

Faringdon Learning Trust Tiered Support

Purpose of the tiered provision

- ▶ To provide school staff with strategies and suggestions to best support every child in their class no matter what tier they sit in.
- ▶ To manage the expectations of parents about what support school can offer and when
- ▶ To celebrate all the amazing inclusive strategies that our schools provide
- ▶ To ensure there is a basic standard offer that all children will receive no matter which FLT school they attend.

Aims

The aim of this document is to support **staff** to;

- ▶ Break down barriers to learning
- ▶ Provide high quality support
- ▶ Identify what support to provide at the right time
- ▶ Ensure the correct systems and procedures are followed
- ▶ Signpost to the correct professionals to provide advice

The aim of this document is to support **parents** to;

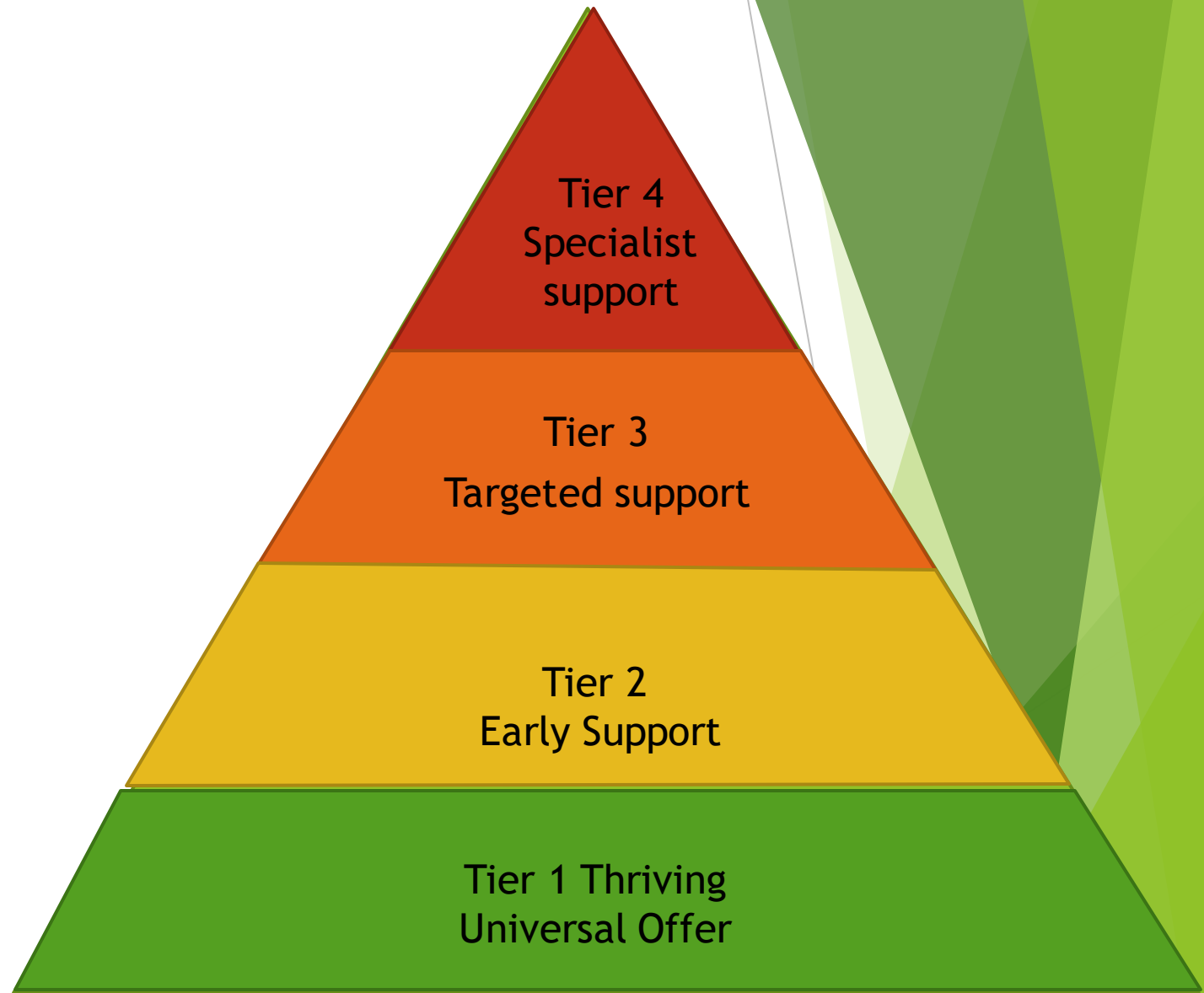
- ▶ Know what support their child is entitled to
- ▶ Understand the type of support on offer
- ▶ Have a better understanding of which level their child fits into
- ▶ Identify what help and support is available from external agencies

