

Area of Need	Tier 1 Universal Offer (please also refer to adaptations sheet)	Tier 2 (Targeted Support/SEND Support)	Tier 3 (Targeted Support Plus/SEND Support)	Tier 4 (EHCP)
Cognition and Learning	Use of adaptive teaching strategies to include; • Use of a range of teaching techniques and learning strategies to include metacognition strategies. (7 step model, The learning pit, think, look, check, review cycle, think aloud etc). • visual aids/modelling /writing prompts, scaffolds, WAGOLL (to reduce cognitive load) • To reduce working memory challenges provide visual prompts, notes to refer to, I-pad to verbally record or photograph key points, whiteboards to take notes, memo boards/checklists. • All classrooms have a working wall to refer back to and access prior learning. • Chunking tasks. • Provide overlearning of skills/knowledge. • AFL strategies. • Modelling either from an adult or visual representatives • Use of writing frames/word banks/alphabet strips/key word lists/ topic words/phoneme mats as required. • Access to word processor as an alternative means of recording written work (developing touch typing skills on Nessy Fingers) as required. • All children have access to individual I-Pad or Chrome book • Pre-teaching vocabulary. • Oracy focus. • Developing sequencing skills stories, alphabet, timelines, numbers etc • Access to mathematical concrete manipulatives; place value resources/dienes, cubes/unifix, counters, physical objects (teddies, small toys, pegs, straws etc), dice. • Access to times tables charts/squares, number lines, place value charts, 10 boards, whiteboards, visual images as appropriate.	Evidence that QFT is not meeting the child's needs. <i>Personalised targets through individual plans with SMART targets should be written termly using the assess, plan, do review cycle.</i> <i>A PCP may also be appropriate.</i> <i>Ensure Tier 1 support and additional interventions continue and SMART targets/strategies are implemented.</i> <i>Child added to SEND register</i> • Targeted Interventions (see intervention map). • Extra time/support during assessments/tests • Precision teaching approach (small group/time limited 1:1 as needed) • Ensure any advice received from SENATT/SALT has been implemented and reviewed as part of the cycle. • Consider exam arrangements. Discussion with SENDco to organise an observation from a member of	<i>Continue with the Assess, plan do review cycle. (SEND plans/PCP's reviewed termly and changes made to provision as appropriate)</i> <i>Monitor and collect evidence.</i> Discussion with SENDco re a referral to a appropriate external agency/agencies; • Link EP • Ensure SENATT advice has been implemented and reviewed. • Ensure advice received from EP/Inclusion team drop in has been implemented With guidance from the SEND team ensure advice from the external agency/agencies is implemented into child's SEND plans/PCPs. Monitor and review.	EHC Needs assessment information gathered/ share with parents and their views gathered. Request submitted to the LA. SEND team support to ensure Educational Psychology (EP) advice is implemented for the child and written into SEND plans and PCPS If EHCP is agreed ensure outcomes from plan are broken down and worked towards within termly plans (SEND team to support). Ensure provision in section F of plan is provided (supported by SEND team). Longterm targets from EHCP reviewed termly (see EHCP outcome reviews) Yearly EHCP Annual reviews held with

	- Consider alternative means of recording such as use of diagrams for recording rather than written work, closed procedures, bullet points rather than larger paragraphs, verbally recording ideas (I-Pad), typing, responses, mind maps. Closed procedures etc - Additional processing time - Peer support - Flexible grouping/lots of opportunities for group and partner work. - Visual aids to support spoken instructions - Use of an I-pad to record ideas and instructions. (visual pictures/verbal prompts). - Adult modelling. - Use of videos to support learning and understanding when appropriate. - A range of apps to enhance, develop and revise learning (E.g. Nessy programmes, Busy things, TT Rockstar, spelling shed, Learning by Questions, Spring board Plus other programmes such as Accelerated reading and Bug Club. - Visual timetables in all classes - Homework clubs/enrichment clubs - Pencil grips, sloping boards, reading rulers if required. - Brain breaks as required to remove cognitive overload - Consistent, predictable structure to lessons. - SENATT Assessments s appropriate (follow advice) Prior to moving a child to Tier 2 the child will be discussed with the SENDco to ensure the graduated approach strategies from the above and LA doc have been followed and interventions reviewed. If after adoptions and/or informal short term interventions have been completed the child still requires additional to Tier 1 QFT the child will progress to Tier 2 with ISP and/or PCP with SMART targets put in place.	the SEND team to offer further advice or support the planning of SMART targets. Advice may be sought via EP or Inclusion team drop in. session. Higher levels of support and provision may be needed for some children at this stage. If so external advice may be sought and implemented into children's plans and support.	Discussion with the SEND team re an application for additional funding/EHC Needs assessment (after evidence gathering)	parents, staff and relevant agencies.
