St Joseph's Catholic Primary School
SEND Pathway

Learning, growing, belonging…happy together in God's family.

Introduction

Here is our school's approach to supporting pupils with Special Educational Needs and Disabilities (SEND). It has been developed to encompass the Assess – Plan – Do - Review cycle (Code of Practice 2014) alongside Warrington Borough Council's Graduated Response document.

It reflects the practices, provision and ethos of St Joseph's and aims to provide clear guidance for the whole school community on how, through collaborative working, children's needs are identified and supported. Our SEND pathway reflects how the high expectations, high quality teaching and targeted support helps our children to reach their full potential.

Assess – Plan – Do – Review



Assess

- Teachers compile information about the child's current strengths and needs through formal assessments and classroom observations.
- Teachers speak to parents to share their observations and to gain the views of the parents.
- Teachers speak to children about what is going well for them and what they are finding tricky.

Plan

- Through discussion with parents and the SENCo, teachers compile a plan to support the child. The plan should have clear outcomes and strategies. (See next slides for more information about what this might look like)

Do

- The agreed plan is put in place for the child which may involve adapted classroom strategies or targeted interventions.

Review

- Staff will then review the impact of the strategies, looking at what has worked well and what further adaptations or support are needed.

This cycle then repeats to ensure that the child continues to receive the most effective provision.

Quality First Teaching



Quality first teaching is the foundation of St Joseph's graduated approach. It is based on high expectations, responsive teaching and a sense of learning and belonging for all children. High quality, inclusive teaching

Many children's needs can be met through high quality, inclusive teaching. Adaptive teaching and the supportive resources ensures all children are supported to access the curriculum.

At St Joseph's quality first teaching:

- **Makes learning accessible** – sharing a clear learning intention, modelling, breaking complex tasks into manageable steps, processing time, clear instructions
- **Checking understanding throughout** – targeted questions, mini whiteboards, rehearsal before independent work, spotting and responding to gaps
- **Scaffolding learning** – provide examples, vocabulary and key word cards, sentence stems, talk before writing, thinking aloud when modelling reading or writing, flexible ways of recording work
- **Keep the challenge high** – adapting the route into learning and not the destination
- **Support regulation proactively** – routines, visual timetables, movement breaks, access to a calm space, fidget toys where appropriate
- **Make success visible** – make feedback specific, use children's names, celebrate small steps

Ordinarily Available Provision

Ordinarily available provision (OAP) refers to the strategies, adaptations and experiences that can remove barriers to learning for many children. These approaches build on first quality teaching and should be readily available in our classrooms. At St Joseph's, OAP helps teachers and support staff to respond flexibly to our children's needs and in many cases, meet the needs of a child without further SEND provision.

The OAP you will see in our classrooms includes:

- Visual timetables
- Predictable routines
- Spelling/ vocabulary support cards
- Number lines
- Wobble cushions/resistance bands
- Movement breaks
- Quiet/ calm areas
- Access to fidget toys
- Coloured paper/overlays
- Visual support cards – now/next boards, checklists, reminders about noise levels
- Ear defenders



Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (Code of Practice 2014).

A child with SLCN may:

- Have difficulty expressing their needs
- Struggle to follow instructions
- Have difficulty following social norms
- Have limited eye contact
- Limited vocabulary
- Have difficulty forming relationships



What can we do?

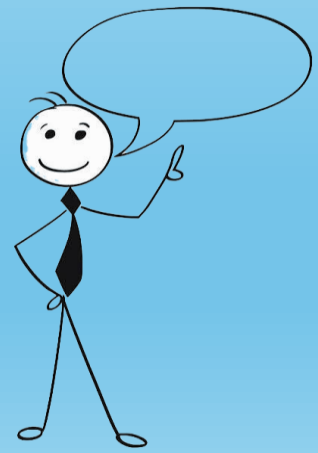
Ordinarily Available Provision

In class, we can:

- Break instructions into manageable chunks
- Use word banks to support with vocabulary
- Use the child's name at the start of a question or instruction
- Use clear, simple language and model new vocabulary
- Allow children processing time to answer questions
- Use visual supports to help a child express their needs

Targeted support may include:

- Seeking further advice and support from the Speech and Language Team (SALT)
- Following a SALT programme
- Social Skills group with our ELSA (Emotional Literacy Support Assistant)



Cognition and Learning

Cognition and learning needs refer to difficulties that affect how a child acquires and retains knowledge. It may affect only certain areas of the curriculum or may result in a much slower pace of learning than their peers.

This may include:

- Difficulties in literacy skills such as reading, writing and spelling
- Difficulties gaining a basic understanding of number
- Organisation skills – having the right equipment for the task
- Taking longer to acquire new skills and learning
- Finding it hard to remember previous learning
- Not meeting the expected standard despite adapted teaching



What can we do?

