

## High Needs Matrix – Year 1 onwards

	Sensory and/or Physical				Communication and Interaction		Emotional, Social and Behavioural Development			Cognition and Learning	
	Physical disability and/or medical conditions	Hearing	Vision	Personal Care	Speech and language	Social and communication difficulties	Emotional well-being	Social behaviour	Learning behaviour	Cognitive Abilities	Specific Learning Difficulties
<b>0</b>	No needs in this area; physical development and general health within normal limits	Hearing within normal limits	Vision within normal range, including when corrected by glasses	No needs in this area; developing within normal limits for age range	Language communication skills within average levels or above	No significant needs in this area	No significant needs in this area	No significant needs in this area	No significant needs in this area	Cognitive abilities within broad average levels (above 25 centile) and National Curriculum attainment at or close to average	Literacy and numeracy within broad average levels and in line with expectation
<b>1</b>	Mild disability e.g. mild diplegia Poor fine and/or gross motor control Independently mobile without aids.  May need support with administration of medication.	Mild loss of hearing (e.g. conductive or unilateral loss) Can hear without aids	Mild impairment i.e. 6/12 - 6/18 Reads N12 print Mild bilateral field loss or adapted to monocular vision Independently mobile	Needs more adult / peer support for some self-help / self-care activities at home and school than other children of the same age	Moderate delay in expressive and/or receptive language Mild speech sound disorder	Features of Autism / a diagnosis of ASD but academic and behavioural competencies that support ability to manage expectations of school life with some adaptations. Has some sensory processing difficulties	Some inappropriate emotions and responses e.g. lacks empathy Some mood swings Unsettled by change	Some poor interaction with peers Sometimes disrespectful to staff of property Some attention seeking and unable to wait for feedback Low-level, but may be constant	Sometimes distracted from task Sometimes inattentive to staff/does not follow adult direction Some poor organisation skills Sometimes doesn't work well in a group	Presents with some learning delay; shows some difficulty with conceptual understanding in one or more areas 16-25 centile on standardised tests.	Some difficulty reading / spelling high frequency words and the acquisition of phonic skills Reading and/or maths 2 yrs behind chronological age in spite of extensive intervention.
<b>2</b>	Moderate disability Pupil is mobile with the use of walking aids - may require level / supervised access.  Needs daily specialised programme for co-ordination skills  Needs daily support with health care regimes	Moderate hearing loss but oral Uses behind the ear aids Use radio aids	Moderate impairment Needs some work modified 6/19 - 6/36 Moderate bi-lateral field loss Independent mobility in familiar areas Some specialist equipment needed	Needs adult support for dressing, eating and toileting.	Severe language delay or moderate language disorder or moderate speech sound disorder	Diagnosis of ASD and other associated areas of need (learning, attention, behaviour e.g. pre-occupation, unusual responses, stress) and requires additional support / supervised interventions in school. Has moderate sensory processing difficulties	Often shows inappropriate emotions and responses e.g. lacks empathy Often unhappy, disengaged, withdrawn, or anxious, shows mood swings Often upset by change	Often has poor interaction with peers Often disrespectful to staff of property Often attention seeking and unable to wait for feedback Limited awareness of personal risk or danger.	Often distracted from task Often inattentive to staff/does not follow adult direction Often has poor organisation skills Often finds group learning difficult	Mild learning difficulties Needs differentiated work and support with conceptual understanding / reasoning In low range (2-16 centile) on standardised tests, or with a very uneven profile	Uneven profile of skills in core areas Some difficulties with spelling and reading high-frequency words Unrecognisable spelling Reading and/or maths 3-4 yrs behind CA despite purposeful intervention over at least 1 yr.
<b>3</b>	Severe disability Needs access to wheelchair for movement (independent or adult supported) Needs special seating and/or other equipment Needs assistive technology and/or support for access to most of the curriculum	Severe hearing loss Needs aids (e.g. radio aids, sound field system, cochlear implant) to access curriculum May use signing	Severe impairment 6/36 - 6/120 Registered sight impaired (partially sighted) May need short term specialist support for mobility training / independent living skills Significant level of specialist equipment needed	Needs significant support to move safely around the school and for most self-care functions	Severe language and/or speech sound disorder with limited language Uses mix of speech and augmented communication systems	As above, but in addition needs a regulated setting with staff experienced in using approaches suited to autism. Has severe sensory processing difficulties	Frequently shows inappropriate emotional responses Frequently distressed by change / transition Frequently displays bizarre, obsessive or repetitive or impulsive behaviours High level of anxiety	Frequently has poor interaction with peers Frequently disrespectful to staff of property Frequently attention seeking and unable to wait for feedback Threats posed to others Poor understanding of personal risk or danger	Frequently distracted from task Frequently inattentive to staff/does not follow adult direction Frequently has poor organisation skills Frequently finds group learning difficult	Moderate learning difficulties Shows significant delay in reasoning skills with learning difficulties across all areas Extremely low range, between 0.1 and 2 <sup>nd</sup> centile on standardised tests. Needs an individual curriculum	Very uneven profile of skills. Difficulty in all literacy-based subjects. Reading 5 or more years behind CA Exhibits emotional barriers to learning as a result of their difficulties
<b>4</b>	Profound or progressive condition - life expectancy compromised. Wheelchair dependent and needs assistance for mobility Non-weight bearing - needs hoist Requires regular moving / handling Needs specialist health care and multi-agency response	Very limited functional hearing despite aids Signing as first language Those who are multi-sensory impaired	Profound impairment Less than 6/120 Registered Blind Alternative methods of text access Needs on-going specialist support and training for mobility and living skills Needs high level of specialist equipment	Daily living skills and functioning severely disrupted. Completely dependent on adults for all personal care  e.g. tube feeding, catheterisation	Cannot express or understand language. Uses alternative communication systems to make needs / choices known.	As above but difficulties have a profound impact on ability to function, with multiple difficulties attaining developmental expectations	Persistently shows inappropriate emotional responses Regularly distressed by change / transition Regularly behaviour is severely withdrawn, bizarre, or obsessional Extreme level of anxiety	Persistently shows only minimal respect for adults or peers. Persistently intimidates and readily resorts to physical aggression Unable to self-regulate No sense of personal risk or danger	Persistently finds it very difficult to cope with most learning situations as an individual or part of a group Regularly shows very little interest in school work Persistently does not follow adult direction.	Exceptionally low range/severe learning difficulties and global delay, at or below 0.1 centile on standardised tests.  Functions at a level that requires specialised interventions and adaptations to the curriculum	Severe difficulties in accessing any written material or math activities.. Often severe emotional barriers to engaging with learning