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Area of Need	Tier 1 Universal Offer (also refer to reasonable adjustments sheet)	Tier 2 (SEND Support)	Tier 3 (Targeted support/greater level of need)	Tier 4 (EHCP)
Communication and Interaction.	<i>Use of adaptive Teaching strategies to include:</i> • Use of a range of multi-sensory teaching approaches to support such as visual prompts, spoken information, pictures, concrete apparatus, role play etc • Use of modelling/ repetition/say it in a different way. • Reinforce key/topic vocabulary • Clear, concise and unambiguous use of language. • Consider blank level questions. • Objects of reference used • Use of symbols and pictures cues. • Extra time for processing • Whole class visual timetable • Use of timers (counting up not down?) • Tasks chunked • Flexible grouping with opportunities to communicate with peers that they are more at ease with. • Seating arrangements considered • Metacognitive strategies • Bucket time • Speech, sound programme. • All early years Wellcomm screened and follow up activities used to develop skills. • NELI (F2). • Access to sensory breaks as appropriate. • Access to fidgets, calming toys as appropriate • Access to sensory cushions as appropriate.	Evidence that QFT is not meeting the child's needs. <i>Child added to SEND register</i> <i>Personalised targets through individual plans with SMART targets should be written termly using the assess, plan, do review cycle.</i> <i>A PCP may also be appropriate.</i> <i>Ensure Tier 1 support and additional interventions continue and SMART targets/strategies are implemented.</i> • Change board (more visual representation with 1:1 discussion) • Now and Next or Now, Next and then board. • Individualised visual timetable • Access to the sensory/Diversity rooms • Individualised enhanced transition between year groups and yr6-7 • Entering school via a quieter entrance. • Soft start to the day	<i>Continue with the Assess, plan do review cycle. (SEND plans/PCP's reviewed termly and changes made to provision as appropriate)</i> <i>Monitor and collect evidence.</i> <i>Discussion with SENDcore a referral to appropriate external agency/agencies;</i> • Referral to ASC advisory team • Review from Talk about Town SALT • Referral to Ellera outreach services • Referral to the Early Years SEND team. • Referral To Helen Bibby SEND consultant. • Referral to LA link EP	EHC Needs assessment information gathered/ share with parents and their views gathered. Request submitted to the LA. SEND team support to ensure Educational Psychology (EP) advice is implemented for the child and written into SEND plans and PCPS If EHCP is agreed ensure outcomes from plan are broken down and worked towards within termly plans (SEND team to support). Ensure provision in section F of plan is provided (supported by SEND team). Longterm targets from EHCP reviewed termly (see EHCP outcome reviews) Yearly EHCP Annual reviews held with

	• Pre-warning children of any key changes (through visual timetable and through verbal explanations). • Ear defenders/ear buds • Consider lighting, noise etc • Access to family support workers for additional support. • Discrete adult checkins throughout the day. • Additional transition visits to new year groups during the Summer term, • My happy Minds programme. • ELSA support • Circle time • Talk about Town/NHS SALT (advice and recommendations) • Sensory Room as required. • Shared Attention activities • Specific short-term interventions if appropriate Prior to moving a child to Tier 2 the child will be discussed with the SENDco to ensure the graduated approach strategies above and LA docs have been followed and interventions reviewed. If after interventions have been completed the child still requires additional to Tier 1 QFT the child will progress to Tier 2 with ISP and/or PCP with SMART targets put in place.	• Referral to play therapist (after discussion with SENDco) • On-going support from SALT and regular speech, language, communication and/or interaction skills programmes • Access to a range of social and communication interventions implemented and reviewed (see intervention map) • Early Help referral/other services referrals via family support team. • Consider exam arrangements. • Access to the NEST for EYFS children as appropriate. • Staff worked towards a Total Communication approach. Discussion with SENDco to organise an observation from a member of the SEND team to offer further advice or support the planning of SMART targets. Advice may be sought via EP or Inclusion team drop in. session. Higher levels of support and provision may be needed for some children at this stage.	• Refer to the Inclusion team. • Early help referral • Signpost parents to appropriate services/training. With guidance from the SEND team ensure advice from the external agency/agencies is implemented into child's SEND plans/PCPs. Monitor and Review. Discussion with the SEND team re an application for additional funding/EHC Needs assessment (after evidence gathering)	parents, staff and relevant agencies.
