



# Parklands Community Primary School

## Special Educational Needs Policy

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(To be reviewed annually)

Review by: **Governing Body**

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## Section 1 – Contacts

### Who can I contact for further information?

School staff can be contacted in the following ways:

**Address:** Parklands Community Primary School, Durnford Close, Chichester, West Sussex. PO19 3AG

**Telephone:** 01243 788630

**Email:**

Headteacher	Miss Charlotte Angeli	<a href="mailto:head@parklands.school">head@parklands.school</a>
Deputy Head Teacher	Mrs Michelle Earnshaw	<a href="mailto:deputy@parklands.school">deputy@parklands.school</a>
Assistant Head- Inclusion/SENCO	Mrs Natasha Bright	<a href="mailto:nbrightsenco@parklands.school">nbrightsenco@parklands.school</a>
SENCo	Mrs Alice Blandford Stanley	<a href="mailto:ablandford-stanley@parklands.school">ablandford-stanley@parklands.school</a>
Class Teachers:		<a href="mailto:office@parklands.school">office@parklands.school</a>

The Assistant Head for Inclusion has completed the National Award for Special Educational Needs Coordination (**NASENCo**) and is a member of the school's Senior Leadership Team (**SLT**) The SENCo is completing the National Professional Qualification (NPQ) in SEN Coordination

**Support and advice for Parents and carers** is available on the West Sussex **Local Offer** website:

<https://westsussex.local-offer.org>

Alternatively, contact SENDIAS

**Helpline:** 0330 222 8555

**Email:** [send.ias@westsussex.gov.uk](mailto:send.ias@westsussex.gov.uk)

## Section 2 – Compliance

This policy has been written in consultation with parents, staff and Governors and complies with the statutory requirements laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25 Years (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act 2010: advice for schools DfE (2013)

### Links with other policies and documentation

This policy links to our other policies including:

Accessibility plan, Behaviour, Mental Health and Wellbeing, Equal Opportunities, Supporting pupils with medical conditions, Safeguarding, Positive Handling, Able, Gifted and Talented, Recording and reporting, Data Protection and Freedom of Information

### Reviewing the policy

The impact of the policy will be reviewed by the Governing body annually with due regard to relevant statutory requirements and current guidelines.

## Section 3 – Definitions

The Special Educational Needs and Disability Code of Practice 0-25 Years (2015) states that a child has special educational needs or disability (SEND) if:

- They have a learning difficulty or disability which calls for special educational provision to be made for them
- They have a significantly greater difficulty in learning than most others of the same age
- They have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### Disability:

The Equality Act, 2010, states the “reasonable adjustments” duty is owed to disabled pupils. The Act states that a pupil has a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities.

Parklands will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The following are **NOT** considered as SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

### The Four Areas of SEN:

The SEN Code of Practice, 2015, outlines four broad areas of SEND (P97-98). Pupils can have needs in more than one area, and their needs made change over time. The four areas of SEND are outlined below:

Communication and interaction	“Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.  Children and young people with Autism, 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”. (p97)
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Cognition and learning	<p>“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs, including:</p> <ul style="list-style-type: none"> <li>• Moderate learning difficulties (MLD)</li> <li>• Severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication</li> <li>• Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.” (P97-98)</li> </ul>
Social, emotional and mental health	<p>“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying disruptive or disturbing behaviour.</p> <p>These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.</p> <p>Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder” (P98)</p>
Sensory and/or physical	<p>“Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.</p> <p>These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.</p> <p>Children and young people with an MSI have a combination of vision and hearing difficulties.” (p98)</p>

## Section 4- Vision and Aims

### Vision for Special Educational Needs

At Parklands Community Primary school, we offer inclusive educational opportunities that enable all pupils to achieve their full potentials. We recognise and value every child as an individual with different strengths, needs and difficulties. Our vision is that, through quality first teaching, adaptive teaching strategies, personalised provision and high expectations; pupils identified with SEND will be able to access a broad and balanced curriculum that supports them to make progress alongside their peers.

This policy details how staff at Parklands Community Primary School work to ensure that a pupil’s special educational needs (SEND) are effectively met through the graduated approach, a cycle of assess, plan, do and review.

### Equal Opportunities and Inclusion

Parklands Community Primary School is committed to equal opportunities under the Equality Act 2010. We aim to ensure every pupil is supported and encouraged to participate fully in school life so they can achieve their full potential through challenge, individual provision and high expectations. It is a place where different needs, cultures and beliefs are respected, supported and celebrated and where reasonable adjustments may be made for some pupils and staff.