Ordinarily Available Provision

In class, we can:

- Break tasks down into manageable chunks
- Use word banks to support with vocabulary
- Use maths equipment to help visualise the concept
- Use repetition and over learning
- Allow children extra processing time
- Use visual supports to help with spelling, vocabulary, number bonds etc

Targeted support may include:

- Seeking further advice from the Educational Psychologist
- Precision teaching
- Extra reading practice on a 1:1 basis
- IDL to support with reading and spelling
- Little Wandle Rapid Catch up interventions

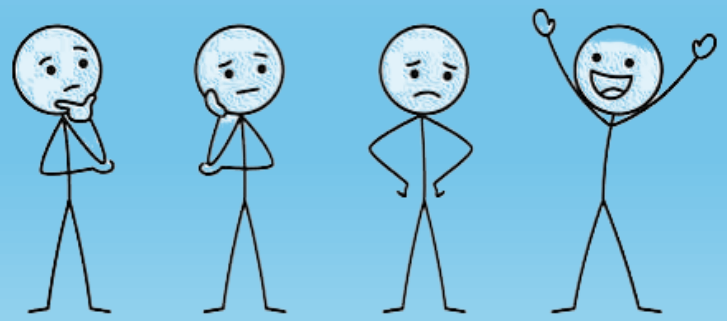


Social, Emotional and Mental Health

Social, emotional and mental health needs refers to a broad spectrum of challenges that affect a child's ability to manage their emotions, behaviour, relationships and well being. This may negatively impact on their ability to engage fully in learning.

This may include:

- Difficulty in regulating emotions, leading to outbursts or withdrawal in class
- Challenges in forming and maintaining relationships with peers and teachers
- Persistent low mood or anxiety that affects school attendance and participation
- Disruptive or challenging behaviour that impacts the learning environment
- Poor self-esteem and lack of confidence in academic abilities
- Difficulty in focusing and participating in learning activities
- Social isolation or difficulties in group work situations



What can we do?

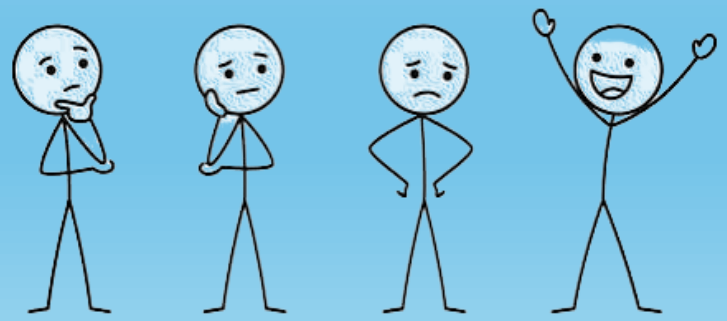
Ordinarily Available Provision

In class, we can:

- Build strong relationships with pupils
- Have clear, predictable routines
- Have a space where children can regulate when necessary
- Have clear and consistent expectations
- Have restorative conversations where appropriate
- Teach personal and social skills within PSHE lessons
- Give children opportunities to discuss and express emotions

Targeted support may include:

- A program of support from our Emotional Literacy Support Assistant (ELSA)
- Refer for further assessment to relevant professionals
- Discuss next steps and strategies with the Educational Psychologist
- Refer to our Mental Health Support Link Worker
- Movement or sensory breaks
- Seek advice from the SEMH hub or specialist teachers
- Develop a plan incorporating regular movements breaks and reduced demand

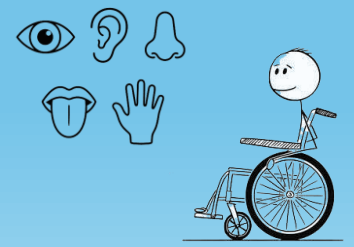


Sensory and Physical

The area of sensory and/or physical needs includes children and young people with sensory impairments such as those affecting sight or hearing, as well as multi-sensory impairment (MSI), which involves combined difficulties with vision and hearing, and physical disabilities affecting motor skills and coordination (including both fine motor difficulties such as handwriting and gross motor difficulties). These children may have difficulty accessing the curriculum in the same way as their peers and therefore adjustments should be made.

This may include:

- Sensitivity to lights or sound
- Difficulty maintaining a sitting position
- Sensory seeking behaviours (chewing, seeking touch etc)
- Poor coordination and balance
- Difficulty with fine motor skills such as writing or using scissors



What can we do?

Ordinarily Available Provision

In class, we can:

- Move classroom furniture to ensure all children can move around freely
- Provide additional time for tasks
- Allow alternate ways to record work
- Use of movement breaks, wobble cushions and resistance bands
- Warning about any planned loud noise such as fire drills
- A calm, clutter free classroom with neutral displays
- A calm working environment

Targeted support may include:

- Occupational therapy referral and program
- Physiotherapy programs
- Seek advice from relevant professionals
- Completing further training from relevant professionals
- Sensory circuit
- Access to fidget toys and ear defenders

