anxiety or distress. May be challenged by managing change and transition. May focus intently on their interests which interferes with engagement in learning. May demonstrate sensory differences/responses to sensory experiences but have strategies to manage their needs including accommodations to support their sensory regulation and learning.	The CYP occasionally demonstrates differences in their emotional response. Will require adaptive responses to emotional reactions which are disproportionate to the triggering stimuli. Behaviour could include, but is not limited to, appearing withdrawn, frustrated, dysregulated, having low self-esteem, distressed.	The CYP occasionally demonstrates differences in social behaviour with adults and/or peers or property / belongings. Require adaptive responses to presenting behaviours in social situations.	The CYP occasionally demonstrates differences in response and engagement to planned learning including with listening and maintaining attention. Requires high quality adaptive teaching strategies / resources	The CYP is working up to a year below age related core Curriculum / EY Prime Area expectations. CYP presents with some learning needs, shows some difficulties with conceptual understanding in one or more areas of learning. Needs are met by high quality adaptive teaching approaches.	As above, but lack of expected progress in a specific area despite intervention: including spelling, writing, reading, calculation, speech, motor co-ordination and processing that could be co-occurring with other identified needs.
2	Moderate Disability. CYP is mobile with the use of walking aids or support. May require level access and/or supervision or assistance on stairs, etc. Has fine or gross motor or sensory needs that impede access and independence. Physical condition may be variable from day to day so overall participation may be reduced. May exhibit fatigue, lack of concentration or motivation due to their condition which has a marked effect on progress. CYP requires daily specialist programme for coordination skills. CYP needs daily adult support with health care regimes (for example eating, drinking, and personal hygiene)	Moderate hearing loss; may use amplification and/or hearing assisted technology. Unaided threshold 41-70 dBHL	Moderate impairment, requires some work adapted. (6/19 - 6/36) (LogMAR 0.5 - 0.78). Reads N18-N24 print. Independent mobility in some areas. Moderate level of specialist equipment required.	CYP is presenting with identified SLCN and requires targeted interventions, strategies, resources and high quality adaptive teaching to support their SLCN. CYP may be known to the SALT Department	The CYP has limited social communication and interaction skills which sometimes impacts on their ability to engage in classroom/learning activities. Experiences to emotions in a way which sometimes lead to distressed behaviours and responds differently to other peoples emotions. Has challenges managing and sustaining relationships with others and tends to isolate themselves socially, sometimes seemingly preferring to follow their own interests. Has challenges managing change which sometimes impacts transitions and switching between activities. Sometimes focuses intently on their own interests which impacts their ability to function in one or more contexts and may lead to distressed behaviour. Sometimes experiences challenges with organisation and planning which impacts independence skills. Demonstrates sensory differences/responses to sensory experiences which require accommodations to support their sensory regulation and learning. Without adaptations/support in place, differences in social communication present challenges initiating social interactions and communicating their needs to others. Is known to mask presentation causing mild to moderate levels of anxiety.	The CYP sometimes demonstrates differences in their emotional response. Will require adaptive responses to emotional reactions which are disproportionate to the triggering stimuli. Behaviour could include, but is not limited to, appearing withdrawn, frustrated, dysregulated, having low self-esteem, distress which will require support. For example, shows persistent symptoms of anxiety that has not been resolved using targeted external services, reduced ability to self-regulate and displays low self-esteem.	The CYP sometimes demonstrates differences in social behaviour with adults and/or peers or property / belongings. Will require adaptive responses, targeted support and modification to presenting behaviours in social situations.	The CYP sometimes demonstrates differences in response and engagement to planned learning including with listening and maintaining attention. Requires high quality adaptive teaching methods, targeted support and curriculum modifications.	Some learning needs, evidenced by a widening gap. Attainment is up to two years below age related expectations despite adaptations to the curriculum and/or targeted intervention. Requires high quality adaptive teaching approaches and targeted support. Requires support with conceptual understanding and reasoning across the core curriculum.	As above but identified specific difficulties requiring some additional assessment, intervention and support in order to make individualised steps in progress from starting point in spite of specialised advice to support and remediate difficulties over a period or more than two years.
