

Guidance Document EHC Needs Assessment Procedure

Purpose

This document is a guide for schools and settings to increase understanding about the statutory EHC needs assessment (EHCNA) process. It sets out in detail how Derby City Council will go about deciding whether an EHCNA is appropriate or, subsequently, whether an EHC plan is required.

The document should be considered in accordance with the following legislation and statutory guidance:

- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- SEND code of practice: 0 to 25 years

This document is a working document, and as such, will change and evolve as the service and our own processes develop.

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Introduction

This document provides guidance for decision-making in relation to requests for statutory EHC needs assessments, and should be considered together with key national statutory documents such as the SEND Code of Practice (0-25) 2015, The Children and Families Act 2014, the Equality Act 2010 and other relevant statutory instruments, which outline duties on local authorities, schools, settings and colleges related to inclusion, equality and disability and the wider support of children and young people with SEND.

As an authority, we consider the needs of all children and young people at an Individual level and will depart from the guidelines where there is a compelling case to do so. Developing effective guidelines is a dynamic and collaborative process. The local authority together with educational settings across all age groups, parents and carers work together to monitor the effectiveness of these guidelines and will adjust the guidance where necessary.

EHC Needs Assessment is usually for a minority of children and young people who can be described as those experiencing severe, complex, profound, and long-term educational difficulties. Whilst a larger number of pupils may experience difficulties which can be described as SEN, these difficulties are not in themselves grounds for requesting an EHC Assessment. These pupils should have their needs met as flexibly and creatively as possible within whole school/setting/college arrangements to support inclusion. Such needs are sometimes described as high incidence SEN. Guidance is available via our Graduated Approach Framework (The Derby Way) as to how we can collectively support these children and young people.

Who is this document for, and who does this guidance apply to?

This document is intended to support educational settings understand the expectations of them before requesting an EHC plan for a Child or Young Person and to understand how Derby City Council makes decisions in relation to undertaking assessment. The guidance applies to all settings and schools where consideration is being made to request an EHC Assessment.

Our commitment to Children, Young People and Families.

Derby City Council is committed to:

- Ensuring equal opportunities for all children and young people – all early year's practitioners, teachers, tutors are skilled and confident to support all children and young people, including those with special educational needs.
- Ensuring that special educational needs are identified early and accurately so that appropriate interventions can be put in place to support progress.
- Promoting and developing local provision so that children and young people can be taught within their local community.
- promoting openness and encouraging participation of children, young people, and their families in all decisions regarding special educational needs.
- Ensuring fair, transparent, and consistent allocation of resources that supports achieving good outcomes for children and young people with special educational needs.



What is special educational provision?

Some children and young people may have special educational needs at stages during their education. These needs may be long lasting, or they may be short term. A child or young person who has a learning difficulty or disability may need special educational provision to be made for them.

Special educational provision is provision that is additional to or different from what is normally available to pupils of the same age. For example:

- A child of compulsory school age or young person has a learning difficulty or disability if he or she has significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him/her making use of educational facilities of a kind generally provided for others of the same age in mainstream educational settings.
- Children under compulsory school age have special educational needs if he or she is likely to fall with the above definition when they reach compulsory school age or would do so if special educational provision was not made for them.
- For children aged two or more special educational provision is education provision that is additional to or different from that made generally for other children.
- For children under two years of age, special educational provision means educational provision of any kind. (p15-16, SEND Code of Practice)

Early years settings, schools and colleges have a duty to monitor progress of all children and young people. Sometimes lack of or slow progress can become a cause for concern.

A delay in learning may not indicate that a child or young person has special educational need that calls for special educational provision. There are things which can impact a young person's ability to learn that are not special educational needs, for example:

- Disability (the code of practice outlines the reasonable adjustment duty for all settings schools and colleges provided under the Disability Equality legislation; these alone do not constitute SEN).
- Attendance and punctuality.
- Health and welfare.
- Having attachment or trauma issues
- English as additional language.

Additionally, quality of teaching and learning should always be considered as a possible reason for unexpected slow progress and widening gaps in attainment. Pupils' development is not linear. As pupils age, the complexity of their needs will change. Some pupils might not have SEND to begin with but will develop SEND as they mature. Others who are considered to have SEND at the beginning of their lives may no longer have these needs later in life.

