

Abingdon Primary School – SEND Pathway

Children on all pathways will have support from external agencies such as SALT, EP and OT as and when needed and they can all access the sensory and soft play rooms when required.

Green Pathway – Universal Offer (Ranges 1-3)

(Ordinarily Available Inclusive Provision)

Quality First Teaching in mainstream class

Children included within the main class all of the time

Clear expectations and routines

Personalised positive feedback

Accessible environment for all E.g. slides are all a neutral, pale background

Tidy and purposeful learning environment

Talk level defined by teacher

Common and consistent ways to get the attention of the children

Model, repeat, remind

Movement breaks

Meet and greet

Thrive strategies

Visual and physical aids (concentration aids, timers, visual timetables)

Consistent font use

Children may be at SEN Support

Yellow Pathway – Bespoke Offer (Ranges 4 & 5)

(Reasonable Adjustments)

As previous pathway and in addition;

Quality First Teaching in mainstream class with additional adult support, resources or changes to the learning environment.

Children identified as having a higher SEND need may need specific resources such as ear defenders/loops, writing slopes, alternative seating arrangements, fidgets, pencil grips, laptops etc.

Some children have their own workstation in class.

Visuals and visual timetable. Now and Then boards used.

HNF may be used to provide additional adult support for some children in class.

Focus on targets set by professionals.

Children will be at SEND support. Some may have an EHCP.

Red Pathway – Severe and complex needs (Ranges 6 & 7)

Inclusion Base Provision – Little Arch

We have an Inclusion Base provision for 12 children with Significant SEND. These children all have issues with communication and interaction and many have a diagnosis of ASD or are on the pathway.

These children all receive HNF and high levels of adult support on a 1:1 or 1:2 basis.

These children have an EHCP and are awaiting specialist provision.

These children follow a bespoke play and sensory based curriculum that meets their need.

Focus on Independence and life skills.

These children are assessed through a bespoke communication pathway.

Some children on this pathway attend Beverley Park assessment class.