

City College Norwich - Curriculum Services Student RAG Rate Criteria Summary

Status	RAG	Description
HIGH	9	Student requires constant specialised support to fulfil Risk Assessment/Care Plan requirements with the potential likelihood of direct serious injury/death , e.g. Cranial shunt, Medazolam Buccal, anaphylaxis where reaction is instantaneous, guiding blind SLD student, requires oxygen bottle, etc.
	8	Student requires constant specialised support to fulfil Risk Assessment/Care Plan requirements to maintain student/peer/staff safety and/or access to the curriculum where the student's ability to risk assess their environment or ability to react to their environment is compromised, e.g. requires CSS with restraint training, BSL Communicator, supporting non-verbal SLD student, guiding blind student, anaphylaxis where exposure to allergens can not be controlled, etc.
	7	Student requires occasional specialist human or technological support to fulfil Risk Assessment/Care Plan/Action Plan requirements and/or constant 1:1 CSS support to maintain access to the curriculum , e.g. Requires a PEEP, note taker/lip speaker/guide for blind in some situations but not all, regular behavioural/emotional issues (but not restraint), non-specialist scribe, constant supervision due to vulnerability, Epipen training, personal care, etc. Multiple special exam arrangements likely, e.g. extra time/reader.
MED	6	Student requires regular individual CSS support in most lessons and/or outside of lessons to maintain access to the curriculum, and is a priority for CSS support within the group. Student may require some specialist technological support to prevent learning being compromised but the absence of which will not present a Health & Safety issue. Multiple special exam arrangements may be required.
	5	Student is likely to require more support than the standard support available in many lessons , i.e. Would benefit from access to individual CSS support in most lessons (but there may be none as standard to reach their learning potential). Special exam arrangements likely, e.g. 25% extra time.
	4	Student is occasionally likely to require more support than the standard support available in a minority of lessons and/or some out of class support, i.e. Would benefit from access to some CSS support to reach their learning potential where there is none available as standard. Special exam arrangements a possibility.
Low	3	Student is likely to require regular individual support within most lessons from the tutor/CSS in class (if available) and is a priority for this support within the group.
	2	Student has recognised academic/social/concentration weaknesses and is likely to require occasional individual support in some lessons that can be provided by standard means, e.g. occasional individual tutor input, tutorials, wellbeing zone, college nurse (and general CSS if available).
	1	Student unlikely to require additional support , i.e. is highly likely to be self-supporting.
	D	Support declined by student.

Specialist Support: Support other than a general member of staff can provide as a result of specific training/expertise.