Educational settings should carefully consider if issues other than special educational need impact on progress and/or attainment.

What action should be taken by a school/setting if there is a concern that a young person may have special educational needs prior to seeking assessment?

Once a concern is identified it is very important that steps are taken to put in place provision to provide appropriate support. The provision should be evidence based, focused on the identified need and its impact should be monitored over time. The assessment process and information gathering should include early discussion with the child/ young person and their family. We call this a 'Graduated Approach', or, 'Assess, Plan, Do, Review'



A child or young person may at this point be admitted to the SEN register in the school or setting but only if parental consent has been given, and the support in place is additional to and different from what would normally be provided for other pupils in the same phase. For example, if 50% of young people in Year 1 need support with their emotional wellbeing, this is universal provision and not additional to or different from.

We have developed guidance to support schools and settings in relation to the types of support that could be put in place as part of a graduated approach – the guidance, **‘The Derby Way’** should be used in conjunction with your APDR cycles.

Assess Needs:

Early years practitioners, class or subject teachers, tutors should work with the SENCO (or SEN lead in colleges) to carry out a clear analysis of the child/young person’s needs.

This process should draw on a range of assessments and experiences of the child/young person. For example, it should consider previous and current rate of progress, attainment levels, subject teacher assessments, observations carried out by teachers and support staff, progress in comparison to peers and national data, the views and experience of parents, the child/young person’s own views and, if relevant, advice from external support services. In some cases, external professionals from educational support services, health or social care may already be involved with the child or young person. These professionals should liaise with the early years/school/college to help inform the assessments so that the type and severity of special educational need can be established.

Plan:

If an additional need is identified the early years setting/school/ college should provide appropriate SEN support. In consultation with the child/young person and their parent/carers the early years practitioner, teacher or tutor and the SENCO should agree the type and level of adjustments, interventions, and support as well as the expected outcomes. The type of support should be based on reliable evidence of effectiveness and should be provided by staff with sufficient skills and knowledge. All members of staff who work with the child/young person should be made aware of the support plan.

Do:

The early years practitioner, teacher or tutor should remain responsible for working with the child/young person daily. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the early years practitioner, teacher, or tutor in any further assessments of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. The SENCO will also arrange additional support, professional guidance, or training for members of staff working with the child/young person.

Review:

The effectiveness of the support and the impact on the child/young person’s progress should be reviewed by the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the child/young person and their family. This should feed back into the analysis of the pupil’s needs.

The early years practitioner, teacher, or tutor, working with the SENCO, and in consultation with child/young person and their family should revise the support considering the pupil’s progress and development, deciding on any changes to the support and outcomes.



The review process helps to ensure that support and interventions are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is monitored. The way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. It is essential that the views of children, young people and their families are evidenced through the graduated approach.

Requesting and EHC Needs Assessment (EHCNA)

If despite putting in place a graduated response there is still no appreciable impact in progress for the young person, a request for assessment should be made as per the SEND Code of Practice 0-25 (2015). When making this request it is important to include the following information as this will support the panel in making an informed decision as to whether assessment should be agreed:

- child or young person's views
- the parent/carer views
- evidence of a graduated approach being followed, including a SEN Support plans, one-page profile, information about progress and reviews of support over time.
- relevant referrals and reports from any professionals involved with the young person.
- a clear, costed provision map outlining the support the young person is receiving, including frequency of support and ratio of support.
- any other relevant evidence to inform the panel in making their decision.

At present, all requests for assessment should be made online at:

<https://myvoice-ehm.derby.gov.uk/web/portal/pages/home>.

In exceptional circumstances the panel may consider a request without this information. These circumstances include:

- A child's functioning has been very significantly changed by an accident or major illness. A medical diagnosis does not always imply SEN. It is the impact of the illness/accident on the child's functioning that needs to be considered. Educational provision is always for the educational purposed and an EHC Assessment is not required for specific educational arrangements to be made for pupils in hospital or ill at home.
- There is clear evidence that the child has severe and complex long-term difficulties and additionally the child is vulnerable with a history of frequent change of school or local authority and/or has had significant periods of time out of school and thus is has not been possible to make a consistent graduated response.
- A new arrival to Derby with severe and complex long-term difficulties, for example, a child functioning within the severe learning difficulties range of ability.

