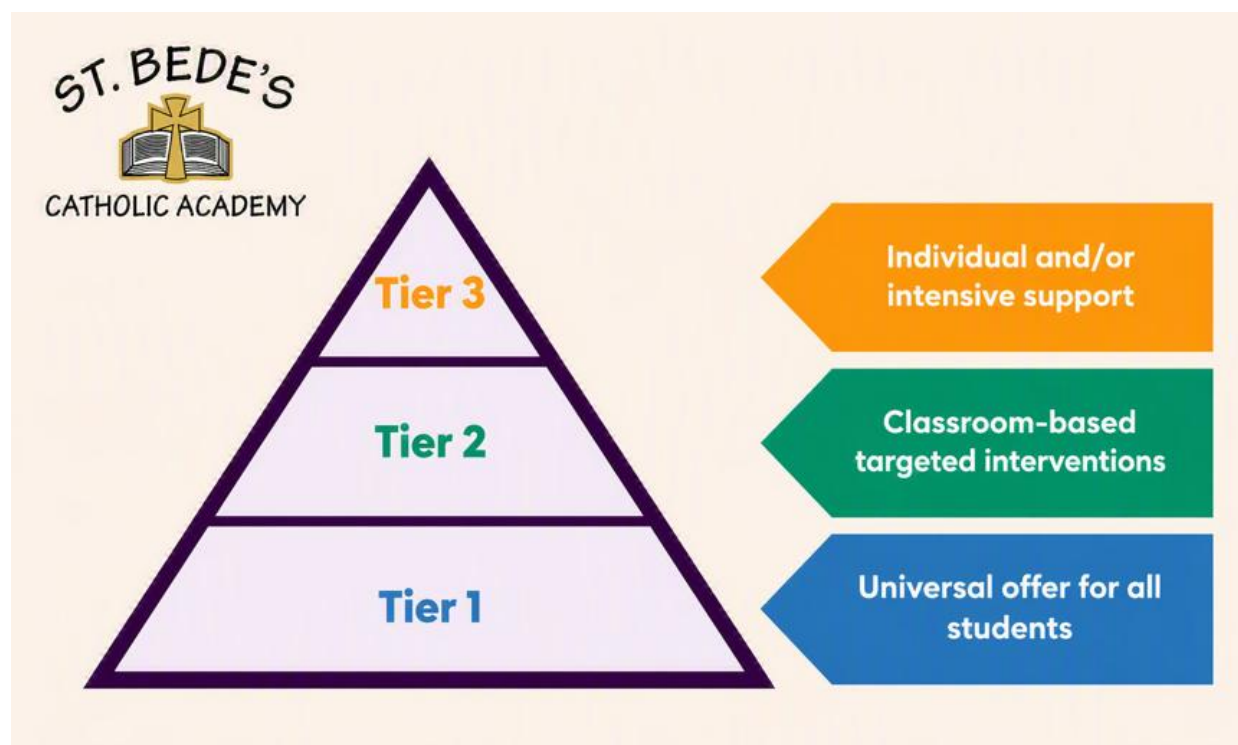




ST BEDE'S TIERED SUPPORT OFFER

Cognition and Learning

Tier 1	Tier 2	Tier 3
• Inclusive Quality First Teaching • Adapted curriculum planning, multi-sensory activities, delivery and outcome • In-class TA support • In-class targeted teacher support • Increased visual aids / modelling etc • Visual timetables • Appropriate dictionaries/spelling or phonics mats • Use of writing frames/prompts/sentence starters • Access to ICT to support learning and presentation e.g. Chromebook or iPad • Literacy/Vocabulary Mats across the curriculum • Whole School / Staff INSET • Parent Evenings • Extra-curricular clubs offered to all • Enhanced Transition Process • High quality precision teaching techniques • Practical aids for learning: table squares, time/number lines, pictures, photos, accessible reading material	• Multi-sensory tasks consistently modified to take account of literacy or recording difficulties by Class Teacher, Small Group Work, HLTA and TAs • Focussed strategies for groups/classes • Catch up interventions – Literacy/phonics and numeracy • Booster lessons • In class group support from TA or T • Guided reading within lessons • ICT support for keyboard skills • Individually focused evidence-based interventions: RWInc fast track, Reading Fluency, Doodle Maths, working memory techniques, target reading, Sound training, Numicon. • Increased access to small group support in class • Increased access to ICT programmes: Reading plus, Times Tables Rock Stars, Spelling Shed, Teach your monster to read • Access to technical aids: spell checker, ICT software and/or hardware • Pre and post teaching	• Small group or 1:1 literacy/numeracy support e.g. use of Reading / Writing / Mathematics / Learning Challenges, spelling groups, use of programmes such as Catch-Up, Precision Teaching • Exam Access Arrangements • Advice from EPS / ATS / Specialist teacher / Speech and Language • Homework club • External Agency Support – Educational Psychologist, Specialist Teaching Services • Pathways Advisors for transition • Reduced / increasingly individualised timetable • Adapted knowledge organisers (Learn it! Link it!) • One-to-one support for prompts and guidance • Opportunities for staff training on SEND •