The aim of this document is to support **pupils** to;

- ▶ Thrive in their educational setting
- ▶ Have access to high quality teaching
- ▶ Be provided with expertise and support appropriate to their need
- ▶ Have their needs identified early

Tiered Approach

Supporting and
responding to
need



Parents Guide to SEND tiered provision

This tiered provision has been written to provide parents with information about what support their child is entitled to receive when they attend one of the Faringdon Learning Trust schools.

- ▶ The provisions enclosed and provision your child receives may vary depending on the following;
 - The type or complexity of need your child has
 - The tier within which they are working. This will be decided by the class teacher and SENDCo.
 - Your child will not receive all the provision at once. - There may be a staggered approach to see which works for them
 - Not all provisions will be appropriate or available to all children – This will be decided by school staff and SENDCo
 - The provision may differ slightly from school to school depending upon levels of resourcing
 - The provision may differ from lesson to lesson.
 - The provision may vary depending on the complexity of need of other children in the class.
 - The level of staffing within the classroom
- ▶ Any provision a child receives will be decided by the school.

Tier 4

Specialist support

This involves specific interventions usually given to children who may have complex needs. In this case an individualised plan is put together. This will often be for children who have an EHCP

- 1:1 adult support when needed
- 1:1 intervention to target needs
- Individual behaviour support plan
- Intimate care plans/personal care plans
- Medical care plans
- Risk assessments
- PEEP
- Regular 1:1 work with advisory support teachers
- Physio exercises

- OT exercise
- Support at lunch and playtimes
- Breakfast before school starts – Invitation only
- Access to the nurture base at any time of the day
- Environmental adaptations made when necessary
- Employment of specialist support staff – where possible

- Use of specialist equipment – IT, sound fields, radio aids, lift etc
- Bespoke curriculum and resources
- Provisions from EHCP adhered to
- Parents offered 3 SEND meetings a year (Including EHCP annual review meeting) with the SENDCo, class teacher and professionals where appropriate, to discuss needs, impact and progress of their child

Tier 3

Targeted support

This is where a child may need some intervention within a small group or if there needs to be any external agency involvement. They are usually on the SEND register.

- Small group interventions
- Targeted adult support in class, 1:1 or small group
- Regular nurture session within the nest
- Referrals made to external agencies e.g., CAMHS, Paeds, Complex needs team, EP, SALT, C&I etc
- Additional funding applications

- EHCP applications
- Targeted SEND assessments carried out e.g., Possible dyslexia, dyscalculia etc
- Every child has a pupil profile, outcome plan and provisions in place
- Every parent is offered 3 SEND meetings a year with the class teacher to discuss needs, impact and progress of their child

- Access to the nest when required may include break and lunchtime
- Adjustment to timetable – start/finish times - reasonable adjustments
- Soft landing in the morning
- Adjustments to uniform
- Individual reward charts
- Termly SEND assessments carried out

Tier 2

Early support offer

This is the offer that a child will/may receive if they failing to thrive in tier 1. This may be dependent upon the type of need they have