If a setting is unsure whether a request for an EHCNA is appropriate or would like guidance on what information is relevant to the request, information and guidance can be sought from Derby SAL.



Decision Making – Who decides if an EHC Assessment should go ahead?

It is the duty of Derby City Council to consider all requests for an EHCNA within 6 weeks of the request for an assessment.

The local authority will be guided in its decision making by the Inclusion Support Panel, comprising of Inclusion Services staff, an Educational Psychologist, representatives from schools, health, and social care/early help services.

The local authority must have regard to the views of parents, children and young people and ensure that they have access to impartial information, advice, and support so that they can take part in the assessment and planning process.

The final decision is the responsibility of the Local Authority and is based on the evidence provided and the law as set out in the SEND Regulations.

Principal Considerations in decision making.

‘When considering a request, the local authority must apply the legal test set out as per section 36 (8) of the Children and Families Act 2014. An assessment must be conducted where: The child or young person has or may have SEN; and they may need special educational provision to be made through an EHC plan’.

To help us to implement this legal definition, the local authority has implemented a decision-making framework as per s.9.16 of the SEN Code of Practice 0-25 (2015) This framework is applied in panel decision making to ensure consistency in approach and to allow for appropriate identification of the correct level support for a young person. We are however mindful of our duties to depart from guidance where needed or where there is not material evidence to support an assessment.

As an LA, we must be satisfied that the educational setting has provided sufficient evidence to address both parts of the test. We refer to the following questions to aid us in determining whether that be the case:

1. Does the child have a highly significant barrier to learning in comparison with others of her/his age?
2. Is there evidence of purposeful intervention by the school / other agencies?
3. Has the setting sought advice from external professionals?
4. Has the setting responded to advice from external professional specialist, including the development of SMART targets?
5. Has the child or young person’s progress been reviewed over time?
6. Has the setting provided clear evidence that, despite using delegated SEND funding, progress has not been made?

It is expected that the vast majority of requests for statutory assessment will follow the above guidelines however in line with the SEND Code of Practice (9.16) the local authority considers the needs of all children and/or young people individually and will depart from the guidelines where is a compelling reason to do so in any particular case.



One of our guiding principles is to consider the **F**requency, **I**ntensity and **D**uration of the presenting needs (FID) of the young person, guidance around this is available in **Annex 1**.

In the decision-making process, we will refer to the SEND Code of Practice 0-25 (2015) considering the following factors and definitions.

1. The pupil experiences significant barriers to learning, participation and achievement over a period of time, making judgements as to what reasonable progress is for the individual child, taking into account both developmental and chronological progress measures. The SEND Panel will look at the evidence of the severity of special educational need and of the child's progress over time.
2. That there has been a graduated response to the child's difficulties - The evidence presented to the SEND Panel should show that there has been a graduated response in line with the SEND Code of Practice. This evidence should show:
 - Provision has been made in school using delegated resources. Normally, schools, colleges and settings will demonstrate that the response to a child's/ young person's SEN is a graduated in line with advice specified in the SEND Code of Practice (6:44- 6.62).
 - It is anticipated that an EHC Assessment will only be requested in exceptional cases where the pupils SEN exceed the provision that can be accessed through the delegation of the money. In the evidence submitted to the school, college or setting should quantify the resources that they currently provide to the pupil from within the school, college or settings delegated resources.
 - Relevant and purposeful interventions have included specific programmes, activities and specialist materials or equipment.
 - There have been successive stages of assessment, intervention, monitoring and review over at least two successive monitoring cycles.
 - Evidence of the involvement and views of support agencies with relevant specialist knowledge and expertise which is not normally available in the school, college or setting.
 - There should be evidence of the extent to which the school, college or setting has incorporated and followed the advice provided by the outside agencies. Where adequate progress has not occurred there should be evidence that pupils have been discussed with other support services to ensure that strategies and resources have been revised, refined, reviewed, and evaluated.
 - The physical environment has been adapted appropriately to ensure the pupil's access.
 - Copies of the relevant advice, where provided, from health and social services.
 - The views of parents/carers recorded at the regular monitoring meetings. There should be evidence that the parents/carers have been involved in the planning and enabled to take a full part in the implementation of programmes.
 - The views of the child/young person and evidence that they have been involved in discussion about the provision for their SEN to an appropriate level.