3	Severe disability which impacts their ability to learn and function independently in the school environment and in their everyday life. CYP requires access to varied and extensive specialist equipment and support. Receives ongoing support from Occupational and/or Physio Therapy Services.	Severe hearing loss, uses amplification and/or hearing assisted technology. May require targeted interventions. Unaided threshold 71-95 dBHL.	Severe impairment 6/36 - 6/120 (LogMAR 0.8 - 1.3) Reads N24-36 print. May require short term specialist support and training for mobility and independent living skills. Significant level of specialist equipment required.	CYP is presenting with identified high level of SLCN and requires specialist interventions, strategies, resources and high quality adaptive teaching to access all aspects of the curriculum. CYP may be known to the SALT Department. CYP may use Alternative and Augmentative Communication (AAC), vocalisations, gestures and body movements alongside or instead of spoken language to communicate.	The CYP has severely limited social communication and interaction skills which often impacts on their ability to access classroom learning activities and or engage in activities. Experiences emotions in a way which often leads to distressed behaviour and responds differently to other peoples emotions. Becomes hyper focussed on their interests that often makes coping with unexpected changes and events challenging. Has challenges in understanding non-speaking communication and in interpreting 'social rules' (including how to maintain a conversation). Demonstrates high levels of anxiety which often leads to distressed or internalised behaviours. Finds it difficult to predict and process which often leads to demand avoidance and/or seeking to influence people and /or the environment. Often exhibits reduced awareness of personal and social safety of self and others. Displays repetitive sensory seeking behaviours with no apparent regard for the consequences, these actions may risk the safety of themselves or others. Is often challenged by the process of self reflection. High levels of anxiety are beginning to impact negatively on their attendance and engagement. Is known to mask presentation causing moderate / severe levels of anxiety beyond the learning environment.	The CYP often demonstrates differences in their emotional response. Will require significant adaptive responses to emotional reactions which are disproportionate to the triggering stimuli. Behaviour could include, but is not limited to, appearing withdrawn, frustrated, dysregulated, having low self-esteem, distressed which will require support significant support and wider school / professional response. Often distressed by change/transition, displays unusual, obsessive or repetitive behaviours. Severe and persistent symptoms of anxiety that have not been reduced using targeted services and where there is moderate to severe impact on daily life. High levels of anxiety are beginning to impact negatively on participation and attendance.	The CYP often demonstrates differences in social behaviour with adults and/or peers or property / belongings. Which requires high quality adaptive teaching methods, significant support, curriculum modifications and wider school / professional response.	The CYP often demonstrates differences in response and engagement to planned learning including with listening and maintaining attention. Requires high quality adaptive teaching methods, significant support, appropriately modified curriculum and wider school / professional response	The CYP has moderate learning difficulties and persistent difficulties in the acquisition and use of language and vocabulary, literacy and or numeracy skills which affect development / progress in other areas of the curriculum. Pupils with attainment / development more than three years below age related expectations across most areas of the curriculum despite differentiated learning opportunities and concentrated support. Requires high quality adaptive teaching methods, significant support, curriculum modifications and wider school / professional response.	As above but identified specific difficulties requiring a high level of in-depth assessment, intervention and support in order to make individualised steps in progress from starting point. Pupil may exhibit emotional barriers to learning as a consequence of their difficulties.
4	Profound or progressive condition. The CYP is highly reliant or totally dependent on support for moving, positioning, personal care, recording, accessing resources, communicating. Specialist health care support requires e.g. tracheostomy, gastrostomy, pressure care, multi-agency joint working required is dependent on adult to access learning/curriculum. CYP needs constant supervision to maintain their safety due to complexity of physical or medical need. Requires staff team that are highly skilled and trained in areas of medical need, therapy, moving and handling.	Profound hearing loss unaided threshold in excess of 95 dBHL. CYP will require amplification and assisted hearing technology. CYP is not able to be aided and is reliant of signing (or first language BSL user or require other augmented communication aid.) Very limited functional hearing for speech despite aids.	Profound impairment: Less than 6/120 (LogMAR 1.32+ Educationally blind / braille user / can access small quantities of text larger than N36. Needs on-going specialist support and training for mobility and independent living skills. High level of specialist equipment required.	CYP is presenting with complex and persistent SLCN and requires high levels of specialist support, interventions, resources and individualised high quality adaptive teaching to access all aspects of the curriculum. CYP is known to the SALT Department. CYP may use Alternative and Augmentative Communication (AAC), vocalisations, gestures and body movements alongside or instead of spoken language to communicate.	All of the above plus: The CYP has profound, significant and complex differences with social communication and interaction which almost always lead to persistently high levels of stress and anxiety which impact on all areas of learning and social activity. Displays significant hyper focussed behaviours which have a profound impact on their ability to function and multiple difficulties attaining developmental expectations. Unable to regulate sensory input leading to distressed behaviour. High levels of anxiety impact on attendance and engagement. Is known to mask presentation causing profound levels of anxiety both in and beyond the learning environment.	The CYP almost always demonstrates differences in their emotional response. Requires highly personalised arrangements, significant support, curriculum modifications and wider school / professional response to emotional reactions which are disproportionate to the triggering stimuli. In almost all lessons shows significant emotional dysregulation at a high level of intensity and frequency including, inappropriate emotional responses including self-harming. In almost all lessons behaviour is severely withdrawn, unusual or obsessive. High levels of mental health needs may impact on attendance, jeopardising inclusion in school. May include significant assault on peers or other adults.	The CYP almost always demonstrates differences in social behaviour with adults and/or peers or property / belongings. Will require adaptive responses to presenting behaviours in social situations. Requires highly personalised arrangements, significant support, curriculum modifications and wider school / professional response. This may be present as outbursts of distressed behaviour which may jeopardise the health and safety of self and others has no awareness of danger or risk in line with their age or how to keep themselves and others safe despite support.	The CYP almost always demonstrates a disengagement to planned learning including with listening and maintaining attention. Requires highly personalised arrangements, significant support, curriculum modifications and wider school / professional response. The CYP almost always finds it very difficult to cope with most learning situations as an individual or as part of a group. In almost all lessons shows very little interest in school.	The CYP will experience complex, persistent and severe learning difficulties and global delay across all areas of learning, affecting executive functions, self-help and independence skills. Functions at a level that requires highly individualised specialised interventions and adaptations to the curriculum.	As above with severe difficulties in accessing the curriculum or (often co-occurring with other areas of need) any written material and often severe emotional barriers to engaging with learning.