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Area of Need	Tier 1 Universal Offer (also refer to reasonable adjustments sheet)	Tier 2 (SEND Support)	Tier 3 (Targeted support/greater level of need)	Tier 4 (EHCP)
SEMH Social, Emotional and Mental Health	Use of QFT/adaptive teaching; • Trauma informed approach always used. • Creating a calm working environment. • Regulation stations outside classroom/in corridors • Foster positive relationships with children • Whole school behaviour policy e.g. (traffics light systems) / Class Rules/recognition boards/restorative conversations. • Clear expectations. • Individual reward charts as appropriate. • Class dojos/sharing positive achievements of children with their peers/parents in news letters and via dojo messages.. • Teaching children self-regulating strategies. • Reduce language and using more enabling language. • Use the 2 choice approach to allow the child to feel an element of control as appropriate • Visual timers. • Positive praise and encouragement. • Identifying triggers and removing, adapting or supporting during these times. • Rights respecting • PSHE activities/lessons • Class school Council/School council (pupil voice) • Play Leaders • Structured activities during unstructured times. PE coaching staff outside at lunchtimes/targeted activities.	Evidence that QFT is not meeting the child's needs. <i>Child added to SEND register</i> <i>Personalised targets through individual plans with SMART targets should be written termly using the assess, plan, do review cycle.</i> <i>A PCP may also be appropriate.</i> <i>Ensure Tier 1 support and additional interventions continue and SMART targets/strategies are implemented.</i> • Individual visual timetables • Personalised Now and Next/Now, Next and then boards • Calming box/personalized regulation boxes. • Snack boxes • Sensory circuits • Emotional regulation strategies taught and implemented. • Home School Link Book. • Use of feelings/emotions cards.	<i>Continue with the Assess, plan do review cycle. (SEND plans/PCP's reviewed termly and changes made to provision as appropriate)</i> <i>Monitor and collect evidence.</i> <i>There may be a need to implement more therapeutic approaches at this point and a more individualized timetable.</i> <i>Discussion with SENDcore a referral to an appropriate external agency;</i> • Referral to ASC advisory team • Review from Talk about Town SALT • Referral to Elleray outreach services • Referral to the Early Years SEND team.	EHC Needs assessment information gathered/ share with parents and their views gathered. Request submitted to the LA. SEND team support to ensure Educational Psychology (EP) advice is implemented for the child and written into SEND plans and PCPS If EHCP is agreed ensure outcomes from plan are broken down and worked towards within termly plans (SEND team to support). Ensure provision in section F of plan is provided (supported by SEND team). Longterm targets from EHCP reviewed termly (see EHCP outcome reviews) Yearly EHCP Annual reviews held with

	• Lunchtime nurture club • Specific seating position in class/consider who the child works well with, where is less distracting etc (Flexible) • Opportunities to move in class (change of seating, given a job) • Classes have a calm/safe spaces within or outside of the classroom. • Access to fidget toys, stress balls, worry stones, movement bands, wobble boards, sensory cushion etc as appropriate. • Movement breaks • Visual prompts/chunked tasks • Practical kinetic multi-sensory learning experiences when possible. • Emotions boards in class. • Whole class visual timetables. • Children's mental health week and world mental health day activities/assemblies. • Forest schools • Additional transition for all children (between year groups). • My Happy Minds • Access to the sensory room/Diversity room as needed. • ELSA support • FSW interventions and/or parental support and advice. • MHST • BRANCH referral • Referral to Talk about Town SALT (via the SENDco) • Interventions (see intervention grid)	• Timeline completed with parents (to identify any possible trauma/ACES. • Appropriate de-escalation strategies implemented. • Additional individualised support from Family Support workers as appropriate. • Referral to play therapist (Via SENDco) • Access to the sensory/diversity room • Individualised enhanced transition between year groups or yr6/7. • Share CYP MHS crisis line with parents. • Early Help referral/other services referrals via family support team. • Pupil voice gained. • Consider exam arrangements. Discussion with SENDco to organise an observation from a member of the SEND team to offer further advice or support with the planning of SMART targets. Advice may be sought via EP or Inclusion team drop in. Higher levels of targeted support and provision may be needed for some children at this stage.	