The evidence should subsequently show:

- Any barriers remaining, following the school putting in place a graduated response.
- Why an EHC Assessment is required.
- A description of the difference that additional funding will make Exceptional Circumstances.



Annex 1 details some of the considerations we may make in relation to progress against some of the broad areas of need.

Deciding on whether to issue an EHC Plan.

If we decide to assess, and from that assessment, a decision is made to prepare and issue an EHCP, we must make decisions about the level of funding required to put in place the provision outlined in the plan. These decisions are made using the information from all of the assessments made, the recommendations of professionals, and the provision map provided by the school through their advice. We will consider Element 1 and 2 funding and provision that is ordinarily available in the school prior to deciding on the level of funding to put provision in place.

If we do not agree to issue an EHC Plan a MFT will be offered, and a SEND Support Plan developed from the assessments undertaken will be issued to the school, along with advisory support.

Deciding on a placement.

As a guiding principle, we endeavour for children and young people to attend their local mainstream school. Enhancing local provision ensures that children do not have to travel long distances to school, college or their setting and can develop community links and continue their education in a setting with established peer groups. Where a child's SEN are so complex that it is not possible to meet them within a mainstream school and this accords with the views of the parents/carers then special school provision will be considered.

When making decisions in relation to securing school placement parental preference is considered in the context of Section 33 and 39 of the Children and Families Act 2014, specifically Section 33 (2) in relation to securing provision in a mainstream setting unless incompatible with the stated clauses, and Section 39 (3) unless subsection (4) applies, as stated these are:

(a) the school or other institution requested is unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned, or

(b) the attendance of the child or young person at the requested school or other institution would be incompatible with—

(i) the provision of efficient education for others, or

(ii) the efficient use of resources.

Where these sections are applicable, the local authority will as per provision in s.5 of the Children and Families Act (2014)

(a) names a school or other institution which the local authority thinks would be appropriate for the child or young person, or

(b) specifies the type of school or other institution which the local authority thinks would be appropriate for the child or young person.

Specialist Provision SEND principles in the SEND Code of Practice emphasises the aim of enabling all children, including those with SEN, to progress and achieve within their local community. There is also a



strong right for children with SEN to be educated within a mainstream school. This may include a package of additional support alongside their mainstream placement.

When the special educational need is so complex that it is not possible to meet the need within the authority then consideration may be given to a placement in a day special school in a neighbouring authority. A very small number of children attend a special residential school. In these cases, the child normally has SEN, care and/or health needs and outcomes across all areas will reflect this.

A list of enhanced resource provisions, special schools and independent provisions can be found on the local offer here: <https://remote.derby.gov.uk/Synergy/send/Enquiries/Search.aspx?searchID=117>
<https://remote.derby.gov.uk/Synergy/send/Enquiries/Search.aspx?searchID=117>

In respect of INMSS (Independent Special) they will not be named on a plan until the fees have been agreed. Fees will be in line with the effective use of public resources. In addition to this, if INMSS is to be considered they will be approved under s.41 of The Children and Families Act (2014)

There may be some circumstances in which time limited plans are appropriate for a young person, through transitional periods, for example. Where appropriate this will be discussed with all concerned.

Moving Forward Together Meetings (MFT)

A MFT is a strengths-based meeting following a decision by an inclusion panel that an EHCNA or EHCP is not required. The meeting will be coordinated by the Derby SEND Advice Line (DSAL) and will involve all relevant professionals required in taking forward the recommendations from the panel decision.

A clear action plan will be developed in the meeting to ensure that all parties are clear on who is responsible for what and to give confidence to everyone involved that there is way forward for the child or young person.

DSAL will contact those involved within two weeks of the panel decision and a meeting will be scheduled within six weeks of the decision. The MFT does not affect parental appeal rights or timescales.

Guidance about MFTs can be obtain from **DerbySAL@derby.gov.uk**



Annex 1

Guidance in relation to progress where EHCNA is being requested/considered.