All policies within the school support inclusion and are reflected in the school development planning. These include admissions, behaviour and attendance, child protection, equal opportunity, racial equality and the gifted and talented. The practice within school reflects our inclusive ethos and desire to support learning and participation for all.

### **Aims:**

In order to meet the Special Educational Needs/Disabilities of the pupils at Parklands Community Primary School, staff will use their best endeavours to...

- Ensure procedures for identifying, assessing and providing for pupils identified with SEND are developed, implemented and regularly reviewed
- Work in partnership with the parents/carers of children identified with SEND so that we can work together to support their child
- Work with the pupils to establish their views and respond effectively to them
- Develop Personal Learning Plans (PLPs) in collaboration with parents/carers and pupils
- Ensure that children and young people identified with SEND have access to a broad and balanced curriculum
- Monitor progress and review provision to ensure all pupils make the best possible progress towards the desired outcomes set for them
- Plan and implement adaptive teaching strategies, quality resources, and where appropriate differentiated provisions; to effectively support pupils identified with SEND
- Assess and keep records of the progress of pupils identified with SEND through our rigorous Personal Learning Plan (PLP) process
- Work with, and implement advice from outside agencies who provide advice, resources and at times, interventions for pupils identified with SEND
- Provide ongoing, targeted support and training for all staff working with pupils identified with SEND

## **Section 5 – Identification of Special Educational Needs**

At Parklands School, we endeavour to identify children with SEN as early as possible. In line with the SEND Code of Practice (2015), Parklands School are committed to following the graduated response to the identification and support of a pupil's special educational needs. The Assess, Plan, Do, Review cycle is followed at each step.

Identification of need and planning of SEN/D is a matter for the whole school. The governing body, the headteacher, senior leadership team, Assistant Head Inclusion, SENCo, teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Children with SEN may be identified at any stage of this process during their school life.

When pupils join the school in the Early Years or from other settings, close liaison takes place between the two settings to ensure information is communicated about a pupil's needs. If the child already has an identified special

educational need, this information is usually transferred from their Early Years/pre-school setting. The class teacher, Assistant Head Inclusion, and SENCo will use this information to plan targets and provision for that pupil.

The route to identification of need is as follows:

### **Wave 1, Step 1: Class Provision Map**

- If a class teacher is concerned about an aspect of a pupil's progress, behaviour or well-being; through **quality first teaching**, they will make adaptations and adjustments within the normal daily classroom routine. This may include adapting the learning, creating scaffolds or resources or planning interventions. Class teachers are advised to use the 'West Sussex Ordinarily Available Inclusive Provision' to support their planning of high-quality provision.
- Results of regular observations, school assessments and monitoring are discussed with class teachers and members of the Senior Leadership Team at Pupil Progress and Cause for Concern Meetings. Pupil's whose presentation of need or level of progress raise cause for concern, will be highlighted and further adaptations and adjustments made.
- This support will be recorded on the class provision map and monitored and reviewed for between 6-8 weeks
- The class teacher will discuss the concerns with parents/carers at the earliest opportunity

### **Wave 2: Sharing SEN/D Concerns:**

- If after reviewing this support, little progress has been made, and the class teacher continues to be concerned about the pupil's progress or development, they will discuss their concerns with the SENCo, documenting these on a '*Pupil Cause for Concern form*'- see Appendix D.
- The SENCos will work with staff to agree clear next steps; this may involve further assessment and observations by the class teacher and/ or SENCos.
- Class Teachers will discuss and review concerns and next steps with parents/ carers at the earliest opportunity.

### **Consideration for SEN Register**

- If there are ongoing concerns about a pupil's progress, presentation and or development following the above cycle of ASSESS – PLAN - DO – REVIEW, the SENCo and class teacher will hold a meeting with parents/carers to discuss adding their child to the SEN register.

The triggers for *SEN Support* will be that, despite receiving targeted support through the class action plan, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties or presentation which substantially and regularly interfere with the child's functioning, learning or that of the class group, despite having a Pastoral Support Plan
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

Parents/Carers will always be informed if it is decided to add the pupil to the SEN register.

