

Homefield VC CofE Primary School's SEND Pathways

Rationale

Our school treats all its pupils fairly and with **respect**. We believe in participation and achievement for all, giving all pupils the opportunity to be the best they can be and have a **joy of learning**, an **open heart** and a **curious mind**. Through the inclusive culture at our school, we aim to be responsive to the diversity of children's backgrounds, interests, skills, experience and knowledge, celebrating all members of our community.



This involves providing access and **opportunities for all** pupils without discrimination of any kind. Working in partnership with families, we aim to ensure all children feel **valued, included and ready** for their next phase of their education through carefully planned transitions. We are also supportive of parents who want their child to be educated in a mainstream setting, where appropriate, even if at some stage they may need to access a specialist placement.



At Homefield, **30.8% of children have been identified as having SEND** which is **above the national average** of 14.1%.

29.7% of those children are identified as having a social, emotional and mental health need, with many having secondary needs linked to communication and interaction, cognition and learning and sensory or physical.

This has proved a huge barrier to some of these children when accessing the classroom environment, **despite the reasonable adjustments** being made and have **required alternate approaches to their provision**. We have enhanced our provision and have created 2 pathways for our children with SEND – The Bridge Pathway and the Stepping Stones Pathway.

Bridge Pathway

Most of the children on our SEND register will be able to access the mainstream classroom with their peers alongside **reasonable adjustments** as outlined in the Provision Expected at SEN Support document (**PEaSS Guidance**) published by the Local Authority [here](#). This support will be delivered by class teachers and teaching assistants and may involve **small group, structured interventions** which happen outside of the classroom for part of their day.

Children on this pathway will have a **Student Support Plan (SSP)** which is reviewed at least termly. Some children on this pathway may also access an SRB on a short-term basis.

This pathway involves:

- **High-quality teaching, scaffolded** and **adapted** to meet individual learners' needs
- Access to **evidence-based interventions** where appropriate
- Access to **Calm Spaces** within classrooms to help regulation
- A clutter-free, **neutral classroom** to reduce cognitive load
- **Adapted learning resources** to support written, verbal and physical communication
- **Dyslexia-friendly** approaches
- **Autism friendly** approaches
- **Widgit** visuals
- **Positive reward** systems
- **Access to sensory/movement spaces** in the school as a 'brain break' or 'movement break'.
- **Alternate recording** opportunities and resources

Children in this group will generally be able to follow the National Curriculum but may be working below the age-related expectations of their year group.

Expectations for supporting all SEND learners:

Class teachers will:

- Demonstrate an awareness of the four broad areas of need: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and Sensory and know how to adapt teaching to support children's learning at the appropriate stage of development, using our Scaffolding Policy as a guide.
- Understand how a range of factors can affect a child's ability to learn and how best to overcome these.
- Have a clear understanding of the needs of the children in their class, using the 'assess, plan, do review' cycle to support their teaching and learning approaches and strategies to ensure children are being taught effectively.
- Monitor and record the progress of all children in their class, meeting with SLT termly for pupil progress meetings, ensuring SLT are aware of any additional support you may need, concerns you have and resources or training that will support you and your learners.

- Ensure support staff are fully briefed, prepared and have the right resources to carry out their role within the classroom.
- Ensure TAs are not used for admin roles or as an informal teaching resource for lower attaining pupils. TAs should add value to what the teachers do, not replace them.
- Complete, manage and update SSPs at least termly, communicating with parents each term about their child's progress towards their SSP targets and sharing them with relevant staff.
- Provide the SENDCo with relevant information for any 'initial concerns forms', professional reports and assessments, INDES, EHCPs and transition.
- Communicate with parents about how their child is doing, giving them a positive but realistic overview of their child's progress.

Support staff will:

- Promote and facilitate an inclusive environment, understanding the needs of all learners, the scaffolds and resources they need (according to their SSPs) and encouraging them to develop independent skills to help them manage their own learning.
- Deliver high quality 1:1 and small group support by closely following teacher instruction/planning and/or structured intervention programmes.
- Provide the class teacher with feedback about the child's academic, personal and social progress.
- Communicate with parents about how their child is doing, giving them a positive but realistic overview of their child's progress.

Leaders will:

- Have oversight of the provision, support and progress of children with SEND.
- Support all staff in their approach to teaching and learning through learning walks, lesson observations, book scrutiny, pupil progress meetings, pupil interviews, surveys and SSP and INDES moderation.
- Provide specific and appropriate training and resources, where possible, to help staff in their facilitation of SEND support.
- Meet termly with class teachers in pupil progress meetings to discuss and plan how to support and develop the progress of all learners.
- Seek support from outside agencies and professionals where appropriate.
- Complete the ISPEF yearly to monitor our overall SEND provision.
- Communicate with parents about how their child is doing, giving them a positive but realistic overview of their child's progress.

Stepping Stones Pathway

Some of the children on our SEND register need **considerable changes** to their curriculum and learning environment as they have more **significant or specific needs**, particularly around their **social, emotional and mental health (SEMH)**.

