

# Tiered Provision Model Guidance

Tier	Provision	Monitoring & Assessment	Responsibility
<b>1 Universal Provision</b>	<ul style="list-style-type: none"> <li>High quality teaching</li> <li>Broad and balanced curriculum</li> <li>Planned differentiation</li> <li>Embedded understanding of pedagogy</li> <li>Inclusive learning environment</li> <li>Neurodiversity understood and valued</li> <li>Pupil-centred approach whereby teaching is responsive to individual and cohort needs</li> <li>Positive modelling by adults</li> <li>Assessment for learning</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated planning and learning outcomes</li> <li>Assessment for learning systems used to identify strengths and gaps</li> <li>Progress and attainment are regularly reviewed at termly Pupil Progress meetings with SLT and/or T&amp;L Lead</li> </ul>	Class Teacher
<b>2 Early Intervention</b>  <i>Pupil expected to 'catch-up' with early intervention</i>	<p><i>In addition to provision at Tier 1:</i></p> <ul style="list-style-type: none"> <li>Small group and individual support within class (e.g. pre-learning, repetition, additional adult support, etc.)</li> <li>Attention paid to different learning styles, strengths, difficulties and interests</li> <li>Adaptive teaching used to meet individual learning needs</li> <li>Ordinarily available resources used to support access to learning (e.g. concrete, visual, technology, etc.).</li> <li>Evidence based interventions used to boost a targeted skill or address a specific gap.</li> </ul>	<p><i>As above, plus:</i></p> <ul style="list-style-type: none"> <li>May be flagged on Vulnerability Analysis</li> <li>Intervention Record/log completed after each session and reviewed regularly by class teacher and staff delivering interventions</li> <li>Interventions detailed on Class Provision Map – Reviewed termly</li> <li>May be on Monitoring Record</li> </ul>	Class Teacher SLT / T&L Lead
<b>3 Targeted Support</b>	<p><i>In additional to provision at Tiers 1 &amp; 2:</i></p> <ul style="list-style-type: none"> <li>Assessment of pupils' strengths and barriers to learning (7 Cs assessment)</li> <li>Inclusion of parents and pupil as part of investigation into provision needs</li> <li>Planned adjustments and support, aimed at removing and/or overcome barriers to learning</li> <li>Evidence based interventions delivered individually or in small groups for 8-20 weeks.</li> <li>May decide to refer for specialist assessment (e.g. EP, SLST, SALT, OT, referral to GP, etc.)</li> </ul>	<p><i>As above, plus:</i></p> <ul style="list-style-type: none"> <li>7 Cs Learning Portfolio used to identify strengths and barriers.</li> <li>7 Cs tracker used to monitor progress</li> <li>Termly APDR plan</li> <li><u>OR</u> May have a Reasonable Adjustments Plan (Disability only).</li> <li>SENDCo made aware of concerns</li> <li>Termly Progress Meeting or Now &amp; Next meeting with SENDCo to review provision and identify next steps.</li> <li>Following simple APDR cycles</li> <li>Monitoring Record</li> </ul>	Class Teacher SLT / T&L Lead SENDCo
<b>4 Intensive SEND Support</b>	<p><i>In addition to provision at Tiers 1-3:</i></p> <ul style="list-style-type: none"> <li>Provision that is 'additional to / different from' that needed by the majority of peers to access learning. This may include: <ul style="list-style-type: none"> <li>Personalised support, working on an individualised / modified curriculum</li> <li>High levels of adult support and 1:1 modelling</li> <li>Personalised resources e.g. own work station, specialist equipment, assistive technology, etc.</li> <li>Access to an adapted environment</li> </ul> </li> <li>Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services such as ASD or SEMH, Health colleagues, etc.</li> <li>Inclusion of parents/carers and pupil in the application of the graduated approach (APDR).</li> <li>Sign-posting to the Local Offer for access to wider local support services.</li> <li>Appropriate condition-specific knowledge to frame understanding of the pupil where diagnosis given</li> <li>Additional transition support</li> </ul>	<p><i>As above, plus:</i></p> <ul style="list-style-type: none"> <li>One Page Pupil Profile (Pupil voice)</li> <li>SEND Parent / Carer views (Parent Voice)</li> <li>Termly provision review between parents and Class/Form Teacher and/or SENDCo</li> <li>Assessment / Review with external specialists as appropriate</li> <li>In-house specialist assessment tracking (e.g. Boxall, Salford, BPVS, etc.)</li> <li>INDES completed annually (may or may not request 'yes' to support)</li> <li>SENDCo to monitor termly progress and attainment data</li> <li>SENDCo likely to discuss pupil with EP/SLST at SCPM/Core Consultations</li> <li>Transition Support Plan</li> <li>Embedded APDR cycles and co-production opportunities</li> <li>On SEND Record – Code K (SEN Support)</li> </ul>	Class Teacher SENDCo SLT
<b>5 Complex Needs - EHCP</b>	<p><i>In addition to provision at Tiers 1-4:</i></p> <ul style="list-style-type: none"> <li>Education, Health and Care Plan (EHCP) in place or 'Yes to plan'.</li> <li>Bespoke, personalised provision as set out in EHCP.</li> <li>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.</li> <li>Enhanced transition support</li> </ul>	<p><i>As above, plus:</i></p> <ul style="list-style-type: none"> <li>EHCP</li> <li>Annual EHCP Review</li> <li>SENDCo / Class teacher / Key worker meets at least termly with the pupil and parents to review progress and provision</li> <li>INDES completed (Yes to Support)</li> <li>On SEND Record – Code E (EHCP)</li> </ul>	Class Teacher SENDCo SLT

\*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

## SEN PROCESS FLOW-CHART