### **Wave 3: SEN Support**

- Following the above cycle, the SENCo will add the pupil to the school's SEN Register on 'Bromcom'
- The class teacher, in collaboration with the SENCo, will plan and write individual targets and provision through a Personal Learning Plan – see below
- For higher levels of need, further assessments may be completed by the SENCo or Assistant Head Inclusion and referrals may be made to draw on more specialised advice or assessments from external agencies and professionals. This may include: Learning Behaviour Advisory Team (LBAT) Educational Psychologist (EP) Speech and Language Therapist (SALT) School Nursing Team, Child Development Centre (CDC), Child and Adolescent Mental Health Service (CAMHS), Alternative Provision College Outreach (APCO)
- All pupils identified as receiving SEN support are monitored regularly by the class teacher, SENCo and Assistant Head Inclusion, through the Personal Learning Plan process, class observations and SEN monitoring

\*\*See appendix C for Parklands Identification of Need flow chart

In some circumstances, when it is felt by the school and parents that a child's needs require more urgent support and assessment, the above process may be adapted to ensure timely and efficient response and support.

### **Request for Education Health Care Needs Assessment (EHCNa)**

- On the rare occasion, if, despite considerable provision at SEN Support, a pupil continues to make very little or no progress over time, the Head Teacher, Assistant Head Inclusion and SENCo may request that the Local Authority (LA) consider carrying out a statutory assessment of the child's SEN. The criteria for an EHCNa is set out by the LA and adhered to by the school.
- This decision is always discussed with parents and consent is gained
- Evidence for an EHCNa is collated over time but for a minimum of 2 school terms. Throughout this process, parental and pupil views would be gained and advice from a range of outside professionals sought and implemented, in line with the SEND Code of Practice (2015) graduated approach
- Once enough evidence has been established, the Assistant Head Inclusion or SENCo, will collate and submit the evidence to the LA
- If the LA agrees, further assessments will take place from outside professionals through the Education Health Care Need Assessment process. Following these assessments, a LA panel will decide if an Education Health and Care Plan (EHCP) will be issued or not.
- If the Local Authority makes an Education Health and Care Needs assessment (EHCNa), but decides at the end of that process not to draw up an EHCP for the child, the parents again have the right to appeal to the SEN Tribunal.

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\*\*A diagnosis of a specific need or disorder does not automatically lead to an EHCNa or EHCP being issued by the LA

### **Wave 4: Education Health and Care Plan (EHCP)**

An EHCP is a legally binding document which sets out a child's needs, outcomes and the provision they must receive to meet their needs.

The provision for pupils with an EHCP will be funded from the school's notional SEND budget, and additional funding from the LA.

An Annual Review meeting is held each year for pupils who hold an EHCP. The Assistant Head inclusion or SENCo will work with the class teacher to prepare the setting report documentation prior to the Annual Review. The child's views will be established prior to the meeting and shared on this report. Parents and all the outside agencies involved with the child and invited to the meeting to discuss and assess the pupil's progress and set outcomes for the year ahead. A representative from the LA may attend these reviews.

### **Parental Request for an Education Health Care Needs Assessment (EHCNa)**

On the rare occasion that parents feel their child requires an EHCNa and school are in agreement or there is not sufficient evidence for school to put this request forwards, parents may ask the Local Authority to conduct an Education Health and Care Needs assessment (EHCNa) of their child. Information can be found out about this through SENDIAS.

### **Pupils for whom English is an Additional Language**

The identification and assessment of the SEN/D of children whose first language is not English, requires particular care. Where there is uncertainty about an individual pupil's progress of development, teachers and the Assistant Head Inclusion/SENCo will look carefully at all aspects of a child's learning and development to establish whether the problems they have in the classroom are due to limitations in their command of their language, or arise from special educational needs. Where appropriate, advice from the LA Ethnic Minority Traveller Achievement Service (EMTAs) may be sought.

## **Section 6 – Provision**

The Assistant Head Inclusion, SENCo and child's Class Teacher will collaboratively plan and write targets and the provision needed to reduce a child's barriers to learning and support them to make progress in the light of relevant assessments.

Provision may include:

- Adaptive teaching strategies and learning resources or specialist equipment
- Individualised learning objectives and tasks
- Additional support from SEN or class teaching assistants – group or individual
- Targeted interventions
- Learning Mentoring/ELSA (Emotional Literacy Support Assistant)

For some children with more complex Special Educational Needs, a higher level of support may be required and provision may include:

- Differentiated learning objectives
- Personalised timetables
- Use of personalised learning spaces within the school
- Ongoing advice and input from outside agencies
- A programme of alternative provision

After initial planning and discussions with the Assistant Head Inclusion or SENCo, the child's class teacher will be responsible for working with the child to implement and monitor the progress of the provision in place, even

when this takes place with other adults outside of the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Reviews of Personal Learning Plans take place termly and are reported to parents through two parent's evenings and the end of year report.

