

### TIER 3 – DAF2b & possibly DAF 3 (request for additional resources)

- DAF 2b completed – EHC plan
- DAF 3 completed if applicable
- Individual Learning Plan (ILP) completed and regularly reviewed – PAF 2a my plan
- Long term curriculum intervention and / or alternative curriculum package provided (if applicable)
- Pastoral intervention provided sometimes specialist (Thrive)
- Rapid response to learning needs within classroom through intervention and support
- Targeted staff deployment ( if applicable)
- Targeted CPD and support for staff to enable them to support individual learner's needs
- 1:1 structures in place (if applicable)
- Intensive wrap-around care – risk assessments and safety plans
- PSP and behavior care plan medical plan

### TIER 2 – DAF 2 (& possibly DAF 3 – request for additional resources)

- DAF 2a completed (My Plan) & possibly DAF 3
- Individual Learning Plan (ILP) completed and resources allocated – school specific
- Curriculum Intervention provided / possible
- Personalised curriculum package
- Pastoral intervention provided – Thrive individual assessment
- Rapid response to learning needs within classroom through intervention and support
- Targeted staff deployment ( if applicable)
- Targeted CPD and support for staff to enable them to support individual learner's needs

### Tier 1 – DAF-1

- DAF 1 completed (if appropriate), provision maps
- pupil information sheets provided
- Pastoral Support Plans (PSPs)
- Curriculum Intervention provided – group or 1:1
- Pastoral Intervention provided (group Thrive)
- Targeted group/individual interventions assessment
- Rapid response to learning needs within classroom through intervention and support
- Targeted staff deployment ( if applicable)
- Targeted CPD and support for staff to enable them to support individual learner's needs
- Provision Map
- Group Thrive Plan, Care Plan, Medical Plan

### All children – Thrive whole class screening

- Effective Academic and Pastoral support for every child through quality tutoring
- Quality Wave 1 Teaching and Learning
- Quality planning for engagement
- personalised learning and planning for individual groups and pupils (differentiation)
- Success criteria/lesson objectives clear and understood by ALL pupils
- Joy in learning and 'can do' culture
- AFL + Next Step marking and feedback
- Effective PSHE programme
- Positive acknowledgement for learners by all staff – achievements/rewards policy
- Consistent application of the behaviour for learning policy
- Reporting/use of data to support learners
- Comprehensive safe-guarding policies and practice
- Group activities to create a sense of belonging and identity

## INCLUSION SUPPORT AT TAVISTOCK PRIMARY SCHOOL FROM SEPTEMBER 2014

