

High Needs Matrix

2014 SEND Code of Practice Primary Areas of SEN											
Tariff points	Sensory and Physical				Communication and Interaction		Social, Emotional and Mental Health			Cognition and Learning (only score in 1 of these columns)	
	Physical disability	Medical Condition	Hearing (signing captured in speech and language)	Vision	Speech and Language	ASD	Emotional Wellbeing	Social Behaviour	Learning Behaviour	Cognitive Ability	Specific Learning Difficulty
Needs within this section to be met within £6k delegated budget.	No needs in this area, physical development within normal levels. CYP shows poor fine and/or gross co-ordination skills.	No needs in this area. General health within normal levels. CYP may need support with administration of regular medication in school.	Hearing within normal limits. Mild loss of hearing (e.g. conductive or unilateral loss). Can hear clear voice without aids/amplification. Mild hearing loss, managed effectively with assistive technology.	Vision within normal range, including when corrected by glasses 6/6-6/12	Language communication skills within average levels or above. Mild speech sound disorder/articulation difficulty.	Herefordshire Council recognises children with diagnoses of Autism Spectrum Disorder. The behaviours associated with this condition are described in other columns e.g. social communication within speech and language/social behaviour and rigid learning behaviours in SEMH	No significant needs in this area. 2-4 times per week: • displays inappropriate emotions and responses • lacks empathy with others • appears miserable • has mood swings • unsettled by change	No significant needs in this area. 2-4 times per week: • has poor interactions with other CYP • disrespectful to staff or property • seeks attention inappropriately • unable to wait for rewards	No significant needs in this area. 2-4 times per week: • gets distracted from tasks • inattentive to staff • shows poor organisation skills • does not work well in a group	Cognitive abilities within broad average levels and National Curriculum attainments average or close to average. CYP presents with some learning delay, shows some difficulties with conceptual understanding, in one or more areas of the core curriculum and attainments are more than 1 year below average school age.	Literacy and numeracy within broad average levels and in line with expectation given the CYP's history of schooling. Some difficulty with reading/ spelling of high frequency words and the acquisition of phonic skills.
2			Mild hearing loss which is not managed by assistive technology and is persistent. Moderate hearing loss.		CYP has moderate delay in expressive and/or receptive language.						Reading 2 years behind chronological age in spite of extensive attempts to remediate difficulties.
4	Mild physical disability e.g. absent digits, mild diplegia, CYP is independently mobile without the use of aids etc. but requires assistance for some school routines/self-help skills, toileting and feeding/travel.		Moderate hearing loss which may be severe in some frequencies. Uses post aural aids, non-verbal cues for communication and/or uses FM system.	Mild impairment. 6/12 - 6/18 (LogMAR 0.3 – 0.48) Reads N12 print. Mild bilateral field loss or adapted to monocular vision. Independent mobility. Wears patch 1-2 hours daily.	CYP has severe language delay or moderate language disorder or CYP has a moderate speech sound disorder.					Mild learning difficulties. Needs differentiated work and support with conceptual understanding, and reasoning across the core curriculum. In the low range on standardised assessments of cognitive ability, or pupil presents with a very uneven profile of cognitive abilities that requires a balance of small group and additional adult support.	Uneven profile of skills in core areas. Some difficulties with spelling and reading high frequency words. Unrecognisable spelling of phonic alternatives. Reading 3-4 years behind chronological age in spite of specialised advice to support and remediate difficulties over a [period of more than two years.
8	Moderate physical disability. CYP is mobile with the use of walking aids. May require level access and/or supervision or assistance on stairs, sight guiding etc. CYP needs daily specialist programme for co-ordination skills.	CYP needs daily adult support with health care regimes.		Moderate impairment, needs some work modified. 6/18 – 6/36 (LogMAR 0.5 – 0.78) Moderate bi-lateral field loss Independent mobility in familiar areas. Moderate level of specialist equipment required.	Severe language and /or speech sound disorder/ limited language. Uses mix of speech and augmented communication systems. May use signing as aid to communication.		At least once per day: • displays inappropriate emotions and responses (anger/aggression) • shows little empathy with others • unhappy, withdrawn, disengaged • mood swings • upset by change • demonstrates low self-esteem	At least once per day: • poor interaction with other CYP • disrespectful to staff or property • seeks attention inappropriately or unable to wait for rewards	At least once per day: • distracted from tasks • inattentive to staff • rigid behaviours • disorganised and lacking equipment • finds group learning difficult • unwilling to attempt tasks/take risks in learning		Very uneven profile of skills. Difficulty in all literacy based subjects. Severe difficulties with HF words. Reading 5 or more years behind chronological age. CYP exhibits emotional barriers to learning as a consequence of their difficulties. Severe difficulties in accessing any written material and often severe emotional barriers to engaging with learning.
