

SEND Provision at North Wheatley C of E Primary

Sophisticated monitoring and outstanding provision via:

- Memorable learning experiences
- Enriching the school context
- Promoting excellent relationships
- Ensuring high quality learning

Tier Information & Support / Action Required	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
	Needs can be met within universal offer available to all children.	Needs can be largely met within universal offer but with additional targeted support and/or short-term intervention.	Needs cannot be met within universal offer without additional specialist services/intervention.	Specialist / acute / statutory services: child with severe and complex special and additional needs which have not been resolved through early intervention, targeted support or single agency specialist service.	As Tier 4 but EHCP is in place.
	See universal offer document	Behaviours persist despite appropriate Tier 1 strategies being in place.	Behaviours persist despite appropriate tier 2 strategies being in place.	Behaviours will present extreme challenges to the child's infrastructures (school, family, community, support services). Some behaviours are likely to be complex and from multiple origins, requiring specialist input from more than one agency.	
Rationale behind request for tiered support		Low level concerns regarding the child's attainment or behaviour.	The child needs meet the criteria for Tier 3 – SEND registered. Assess - Plan – Do – Review cycle ineffective at Tier 2 and further support required. A formal diagnosis is requested and/or received.	Needs cannot be met without additional funding.	Assess - Plan – Do – Review cycle ineffective at Tier 4 and further support required.

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How to raise concerns and who to		During pupil progress meetings and with parents through parent consultations and reports alongside ongoing, informal, professional dialogue.	Complete a NW SEND referral form and send to SENDco via email. OR If moving to Tier 3 from Tier 4 or 5 then a discussion with SENDco at termly review meeting or informal review/professional discussions as part of the assess-plan-do-review cycle.	At a formal or informal review/professional discussions as part of the assess-plan-do-review cycle. Raised by SENDco following an observation.	If moving from Tier 3 or 4 then a discussion with SENDco at termly review meeting or informal review/professional discussions as part of the assess-plan-do-review cycle.
Action taken in response to concerns raised (Plan & Do)		Support from parents through a collaborative approach. Respond to child's needs through adaptations to whole class planning (scaffolding etc) and by planning towards child's individual targets & next steps. Consistent use of whole school systems to support feedback and/or behaviour management.	Observation carried out by SENDco Decision whether the child required Tier 3, 4 or 5 support. In some occasions the SENDco may decide that the child remains at tier 2. Arrange a meeting with child's parents (and child if appropriate). Work in partnership with the child, parents, staff and other agencies to write support plan. Support plan written collaboratively by SENDco,	Contact Family SENDco and to arrange an observation (if necessary). AFN – Low/Mid/High? Consider the level of need and implications on staffing and provision. What recruitment or resourcing is required? (Provision map) Complete and submit bid for family funding ready for the next moderation meeting if required.	Consider the level of need and implications on staffing and provision. What recruitment or resourcing is required? (Provision map) Consider the need for High Level Needs (HLN) finding. Work in partnership with parents, the child and other agencies to apply for an complete the EHCP process. Work in partnership with the child, parents, staff and other agencies to

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			staff working with child, the child and their family. Support plan is shared with, child, parents and all relevant staff.		write a school support plan.
Review (Monitoring and Evaluation)		Continue to discuss at pupil progress meetings. Track small steps progress	Track progress against starting point (intervention tracking) Review the plan formally every term and informally through professional dialogue.	Track progress against starting point (intervention tracking) Review the plan every term. – share with parents via meeting or phone call. Consider planning for transition as part of termly meetings.	Track progress against starting point (intervention tracking) Review the plan every term – with parents also (face to face). Consider transition as part of termly meetings – especially important for a child with an EHCP moving to secondary.
Additional Support		Subject or area leader who could offer guidance or advice to support child.	Any relevant external services (Accessed through school or suggested to the family) i.e., speech and language, sleep clinic, etc.	Relevant external agencies i.e. BPBP, Educational Psychologists, Julie Hayes (Sensory Solutions), GDA Referrals, Healthy Families, Early Help Assessment (EHAF), etc.	