Faringdon Learning Trust Tiered Support

Aims and purpose

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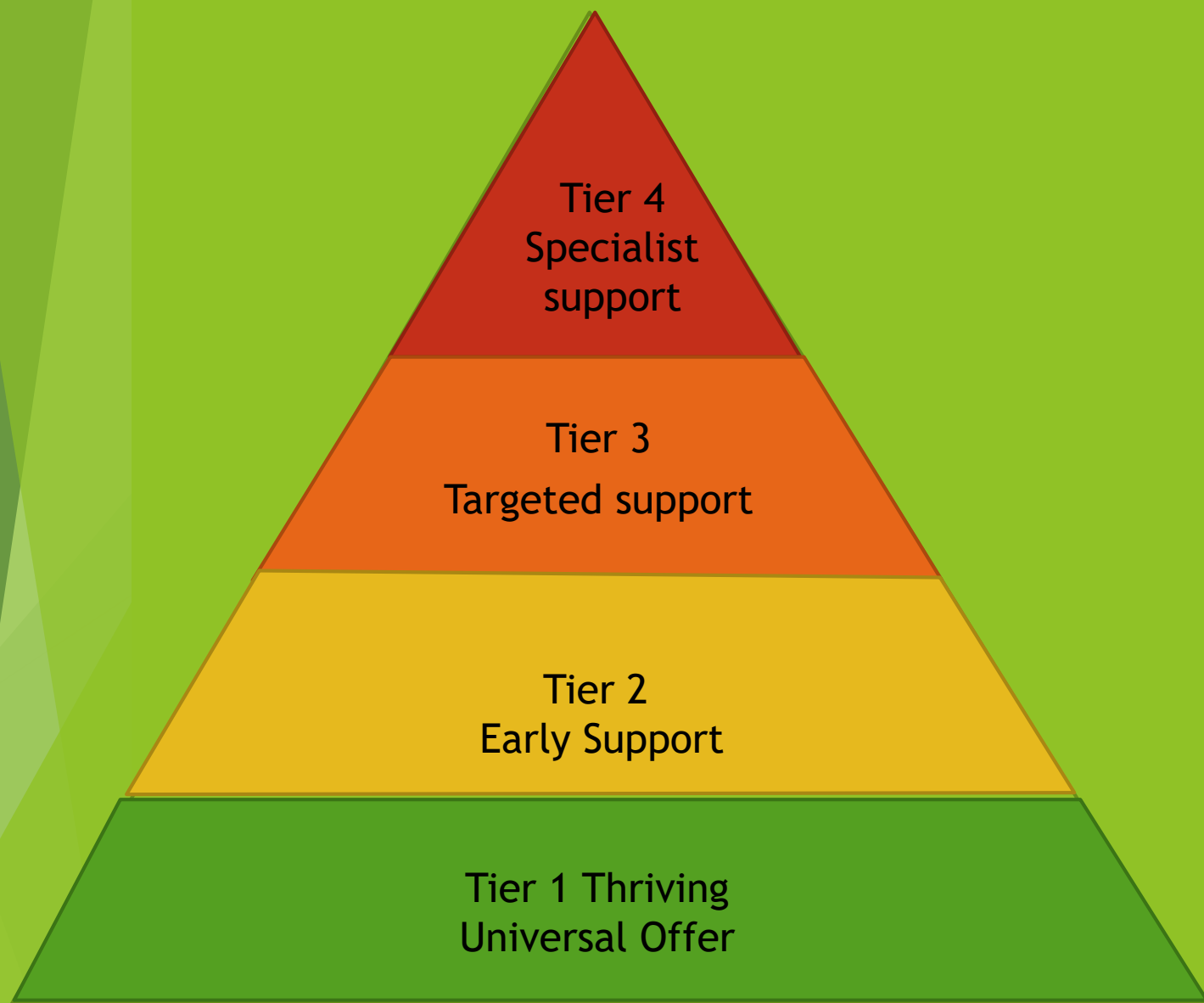
The aim of this document is to support **pupils** to;

- 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

Trust model of tiered approaches

▶ This document shows the offer that is available to all pupils at different stages in their education.

▶ There are different areas of the document that follow these model which include Safeguarding, SEND and Mental health & Wellbeing.

Tiered Approach

Supporting and responding to need

Tier 4
Specialist support

Tier 3
Targeted support

Tier 2
Early Support

Tier 1 Thriving
Universal Offer

Aims of Safeguarding tiered provision

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

- Identify what support to provide at the right time
- To ensure the correct systems and procedures are followed
- Signpost to the correct professionals to provide advice
- Create an outstanding culture of safeguarding
- Ensure children know how to keep themself safe and who to go to for support

Tier 4
Specialist Support

Professionals

Hospital schools
Alternative provision
MARAMP
CWCF
ICPC

FASS meeting
Evidence to support legal proceedings

Tier 3
Targeted Support

Professionals
MASH
Police
LADO
HR
Headteacher
Social Worker

MASH referral
Police report
Concern about adult referred to LADO
Concern about adult referred to HR
Early Help TAF

CIN plan
Child Practitioner (Social Care)
Counselling
Drawing and Talking Therapy
ELSA

Tier 2
Early support offer

Professionals
LCSS
Attendance Team
All staff
Pastoral TA/Lead
SENCo
Family Link Worker
Local food bank

Strengths and needs document leading to team around the family meetings
Referral to family link worker
No names consultation
Attendance team referral
Pastoral support
Breakfast club
Application for FSM
Referral made to food bank
Signposting to mental health support/charities
CAMHS referral
SAFE! Referral

OCC Targeted youth service
EMHP referral via CAMHS
OSCB Toolkits utilized
CABHS
Building Respectful Families
Autism Oxford
HomeStart Referral
Private Fostering agreement
ATTACH Team
OCC The Clinical Team
CASO
ELSA