The Assistant Head Inclusion and SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents. Records of progress will be kept through the Personal Learning Plan and ongoing teacher assessment. Records are kept in each child's electronic SEND and paper file in the SENCo office. Confidential Files are kept by the Designated Safeguarding Lead who is the Head Teacher.

The Assistant Head Inclusion and SENCo may use a range of assessments and standardised tests to identify and monitor pupil progress. These may include: Standardised reading tests, the Spar spelling test, the BPVS (British Picture Vocabulary Scale), Sandwell Maths tests, Ravens Coloured Progressive Matrices and the GL Dyslexia Screening tool and profile.

### **Personal Learning Plans (PLPs)**

Teachers, with support and guidance from the Assistant Head Inclusion and SENCo, are responsible for writing and reviewing PLPs.

The SENCos will monitor and review all PLPs across the school. The PLP will be shared with parents/carers three times a year in parent's evenings and through end of year reports. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

The Personal Learning Plan includes:

#### ▪ **One Page profile**

- The pupil's areas of needs, in line with the SEN/D Code of Practice, listed sequentially 1-4
- The outside agencies involved with a pupil
- The pupil's views about what they like, do not like, what helps them and things they would like others to know about them
- The views of parents and adults who work with the pupil

#### ▪ **Targets:**

- Up to four, aspirational targets to be achieved by the school end of the year will be written for each pupil
- Targets will be written in line with the four broad areas of need identified for each pupil.
- Targets will be SMART: Specific, Measurable, Realistic, Time Bound
- Targets will be aspirational outcomes to be achieved by the end of the school year
- For pupils with an Education, Health and Care Plan (EHCP), targets will be broken down from the end of Key Stage outcomes identified in the EHCP

#### ▪ **Provision:**

- Each term, class teachers and other adults working with the child, will plan and document the provision to identify how the target will be met
- Following review, changes can be made to provision at any time
- New provision will be written each term to work towards the end of year target

#### ▪ **Impact:**

- Class teachers and any adults supporting the pupil, will record and review the impact of the provision on the PLP.
- Targets and provision are reviewed formally at the end of each term

### **Criteria for exiting the SEN register**

The progress of all pupils is recorded and monitored each term. Pupils requiring SEN support have a Personal Learning Plan that is reviewed and updated each term. If this monitoring and planning indicates that the pupil has made rapid progress, and their attainment is no longer significantly below that of their peers, exit from the SEN register will be considered. This review will be completed in collaboration with the pupil, parents, teaching and support staff and the Assistant Head Inclusion/SENCo. If the pupil no longer requires SEN support, alternative Wave 1 intervention will be made available as required. Monitoring of progress and attainment will continue.

### **Special Support Centre (SSC)**

Parklands Community Primary School has a Local Authority designated Special Support Centre (SSC) for pupils identified with social communication needs. There are places for 18 children who all hold an EHCP. Mrs Rebecca Harris is the Teacher in Charge of the SSC. There are two classes known as Orchard and Forest Class. Each class has a Class Teacher and up to two Special Needs Teaching Assistants.

The aim of the provision is to support each pupil's academic, social and emotional development through a balance of specialist teaching and support in the SSC, alongside integration into the mainstream school. In the SSC, an academic, adult led curriculum is taught by a dedicated SSC teacher, with support from specialist teaching assistants. One to one support from teaching assistants and teachers is **not** provided in the SSC as a day to day approach. When children join the SSC in the Early Years, they are fully integrated into the mainstream Early Years Classes with support from Special Needs Teaching Assistants in order for pupils to access the play-based curriculum. Admission to the SSC is through the LA only. Children come from a wide geographical area.

## **Section 7: Arrangement for monitoring and evaluation**

In line with the school assessment policy, pupil progress is assessed and monitored throughout each pupil's school career by class teachers; the senior leadership team and the SENCo. Information is collected using various tools including the Early Learning Goals, Curriculum Objectives and standardised attainment tests. Class Action plans and Personal Learning Plans are reviewed and new targets set each term. The quality of provision is monitored through a programme of ongoing monitoring and work scrutiny.