- SEND resources – fiddle tool, pencil grip, coloured overlay, ear defenders etc
- Seating arrangement within the classroom – own table, minimal distraction, near the teacher, horseshoe table etc
- Scaffolded activities – cloze procedure, word mats, prompt cards

- Task management board
- General adult support in class if needed
- Access to the nurture base if required – with adult permission
- Brain/movement breaks
- Tasks broken into chunks

Tier 1

Thriving

Universal offer

This is a universal offer that every child in school will receive

- High Quality Teaching
- Scaffolded curriculum – The curriculum is adapted to enable the child to access it
- Explicit instructions
- Cognitive and metacognitive strategies
- Learning resources e.g., numicon, multilink, writing frames etc.

- Visual timetables – used in all classrooms
- Coloured backgrounds on whiteboard – Used in all classrooms
- Teachers cater for all different learning styles
- Flexible grouping
- Visual cues and modelling provided by the teacher, so the child is clear what is expected of

- them in the activity
- Use technology – visualizers, online quiz, speech generating apps, widget etc

Tier 1 - Thriving

Universal Offer

A document for teachers

Communication and interaction

- Ensure classroom practice is inclusive and provides a rich language environment
- Build vocabulary and oracy development into the curriculum
- Use pictures and visual resources to support language and understanding
- Label areas with photographs, pictures or symbols
- Instructions broken down into manageable chunks and given in the order that they are to be done
- Checklists, task lists - simple with visual clues
- Model and teach students how to use their language for thinking and learning
- Clear modelling of tasks
- Minimise use of abstract language Sentence starters /prompts
- Targeted questioning Thinking time before expecting a response
- Model and promote good social skills through PSHE and general teaching
- Build in an opportunity for pupils to have structured conversations with you or other adults
- Introduce activities where pupils have structured opportunities to talk with their peers e.g., Partner talking
- 'Rules' of good listening displayed, taught, modelled and regularly reinforced
- Develop interactive displays to support communication
- Carefully structured group work- clear roles.
- Visual timetables and visual support for classroom routines/rules
- Talk through visual timetable to help children understand routines of the day
- Access to quiet, comfortable, distraction free area - possible time out, talk space
- Consider how sensory stimuli can be reduced if this is a trigger e.g., Use of weighted jackets, ear defenders, sensory diets
- Careful seating plan to avoid sensory overload - under lights? Near buzzing sounds? See the board?
- Prepare the pupil well in advance for any changes in school routine
- Use pupil's name to ensure that s/he knows the instructions apply to them

Cognition and learning

- Ensure classroom practice is inclusive and provides scaffolding of learning
- Give clear, simple instructions reminders, both oral & written
- Break down tasks into manageable chunks
- Provide multi-sensory activities
- Explicitly teach & model key word vocabulary to support vocabulary development
- Support short term memory with mini whiteboards
- Provide support for organisation and executive functions
- Use alternative ways to demonstrate understanding - diagrams, voice recorder etc.
- Provide writing frames, sentence starters, prompts and headings to help with sequencing & recording of information.
- Links to prior learning explicitly made Work from the known - Make use of pupils' own experiences and use familiar vocabulary
- Develop understanding through modelling & questioning

Literacy Difficulties /Dyslexia

- Provide and model the use of resources for supporting phonics and spelling
- Know the difficulty (Reading age) of any text you use
- Reduce and simplify the amount of reading required by summarising or using text to speech software, diagrams, bullet points, short paragraph, Use a range of sequencing activities
- Limit copying tasks

Dyspraxia and developmental coordination disorder

- Incorporate recommended motor coordination exercises by OT into a PE programme
- Provide guidelines to keep writing straight
- Organise games and activities requiring cooperation and turn-taking

Dyscalculia

- Give concrete reference materials wherever possible e.g., a number square or calculator
- Teach pupils to follow a given method with steps for problem solving
- Allow extra time to complete a task
- Use headed columns for place value
- Use arrows to explain direction of computation