Drawing and Talking therapy
Play Therapy
'Soft' Therapies e.g., Dog therapy
Counselling
Other early intervention sources

Tier 1
Universal

Professionals
GPs
All staff

Emotional register whole class AM/PM
Worry boxes in class
Quality and frequent PHSE lessons inc. mental health
Quality RSE is delivered frequently
Childline assemblies
Children's basic medical needs are met e.g., Doctors
Safety week/day
Online safety lessons
Circle time
Playground buddies
Pupil Voice
Lived experience/what does life look like for me?
S&L screening
Nurture led environment
Daily SEMH/PHSE talk time
Whole school SEMH visual displays

Class/school celebration
Whole school Thrive approach
Behaviour and relationship policy
Thorough transition process
Parental voice and engagement
Student voice informs practice
In-depth safeguarding section on website
Policies are up to date and on website/available for staff
Safeguarding induction
Annual safeguarding training
Weekly SG mini briefings
Safeguarding features on every school meeting
DSL's accessing supervision
DSL's accessing termly OSCB training
Termly safeguarding case studies completed
CPOMS reports are created, and feedback shared with all staff

DSL attends DSL safeguarding forum
Safeguarding records are transferred/requested when a child leaves/starts at the setting
SEND needs are being met
SEMH needs are being met
DSL utilises OSCB page
Concerns logged on CPOMS
National Online safety platform
Antibullying Champion
Neglect Champion
E-safety Champion
Section 175 submission
Young Carers group

Aims Of 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

Communication and interaction	Cognition and learning
•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	•• 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	Physical and sensory
•Ensure whole school rewards/sanction system & clear, agreed strategies for behaviour management in class and throughout the school •Whole school 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	•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	Identification of difficulties	Examples of Good Practice in Tier 2
If a child if 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.	• 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	• 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.

Communication and interaction	Cognititon and learning
Early Years Language	**Literacy**

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

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)
Acceleread Accelewrite(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@Arithematic
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	Physical & Sensory
• 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	• Write from the Start • Occupational Therapy • Activities • Sensory Circuits • Fine motor skills group • Targeted handwriting • Gross motor skills group

Tier 4

Specialist support for most complex needs with an EHCP

Communication and interaction	Cognition and learning	SEMH	Physical and Sensory
• 1:1 Speech Therapy • 1:1 social stories • TEECH tray • Advisory support teacher at Annual review meetings	• High quality 1:1 teaching for literacy and/or maths • FFT Reading Programme • Reading Recovery • Write Away Together 1:1 • Numicon 1:1	• 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	• 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

Aim of Mental Health and Wellbeing tiered provision

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

- Embed a whole school universal approach to meet the needs of the majority of students and identify those that need additional support as early as possible

- Provide consistency in approach across a school and across the trust

- Signpost to the correct professionals to provide advice when needed

- Be able to respond to needs identified for an individual, group or class of students

Tier 4
Specialist Support

Professionals
- Specialist CAMHS teams
- Secure units
- Eating disorder units
- Other specialist teams

- CAMHS
- Reduced timetable
- Alternative provision
- Multi agency support
- Managed Move
- Hospital school provision
- Virtual school
- Respite provision

Tier 3
Targeted Support

Professionals
- Educational Psychologists
- Community Paediatricians
- Speech & Language Therapists
- Art, Drama, Music Therapists
- Counsellors
- Play Therapists

- Educational Psychologist
- Thrive Practitioner
- Play therapy
- Counselling
- NurtureUK Nurture Group
- Bespoke Learning provision
- Reduced timetable
- Internal Alternative Provision

- Pastoral Support Plan
- Inclusion plan
- Risk Assessment
- Early Help Assessment/ Social Care
- Virtual School/ Attach Team
- OCC Disability Team
- Family Link Worker
- Pastoral Lead

- CAMHS
- EBSA support (Emotional Based School Avoidance)
- OCC Attendance team
- OCC Behaviour Lead
- OCC Exclusions & Integration team
- EET team (Education, Employment & Training)
- Mulberry Bush outreach support
- OCC music services (therapeutic support)

Tier 2
Early support offer

Professionals
- School Health Nurse
- Pastoral teams
- Communication & Interaction team
- Early Help
- Mental Health Support Team
- SENCo
- Family Link Worker

- ELSA
- Lego therapy
- Group SEMH/learning intervention
- Pastoral support sessions
- Movement breaks
- Meet and Greet club
- After school targeted club
- Lunch clubs

- Pastoral support plan
- Inclusion plan
- Risk assessment
- Communication & Interaction team
- Food bank/uniform support
- Parenting course/ Parenting support
- Early Help Assessment/Social care
- Mental Health Support Team

- Targetted Youth Support Service
- Drawing & Talking therapy
- Therapy pets
- Forest School

Tier 1
Universal

Professionals
- GPs
- All School Staff

- Visual Timetable
- Individual timetable where needed
- Now/ Next boards
- Clear, consistent routines
- Organised environments
- Emotional register/ emotional check ins
- Worry boxes
- Regular, high quality PSHE & RSE lessons
- Targeted additional PSHE & RSE lessons
- Assemblies

- Childline assemblies
- Online safety lessons
- Circle time
- Playground buddies
- Speech & Language screening
- Nurturing environment
- Calm corners/ quiet zones
- Whole school SEMH visual displays
- Class/school celebrations
- Behaviour and relationship policy

- Attachment aware; trauma informed staff and practice
- Thorough transition processes
- Parents as partners
- Student voice informs practice
- Zones of Regulation
- Emotion Coaching
- Senior Mental Health Lead and action plans