

**Bradford Draft Revised Range Guidance**

**August 2018**

**Why are we updating the Range Guidance?**

Since the previous version of the Range Guidance was produced, there have been significant changes within both SEN and Education. The new Code of Practice for SEND, Fair Funding and Assessment without Levels have all led to the Range Guidance becoming outdated and misleading. In addition, issues relating to school funding and pressure on the High Needs Block mean it is more important than ever that schools and LA have a shared view of their individual responsibilities.

The Revised Range Guidance attempts to address all of these issues and provide clear consistent advice. It is based on existing models of good practice eg the Wigan Inclusive Quality First Teaching Audit and existing Bradford tools such as the SEN Progress Grids and SEN Support Grid.

We aim to pilot this Range Guidance between October 2018 and April 2019 and implement a revised version from April 2019.

**How you can help**

Please take time to look through the Revised Range Guidance and use it to explore and shape your provision within school.

We will collect feedback from you in February 2019 and make any necessary amendments in order to roll it out fully in April 2019.

Thank you for your help and support with this.

Regards

Ruth Dennis

**How to use this Guidance**

**Identified SEN Range**

1. Use the age appropriate SEN Support Grid to identify which SEN Range the young person is at.
2. For students with AS / SEMH needs this may need to be supplemented with Engagement tool used by the High Incidence Team.
3. The Range should be established using NC / EYFS information, developmental information or other information you have about the CYP.
4. The Range should reflect what a CYP can do when Quality First Teaching and SEN Need Specific strategies are securely and consistently in place.

**Appropriate Provision**

1. Once the SEN Range has been established, use the Revised Range Guidance to identify what level of provision and intervention you should put in place for the CYP.
2. The electronic version of the Range Guidance can be found on Bradford Schools On Line https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3475
3. Using the Excel version of the Range Guidance you can filter for specific needs to identify what types of provision and interventions you should be putting in place for CYP with different types of needs.
4. This provision should be put in place and monitored for at least two terms
5. In exceptional circumstances it may be necessary to move a CYP to another Range within a shorter time frame.

**SEN Support Offer**

1. This column indicates reasonable expectations in relation to funding support for CYP at this SEN Range
2. The SEN Support Grid should be used to demonstrate how the funding is accounted for;
3. The funding provided should match the SEN Range identified.

**Evidence**

1. This column indicates the types of evidence you should use to demonstrate that the young person is at the identified Range, and the provision being made for them.

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| **Range Guidance** | | | | |
| **Range Descriptors Overview** | | | | |
|  | Identified SEN Range | Appropriate Provision ( See Revised Range Guidance) | SEN Support Offer | Evidence |
| **Range 0** | * Evidence suggests CYP is at Age Related Expectations | * Quality First Teaching as described in Revised Range Guidance | * 4K AWPU (Universal Offer) | * School Core Offer detailing Quality First Teaching * Low Incidence Team (Sensory) core offer |
| **Range 1** | * Evidence suggests CYP is at Range 1 | * Quality First Teaching as described in Revised Range Guidance * SEN Need Specific Quality First Teaching as described in Revised Range Guidance | * 4K AWPU (Universal Offer) * Up to 2K to provide enhanced staffing (Notional SEN Budget) to deliver specified provision | * School Core Offer detailing Quality First Teaching * Low Incidence Team (Sensory) core offer * Information from health regarding diagnosis * Engagement Tool * EYFS / NC / 16+ levels; * Developmental Levels * SEN Progress Grid * SEN Support Grid |
| **Range 2** | * Evidence suggests CYP is at Range 2 | * Quality First Teaching as described in Revised Range Guidance * SEN Need Specific Quality First Teaching as described in Revised Range Guidance * Small Group SEN Need Specific Interventions as described in Revised Range Guidance | * 4K AWPU (Universal Offer) * Up to 4K to provide enhanced staffing (Notional SEN Budget) to deliver specified provision | * School Core Offer detailing Quality First Teaching * Low Incidence Team (Sensory) core offer * Information from health regarding diagnosis * Engagement Tool * EYFS / NC / 16+ levels; * Developmental Levels * SEN Progress Grid * SEN Support Grid |
| **Range 3** | * Evidence suggests CYP is at Range 3 | * Quality First Teaching as described in Revised Range Guidance * SEN Need Specific Quality First Teaching as described in Revised Range Guidance * Small Group and Individual SEN Need Specific Interventions as described in Revised Range Guidance * Advice and guidance from Educational Psychologist / Specialist Teacher / other relevant professional. | * 4K AWPU (Universal Offer) * Up to 6K to provide enhanced staffing (Notional SEN Budget) to deliver specified provision | * School Core Offer detailing Quality First Teaching * Low Incidence Team (Sensory) core offer * Information from health regarding diagnosis * Engagement Tool * EYFS / NC / 16+ levels; * Developmental Levels * SEN Progress Grid * SEN Support Grid * Report from External professional; |
| **Range 4 +** | * Evidence suggests CYP is at Range 4 or more | * Quality First Teaching as described in Revised Range Guidance * SEN Need Specific Quality First Teaching as described in Revised Range Guidance * Small Group and Individual SEN Need Specific Interventions as described in Revised Range Guidance * Additional Individualised interventions as outlined in EHCP / My Support Plan | * 4K AWPU (Universal Offer) * Up to 6K to provide enhanced staffing (Notional SEN Budget) to deliver specified provision * EP monitoring support at the end of Key Stage; * Inclusive Education Service statutory offer; * Top Up funding from High Needs block | * School Core Offer detailing Quality First Teaching * Low Incidence Team (Sensory) core offer * Information from health regarding diagnosis * Engagement Tool * EYFS / NC / 16+ levels; * Developmental Levels * SEN Progress Grid * SEN Support Grid * Report from External professional; * EHCP / My Support Plan * Functional Support assessment |