**Response to Intervention Framework - Cambridgeshire Approach**

**Tier 3: Personalised**

Interventions adapted based on further assessment. May be more intense. More likely to be individual intervention. Intervention may be less aligned with general curriculum.

Intervention may be less aligned with general curriculum.

**Tier 2: Targeted**

Small group/individual intervention targeted to area of need. Usually standardised delivery. Linked to curriculum.

**Tier 1: Universal**

Screening

High Quality Teaching

Accessible Classrooms

Progress monitoring is relevant. integrated and recurrent

**Tier 1**

**Screening:**

* Where possible this should be using existing assessment information (e.g., EYFS, Phonics Screening Check, whole year group assessments, secondary transition assessments).
* The key is to make use of this information to identify those CYP at risk of, or experiencing difficulties with reading, writing or maths.

**High Quality Teaching:**

* All children should have access to high quality teaching which follows evidence-based principles.

**Accessible Classrooms:**

* Classroom teaching should be adapted to meet the needs of struggling learners using small and sustainable adjustments which address areas including but not limited to working memory, processing speed and emotional responses to learning. This may include access to assistive technology. See link to accessible classrooms.

SEND Services can support these processes through training. Schools can ask for support and advice through their link SEND practitioners.

***CYP progress towards specific skills, as well as general curriculum. Progress must be closely monitored, and decision points should be made in response to this.***

**Tier 2**

* Interventions should be linked to the specific area of need being targeted and should be robustly grounded in evidence. See link to information about interventions.
* Unless specifically stated, interventions can be delivered by teaching assistants and overseen by class teachers and/or SENCOs
* Interventions should be carried out as directed in the manual and/or training.
* CYP must have explicit links made by their class teachers between what they have been working on in intervention sessions and classroom learning.

SEND Services can support these processes through training. Schools can ask for support and advice through their link SEND practitioners; this can be through indirect advice/guidance or referral for more formal involvement.

***CYP progress towards specific skills, as well as general curriculum. Progress must be closely monitored, and decision points should be made in response to this.***

**Tier 3**

* Teachers/SENCOs should explore CYP’s difficulties with aspects of learning in more detail. See link to recommended assessments for this.
* Interventions to be personalised for CYP based on their needs, identified through assessment.
* Unless specifically stated, interventions can be delivered by teaching assistants but will need to be planned, overseen, and monitored by a class teacher and/or SENCO.
* Increased use of assistive technology may be advised for CYP who are being supported at this level, particularly in upper Key Stage 2 and into secondary school.

SEND Services support these processes through training. Schools can ask for support and advice through their link SEND practitioners; this can be through indirect advice/guidance or referral for more formal involvement.

***CYP progress towards specific skills, as well as general curriculum. Progress must be closely monitored, and decision points should be made in response to this.***