

# Hillside Primary SEND Pathways

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

## Rationale

Hillside Primary 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 a mainstream setting, where appropriate, even if at some stage they may need to access a specialist placement.

As a result, 9% of our children have an EHCP, over double the National Average for a school of our size.

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 alternative pathways for our children with SEND; Formal, Semi-formal and Pre-formal.**

Each Pathway offers a different approach and level of support, creating a more personalised provision for the pupils. The Pathways also help us to articulate our provision, raise the profile of SEND across (and beyond) our school, in addition to giving the staff a clear framework and expectations to work within.

We are flexible with our approach and children may move from one pathway to another over the duration of their school career, 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 an SSP, 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 (including School-led Tutoring) and be eligible for a two-term place in our SRB.

## 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, in 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.

It is likely that these children will be assessed using the Pre-Key Stage Standards.

### **Pre-formal Pathway**

Children following this pathway will have significant SEND. They will have an EHCP or be in the process to 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). The children will also 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 (signalong).

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 possible, these children will have opportunities to mix with their peers and be as fully involved in the school as they are able.

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

Children following the pre-formal pathway will continue to work towards the developmental milestones within the Development Matters/EYFS Framework, albeit at an age-appropriate level and for most children, this will also be tied in with the AET (Autism Education Trust) Framework:

- Combined EYFS/AET approach
  - Communication, Interaction and Language
  - Personal, Social, Emotional, Relationships & Health Development (PSHE/RSE)
  - Physical & Sensory Development
  - Literacy
  - Mathematics
  - Understanding the world
  - Expressive arts and design

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
- Makaton
- Mobility & Orientation
- Life Skills

## **Enhanced SEND Specialist Class**

We have set up a specialist classroom for a small group of “pre-formal” EYFS/KS1 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, the children 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 in the room, 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 mobile has its own toilet and changing facilities, necessary for these children.

## **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, Development Matters, Tapestry SEND Assessment or possibly the Engagement Model. All children on the SEND Register will also have individual targets on their Specialist Support Plans (SSPs) and those with an EHCP, will have more global targets to work towards.

## **SEMH and Behaviour Management**

Children with SEND and Social, Emotional and Mental Health (SEMH) needs are expected to follow the same school/class rules as the rest of their peers, however these rules may need to be adapted or made more accessible, depending on their developmental level and individual needs. Reward systems may also need to be personalised and/or adapted. Children who have challenging behaviours or require a very specific approach to managing their behavior, will have an individual Positive Behaviour Management Plan. These are produced in unison with parents and other professionals. 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 SENCO 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 Pre-formal 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. There may also be agreement around timetabled non-contact time for the 1:1 TAs, for respite and potentially planning/preparation time.

## Expectations around the management of children with SEND

Hillside Primary 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 SENCo/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 SENCo 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 homeschool book and/or email etc) providing them with a positive, yet realistic, overview of how their child is doing.

\*On occasions (and agreed by SENCo/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 SENCO. 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 homeschool 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, lesson observations, work scrutiny, pupil progress meetings, pupil interviews and surveys, we also monitor our overall SEND provision using the IPSEF, Accessibility Audit and the SEND Review.