



**Grange Park School**

Learning for Life - Personalised Pathways for All



**MidKent College**

# Tiered Support



**Post16@College**

GP@College

## Introduction

The support of Grange park students is fundamental to the success of the students whether it is in their study programmes at the college or their journey to independence.

## Context

The three tiered approach provides a framework for support in the college partnership provision for Grange Park students. The outcome for the tiered approach is to support student's progression and transition within the college community. This process may include recommendation of re-designation of the named placement from Grange Park to the college where appropriate for the student. This is based on an individual by individual basis.

## Links to other processes

The tiered approach will draw information and data from other processes related to student support. The Educational Health Care Plan process, health outcomes, Vocational targets. The SCERTS assessment data can also be used to support the agreement of the tiered approach and potential targets. These processes can be mapped to the tiered framework and contribute to the outcomes being met. The preparing for adulthood pathways are also considered for the tiered support. Other Grange park Processes include the Transition Strategy, Career Strategy and College partnership document.

## Student/Parental Awareness

The tiered approach is to be integrated into student/parent meetings and agreed. They can be reviewed as part of the EHC process. Termly meetings with the students will take place to discuss their support tier. This can be completed informally as part of their personal study sessions with a learning mentor. If appropriate a more formal meeting can be arranged depending on the student. Any changes to the level of support will be sent home/communicated to parents.

## Colour Key

The students tiered support sheet is colour coded using the following key

- Grey - Aspirational support tier
- Orange – Current support tier
- Green - Support not needed. Student is comfortable at that tier level
- Blue – GCSE grade 4 achieved.

<b>Green – Achieved</b> Support not needed. Student is comfortable at that tier level	<b>Orange – Working At</b> Current support tier	<b>Grey - Working towards</b> Aspirational support tier	<b>Blue – GCSE Grade 4</b> Achieved
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Aspect of Support	Tier 1	Tier 2	Tier 3	Tier 4
<b>Arrival</b>	Student is met at their transport	Student independently comes into college reception area where a member of staff is waiting to greet.	Student independently comes into college and signs in at the Grange park Office	Student is able to independently seek additional support if required
<b>Departure</b>	Student is taken to their transport at the end of the day	Student taken to reception and independently heads to their transport. Member of staff monitors	Student independently comes to Grange park Office and signs out and heads to their transport	Student is able to independently seek additional support if required
<b>Vocational - Theory</b>	Support in the majority of students theory lessons	Support in the approx. half of students theory lessons	No support required in the majority of students theory lessons	Student is able to independently seek additional support if required
<b>Vocational – Practical</b>	Only supported if need has been identified. (Majority of lessons)	Only supported if need has been identified (half of lessons)	No support in Practical	Student is able to independently seek additional support if required
<b>English</b>	Support in the majority of student lessons	Support in approx. half of student lessons	No support required in the majority of students theory lessons	Student is able to independently seek additional support if required
<b>Maths</b>	Support in the majority of student lessons	Support in approx. half of student lessons	No support required in the majority of students theory lessons	Student is able to independently seek additional support if required
<b>Grange Park Timetable time (personal study etc.)</b>	Support in Personal study time	Support is reduced during personal study time based on need with frequent checks	Student studies independently with staff support infrequent	Student is able to independently seek additional support if required
<b>Unstructured time</b>	Support for the student as per need	Semi structured support depending on need	Student able to independently undertake unstructured time	Student is able to independently seek additional support if required
<b>This section can be amended to support personalised support (ie Social Interaction etc)</b>	Social Communication Staff will initiate conversation with the student	Social Communication Staff/student will take turns in initiating conversation	Social Communication Student will initiate conversation with the staff	Student is able to independently seek additional support if required

**Example 1:** Year 12 student with support needs but is developing independence in vocational subjects as well as ability to navigate around main entrance of college on arrival and departure to an extent. No motor skills need and can work well in practical aspects of the course

Aspect of Support	Tier 1	Tier 2	Tier 3	Tier 4
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<b>Departure</b>	Student is taken to their transport at the end of the day	Student taken to reception and independently heads to their transport. Member of staff monitors	Student independently comes to Grange park Office and signs out and heads to their transport	Student is able to independently seek additional support if required
<b>Vocational - Theory</b>	Support in the majority of students theory lessons	Support in the approx. half of students theory lessons	No support required in the majority of students theory lessons	Student is able to independently seek additional support if required
<b>Vocational – Practical</b>	Only supported if need has been identified. (Majority of lessons)	Only supported if need has been identified (half of lessons)	No support in Practical	Student is able to independently seek additional support if required
<b>English</b>	Support in the majority of student lessons	Support in approx. half of student lessons	No support required in the majority of students theory lessons	Student is able to independently seek additional support if required
<b>Maths</b>	Support in the majority of student lessons	Support in approx. half of student lessons	No support required in the majority of students theory lessons	Student is able to independently seek additional support if required
<b>Grange Park Timetable time (personal study etc.)</b>	Support in Personal study time	Support is reduced during personal study time based on need with frequent checks	Student studies independently with staff support infrequent	Student is able to independently seek additional support if required
<b>Unstructured time</b>	Support for the student as per need	Semi structured support depending on need	Student able to independently undertake unstructured time	Student is able to independently seek additional support if required

This section can be amended to support personalised support (ie Social Interaction etc)	Social Communication Staff will initiate conversation with the student	Social Communication Staff/student will take turns in initiating conversation	Social Communication Student will initiate conversation with the staff	Student is able to independently seek additional support if required
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**Example 2:** Year 13 student with high level of independence but needs support in core curriculum lessons, but can need support in unstructured times

Aspect of Support	Tier 1	Tier 2	Tier 3	Tier 4
Arrival	Student is met at their transport	Student independently comes into college reception area where a member of staff is waiting to greet.	Student independently comes into college and signs in at the Grange park Office	Student is able to independently seek additional support if required
Departure	Student is taken to their transport at the end of the day	Student taken to reception and independently heads to their transport. Member of staff monitors	Student independently comes to Grange park Office and signs out and heads to their transport	Student is able to independently seek additional support if required
Vocational - Theory	Support in the majority of students theory lessons	Support in the approx. half of students theory lessons	No support required in the majority of students theory lessons	Student is able to independently seek additional support if required
Vocational – Practical	Only supported if need has been identified. (Majority of lessons)	Only supported if need has been identified (half of lessons)	No support in Practical	Student is able to independently seek additional support if required
English	Support in the majority of student lessons	Support in approx. half of student lessons	No support required in the majority of students theory lessons	Student is able to independently seek additional support if required
Maths	Support in the majority of student lessons	Support in approx. half of student lessons	No support required in the majority of students theory lessons	Student is able to independently seek additional support if required
Grange Park Timetable time	Support in Personal study time	Support is reduced during personal study	Student studies independently with staff	Student is able to independently seek



(personal study etc.)		time based on need with frequent checks	support infrequent	additional support if required
Unstructured time	Support for the student as per need	Semi structured support depending on need	Student able to independently undertake unstructured time	Student is able to independently seek additional support if required
This section can be amended to support personalised support (ie Social Interaction etc)	Social Communication Staff will initiate conversation with the student	Social Communication Staff/student will take turns in initiating conversation	Social Communication Student will initiate conversation with the staff	Student is able to independently seek additional support if required