

	LEARNING		WELLBEING		SAFEGUARDING	
	Who	What Practice and System	Who	What Practice and System	Who	What Practice and System
Tier 3	Pupils with EHCP or Assessment request as at least 2 years behind	Pupils referred to LA SEND Team for an EHCP assessment as assessments show that they are more than two years behind where they should be and interventions have not helped them catch back up.	Pupils with diagnosed medical conditions & registered disabilities	Access and adapted curriculum and specialist support in school when needed.	Pupils at risk of significant harm	Have a Lead Professional identified from the LA - updated by all staff.
		Known to all staff and receive the specialist provision identified on their EHCP which is regularly reviewed.		Receive specialist assessment and intervention which engages support of all staff and their peers.		DSL/DDSL/Inclusion Team ensures that Statutory Plans are upheld and promoted within the school.
		Access provision through an adapted curriculum.		Regular reviews and adaptations made to ensure wellbeing is prioritised.		Data is reported to Governors (not individual cases).
	<i>EHCP/EHCP Assessment Request</i>		<i>Consultant-led Health Care Plan/CAHMs Tier 3/1:1 Intervention</i>		<i>CP/CiN/LAC/Attendance <90%</i>	
Tier 2	Pupils with identified learning needs and are not at age related expectation (up to 1 year behind).	Have a Pupil Profile, actioned by all staff, which identifies needs and levels.	Pupils with identified health & wellbeing needs	Have their health & wellbeing needs identified and reviewed with all staff where appropriate	Pupils at risk of negative impacts to welfare and/or life outcomes	Have their concerns and needs recorded and monitored and having behaviours observed.
		Access an adapted curriculum taught by subject specialists if and when necessary		Can access tiered support from trained staff within school (Mental Health Lead, ELSA type Provision)		Receive appropriate support and advice from trained staff (DSL/DDSL/SENDCo/Inclusion Team). Culture of 'botheredness' at the centre of school ethos. Pupils are known and loved.
		Supported by appropriate adults and where necessary evidence based interventions.		Are sign-posted with parents to external support services (eg, BU Swindon)		Are signposted with parents to internal professionals followed by external agencies (inc. Early Help).
		Have a Plan, Do, Review regularly which staff who know them and parents contribute towards.		Have a Pastoral Review to support access and achievement.		Members of staff in place to provide regular monitoring and support based on individual need (TAF/TAC & escalation strategy).
	<i>SEND Support (IEP)</i>		<i>Group intervention/Medical & emotional needs recorded</i>		<i>Attendance <95%</i>	
Tier 1	All Pupils	Understand and value the diversity of learning strengths and abilities - their own and that of other pupils.	All Pupils	All pupils are taught MyHappyMind which helps them understand their emotions and feelings	All Pupils	Have their attendance recorded daily and followed up. Parental engagement is a priority from the first day.
		Feel comfortable asking for help with their learning and willingly offer to help to other pupils when they are struggling.		Are supported to sustain and repair relationships at times of challenge and transition periods		Parents understanding importance of attending school every day and engaging with the school.
		Have access to a broad and balanced curriculum and acquire the skills necessary to meet or exceed the national expectations.		Are taught how to reflect on actions and feeling by using our MyHappyMind journals.		All pupils are observed by class teacher who know them well. All are cared for by all staff who are able to identify safeguarding concerns and act upon them/record them using CPOMs
		Have opportunities to see themselves reflected through the curriculum.		Pupils are encouraged to use our sensory room, letters to heaven and our values for comfort and support.		Understanding when they are at risk and can tell any adult who will help.