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| **SEND Tiered Provision Guidance** |  |
| **Tier** | **Provision** | **Monitoring & Assessment** | **Responsibility** |
| **1** | **Universal Provision** | * High quality teaching
* Broad and balanced curriculum
* Embedded understanding of pedagogy
* Inclusive learning environment
* Neurodiversity understood and valued
* Pupil-centred approach whereby teaching is responsive to individual and cohort needs
* Positive modelling by adults
* Assessment for learning
* Planned teaching for ‘next steps’
 | * Planning and learning outcomes
* Assessment for learning systems used to identify strengths and gaps
* Progress and attainment are regularly reviewed at termly Pupil Progress meetings with SLT and/or T&L Lead
 | Class Teacher |
| **2** | **Early Intervention** *Pupil expected to ‘catch-up’ with early intervention* | *In addition to provision at Tier 1:** Small group and individual support within class (e.g. pre-learning, repetition, additional adult support, etc.)
* Attention paid to different learning styles, strengths, difficulties and interests
* Adaptive teaching used to meet individual learning needs
* Ordinarily available resources used to support access to learning (e.g. concrete, visual, technology, etc.).
* Evidence based interventions used to boost a targeted skill or address a specific gap.
 | *As above, plus:** May be flagged on Vulnerability Analysis
* Intervention Record/log completed after each session and reviewed regularly by class teacher and staff delivering interventions
* Intervention Planning
* May be on Monitoring Record
 | Class Teacher SLT / T&L Lead |
| **3** | **Targeted Support**  | *In additional to provision at Tiers 1 & 2:** Assessment of pupils’ strengths and barriers to learning (7 Cs assessment)
* Inclusion of parents and pupil as part of investigation into provision needs
* Planned adjustments and support, aimed at removing and/or overcome barriers to learning
* Evidence based interventions delivered individually or in small groups over extended period (e.g. 8-20 weeks).
* May decide to refer for specialist assessment (e.g. EP, SLST, SALT, OT, referral to GP, etc.)
 | *As above, plus:** 7 Cs Learning Portfolio used to identify strengths and barriers.
* 7 Cs tracker used to monitor progress
* Termly APDR plan
* OR May have a Reasonable Adjustments Plan if disabled.
* SENDCo made aware of concerns.
* Termly Progress Meeting or Now & Next meeting with SENDCo to review provision and identify next steps.
* Following simple APDR cycles
* Monitoring Record
 | Class Teacher SLT / T&L LeadSENDCo |
| **4** | **Intensive SEND Support** | *In addition to provision at Tiers 1-3:** Provision that is ‘*additional to / different from’* that needed by the majority of peers to access learning. This may include:
* Personalised support, working on an individualised / modified curriculum
* High levels of adult support and 1:1 modelling
* Personalised resources e.g. own work station, specialist equipment, assistive technology, etc.
* Access to an adapted environment
* Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services such as ASD or SEMH, Health colleagues, etc.
* Inclusion of parents/carers and pupil in the application of the graduated approach (APDR).
* Sign-posting to the Local Offer for access to wider local support services.
* Appropriate condition-specific knowledge to frame understanding of the pupil where diagnosis given
* Additional transition support
 | *As above, plus:** One Page Pupil Profile (Pupil voice)
* SEND Parent / Carer views (Parent Voice)
* Termly provision review between parents and Class/Form Teacher and/or SENDCo
* Assessment / Review with external specialists as appropriate
* In-house specialist assessment tracking (e.g. Boxall, Salford, BPVS, etc.)
* INDES completed annually (may or may not request ‘yes’ to support)
* SENDCo to monitor termly progress and attainment data
* SENDCo likely to discuss pupil with EP/SLST at SCPM/Core Consultations
* Transition Support Plan
* Embedded APDR cycles and co-production opportunities
* On SEND Record – Code K (SEN Support)
 | Class TeacherSENDCoSLT |
| **5** | **Complex Needs - EHCP** | *In addition to provision at Tiers 1-4:** Education, Health and Care Plan (EHCP) in place or ‘Yes to plan’.
* Bespoke, personalised provision as set out in EHCP.
* School follows the recommendations and advice given by specialists working with the pupil to meet complex range of needs e.g. SALT, CAMHS, EP, ASD team, etc.
* Enhanced transition support
 | *As above, plus:** EHCP
* Annual EHCP Review
* SENDCo / Class teacher / Key worker meets at least termly with the pupil and parents to review progress and provision
* INDES completed (Yes to Support)
* On SEND Record – Code E (EHCP)
 | Class TeacherSENDCoSLT |

*\*To access additional support at next Tier, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support*

**7 Cs SEND PROCESS FLOW-CHART**

Parent or child themself, has a concern that the child is struggling to access or engage in learning.

Discuss concerns with the class teacher.

Class teacher will consider whether there may be an underlying barrier to learning.

Can needs be met through universal provision?

Class teacher is concerned that a child is struggling to access or engage in learning.

**Tier 1** – **Universal Provision** used to meet needs.

YES

NO

Class teacher will use adaptive teaching, targeted support and/or time-limited interventions to support the child with learning.

Monitor at **Tier 2** - **Early Intervention** stage.

Discuss concerns with parents and pupil. Ensure all are engaged with 7 Cs APDR plan.

Class teacher to review impact after 6-12 weeks.

Has sufficient progress been made?

YES

Review progress as part of termly Progress Review meetings with SLT / Now & Next meetings with SENDCo.

NO

May consult with external specialist(s) as part of early assessment / advice.

Class teacher completes **7 Cs Learning Portfolio** identifying 3 target areas and potential barriers to learning.

Use **7 Cs Tracker** to obtain baseline level for the 3 target areas.

Using 7 Cs action cards/prompts, identify appropriate **Adjustments, Support/Resources and/or Interventions** to be implemented. Record on **Initial APDR plan.**

Once targeted support has removed barriers to learning, move to **Tier 1 or Tier 2** stage.

If barriers remain but progress is being made, monitor at **Tier 3** stage.

YES

Monitor at **Tier 3** - **Targeted Support** stage.

Class teacher to monitor progress using **7 Cs Tracker**.

Review impact of provision at least termly and record outcomes on **7 Cs APDR plan.**

Is expected progress being made? Do we have a good understanding of barrier(s) to learning?

NO

Liaison with SENDCo to link provision to external specialist assessments/reports.

Discuss concerns with SENDCo and Parent/Carers.

Move to **Tier 4 stage** with parent/carer knowledge (**SEN Support)**

Likely discussion with specialist(s) e.g. EP/SLST/SALT/OT/NDS

Class teacher to use **7 Cs Learning Portfolio** and evidence gathered to implement the **graduated approach** (**APDR plan**).

Diagnostic assessments or observations may follow. These may be carried out by the SENDCo or may involve external professionals.

Is expected progress being made?

Discussion between SENDCo and parents/carers.

YES

NO

If given ‘Yes to Plan’ move to **Tier 5 (EHCP)** – Highly personalized, specialist provision needed long-term.

Where, despite having taken action to identify and meet the SEND of a child, they have not made expected progress, the school and/or parents/carers can request an **Education, Health and Care Needs Assessment** (EHCNA).

Continue to offer intensive SEND Support and monitor progress at **Tier 4**. Once barrier is removed, move to **Tier 1, 2 or 3** stage as appropriate.