12	Severe physical disability CYP needs access to wheelchair for movement either independent with chair or adult support. Visual impairment requires use of a cane. CYP requires specialist seating and possible other specialist equipment. Dependent on assistive technology and/or support for most curriculum access, e.g. alternative to handwriting.	CYP needs high level supervision for medical needs, e.g. epilepsy.	Severe hearing loss, needs aids and FM system for curriculum access.	Severe impairment 6/36 – 6/60 (LogMAR 0.8 – 1.00) Registered Sight Impaired (partially sighted). May require short term specialist support and training for mobility and independent living skills. Significant level of specialist equipment required.			In most lessons: • shows inappropriate emotional responses • anxieties or self-esteem are a significant barrier to engaging in the curriculum • distressed by change/transition • displays obsessive or repetitive behaviours	In most lessons: • poor interactions with other CYP • disrespectful to staff or property and physically aggressive • exhibits intense responses to everyday tasks • poor social integration due to SLD/low self-esteem/anxiety/behaviours/inability to interpret social interactions	In most lessons: • distracted from tasks • inattentive to staff • disorganised and lacking equipment • finds group learning difficult • unable to wait for rewards • limited ability to engage in learning due to SLD	Moderate learning difficulties, showing significant delay in reasoning skills and experiencing learning difficulties across all areas of the curriculum. Extremely low range on standardised assessments of cognitive ability and requires an individualised curriculum and substantial individual adult support.	
16	Profound condition Powered wheelchair or dependent on assistance for mobility. Non-weight bearing – requires use of hoisting. Staff require regular moving and handling training. Dependent on assistance for most personal care needs, e.g. toilet, dressing, eating and drinking.	Specialist health care support required e.g. tracheostomy, gastrostomy, pressure care, multi-agency joint working required.	Profound hearing loss. Very limited functional hearing for speech despite aids. Uses post-aural cochlear implants plus FM system.	Profound impairment: Less than 6/60 (LogMAR 1.02) Registered SSI (Blind) alternative/tactile methods of text access (e.g. Braille) Needs on-going specialist support and training for independent living skills High level of specialist equipment required	Severely limited language or nonverbal uses alternative communication systems to make needs/choices known. Signing as first language. BSL user, needs communicator.		In every lesson: • shows inappropriate emotional responses • behaviours, including self-harming • behaviour is severely withdrawn, or obsessional • lacks of understanding of dangers due to SLD, vulnerable in the community.	In every lesson: • shows only minimal respect for adults and peers • intimidates and readily resorts to physical aggression • socially isolated due to PMLD • sexualised behaviour requiring consistent supervision	In every lesson: • finds it very difficult to cope learning situations as an individual or as part of a group • removes self from classroom • completely disengaged from curriculum and shows very little interest in school work at all • unable to independently engage in the curriculum due to PMLD, medical condition or physical disability • sensory behaviours prevent sustained engagement in the curriculum • oppositional • avoidant of demands/difficult to direct/rigid behaviours prevent engagement in the curriculum	Severe learning difficulties and global delay, affecting self-help and independence skills throughout school. Functions at a level that requires specialised interventions and adaptations to the curriculum. Attainments between P1 and P4 for majority of school career.	
20							In every lesson: • Shows verbal abuse towards adults and/ or peers • Shows inappropriate and extreme emotional responses • High level challenging behaviours and/ or threats to harm/ self-harm	In every lesson • No respect for peers or adults • Needs to be educated away from peers for behaviour or safeguarding reasons • Refuses to attend lessons due to SEMH and/or anxiety • Refuses to come into school due to SEMH and/or anxiety • Socially isolated due to SEMH and/or anxiety- few positive relationships with peers/ negative relationships with peers • Reads social interactions wrongly due to anxiety/ attachment/trauma in past • Highly sexualized language or attempts to physically engage in inappropriate sexualised behaviours, towards staff and/ or peers which is inconsistent with age/ phase and can act as a trigger for other pupils	In every lesson: • Cannot cope in a learning environment for more than a few minutes and/ or • Learning needs a complete separate timetable from main cohort • Sensory needs cause significant anxiety and individualised environment alongside timetable required		