SEMH

- Ensure whole school rewards/sanction system & clear, agreed strategies for behaviour management in class and throughout the school
- Wholeschool strategic approach to mental health
- All staff are consistent and relentless in their drive to build positive relationships with their pupils
- Build a relationship with the child's parents, giving both positive feedback as well as dealing with issues
- Lessons are interactive and differentiated to accommodate different learning needs
- Values Education/ Well-being
- PSHE
- Jigsaw
- PSHE Programme
- Building Learning Power
- Lunchtime supervisors as playleaders
- Mile a day
- Calm Boxes in every classroom
- Worry Monsters in every classroom
- Lunch time provision /club
- Zones of Regulation
- Learning Mentor employed
- Mindfulness time Strategies for the classroom teacher:
- Plan individual time/activities with the child to enhance the teacher/child relationship
- Once an incident has been dealt with, give the child a 'fresh start'
- Plan for TAs to build positive relationships and then use them flexibly to pre-empt difficulties
- Give positive feedback/ non-verbal signs
- Plan activities at success level for the child, to increase confidence and opportunities for success and positive reinforcement
- Provide to do lists and structured lesson steps
- Make directions clear and concise & give 'take up time'
- Use visual timer to measure time on task
- Have a range of simple calming exercises/activities that pupil can use if in heightened state of anxiety
- Use post-it's/ talking tin for questions and ideas rather than interruptions
- Plan strategies for transitions both within and in and out of the class

Physical and sensory

- Ensure classrooms and school areas are calm and organised.
- Ensure equipment is easily accessible
- Use equipment recommended by specialists
- Use of adapted implements & supportive tools e.g., pencils, scissors, cutlery, writing slopes -pencil grips, scissors, putty therapy, sit and move cushions
- Ensure furniture is arranged to accommodate free movement
- Provide support for organisation and executive functions.
- Flexible teaching arrangements and differentiated curriculum where necessary
- Allow extra time to complete tasks
- Multi-sensory teaching methods

Hearing Impairment

- Check oral information/instructions have been understood
- Keep background noise to a minimum
- Visual cues and lip-reading
- Ensure the pupil is wearing his or her hearing aids.
- Ensure the pupil is seated where she can see and hear the teacher clearly
- Make sure that you have the pupil's attention before starting to talk.
- Eye contact is important Face the child and maintain a distance between you of about 1 – 2 metres to allow for lip reading
- Try not to cover your face or walk around while you are speaking
- Use facial expressions to convey clues to what you are saying

Visual Impairment

- Check that glasses are worn, and that they are clean!
- Tell the pupil if there is a change to the layout Allow more time for hands-on experiences, verbal explanations and completing tasks
- Provide the pupil with their own books rather than expecting them to share
- Provide the pupil with their own copy of the text/power point slides with enlarged print (good contrast and layout are often important as the size of print).
- Usually, font size 14
- Read out writing on the board and draw attention to the spelling of new and unfamiliar words.

Assessments/Forms

Salford reading
Youngs spelling
Phonic assessments
Sandwell maths
Boxall Profiling

This is the offer that a child will/may receive if they failing to thrive in tier 1.
This may be dependent upon the type of need they have.

Tier 2 Early support

Step up from Tier 1 to Tier 2

If a child is failing to thrive within the Tier 1 offer. Teacher need to identify the following difficulties and follow the required procedures to step it up to Tier 2.

Identification of difficulties

- Child may not be making regular or expected progress
- Adults may notice a sudden or unexpected change in behaviour or presentation
- Begin to gather evidence to support concerns - assessments, pieces of work, observations etc
- Teacher may put a short intervention into place to close gaps in learning
- Conversations with parents around concerns or observations in school
- Conversation with child about any problems
- Use Identifying needs flowchart

Examples of Good Practice in Tier 2

- SEND resources - fiddle tool, pencil grip, coloured overlay, ear defenders etc
- Seating arrangement within the classroom - own table, minimal distraction, near the teacher, horseshoe table etc
- Scaffolded activities - cloze procedure, word mats, prompt cards
- Task management board
- General adult support in class if needed
- Access to the nurture base if required - with adult permission
- Brain/movement breaks
- Tasks broken into chunks

Tier 3

Targeted support

This is where a child may need some intervention within a small group or if there needs to be any external agency involvement. They are usually on the SEND register.