The progress and attainment of all pupils in the school is recorded and analysed each half term.

## **Section 8: Working in partnership with Parents/ Carers**

Partnership with parents and carers plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Parents/carers of children identified with SEN are kept fully informed of the provision that is being made for their child. Parents/carers co-produce their child's PLP at the start of the year and are invited to review progress towards the targets during Parent's Evenings, at the end of each term, and where appropriate, annual review

meetings. The school will inform parents/carers before adding a pupil to the school's SEN register and approaching other professionals and outside agencies for information about their child.

## Section 9: Supporting pupils with medical conditions and or health needs

Most pupils will experience a medical condition at some point that may affect their school attendance. For many, this will be short-term, for example, completing a course of treatment. However, some pupils have health needs or long-term conditions that, without careful management, could significantly limit their access to education.

### Individual Support Plans and Risk Assessments

When a pupil has an identified health need or medical condition that may affect their attendance, school and the local authority (LA) must work together to ensure suitable arrangements under the Education Act 1996, Section 19 (1).

Together with parents, healthcare professionals, and the LA, we will develop:

- A **Health Care Plan (HCP)** and/or **Risk Assessment**, detailing required adaptations, safety measures, and tailored educational provision to include the pupil and safeguard all involved.
- A **named school contact**-for example, the SENCo or member of the Wellbeing Team, to coordinate support, ensure reviews, and maintain open communication.

### Roles and Collaboration

- **Parents or guardians** hold primary responsibility for their child's health. They must provide full medical information, joining with the child's GP or healthcare team to inform the HCP/Risk Assessment. These professionals may also contribute to staff training and guidance.
- The school will liaise closely with health services, including community or hospital-based teams, to deliver effective, appropriately adapted learning.
- The **LA has a legal duty** to arrange suitable full-time education if the child cannot otherwise access it through the school, including part-time, remote delivery, or alternative provision. For more information please see [DfE Guidance: Arranging education for children who cannot attend school because of health needs \(Dec 2023\)](#)

### Educational Access and Adaptations

- Wherever possible, the pupil should remain on the school roll and receive as much in-school education as is feasible, with reasonable adjustments.
- If full-time attendance is temporarily not possible, the school, working with the LA and other professionals, will arrange part-time or remote learning, ensuring coordinated delivery of the pupil's education.
- The aim is progress towards full-time reintegration, supported through phased transition plans, regular review and adjustment of provision.
- Digital resources may be used to support continuity of learning during prolonged absence.
- Parents may request flexi-schooling arrangements in line with the school's **Flexi-Schooling Policy**, where appropriate, which will be reviewed and agreed by the Headteacher. This option will be considered on a

case-by-case basis to ensure the pupil's needs are met while maintaining educational continuity and medical evidence must be provided.

### Medical Evidence

- Eligibility for alternative provision requires medical evidence—typically from a GP or consultant—confirming the impact of their health condition on school attendance.  
[🔗 DfE Guidance: Arranging education for children who cannot attend school because of health needs \(Dec 2023\)](#)
- Medical professionals may also advise on reasonable adjustments, treatment schedules, and staff training needed to support the pupil effectively.  
[🔗 DfE Guidance: Supporting pupils at school with medical conditions \(Updated 2017\)](#)

### Medication and Care Duties

- Administering medication is voluntary for school staff; no one is legally required to do so.
- Staff who undertake medication administration or support with intimate care will have this clearly defined within their job description, the HCP, and associated risk assessments.
- These staff will receive appropriate training and ongoing support, ensuring they can safely fulfill these responsibilities.

## Section 10: Mental Health and Special Educational Needs

### Definition

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (World Health Organisation).

### What might this look like at Parklands?

At our school, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in their social and emotional development and or learning than the majority of those of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need. At Parklands, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

### As a school we aim to:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers

### What are the signs?

School staff may become aware of warning signs which indicate a pupil is experiencing mental

health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns.

