

	Sensory, Physical and Health Needs				Communication and Interaction				Social, Emotional and Mental Health				Cognition and Learning													
	Physical disability and/or medical conditions	Hearing	Vision	Sensory Needs	FIDS	Score	Speech and language	FIDS	Score	Social and communication difficulties	FIDS	Score	Emotional wellbeing and Mental Health	FIDS	Score	Social behaviour NOT SEND	FIDS	Score	Learning Readiness	FIDS	Score	Specific Learning Difficulties	FIDS	Score		
0	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 significant needs.			Language communication skills within average levels or above, or slight delay across expressive/receptive/semantic development			No significant needs, for example, there may be a need for support such as circle of friends or comic strip communications to support development as a short term measure.			No significant needs in this area			No significant needs in this area			No significant needs in this area/Working at age related expectations			Literacy and numeracy within broad average levels and in line with expectation			0	
1	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	Some sensory processing difficulties, for example, sensory seeking or avoiding but not hyper/hypo sensitive.			Some delay in expressive and/or receptive language or other language development need. Auditory processing needs or literal/inferential comprehension. Mild speech sound disorder			May have indicators of neurodiversity, however, is able to manage with limited additional support and adaptation to the demands of the learning environment.			The young person may not be able to communicate their needs in a ways that are expected or ACE/S/Trauma need which requires reasonable adjustments to be made.			The young person may present with peer interaction issues, or not be able to sustain adult relationships in an appropriate way. This may expand to lack of social boundaries where personal property and premises are concerned. They may seek attention and validation in a way that is not felt to be appropriate, or be unable to wait for feedback. This will be low level, and may be consistent.			Presents with some learning delay; shows some difficulty with conceptual understanding in line with developmental needs against chronological age. 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 as a consequence of known needs or unknown needs, and requires reasonable adjustments to be made, for example, time out.			0	Presents with needs aligned with the SpLDs, for example, Dyslexia, Dyscalculia, Dysgraphia or DCD			0
2	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. A healthcare plan will be in place.	Moderate hearing loss but oral Uses behind the ear aids Use radio aids. Will have a link to be accessing specialist HI team/teaching service.	Moderate impairment Needs some work modified 6/10 - 6/36 Moderate bi-lateral field loss Independent mobility in familiar areas Some specialist equipment needed - will require support from the VI Team.	Sensory processing may have more hyper/hypo sensitive features - for example, strong aversions to smells/touch/sounds and busy environments.			Moderate delay in expressive and/or receptive language or other language development need. Auditory processing needs or literal/inferential comprehension that require support in a targeted way.			Young person may be neurodiverse, along with other associated areas of need (learning, attention, behaviour e.g. pre-occupation, unusual responses, stress) and requires additional support / supervised interventions in school. They may have some sensory processing needs or show some Sensory integration needs.			The young person may not be able to communicate their needs in a ways that are expected, or, they may have a named mental health that impacts on their learning that requires reasonable adjustments to be made or more specialist support.		0	As above, however, with increased FIDS and/or a lack of awareness of sense of danger to self and others.		0	Presents with a greater learning delay; shows some difficulty with conceptual understanding in line with developmental needs against chronological age which requires greater adaptation and differentiation of learning tasks as someone of the same age. Often distracted from task Sometimes inattentive to staff/does not understand adult direction given without significant scaffolding of			0	In conjunction with The Derby Way - Ensure that specialist teaching strategies and reasonable adjustments are applied.			0
Children and young people with needs described below, whilst mainstream school is appropriate, may benefit from the support and expertise of an ER/Be																										
3	Severe disability Needs access to wheelchair for movement (dependent 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 - VI Team/Assistive Tech	Sensory processing may have more hyper/hypo sensitive features - for example, strong aversions to smells/touch/sounds and busy environments			Severe language and/or speech sound disorder. The young person may not yet communicate with words, and needs support in developing alternative communication means. They will be having regular input with professionals or support beyond what should be ordinarily available in School.			As above, but with a greater need for support for example, including for example, and identified trusted member of staff with a greater need for adaptations, specialist teaching strategies (EEF) for example, a transition plan or with social stories to support during the school day. They may not be able to express in a regulated way when they are finding tasks challenging.		0	The young person may not have developed self regulation or be able to co-regulate, or may have experienced complex mental health needs/be experiencing them - for example, a named condition that requires support from specialist professionals. Self harming behaviours may be present. They may not be able to manage their own needs without adult facilitation or therapeutic input. EBSNA/High Level School disengagement.		0	The young person may present with frequent peer and adult interaction issues, or not be able to sustain adult relationships in an appropriate way. They will lack social boundaries where personal property and premises are concerned, and this will extend to peer or peer or adult focused aggression with no defined needs/causation. Limited understanding of personal risk or danger.		0	Presents with a significant delay in line with developmental needs against chronological age which requires significant adaptation and differentiation of learning tasks as someone of the same age. Frequently distracted from task Sometimes inattentive to staff/does not understand adult direction given without significant scaffolding of idea/concept. Has challenges across multiple areas of executive functioning. Sometimes doesn't work well in a group as a consequence of known needs or unknown needs, and requires reasonable adjustments to be			0			0	
4	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	Sensory needs are profound, and impact the young person's ability to stay regulated in the environment that they are in. Considerable reasonable adjustments required to support sensory need within a learning environment.			Cannot express or understand language, and needs support to use alternative means of communication or to make their needs known.			Profound impact on ability on the young persons to manage the environment in which they are in on a day to day basis.		0	As above. They may not be able to manage their own needs without adult facilitation or therapeutic input. They may require medication or other support not available in School, for example, Tier 4 CMHS.		0	As above, however with increased FIDS - Persistent. Persistently intimidates and readily resorts to physical aggression Unable to self-regulate No sense of personal risk or danger		0	Presents with a severe delay in line with developmental needs against chronological age which requires significant adaptation and differentiation of learning tasks as someone of the same age. Requires bespoke curriculum pathways, or disapplication of NC and experiential learning activities. Young person is not ready to learn in a structured or formal way, and does not understand adult			0			0	