Step up from Tier 2 to tier 3

- The previous strategies may be having some impact but not enough
- Teacher would bring evidence to the SENDCo around their concerns
- Child would be added to the SEND register with parental permission

Communication and interaction

Early Years Language

Narrative Therapy (Nursery)
Treasure Trove (EY) Toddler Talk (Nursery)
Wellcomm
Nuffield Early Language Intervention (NELI)

Language

Talking Partners@Primary
Looking and Thinking
Once Upon a Story
Spirals
Talkboost
Chatty Bats
Language for Thinking
Colourful Semantics

Social Language/ Social Skills

Socially Thinking
Socially Speaking
Time to Talk
Lego Therapy
Circle of Friends
The Friendship Formula
Talkabout

SENSS Resources Attention and Listening Programmes (SENSS)

Social Skills (Primary and Secondary)
Talktime Series:
Teddy Talktime
Talktime

Cognition and learning

Literacy

Project X Read, Write Inc Ditty Books
Read, Write Inc Fresh Start (Y5-8)
Letters and Sounds
Reading and Thinking
Looking and Thinking
Precision Teaching
Sound Linkage (KS2/3)
Launch into Reading Success (KS1)
Accelerate Acceleratewrite (KS2/3)
Dyslexia Gold
Lexia (KS2&3)
Boosting Reading Potential
Rapid Readers (KS2)
Rapid Plus (KS3/4)
Hi Five (Y5-8)
Boosting Reading Potential
Better Reading Support Partners
Once Upon a Story Write Away Together (group)
1stclass@writing

Maths

Talk 4 Number
Becoming 1st Class@Number
1st Class@Number 1&2
Success@Arithmetic
Numskills

Tier 3

Targeted support

This is where a child may need some intervention within a small group or if there needs to be any external agency involvement. They are usually on the SEND register.

SEMH

- ELSA group
- Nurture Group
- Zones of Regulation
- Drawing and Talking
- There's a Volcano in my Tummy
- Social Stories
- The Worry Programme
- ELSA group
- Socially Speaking
- Lego Therapy
- Socially Thinking
- Friendship Formula
- Circle of Friends
- Talk About
- Sensory Workshops
- The Incredible 5 Point Scale

Physical & Sensory

- Write from the Start
- Occupational Therapy
- Activities
- Sensory Circuits
- Fine motor skills group
- Targeted handwriting
- Gross motor skills group

Step up from tier 3 to tier 4.

- The child will have an EHCP
- The child may have a diagnosis or be awaiting diagnosis

Tier 4

Specialist support for most complex needs with an EHCP

Professionals

- Specialist CYPMHS support
- Secure units
- Eating disorder units
- Other specialist teams

Communication and interaction

- 1:1 Speech Therapy
- 1:1 social stories
- TEECH tray
- Advisory support teacher at Annual review meetings

Cognition and learning

- High quality 1:1 teaching for literacy and/or maths
- FFT Reading Programme
- Reading Recovery
- Write Away Together 1:1
- Numicon 1:1

SEMH

- Inclusion Support Plan & behaviour plan, handling plan
- Pastoral Support Plan meetings with parents
- 1:1 classroom support
- Alternative Provision /Bespoke Timetable
- ELSA
- Social Stories
- Drawing and Talking
- The Worry Programme

Physical and Sensory

- 1:1 Physiotherapy
- Specialist furniture and equipment, e.g., magnifying glasses, hearing aid, radio mic or audio induction loop
- Wheelchair access
- Use of sign language

If the child is still not thriving

- At this point consider if needs can be met
- Is this the correct setting for the child
- Is there a more suitable alternative
- Support parents with visits to specialist placements
- Hold early annual review to request specialist setting