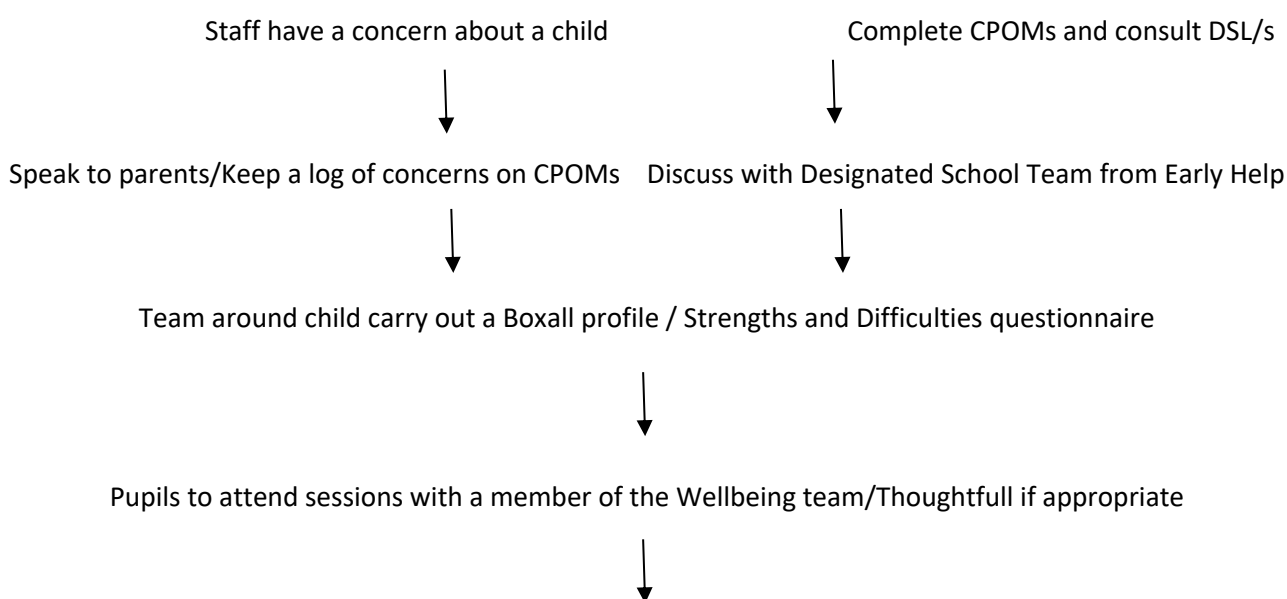
Some possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental including self-harm
- Changes in eating / sleeping habits
- Increased isolation, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour

### **How do we support our pupils at Parklands?**

- Whole school Therapeutic Empowerment Approach
- Weekly Brain Best Assemblies
- All staff are ‘coaches’ for all pupils
- RAG rating class to highlight vulnerable pupils
- Teach children through our PSHE curriculum and Brain Best class assemblies, about mental health and mental well-being (this is differentiated across the year groups)
- Use of sensory boxes/calm boxes and sensory room
- Use of structured brain breaks
- Identify a team around vulnerable children
- Creating a therapeutic web or parachute of support around a child
- Use of class worry boxes
- Wellbeing team: ELSA, Nurture sessions, Learning Mentoring, 1:2 coaching from SLT
- Thoughtful Programme
- Use of Zones of Regulation
- Weekly cause for concern meetings with the SLT
- Mental Health Lead

### **Mental Health Flow Chart**



Concerns continue, consult DSL /AHT/SENCo and refer to SPOA / Integrated Front Door / Early Help Designated School's Team/ Other professional agencies

## Section 11: Training and Resources

All staff undergo continual professional development. This includes regular and ongoing training conducted by the Assistant Head Inclusion, SENCo, National College training, in-service training days, training from Outside Agencies, performance management reviews, SEN monitoring, work scrutiny and staff meetings. Training includes; Empowerment Approach, Safeguarding, Speech and Language therapy, Team Teach (positive handling training to manage and de-escalate challenging behaviour), Makaton signing, On-Track maths, Autism Awareness, Attention Autism, manual handling, Occupational Therapy, National Professional Qualification (NPQ) for SENCOs, Numicon maths system, Lego therapy, Clicker 7, attachment training and visits to other settings.

Many resources needed to support pupils identified with SEN are already available in school. If a pupil requires a specific resource or piece of equipment that is not currently available this can be acquired by the SEN Team using the SEN budget. If a Health or Education professional assesses that a specific resource or facility is needed for a pupil with an EHCP, a request for additional funding may be submitted to the Local Authority SEN Assessment Team.

