

Pyramid of SAFS Support – Academic concerns

Tier 6 – Additional outside agency support

Once EHA has been processed external specialist support should be provided for the child (and family). Follow up by SAFS/Inclusion Officer if not received decision on EHA within 1 month. If support denied continue with support, resubmit EHA at later date if further support still required.

This tier includes child with Child in Need or Child Protection plan.

Tier 5 – Early Help Assessment

Child's parents agree to the Early Help Assessment if specific needs surrounding the child and the family have been identified. Early Help Assessment completed by school (SAFS/Inclusion Officer) with input from parents. Aim to be completed and referred within 14 days.

Tier 4 – Early Help Pre- Assessment

Child highlighted as needing Early Help Pre- Assessment. Parents informed and a meeting takes place. With parental support, more formal targets are implemented and reviewed each half term. School (SAFS/Inclusion Officer) completes the Early Help Pre-Assessment and decides whether an Early Help Assessment is needed based on family needs identified from the school's perspective.

Tier 3 – Deep Monitor and Review

Child is identified as vulnerable and is placed on specific social/emotional nurturing intervention. Child continues to show slow/no progress following the interventions. Monitor and review the progress thoroughly: SAFS Team review along with class teacher. Decision made to move to Tier 4 and/or make changes to supplement the intervention(s) taken.

Tier 2 – SAFS Achievement Teams – 2 cycles

Child highlighted at SAFS Achievement Team Meeting for the first time due to a specific difficulty. A specific intervention/resource for the child put in place and reviewed at the next Achievement Team Meeting. Include second wave of Achievement Team Meetings. After second review, if the concerns are still there, teacher move child to Tier 3.

Outside of ATMs, use the **referral form** to highlight your concerns and meet with the SENCo/SAFS team to discuss at any time between SAFS ATM cycles.

Tier 1 - Universal Entitlement

The child is thriving in a nurturing classroom environment. All children entitled to Quality First Teaching with differentiation and, where appropriate, use of specialist equipment e.g. visual timetable, coloured overlay. Specific focus on personal development of all children through all areas of the curriculum.

Pyramid of SAFS Support – Emotional Concerns

Tier 6 – Additional outside agency support

Once EHA has been processed external specialist support should be provided for the child (and family). Follow up by SAFS/Inclusion Officer if not received decision on EHA within 1 month. If support denied continue support, resubmit EHA at later date if further support still required. This tier includes child with Child in Need or Child Protection plan.

Tier 5 – Early Help Assessment

Child's parents agree to the Early Help Assessment if specific needs surrounding the child and the family have been identified. Early help assessment completed by school (SAFS/Inclusion Officer) with input from parents. Aim to be completed and referred within 14 days.

Tier 4 – Early Help Pre- Assessment

Child highlighted as needing Early Help Pre-Assessment. Parents informed and a meeting takes place. With parental support, more formal targets are implemented and reviewed each half term. School (SAFS/Inclusion Officer) completes the Early Help Pre-Assessment and decides whether an Early Help Assessment is needed based on family needs identified from the school's perspective.

Tier 3 – Deep Monitor and Review

Child is identified as vulnerable and is placed on specific social/emotional nurturing intervention. Child continues to show slow/no progress following the interventions. Monitor and review the progress thoroughly: SAFS Team review along with class teacher. SAFS one page profile to be created. Decision made to move to Tier 4 and/or make changes to supplement the intervention(s) taken.

Tier 2 – VC Team

Child highlighted at Vulnerable Children's Team meeting for the first time due to a specific difficulty or notification from an outside agencies. A conversation with parents of child takes place and child is reviewed at the next VCT meeting. Continue to monitor. If the concerns are still there, VCT move to tier 3. SAFS referral form can be used to highlight concerns at any time between VCT meetings.

Tier 1 - Universal Entitlement

Initial concern about child's vulnerability. Staff concerns about a child highlighted on Cpoms (e.g. sleepy/unkept/something the child mentions/unusually quiet etc). Parents concerns discussed with school staff. Concerns highlighted through attendance/late issues.