Children are assessed against the National Curriculum objectives for their year group, Birth to 5 Matters or Pre-Key Stage standards. Some children may be able to access most or some of the National Curriculum but **require a high level of adult support** as a result of their **SEMH need**. They may be **working well below the age-related expectations** of their year group and may have or be likely to be in the process of getting an **EHCP**. For some, a mainstream school is not the appropriate setting and are awaiting a place at a specialist provision.

Some may also require a **part-time or reduced timetable** due to excessive fatigue, anxiety or attachment difficulties, a medical condition or because they are at risk of exclusion. Part-time timetables are agreed with parents and shared with the Local Authority and ideally last for 6 weeks, however they may be required for longer.

To support children on the Stepping Stones pathway, we have our **CALM Room** (Come and Learn More Room) which they may access for **part of their school day**, spending the rest of their time with their peers in their classrooms with specific adaptations.

In the CALM Room, children have access to:

- Two highly-skilled, **Thrive trained practitioners**
- A **small, quieter working environment**
- **Sensory support** and experiences
- 1:1 or 1:2 **small group work**
- **Thrive** profiling and intervention
- **Therapeutic approaches** as part of their additional curriculum such as:
 - **intensive interaction**
 - **PECS**
 - **fine and gross motor skill support**
 - **speech and language**
 - **bucket time**
 - **life skills**
 - **Total Communication**
 - **nature school**
 - **sensory circuits**
 - **Visuals** such as **'First and Then' boards, timetables, positive behaviour/rewards plans.**

Due to the sensory-seeking behaviours of some children, we may need to limit the sensory resources available in order to keep all children safe.

Expectations for the CALM Room (in addition to supporting all SEND learners):

Class Teachers will:

- Provide the CALM Room Staff with appropriate learning and work for the child to complete during their time in the CALM Room for their curriculum subjects.
- Provide CALM Room staff with the appropriate resources and planning to deliver 1:1 or small group structured intervention programmes according to their SSPs and/or EHCPs.
- Communicate with CALM Room staff about the child's behaviour, successes and any other relevant information which could affect how the child presents that day.
- Communicate with parents about how their child is doing, giving them a positive but realistic overview of their child's progress.

CALM Room Staff will:

- Ensure the work given by class teachers is completed to a good standard, transcribed where appropriate and that feedback is given to both pupils and teachers.
- Provide the children with the sensory and physical experiences they need (according to their SSPs).
- Provide children with a Thrive curriculum. Through the sharing and preparation of food, Thrive profiling and the therapeutic approach, children will feel listened to, safe and able to talk about and manage their emotions with increasing confidence, thus fostering their emotional literacy, self-awareness and capacity to self-regulate.
- Deliver high quality 1:1 and small group support by closely following teacher instruction/planning and/or structured intervention programmes according to their SSPs and/or EHCPs.
- Communicate with class teachers about the child's academic, personal and social progress.
- Communicate with parents about how their child is doing, giving them a positive but realistic overview of their child's progress.

Leaders will:

- Have oversight of the running of the CALM Room, with the SENDCo as the line manager for the Teaching Assistants providing the support.
- Ensure the Teaching Assistants have time to prepare their room, resources and work for the children they support and have respite when needed.

Social, Emotional and Mental Health Needs (SEMH) and Behaviour Management

The SEND Code of Practice defines SEMH as: '*... a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming **withdrawn or isolated**, as well as displaying **challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as **anxiety** or **depression, self-harming**, substance misuse, **eating disorders** or physical symptoms that are medically unexplained. Other children and young people may have disorders such as **attention deficit disorder, attention deficit hyperactive disorder** or **attachment disorder**.*'

All children in school are expected to follow the same class and school rules, however some children, particularly those who have SEMH needs, may find this difficult and **adaptions are made** to make this more accessible.

Some children with more challenging behaviour may require a **positive behaviour plan** to ensure the support they receive is specific to them. This is created in conjunction with the child and their parents or carers. All staff follow our Positive Behaviour Policy and are **skilled in de-escalation** strategies that have come from the 'Norfolk Step On' training. We are a Thrive school with all staff trained in the Thrive Approach, to ensure our children feel safe, supported and ready to learn. Some staff are also trained in 'Norfolk Step Up' training, providing specific strategies for children that may need the safe and effective use of restrictive physical intervention within current legislative frameworks.

Transitions

Children with SEND who are joining the school may need to be visited in their current setting and may require **additional visits** to the school, to meet staff and their peers and to build up familiarity and relationships before they start to ensure their transition is as smooth as possible. A **reduced timetable** may also be appropriate to support this transition and are agreed with parents and shared with the Local Authority and ideally last for 6 weeks, however they may be required for longer.

Staff (current and future) will meet, with the support of the SENDCo, early in the Summer Term to discuss the needs of all children **transitioning from one class to another**. For those children on the Stepping Stones pathway, this will involve setting a child's timetable, the work/subjects they will be expected to do in the CALM Room and in the classroom with their peers, any break or lunchtime provision required and resources the child needs.

All transition support may also involve working alongside other professionals to ensure the best transition possible.