ST. BEDE'S



CATHOLIC ACADEMY

suited to age, individualised success criteria • Curriculum/delivery adaptations to meet the learning needs of individuals • Frequent repetition and reinforcement using interleaving techniques in metacognition • Shared writing and comprehension sessions • Multi-sensory learning approaches • SMART targets for individual education plans	• Additional in and out of class support • Flexible groupings (including small group work) • Access to personalised, differentiated and specific resources and learning programmes • Management of modified of materials for national tests: readers, scribe, ICT	
---	---	--



Communication and Interaction

Tier 1	Tier 2	Tier 3
• Inclusive Quality First Teaching • Visual Support – check lists, literacy/vocabulary, mats/books • Structured school and classroom routines • Adapted curriculum delivery e.g. simplified language or minimal use of language • Oracy weeks twice per year • Adapted outputs e.g. cartoon strips instead of written prose, cloze exercises • School Council • Team point system • After school clubs – sporting, academic, creative and social • Staff modelling and reinforcing appropriate behaviour • Social Stories • Staff CPD • Collaborative approach with staff – advice, observations, programmes • Awareness by all staff of particular needs • Inclusive Development Programme for Staff INSET/Training for staff • Enhanced Transition Process	• In class support with focus on supporting speech and language • ICT resources and dictation/recording/scribing devices • Effective use of collaborative group work • Multi-sensory activities to take account of Speech and Language / ASD associated difficulties • Support where needed in other areas of the curriculum • Safe environment provided for vulnerable students • Opportunities for role play/developing their vocabulary • Social skills/lunch club • Flexible approaches to timetable • Modifications to lunch and/or break times, e.g. duties, time change • Access to on-site Speech and Language therapist • Guidance and recommendations from C&I specialists: speech and language, educational psychologist • Additional in and out of class support • Flexible groupings (including small group work) • Multi-sensory learning approaches	• Access to Communication and Interaction for individual work on: • Retelling familiar stories and talking about them • Social Communication Programme • Multi-sensory activities to take account of Speech and Language / ASD associated difficulties • Direct teaching to develop verbal and non-verbal communications • Use of visual cues to support meaning – social stories and comic strips • Speech and Language support/advice • Visual organiser/timetables • Use of ICT to record and support within the learning • Advice from outside agencies to develop programmes, strategies and approaches in collaboration with the school • Referral to Speech, Language and Communication Therapists, Educational Psychologist and to other agencies • Access to a specialist teaching assistant with speech and language training • One-to-one support for prompts and guidance

ST. BEDE'S



CATHOLIC ACADEMY

- Access to small group and/or individualised interventions to develop skills in communication and interaction with others, e.g. Time to Talk, Early talk, Talk Boost, NELI, Nursery Narrative, Socially Speaking, Lego Therapy
- Access to additional aids/technology/screening tools
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions, e.g. advance notice, familiar resources
- Peer mentoring and/or buddy systems
- Pre and post teaching
- Access to personalised, differentiated and specific resources and learning programmes
-

