



## St. Nicholas Priory CEVA Primary School SEND Pathways



This document should be read in tandem with both the school's SEND policy and the SEND Information report.

### **Rationale**

St. Nicholas Priory is an inclusive school and we believe that all children have the right to be educated in their locality. We are also very supportive of parents who want their child to be educated in mainstream setting, there appropriate, even if at some stage they may need to access a specialist placement.

As a result 4% of our children have an EHCP, with 23% currently on the SEND record.

Therefore, as many of our pupils with SEND have significant and very specific needs, that often require alternative approaches, we have enhanced our provision by creating 3 different pathways, Formal, Semi-formal and Pre-formal.

We are flexible with our approach and children may move from one pathway to another over the duration of their school career with us at Priory, depending on their development.

### **Formal Pathway**

Most of our children on the SEND register will follow this traditional approach, where we are able to meet their needs in the classroom alongside their peers.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. While pupils may also require additional intervention and support, this cannot compensate for a lack of good quality teaching.

Children on this pathway will have a learning plan, which will be reviewed on a termly basis and will have no more than 3 or 4 targets associated with their learning or physical needs.

They will generally be following and assessed on the full National Curriculum, albeit with some aspects differentiated to their needs and they may also have additional support and input from the Teacher or Teaching Assistant.

Children following this route, may receive additional interventions or catch-up and for some children it may be appropriate for them to access an SRB placement short term.

### **Semi-formal Pathway**

Children following this pathway are likely to have more significant and/or specific needs, requiring us to make adaptations to their curriculum, learning and/or the environment. These children are very

likely to have or be in the process of getting an EHCP. Some of these children may also require a part-time timetable.

These children are likely to be able to access most or some of the National Curriculum, but may be working below the level of their peers and possibly at a lower Key Stage. They are also likely to require a high level of adult support, possibly on a 1:1 basis.

They are likely to spend some time in their classroom and some time working outside their classroom, undertaking specific therapeutic approaches or as part of their additional curriculum e.g. Attention Autism, Speech & Language, Block Therapy, PECs, Braille, Mobility, Life Skills etc. These children may also need time to work in a quieter and/or less busy environment, on an individual or small-group basis. However, some of these children may be able to cope in the classroom on a full-time basis, but may require their own work-station.

We may need to use the Pre-Key Stage Standards to assess these children.

### **Pre-formal Pathway**

Children following this pathway will have significant SEND. They will have an EHCP or be in the process of getting one and won't be expected to remain in a mainstream setting for the whole of their education. Some of these children may have a part-time timetable or even a dual placement.

These children are unable to access the National Curriculum and will therefore be working on a completely bespoke specialist curriculum (see "Curriculum Approach for Pre-formal Pupils" below). Where appropriate some of these children will be immersed in a "Total Communication" approach to enable them to develop vital communication and interaction skills through the use of speech, picture-symbols and simple signs.

Children on this pathway will require a high level of adult support and be working on a 1:1 or small-group basis, This is likely to be separate from their chronological peers however, we will ensure that where appropriate, these children will have opportunities to mix with their peers and be as fully involved in the school as they are able. Most of these children will have access to our specialist provision – The Pod.

### **Curriculum Approach for Pre-formal Pupils**

Children following the pre-formal pathway will continue to work towards the developmental milestones within the 7Cs Framework developed by Judith Carter.

## Compassion

- Friendships
- Turn Taking
- Empathy
- Sense of Justice
- Self Esteem & Wellbeing
- Self Efficacy
- Support for Others

## Co-ordination

- Fine Motor - Handwriting, Cutting, Threading
- Gross Motor- Jumping, Hopping, Kick, Catch, Throw a Ball
- Sensory – vision, hearing, tracking
- Mobility
- Stability + Balance
- Posture
- Sensory Processing

## Curriculum

- English
  - Reading
  - Writing
  - Spelling
- Math
  - Number
  - Shape/Space
- Science
- Art & Music
- History & Geography
- Computing
- PE & Sport



## 7 Cs Learning Portfolio

## Cognition

- Working Memory
- Speed of Processing
- Inference
- Anticipation
- Reflection
- Evaluation
- Analysis

## Communication

- Speech - Expressive Vocab  
- Articulation
- Language - Understanding Vocab
- Collaborative Conversation
- Listening - Follow Instructions
- Social Communication(Output)
- Social Interaction(Input)

## Creativity

- Generate Ideas
- Problem Solving
- Attention
- Motivation
- Making Things
- Courage-Determination
- Trust

## Control

- Self Regulation
- Behaviour for Learning
- Anxiety Management
- Confidence
- Resilience
- Language of Emotions
- Independence

In addition to being assessed using the 7Cs to inform the curriculum, staff also use Pre Key stage standards and the Engagement model to assess the levels of the children and support the curriculum development.

The Pre-formal and some Semi-formal children will also access a range of specialist and therapeutic approaches/programmes throughout their day, such as:

Attention Autism

Speech and Language

PECS (Picture Exchange Communication System)

Sensory Circuits

Visual Timetables

Individual Work Stations

Tactile/Moon/Braille

Sensory Integration

Intensive Interaction

Now & Next boards

Green & Red boards

Makaton

Mobility & Orientation

Life Skills

## **SEND Specialist Class – The Pod**

We have set up a specialist classroom for a small group of "pre-formal" EYFS/KSI children, who fit the profile of a complex Needs School and require that same type of provision.

