



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

Quality First Teaching :

All children at Coddington C of E primary school will receive quality first teaching. Within this teachers will assess children’s progress regularly and make reasonable adjustments to support the child’s day considering, delivery, differentiation and the learning environment. Teachers will discuss with parents any concerns surrounding special educational needs or behaviour that they may have and they may seek advice or support from the SENDCo or behaviour lead. As a parent your initial contact should be with the class teacher, but you can of course contact the SENDCo using the contact details on the school website if you have further queries or concerns you would like to discuss.

SENDCo Involvement:

Following SENDCo or behaviour lead involvement and a discussion with the parent, the following services may be accessed depending on the area of need.

Main area of need

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Cognition and Learning (CL) <ul style="list-style-type: none"> ○ Dyslexia Screener ○ Individual and small group interventions 	Social, Emotional or Mental Health Concern (SEMH) <ul style="list-style-type: none"> ○ Emotions Game/Therapeutic Conversations ○ ELSA referral ○ Boxall profile 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) <ul style="list-style-type: none"> ○ Speech and Language Referral ○ AET (autism education Trust) guidance followed/ assessed 	Physical or Medical Concern (SP) <ul style="list-style-type: none"> ○ PDSS referral for access arrangements/ medical training ○ School Nurse Referral ○ Fun Fit Provision 	Behavioural <ul style="list-style-type: none"> ○ EHAF completed to access support if required.

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

It is our hope that any concerns will then be addressed. If this is not the case or the concern is likely to be long term an APDR Cycle will be started for the child. This breaks targets down into smaller steps and helps with monitoring progress. It also builds up a picture that may be useful if the case is progressed to springboard.

Child’s case is taken to Springboard:

A 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. Outside agencies such as those detailed below may now be involved.

Outside agency involvement:

- Small Steps - A gateway to Paediatrician for possible diagnosis of ASC and ADHD
- School and Families Specialist Service (SFSS) – including Early years, the communication and interaction team and the sensory team
- Health Related Education Team (HRET) - Statutory work around poorly pupils in/ just out of hospital or secondary work around anxiety led none attenders
- Schools behaviour and attendance partnership (SBAP) – support package to address behaviour concerns.

Following initial outside agency involvement multi-agency meetings may be held and additional funding may be sought.

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 and EHCP application is made and if granted an annual review is held.

At any point the on the pathway the SENDCo will support the child and family with transition to another setting, secondary education or alternative provision.