- Environmental considerations



Social, Emotional and Mental Health

Tier 1	Tier 2	Tier 3
• Inclusive Quality First Teaching • Use of Trust wide PSHE programme • Access to RSE curriculum Trust wide • Teaching of Catholic Social teachings • School virtues explicitly taught and reinforced • Whole school and class reward systems promoting positive learning behaviour, team points, raffle tickets and certificates • Whole school/Class rules • Whole school policy for behaviour management • Break supervision to help manage free/unstructured time • Whole school INSET for behaviour policy • Behaviour management techniques/policy circulated to all staff • Behaviour Management linked to new behaviour policy • Training for all Support staff focussing on SEN issues • Class teacher communication with home • Enhanced Transition Process • Extra-Curricular Activities	• Individual support plan to give clear structure, triggers, strategies and boundaries • Removal to another classroom to allow refocus • Occupational therapy programme • Appropriate curriculum to match needs • Suggested classroom strategies. Whole class strategies and advice to teachers • Extra focus on personal and social education, e.g. strategies to manage feelings, skills of friendship, self-awareness, relationships, conflict resolution PSHE lessons • Monitoring during unstructured times – Lunch times etc. • Bungalow Therapy • Access to individual work area • Mentoring and Buddy system • Mental Health First Aiders • Increased access to additional adults in and out of the classroom • Supported transition programme with chosen secondary school and for internal transitions	• Pupil's self-monitoring of behaviour. Student personal strategies, personal targets set at reviews • 1:1 support for social skills • Individual reward system • Social skills training • Re-integration programme • Reduced timetables • Advice from EP / Specialist teacher • Parent Meetings • Access to counselling services: CAMHS, Forget Me Nots, Psychotherapy, Art therapy, Bungalow Project • Alternative provision • SEN Team support

ST. BEDE'S



CATHOLIC ACADEMY

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• OT techniques used for whole class and group regulation• Promotion of wellbeing and good mental health through whole school topics and projects• Healthy Minds support page on school website• Offer of pupil responsibility to increase self-esteem and confidence: Head boy and girl, school council, house captains, eco-warrior, class monitors• High expectations of behaviour and promotion of emotional resilience• Commando Joe programmes• Robust PSHE delivery• Regular student voice and school council meetings• PSA in school to support parents and carers• TAS support worker in school | <ul style="list-style-type: none">• Future Steps Occupational Therapy services: Calming and Regulating programmes, SMART programme• Opportunities to develop Social and Emotional aspects of learning through small group work: Just the Right State programme (Future Steps)• Nurture groups | |
|---|---|--|



Sensory and Physical

Tier 1	Tier 2	Tier 3
• Flexible teaching arrangements • Seating Plans • Staff aware of implications of physical impairment • Writing slopes • Pencil grips • Seat wedges etc. • Weighted lap belts or wrist bands • Noise cancellers/ear defenders • Brain breaks • Improved accessibility of building • Coloured Paper/overlays/books • Dictation devices • Large print • Audio Books • Awareness of background noise • Use of Insight to regularly update staff • Liaison with SENDCo • Modifications to buildings e.g. ramps • Peer group awareness through PSHE • Liaison with parents • Concrete apparatus available to support learning: Numicon materials, overlays, reading guides, slopes, pencil grips, privacy screens, fidget aids, •	• Additional fine motor skills practice • In class support for supporting access, safety • Handwriting practice • Extra time to complete tasks • TA Support • Liaison with parents • Occupational Therapy interventions supported by Future Steps: SMART programme, Fine motor skills, Calming & Regulating programmes • Adapted and inclusive curriculum: alternative recording devices, modified PE curriculum, enlarged print, talking postcards, scribes • Sensory resources available: wobble board, headphones/ear guards, chew buddy, resistance bands, wrist & ankle weights, weighted jackets, weighted cushions • Access to support for personal care: school nurse service • Transcripts and ICT software • Access to gross motor, fine motor and visual perception resources • Multi-sensory learning approaches	• Physical difficulties or medical conditions • External Agency Involvement – Sensory Support Hearing and Vision, Range of hospitals and medical staff • Adapting materials for pupils with co-ordination difficulties • Advice and/or support from an Occupational Therapist • Access to technical aids or supplementary facilities • Advice & strategies for all staff • Individual support in class during appropriate subjects e.g. PE • Signage • INSET for Staff • Assessment for SATs concessions • Liaison with parents •