When defining progress, we use the guiding principle of what is 'adequate' progress. In general terms this would be progress that:

- Closes the attainment gap between the child and their peers.
- Prevents the gap growing wider.
- Is similar to that of peers starting from the same attainment baseline but less than the majority of peers.
- Matches or betters the child's previous rate of progress.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child or young person's behaviour.

Progress is holistic, rarely linear and takes into consideration the child as a unique individual. The following guidance frames the expectations we have of schools around how **they** can make a distinction between what is SEN Support and what would require consideration of an EHC Assessment. This local guidance supports our decision making process as per s.9.16 of the SEND Code of Practice 0-25 (2015) – however, we acknowledge that there will be circumstances where we must depart from this criteria should there be a compelling reason to do so.

The SEN Code of Practice describes Special Educational Needs (SEN) across four broad areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or physical needs

It is likely that a child or young person with SEND will have needs across more than one of the broader areas of need. This guidance is not exhaustive, and when making decisions, we draw on a vast range of evidence to inform our decisions. This guidance, consequently, will not be used in isolation.

In considering a request for a statutory EHC needs assessment the local authority will require evidence of the graduated response, which shows that despite the relevant, evidence-based actions taken by the educational setting the child or young person continues to experience significant difficulties and is not making progress.

The evidence should demonstrate:

- The support provided by the early years setting/ school/college have been proportionate and relevant to the assessed special educational need. Quality of support should also be considered.
- How the special educational provision has been planned and how does it relate to the short-term targets and longer-term outcomes.
- How different teaching/support approaches, materials and/or equipment are used, how the environment has been adapted.
- What are the outcomes of the support already in place is the child/young person making progress.



- Specialist advice of the relevant professional has been used to consider the additional assessments, effectiveness of support and monitoring of outcomes.

Annex 1: Indicative Guidance in relation to profile of needs when considering assessment.

Cognition and Learning

Progress over time that may be defined as adequate:

Chronological Age	Early Years Foundation Stage (EYFS)	
0-4	More than 50% delay in several aspects of the three prime areas which result in having a significant impact on accessing the EYFS. Additional evidence from the four specific areas of learning will be considered if appropriate.	Nursery/pre-school
4-5		Reception

Chronological Age	Attainment Level	National Curriculum	National Curriculum Year
5-6	Two or more years below chronological age	Not accessing the NC, or, limited access to NC.	Year 1
6-7	Below five years		Year 2
7-8	Below five years and six months		Year 3
8-9	Below six years		Year 4
9-10	Below six years and three months		Year 5
10-11	Below six years and nine months		Year 6
11-12	Below six years and nine months	Working within Key stage 1 in all core subjects	Year 7
12-13	Below seven years		Year 8
13-14	Below seven years and three months	Working within Key stage 1/emerging key stage 2 in all core subjects	Year 9
14-15	Below seven years and nine months		Year 10



15-16	Below eight years	Year 11
Post 16	Additional to the above, consideration should be given to the specific education and/or training pathway the young person has chosen to do	

Communication and Interaction

Children and young people with communication and interaction needs have difficulties in communicating with others. This may be because they have:

- speech and language delay
- developmental language disorder and/or speech sound disorder
- social communication difficulties
- a combination of language and social communication needs.

Speech and language delay (receptive and/or expressive language) and/or disorder or speech sound disorders.

Children with speech sound difficulties can have a range of impairments that need on-going support, classified as the following:

Impairment	Area of need
Delayed speech	The child is using only a few contrasts in their phonological system, resulting in the use of a few sounds in the place of non-developed sounds.
Consistent speech sound disorder	Speech which contains unusual/non-developmental sound patterns which are used in a consistent manner.
Inconsistent speech sound disorder	Speech has a high degree of variability (40% or more). The child will therefore often produce the same word in different ways.
Developmental verbal dyspraxia	Another form of speech disorder resulting from an underlying impairment of motor planning, characterised by inconsistency.

These speech sound impairments can directly impact on learning, as difficulties relate to:

- Acquisition of sounds
- Development of the sound system
- Phonological awareness
- Phonological processing skills
- Associated literacy difficulties - difficulties linking spoken sounds to written letters and segmenting, blending and manipulating sounds in words.

