

## Support Options

**This document is for reference purposes only. It shows the options that are on offer in each of our support tiers for 2025/26 for schools to refer CYPs. Please complete the relevant referral form for any CYP schools wish our team to work with. For further information, please contact our Outreach Coordinator on 01743 583451 or email [outreach@mmat.co.uk](mailto:outreach@mmat.co.uk)**

Support Model	Support Detail
<b>Tier 1 Behaviour &amp; SEMH Support Team (BST)</b>	
<b>Short Behaviour-Focussed Observation</b> (1 session = 3 hours, including preparation and report writing)	A member of the team will conduct brief focussed observations in structured and unstructured settings within school to identify specific behavioural challenges as well a discussion with key staff members. A personalised report tailored to the CYP is then produced.
<b>Review of Previous Observations</b> (1 session = 3 hours, including preparation)	A follow up service to the Short Behaviour Focussed Observation, conducted 4 – 6 weeks after the initial short behaviour focussed observation to review the report and gain insights and build on previous findings.
<b>Behaviour Support Plan Coproduction</b> (2 session = 6 hours, including preparation)	A member of the team will collaborate with school staff to create tailored behaviour support plans that address individual student's needs.
<b>Review of Support Plan Coproduction</b> (1 session = 3 hours, including preparation)	A follow up service conducted 4-6 weeks post personalised support plan which is designed to review and adjust the support plan as needed to ensure they remain effective and relevant for schools.
<b>Tier 2 Learning Support Advisory Teacher (LSAT)</b>	
<b>Assess, Plan, Do, Review Consultancy</b> (1 session = 3 hours, including preparation and report writing)	This could have a cognition and learning focus or neurodevelopmental differences focus depending on areas of concern. Concise written information will be provided in a report format with SMART outcomes to support the Assess, Plan, Do, Review process.

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<b>JCQ Access Arrangements</b> (1 session = 3 hours, including preparation and report writing)	Providing Individual and/or group assessment to a maximum of 4 CYPs per session to support school's established picture of need and assess suitability for access arrangements. Individual records will be produced for each CYP.
<b>Phonological Assessment for 2 x KS1 Pupils</b> (1 session = 3 hours, including preparation and report writing)	Conducting phonological assessments for a maximum of 2 x KS1 pupils to identify and address early literacy challenges, helping to identify any areas where additional support may be required. Based on the assessment, we will offer recommendations in a report that is tailored to each CYPs needs.
<b>Solution Focussed Consultation</b> (1 session = 3 hours, including preparation and report writing)	A structured discussion meeting between parents/carers, appropriate school staff and the Specialist Advisory Teacher to explore concerns and generate solutions.  Please note <b>no individual assessment work is completed with the CYP.</b>  A concise record of the discussion, summary and next steps is included.
<b>EHCP Review Support Assessment</b> (1 session = 3 hours, including preparation and report writing)	Providing evidence towards the EHCP review meeting process, including updated assessments based on the educational outcomes identified within the EHCP. The current EHCP needs to be provided before the advisory teacher works with the CYP.  A concise review report is included.
<b>Review of Previous Learning / Dyslexia / Dyscalculia / Neurodivergence Assessment</b> (1 session = 3 hours, including preparation and report writing)	Focused assessment for CYPs previously seen by MATi Outreach Services LSAT Team within the last four terms.  Please note we <b>do not</b> routinely meet with parents/carers on a review visit.  A concise review report is included.
<b>Sensory Consultation</b> (1 session = 3 hours, including preparation and report writing)	Through screening approaches, the Specialist Advisory Teacher will consider any sensory issues impacting CYPs full access to school offerings, and a concise report outlining next steps is included

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<b>Motor Skills Screening</b> (1 session = 3 hours, including preparation and report writing)	The Specialist Advisory Teacher will conduct face to face consideration of motor skills needs A concise report is included.
<b>Anxiety Screener</b> (1 session = 3 hours, including preparation and report writing)	Through screening approaches, the Specialist Advisory Teacher will consider issues that may create anxiety for CYP, thus impacting the CYPs full access to school offerings. A concise report is included.
<b>Full Assessment of Cognition and Learning</b> (2 sessions = 6 hours, including preparation and report writing)	Our Specialist Advisory Teacher conducts a detailed assessment, using a range of standardised and non-standardised screening tools with the CYPs, give/offer verbal feedback to parents/carers and provide a non-diagnostic detailed report of their findings with personalised recommendations to support the CYPs learning plan and quality first teaching in the classroom
<b>Full Neurodivergence Assessment or SEMH Assessment</b> (2 sessions = 6 hours, including preparation and report writing)	Our comprehensive Neurodivergence or Social, Emotional and Mental Health assessment is designed to provide a thorough understanding of a CYPs needs. The process includes discussions with the class teacher and SENDCo., classroom observations, individual work with the CYP, and consultations with parents/carers via the referral process. Following the assessment a detailed, personalised report with tailored recommendations to enhance the CYPs learning plan and quality first teaching in the classroom will be provided.

