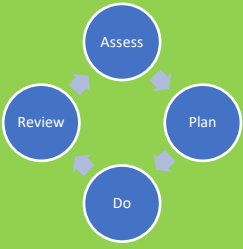




	What?	Who/Where?
<p>Universal</p> 	<ul style="list-style-type: none"> • Implement inclusive whole school approach where all pupils are welcome • Promote inclusive 'Quality First Teaching' where all teachers are responsible for all pupils. • Systemic work undertaken by EPS and TESS, working with other agencies when appropriate to do so, to support and develop inclusive practice 	<ul style="list-style-type: none"> • School staff • Targeted Education Support Service (TESS) /Educational Psychology Service (EPS) • Other agencies such as CAMHS link workers, Attendance officers, Ethnic Minority Achievement Service (EMAS), Specialist Sensory Education Team (SSET), Virtual School Team (VST)
<p>Additional</p> 	<ul style="list-style-type: none"> • School staff undergo an 'Assess, Plan, Do, Review' cycle, identifying additional needs and making changes to provision • Schools seek support from appropriate agencies to identify need and make changes to provision 	<ul style="list-style-type: none"> • School staff • TESS, EPS, SSET, VST, EMAS, CAMHS Link Worker
	<ul style="list-style-type: none"> • Specific teaching/SEMH support provided by agencies when appropriate • Support from alternative provisions made when 'Plan, Do, Review' cycle highlights the need 	<ul style="list-style-type: none"> • TESS Specialist teaching / Specialist SEMH support, SSET, EMAS, VST • Outreach Service • Engagement Centre • TTAPA (Three Towers Alternative Provision Academy) • Vocational courses/provision for certain age groups.
<p>Severe and complex/ Specialist</p> 	<ul style="list-style-type: none"> • EHCP process initiated to identify all educational needs • Appropriate provision identified as part of the process • EHCP reviewed annually and additional advice sought when needed 	<ul style="list-style-type: none"> • Advice sought from appropriate agencies • Additional resources put into school to meet identified needs • Referral to resourced or specialist provision when necessary