Children with a severe speech sound disorder, whose difficulties are impacting on their functional communication, interaction with others and/ or their learning, will meet the criteria for statutory EHC needs



assessment. Children make progress with their speech sounds when there is joint working between the speech and language therapy team, families and their educational setting.

Age	Discrepancy
Below 4	More than 50% delay
4	21 months
5	25 months
6 and above	Additional assessment evidence may be provided to support understanding of the severity of need. Typically standardised scores with 2 standard deviations. i.e. standard score of 70 or below or a percentile rank of 2 or below, taken over time, provides helpful and appropriate supporting evidence as part of an assessment profile.

Social Communication Difficulties and Needs

Area of Need	Examples of Nature/Severity of Need
Impairment of social interaction	<ul style="list-style-type: none"> ▪ Frequent and intense social interaction difficulties which severely impact on learning and social interaction e.g. severe difficulties in following instructions, significant resistance to change in routines. ▪ Lack of social and emotional reciprocity ▪ Significant impairment in the ability to develop meaningful peer relationships leading to highly inappropriate social behaviour, causes social isolation/anxiety
Impairment of social communication	<p>Non-verbal:</p> <ul style="list-style-type: none"> ▪ Limited use of gestures ▪ Limited inappropriate facial expression ▪ Unable to read emotion from facial expression. ▪ Clumsy/gauche body language <p>Verbal:</p> <ul style="list-style-type: none"> ▪ Significant impairment in the ability to initiate, sustain or end a conversation with others. ▪ Stereotyped and repetitive use of language or idiosyncratic language ▪ Speech that is formal, pedantic, long-winded, and repetitive ▪ Comprehension with a tendency to be literal and concrete leading to difficulties in understanding of simile, metaphor, humour, sarcasm which has significant impact on access to learning or interaction with peers.



<p>Impairment of imaginative thinking/behaviour</p>	<ul style="list-style-type: none"> ▪ Inflexible adherence to specific routines and rituals ▪ Stereotyped and repetitive motor mannerisms (whole body movements, hand flapping) ▪ Persistent preoccupation with objects ▪ Highly atypical behaviour such as obsessive challenging and/or withdrawn behaviours and signs of distress or emotional disturbance without obvious cause
<p>Sensory difficulties</p>	<ul style="list-style-type: none"> ▪ Easily distracted/upset by noise, touch, light ▪ Unusual responses to sensory difficulties

Social, Emotional and Mental Health Needs

When considering Social, Emotional and Mental Health needs due to the complexities that this can bring, indicative guidance is held in our Matrix of Need. We will, for example, consider:

The young persons ability to self-regulate or co-regulate.

Whether they have/may be experiencing mental health needs, for example, a named condition that requires support from specialist professionals.

Whether there are any self-harming incidences or behaviours.

They may struggle to manage their own needs without adult facilitation or therapeutic input.

Medication or other support not available in School may be required, for example, Tier 4 CAMHS.

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 may lack social boundaries where personal property and premises are concerned, and this will extend to peer on peer or adult focused aggression with no defined needs/causation.

Limited understanding of personal risk or danger.

It may be the case that prior to exploring whether an EHC Assessment is appropriate, that EBSNA pathways or alternative provision will be sign posted, or other packages of support.



FID Framework

Frequency			
Low	Medium	High	Very High
Occasional Episode	Weekly/Daily Occurrence with some multiple episodes on some days	Multiple episodes in almost every session or lesson or multiple events in some sessions or lessons	Persistent and/or non stop without any abatement through

Intensity			
Low	Medium	High	Very High
Some inappropriate behaviour or resistant behaviour with some defiance and off-task behaviour	Disruptive and non-compliant behaviour with some intrusive aspects with significant off-task behaviour	Significant physical and/or verbally intrusive behaviour towards peers, adults and/or property	Extreme and immediate danger to themselves and others which requires physical intervention and/or removal

Duration			
Low	Medium	High	Very High
Lasts for 1-3 minutes with refocussing possible	Lasts for extended period of 5 minutes or more with occasional extended periods	Long-lasting over 20 minutes in duration and sometimes lasting an entire session or lesson	No discernible end to episode and often lasting throughout a significant part of the day or even all day