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<b>Dyslexia Screening</b> (2 sessions = 6 hours, including preparation and report writing)	Our assessment includes discussions/information gathering from school staff and parents/carers plus individual work with the CYP. You will receive a concise report highlighting strengths and weaknesses, with recommendations to reduce learning barriers and personalised strategies for the CYP. Where appropriate, the screener indicated the characteristics reflective of SPLD – Dyslexia, supporting your school's graduated approach.
<b>Dyscalculia Screening</b> (2 sessions = 6 hours, including preparation and report writing)	Our assessment includes discussions/information gathering from school staff and parents/carers plus individual work with the CYP. You will receive a concise report highlighting strengths and weaknesses, with recommendations to reduce learning barriers and personalised strategies for the CYP. Where appropriate, the screener indicated the characteristics reflective of SPLD – Dyscalculia, supporting your school's graduated approach.
Tier 3 Diagnostic Assessments	
<b>Diagnostic Dyslexia Assessment</b> Priced Individually (equivalent of 9 hours including preparation and report writing time )	We offer a comprehensive diagnostic dyslexia assessment, designed to identify specific learning difficulties relating to dyslexia. A detailed report written by a Specialist Advisory Teacher holding a current SpLD Assessment Practicing Certificate will be produced, outlining the findings including strengths and areas of difficulties, and a diagnostic outcome, along with tailored recommendations of support and intervention which is provided to the school and can be shared with parents/carers.  <i><b>Please note:</b> For CYPs who are showing difficulties developing their literacy skills, it is recommended that, as part of the graduated approach, schools screen for SPLDs, put in appropriate support and monitor the impact of this support before considering a full diagnostic assessment. MATi Outreach Services are well placed to provide screening assessments, should these be required.</i>
<b>Diagnostic Dyscalculia Assessment</b> Priced Individually (equivalent of 9 hours including preparation and report writing time )	We offer a comprehensive diagnostic dyscalculia assessment, designed to identify specific learning difficulties relating to dyscalculia. A detailed report written by a Specialist Advisory Teacher holding a current SpLD Assessment Practicing Certificate will be produced, outlining the findings including strengths and areas of difficulties, and a diagnostic outcome, along with tailored recommendations of support and intervention which is provided to the school and can be shared with parents/carers.  <i><b>Please Note:</b> For CYPs who are showing difficulties developing their numeracy skills, it is recommended that, as part of the graduated approach, schools screen for SPLDs, put in appropriate support and monitor the impact of this support before considering a full diagnostic assessment. MATi Outreach Services are well placed to provide screening assessments, should these be required.</i>

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<b>Tier 4 Consultancy (CST)</b>		
<b>Communication Friendly Audit</b>	<p>Our team of professionals offer bespoke support auditing language and communication approaches provided in school. The audit allows strengths to be recognised along with identification of areas for possible development. An action plan is produced in collaboration with key members of staff. Identified actions might be further supported via our team of professionals through coaching models or whole staff CPD followed by time to review actions and plan next steps.</p>	<b>Half day</b>
<b>Leadership Visioning</b>	<p>A meeting with leaders in your school against a specified agenda to determine a SWOT of the current position and outline possible next steps to realising intended visions.</p>	<b>Half day</b>
<b>SENDCo Support</b>	<p>This SENDCo support package has been developed to help SENCOs balance the requirements of the strategic and operational aspects of the role. Since COVID, the landscape of the SENDCo role has evolved, learning professionals' hours extending beyond their working day to meet the needs of the students in their care. We can provide expert support to schools to alleviate some of the demands by working in a timely, professional and supportive manner. This support could be writing of key SEND documents such as EHCNA and GSP requests or BEE U referrals.</p>	<b>Full day</b>
<b>Comprehensive SEND Reviews</b>	<p>We specialise in providing thorough Special Educational Needs and Disabilities (SEND) Reviews to support schools in enhancing their inclusive education practices. Our experienced team of specialist teachers and advisor offer tailored support, write actionable recommendations, and provide ongoing consultancy. This evaluative process is aimed at assessing the effectiveness of the schools' provision for CYP with SEND.</p> <p>Our SEND Review involves detailed assessment of the existing SEND systems and structures within the school, highlighting both strengths and areas for development. We collaborate closely with the school to develop a clear and actionable plan based on the review findings. Additionally, we provide support to move priorities forward, alleviating some of the operational pressures and ensuring timely achievement of milestones.</p> <p>Through our SEND Reviews we aim to empower schools to create an inclusive environment where every CYP can thrive.</p>	<b>Full day</b>

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<b>Review of Safeguarding Provision</b>	<p>We offer a detailed audit, review of your systems and a tailored analysis of your protocols. You will receive a brief report with findings, recommendations and next steps.</p>	<b>Full Day</b>
<b>Review of School's Inclusivity</b>	<p>Evaluate your school's inclusivity from universal teaching to specialised support. Our review covers policies, values, website, culture and feedback from students and staff.</p> <p>For a detailed curriculum and leadership analysis, multiple days may be needed.</p> <p>You will receive a brief report with findings, recommendations and next steps.</p>	<b>Full Day</b>
<b>Review of Behaviour, Pastoral and Inclusion Systems and Structures</b>	<p>Our review of Behaviour, Pastoral and Inclusion Systems and Structure, offers an in-depth audit of your current practices. This includes a thorough examination of policies, staffing models, culture walks and feedback from both students and staff. The findings, along with actionable recommendations and potential next steps are presented in a concise report.</p>	<b>Full Day</b>