The pupils use the room as a base during the day and also for interventions and activities. Where appropriate, some children may spend parts of the day with their main class group. Some "semi-formal" or even "formal" children with neurodiversity, are also able to access certain specialist activities, interventions or therapy sessions as needed, enabling staff and children to work together, rather than in isolation.

The room is appropriately resourced for children of this age, in addition to having enhanced and specialist sensory stimuli. However, due to the sensory-seeking behaviours of some of the children, we have to restrict certain resources, for their safety.

The unit has its own toilet and space for intimate care should children need to access this.

We are working towards providing a sensory room within the Pod space for those children across the school to access when needed.

## **Assessment**

While most children with SEND will be assessed against the National Curriculum Objectives, those following the Semi and Pre-Formal Pathways, may be assessed against the Pre-Key Stage Standards, 7C's or possibly the Engagement Model. All children on the SEND Record will also have individual targets on their Learning Plans and those with EHCP targets relating to their long term targets as stated on their plans.

## **SEMH and Behaviour Management**

At Priory we have a 'pivotal approach' to behaviour (see behaviour blueprint) which means we have calm consistent adults who look to form positive relationships with all our children. This approach is very successful for the vast majority of children at school who may face particular challenges with behaviour and need a balance of warmth, clear expectations and boundaries. We have a designated behaviour team who alongside teachers and key adults, coach particular children throughout the day to stay on a successful pathway and develop essential behaviours for learning.

For a small percentage of children there may be a requirement for a very specific approach to support the successful improvement of behaviour. These plans and strategies are produced in collaboration with key individuals and will form such documents as risk assessments, learning plans and target cards. The behaviour team and SLT meet weekly to discuss children who need extra support with behaviour and discuss plan and review strategies to support our children with the highest needs.

On occasions, some children may require a Reduced Timetable. This may be due to excessive fatigue caused by their SEND or an additional medical condition, difficulties around anxiety/attachment or when they are at risk of being permanently excluded. Reduced Timetables must be agreed with parents, shared with the LA and ideally only be for a short period of time e.g. 6 weeks. However, for some children it may need to be for a longer period of time and they may spend part of their week in an alternative specialist provision. While most staff are trained in de-escalation strategies through "Norfolk Step On", some will be trained in "Norfolk Step Up", which is a set of strategies/techniques devised for a specific child.

## **Transition**

Class Teachers (current and future), 1:1 TAs (where appropriate) and the SENDCo will meet early in the second half of the Summer term to discuss the needs of all the SEND children moving up. For those children on the Semi and Preformal Pathways, this will include setting the child's timetable and agreement around which subjects they could access with their peers, break/lunchtime provision, resources (including work-stations/areas) and how the Teacher will share planning and information with the TA.

## **Expectations around the management of children with SEND**

St. Nicholas Priory CEVA Primary School expects teachers to be responsible and accountable for the progress and development of all pupils in their class, including where pupils access 1:1 support from teaching assistants or specialist staff.

Teachers must:

- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- have a clear understanding of the needs of all pupils in their class, including those with special educational needs and be able to use and evaluate distinctive teaching approaches to engage and support them. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- monitor and record the progress of all pupils within their class, including those with SEND (regardless of whether they are educated inside or outside of the classroom), ensuring that SENDCo/SLT is made aware of any pupils causing concern or in need of additional support, resources or assessment.
- not use TAs as an informal teaching resource for low attaining pupils. TAs should add value to what teachers do, not replace them.
- ensure that TAs are fully prepared for their role in the classroom, by providing them with clear instruction, support and where necessary, access to appropriate planning\*/resources e.g. particularly when they are expected to deliver a bespoke approach to any pupils with SEND.

- complete, manage and regularly update SEND Pupil Profiles. write and review SSPs on a termly basis for all SEND pupils.
- provide the SENDCo with relevant information for INDES, EHCPs, transition and other assessments. take ownership of identifying own training and resourcing needs.
- regularly liaise with parents (in-person or via home school book and/or email etc) providing them with a positive, yet realistic, overview of how their child is doing.

\*On occasions (and agreed by SENDCo/SLT), HLTAs and TAs may be able to plan for the children that they are supporting, if they are willing and able, but they MUST be given time to do so and be closely supervised by the Teacher and SENDCO. If they will be planning on a regular basis, then they should be given a timetabled slot in the week to undertake this.

Support Staff must:

- promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- help pupils develop independent learning skills and manage their own learning.
- deliver high quality 1:1 and small group support by closely following teacher instruction/planning and/or structured intervention programmes.
- ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.
- provide daily or at least regular feedback on the progress (academic, personal and social) of the child or children that they work with.
- take ownership of identifying own training and resourcing needs.
- regularly liaise with parents (in-person or via home school book and/or email where appropriate) providing them with a positive, yet realistic, overview of how their child is doing.

## **Monitoring**

In addition to learning walks, our fortnightly focus 8 meetings, reflection days, pupil voice interviews, Governor mornings, external moderation (such as VNET), we also monitor our overall SEND provision using the IPSEF, Accessibility Audit and the SEND Review.