

Cognitive Difficulties

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| 0 | None – no cognitive difficulty (IQ above 85). |
| 1 | Mild – cognitive abilities below average range. Increased time and repetitions necessary to learn new things. Basic literacy and numeracy attainable through practice and at a slower pace. (IQ 70 – 85, likely highest attainment GCSE C-F). |
| 2 | Moderate - attainment significantly below expected levels in most areas of the curriculum. Significantly difficulty acquiring basic literacy and numeracy skills. Learning requires many opportunities to practice and generalize skills. (IQ score 55 – 70, likely highest attainment GCSE G or Entry Level Certificate 3). |
| 3 | Severe - significant intellectual or cognitive impairments. This has a major effect on pupil's ability to participate in the school curriculum without individualized support. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols and most will be able to hold simple conversations. (IQ 40 – 55, likely highest attainment Entry Level Certificate 1). |
| 4 | Profound - complex and severe learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties. Pupils may (IQ below 40, likely highest attainment p-level qualification; e.g. ASDAN Transition Challenge). |

Behavioural Difficulties

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| 0 | None – no difficulty or so infrequently that issues do not impact learning. |
| 1 | Mild – behavioural issues that require intervention but lasting no more than 5 minutes and occurring infrequently (up to 5 times weekly). |
| 2 | Moderate - behavioural difficulties that require intervention lasting up to 10 minutes during lessons, occurring more frequently (up to 10 times weekly). |
| 3 | Severe – severe behaviours that may sometimes be dangerous and/or very disruptive and occurring regularly (several times each day). |
| 4 | Profound – very dangerous or destructive behaviours, possibly life threatening, requiring prolonged and professional intervention, occurring regularly. |

Physical Difficulties

0 None – no difficulty.

1 Mild -

- Pupil has the ability to walk indoors and outdoors and climb stairs with a railing.
- Pupil has difficulty with uneven surfaces, inclines or in crowds.
- Pupil has only minimal ability to run or jump.

2 Moderate -

- Pupil can walk with assistive mobility devices indoors and outdoors on level surfaces.
- Pupil may be able to climb stairs using a railing.
- Pupil may propel a manual wheelchair and need assistance for long distances or uneven surfaces.

3 Severe -

- Pupil's walking ability severely limited even with assistive devices.
- Pupil uses wheelchairs most of the time and may propel own power wheelchair.
- Pupil can make standing transfers, with or without assistance.

4 Profound -

- Pupil has physical impairments that restrict voluntary control of movement.
- Pupil's ability to maintain head and neck position against gravity is restricted.
- Pupil is impaired in all areas of motor function.
- Pupil cannot sit or stand independently, even with adaptive equipment.
- Pupil cannot independently walk but may be able to use powered mobility.

Sensory Difficulties

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| 0 | None – no difficulties or vision loss corrected by spectacles. |
| 1 | Mild – Mild hearing loss. |
| 2 | Moderate – Moderate hearing loss or partially sighted. |
| 3 | Severe – Severe hearing or severe visual impairment (limited useful sight). |
| 4 | Profound – Profound hearing loss or registered blind. |

Sensory Difficulties by Type

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| 0 | None. |
| 1 | Visual Impairment. |
| 2 | Hearing Impairment. |
| 3 | Both VI and HI (deaf and blind). |

Physical Health Difficulties

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| 0 | None – no difficulties with only occasional minor acute health concerns; e.g. colds, upset stomach, etc. |
| 1 | Mild – Ongoing physical health concerns with minor absence from school; e.g. diabetes well controlled. |
| 2 | Moderate – Ongoing chronic concerns requiring medical appointments and some absence from school or fatigue affecting engagement in lessons; e.g. lowered immune system. |
| 3 | Severe – Severe chronic health concern, regular medical appointments (e.g. unstable |

diabetic, epilepsy, severe asthma) prolonged absence from lessons.

- 4** Profound – Life threatening condition, regular hospitalization, prolonged absence from school or deteriorating conditions.

Mental Health Difficulties

0 None – no difficulty.

1 Mild – Anxiety or low mood that can affect ability to engage in learning opportunities occasionally.

2 Moderate – Low mood, anxiety or anger issues that regularly affect ability to engage in learning opportunities.

3 Severe – Use of medication that affects pupil's mood or memory, pupil's ability to engage in learning opportunities and retain knowledge/skills/understanding.

4 Profound – Severe difficulties such as those needing emergency medical support (e.g. schizophrenia).