



Coddington C of E Primary and Nursery School

Pathway to Provision - Details of our graduated approach to providing SEND support

Quality First Teaching – Teachers will:

- Make reasonable adjustments to support the child's day
- Assess regularly and look at the child's progress
- Consider delivery, differentiation, and groupings
- Plan for and assess the impact of interventions
- Check that the learning environment is suitable e.g., dyslexia/autism friendly
- Use communication fans, visual aids and signs and symbols where needed
- Ensure the child has access to aids that have been given to them by the SENDCo or an outside agency
- Refer to Pupil Passports (if in place) and share with staff working with the pupil
- Read information/letters regarding the child on Scholar Pack
- Ask advice of their phase leader and colleagues
- Discuss children with SEND including those on the SEN monitor list at pupil progress meetings.
- Look at guidance on sendgateway.org.uk
- Discuss with parents any concerns they may have and update as required
- Follow school behaviour policy
- Record on Scholar Pack – communication with parents and outside agencies, behaviour under conduct, SEN under support

Go straight to next step if parent's explain a need or wish to have an assessment/SENDCo involvement – offer SENDCo email address c.mercer@coddington.notts.sch.uk

SENDCo Involvement:

- Teachers will discuss concerns with the SENDCo including main area of need
- SENDCo may observe the child
- If required, carry out further assessments. *Parents to be consulted about any assessments prior to them being carried out*

Behaviour lead involvement:

- Teachers will discuss concerns with phase leader and a member of the behaviour team.
- Incidents recorded on Scholar Pack – record possible triggers or patterns
- Behaviour lead with class teacher(s) to start a Getting to Know me form (concerning behaviours pathway) – working document to be updated as needed
- Behaviour plan put in place and shared with parents

Referrals/ Provision based on main areas of concern/need

Cognition and Learning (CL)

- Dyslexia Screener
- Individual and small group interventions

Social, Emotional or Mental Health Concern (SEMH)

- Emotions Game/ Therapeutic Conversations
- ELSA referral
- Boxall completed by class teacher(s)
- School Nurse referral
- Educational Psychologist ARNA advice (Anxiety Related Non-Attendance)
- 5 Point Scale completed with Pupil
- CAHMS referral

Communication and Interaction (CI)

- Speech and Language Referral
- AET (autism education Trust) guidance followed/ assessed

Physical or Medical Concern (SP)

- PDSS referral for access arrangements/ medical training
- School Nurse Referral
- Fun Fit Provision
- Access to the Rainbow Room

Behavioural

- EHAF to access parental support if required

Assess, Plan, Do, Review (ADPR) Cycle:

- Class teacher to start APDR cycle – reviewed each term
- Child-centred reviews with class teacher(s) and parent termly – SENDCo invited if needed

- Child is classed as SEN support if what is in place is different/in addition to what the rest of the children receive – *flagged as SEN on Scholar Pack*



Child's case is taken to Springboard – *termly multi-agency meeting, with SENDCos/Schools and Family Specialist Services (SFSS)/Educational Psychology Service (EPS) and the Sensory Team, where additional funding can be applied for.*

- Parents sign form giving permission for SENDCo to discuss the child's case
- Advice will be given which SENDCo will implement with class teacher(s) or TA
- Outside agency may now be involved



Early Help Assessment Framework (EHAF)

- With parental consent for support in the home
- Without parental consent for attendance concerns

Neurodevelopmental Behaviour Support Service (NBS) - Formally Small Steps

- SENDCo, parents and teachers fill in a Getting to Know me Form in order for children to be referred via a gateway to Paediatrician for possible diagnosis of ASC and ADHD

School and Families Specialist Service (SFSS)

- Early Years SFSS KS1 SFSS
- SFSS communication and interaction team
- SFSS sensory team (hearing/ vision team)

Health Related Education Team (HRET)

- Statutory work around poorly pupils in/ just out of hospital
- Secondary work around anxiety led none attenders

Schools behaviour and attendance partnership (SBAP)

- Referral to SBAP for support package
- Behaviour for learning, communication and ASC checklists completed to support referral



Outside agency involvement

- Parents sign form allowing agency involvement
- Visits from outside professionals will be recorded on the school calendar and logged on Scholar Pack
- Outside agencies will give advice on support measures to the class teacher(s) and liaise with the SENDCo
- Support measures put in place – APDR continues



Multi-agency Meeting

- SENDCo liaises with parents, class teacher(s) and agencies involved to set up a meeting that is convenient to key people. Notes are kept and next steps decided on and actioned.



Additional Funding Sought

- AFN/HLN bid is written by the SENDCo with information and assessments supplied by the class teacher(s). AFN goes to moderation (spring term) and is reapplied for yearly. HLN goes to panel on a given panel date and is reapplied for as stated in the outcome.



Education Health Care Plan (EHCP)

- There is overall agreement from all involved that the needs of the child are complex, severe, long term and impacting on everyday life
- Head/SLT believe that the placement of the child in the school should be assessed/considered
- EHCP application form filled in and submitted by parents, SENDCo (with information from the class teacher(s)) and any outside agencies involved with the child
- If granted EHCP review cycle starts, SENDCo to review and chair EHCP meetings
- SENDCo to attend any mediation/tribunals



Transfer to specialist /secondary provision

SENDCo will:

- Offer support to parents as they look around other provisions
- Liaise with the schools as they come and meet the child and request information
- Create a transition plan and provide pupil passports