• Referral To Helen Bibby SEND consultant. • Referral to LA link EP • Observation from Jenny Nock, clinical Psychologist. • Referral to Inclusion team. • Early help referral • Signpost parents to appropriate services/training. It may be appropriate to complete a risk assessment for the child. Discussion with the SEND team re an application for additional funding/EHC Needs assessment (after evidence gathering)	parents, staff and relevant agencies
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Area of Need	Tier 1 Universal Offer (also refer to reasonable adjustments sheet)	Tier 2 (SEND Support)	Tier 3 (Targeted support/greater level of need)	Tier 4 (EHCP)
Sensory and/or physical	- Sensory breaks away from the classroom - Access to ear defenders/ear buds - Flexible seating arrangements. - Staff aware of implications of the child's physical/sensory impairment. - Medical support as required dependent on needs/implement medical advice to allow child access to QFT. - Access to equipment e.g. writing slopes, pencil grips, a range of other writing equipment, adapted ruler and scissors. - Adaptions to PE lessons to encourage access for all children. - Enlarging resources - Language supported through visuals. - Hearing support equipment - Access to technology/ equipment such as laptop or I-Pad. Developing touch typing skills using Nessy Fingers. - Specialist seating equipment as needed. - Access to lunchtime nurture club. - Sensory cushion or wedges. - Use of chew buddy. - Sensory toys/equipment - Sensory play and activities - Use of black out tent or quiet area/space in classrooms or outside classroom. - Slopes/ramps to access outdoor areas. - Lift to access 2nd floor. - Sensory services/OT advice and support services involved and advice followed. - Consider lighting in the classroom	Evidence that QFT is not meeting the children's needs. <i>Child added to SEND register</i> <i>Personalised targets through individual plans with SMART targets should be written termly using the assess, plan, do review cycle.</i> <i>A PCP may also be appropriate.</i> <i>Ensure Tier 1 support and additional interventions continue and SMART targets/strategies are implemented.</i> <i>A sensory assessment screening may be completed by staff.</i> <i>Environmental audit may be required.</i> <i>Planned access to the sensory room.</i> <i>Consider exam access arrangements.</i> <i>Possible individual enhanced transition between yr groups and yr 6/7.</i> <i>Advice may be provided by external medical professional such as health</i>	<i>Continue with the Assess, plan do review cycle. (SEND plans/PCP's reviewed termly and changes made to provision as appropriate)</i> <i>Monitor and collect evidence.</i> <i>Discussion with SENDco re a referral to appropriate external agency/agencies;</i> <i>LA sensory services team for vision and hearing/advice from specialist teachers.</i> <i>CAMHS</i> <i>SALT</i> <i>OT</i> <i>EP</i> <i>It may be appropriate to complete a risk assessment for the child.</i>	EHC Needs assessment information gathered/ share with parents and their views gathered. Request submitted to the LA. SEND team support to ensure Educational Psychology (EP) advice is implemented for the child and written into SEND plans and PCPS If EHCP is agreed ensure outcomes from plan are broken down and worked towards within termly plans (SEND team to support). Ensure provision in section F of plan is provided (supported by SEND team). Longterm targets from EHCP reviewed termly (see EHCP outcome reviews) Yearly EHCP Annual reviews held with

	• Hessian or pastel backed boards • Healthcare plan as required. • Added to allergy booklet (as required) • Refer to intervention booklet.	<i>professional, OT etc. and recommendations followed.</i> Discussion with SENDco to organise an observation from a member of the SEND team to offer further advice or support with the planning of SMART targets. Advice may be sought via EP or Inclusion team drop in. Higher levels of targeted support and provision may be needed for some children at this stage. In this case support from other external services may be requested.	Discussion with the SEND team re an application for additional funding/EHC Needs assessment (after evidence gathering)	parents, staff and relevant agencies
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