

## Tier 1

- A curriculum to meet individual needs using their EHCP as starting point.
- Focus on 4 areas of need; Cognition and Learning, Communication and Interaction, Sensory and Physical and Social, Emotional and Mental Health.
- 'Holistic approach' focusing on the development of the 'whole child' using a personalised, pupil centered curriculum including RSE, PHSE, Zones of Regulation, Mindfulness.
- Strong emphasis on developing independence and life skills.
- TEACCH approach, using visual structure to organise the environment and tasks for some.
- THRIVE approach
- Named key adult

## Tier 2

- Specific timetabled 1-1 where it has been identified additional support is required to enable access to learning.
- 1-1/small group intervention class based eg lego group, zones of regulation, social communication.
- Input from behaviour lead to support with the implementation of behaviour plan including positive behaviour scale.
- Own area within the classroom to include an emotional tool kit and supporting visual structure.
- Personalised timetable to include sensory programme/movement breaks to enable an optimal level of arousal.
- Pupil observation by specialist practitioner to advise the class team.
- Thrive approach used to support emotional regulation to enable engagement. Thrive baselines and action plans in place.
- Multi agency working.

## Tier 3

- 1-1 support for a significant amount of time during the school day.
- Small team of key adults with an expertise of how to support pupils with high levels of SEMH needs. eg attachment, bespoke behaviour strategies, solution circle meetings.
- Access to a 'nurture room' based provision to enable positive relationships and access to learning.
- Individualised bespoke timetable and resources to meet individual need to enable positive access to larger groups.
- Pupil observations by Thrive Lead. Thrive baselines and action plans.
- 1-1 interventions eg sand and clay, ARTiculate, Thrive, anger management, anxiety.
- Frequent family liaison to support with behaviour strategies.
- Specific input from specialist leaders in areas of Pastoral, Behaviour, Sensory, T&L, Safeguarding.
- High level of multi agency liaison and joint working.