## Section 12- Entitlements, Roles and Responsibilities

### Pupils have an entitlement to:

- High quality learning experiences which address their specific needs to ensure they have the opportunity to their potential.
- Resources designed to enable access to the curriculum
- Appropriate intervention to narrow gaps in their skills and understanding
- A positive and consistent approach
- Regular opportunity to express their views and participate in the decisions being made about them

### Pupils have a responsibility to:

- Join in with school activities and expectations as often as they are able to
- Work to achieve their best
- Support and encourage each other

### The Governing Body has an entitlement to:

- Receive any current and relevant information required to make decisions in relation to SEN

### The Governing Body has a responsibility to:

Monitor the impact of SEND provision in raising standards within the school, ensuring that:

- with the Head Teacher, they determine the school's general school policy and approach to provision for children with SEND, establishing the appropriate
- awareness of SEND issues is raised at governing body meetings
- staffing and funding arrangements and maintaining a general overview of the school's work
- they appoint a SEND Governor to ensure that proper provision is made for pupils with SEND and that they are up-to-date and knowledgeable;
- the necessary special arrangements are made for pupils with SEND;
- teachers know the needs of pupils with SEND

- there are procedures to identify and assess the needs of those pupils with SEND and that provision is continually monitored
- the school has a co-ordinator for SEND
- pupils with SEND are fully integrated into the normal activities of the school so far as is reasonably possible
- they take account of the Code of Practice and Equality Act when carrying out its duties toward all pupils with SEND
- provision for SEND is an integral part of the school improvement plan;
- the development and monitoring of the SEND policy

The Headteacher has an entitlement to:

- Receive any current and relevant information required to make decisions in relation to SEND
- Regular reports and updates from the SENCOs
- Support from outside agencies

The Headteacher has a responsibility to:

- Ensure that the school meets statutory requirements in relation to SEND provision
- Evaluate the impact of SEND provision on raising standards within the school
- Ensure data is received at the time a pupil transfers to the school and is passed to the class teacher
- Work with the SENCOs and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SENCOs have an entitlement to:

- Non-teaching time sufficient to fulfil the responsibilities required of them
- Receive from class teachers any current and relevant information about pupils with identified concerns or on the SEN register required to provide appropriate guidance and support

The Assistant Head Inclusion & SENCO has a responsibility to:

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils identified with SEN receive appropriate support and high-quality teaching through each child's day to day provision and personal learning plan
- Maintain a register of children requiring SEN support and ensure that the records on children with SEN are up-to-date
- Ensure the statutory requirements of each child's Education, Health, Care Plan are fully met and reviewed in line with the SEND Code of Practice (2015)
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils identified with SEN, including those who have EHC plans
- Coordinate provision for pupils identified with special educational needs, including keeping the school's provision map up to date
- Provide guidance and advice to assist the development and consistent implementation of strategies to effectively manage challenging behaviour
- Oversee the records of all pupils identified with special educational needs
- Liaise with parents of children identified with special educational needs
- Contribute to the in-service training of staff
- Make referrals and liaise with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

- Inform parents of proposed referrals and intervention groups involving their child
- Monitor and evaluate the effectiveness of SEN provision through learning walks, lesson observations, monitoring of PLPs, talking with staff and pupils, scrutiny of pupil's work and teacher's planning
- Provide and analyse SEN data to inform school evaluation
- Work with the Head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

*The Class Teacher has an entitlement to:*

- Support, guidance and resources required to provide appropriate learning opportunities for pupils identified with SEN
- Guidance when completing and evaluating a PLP and planning provision
- Ongoing support and training from the SENCOs
- Support when working with parents

*The Class Teacher has a responsibility to:*

- Ensure the progress and development of every pupil in their class- even when pupils are taught by specialist teachers for some lessons
- Work closely with any teaching assistants or specialist staff, plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENCOs to review each pupil's progress and development and decide on any changes to provision
- Ensure they are following the School's SEN policy
- With guidance from the SENCOs; write, monitor and review PLPs each term in collaboration with parents / carers
- Record and analyse pupil progress
- Report to parents – pupil progress, attainment, next steps, PLP sharing and review
- Liaise with the SENCOs to ensure effective identification and provision for the changing needs of pupils with SEN
- Add and maintain accurate data on progress catcher when a pupil transfers to the school
- Ensure accurate and relevant pupil information is available for the next class teacher or school
- Plan, deliver and monitor effective differentiated learning activities through quality first teaching
- Contribute toward the development and consistent implementation of strategies to effectively manage challenging behaviour

## **Section 13: Admission Arrangements**

Parklands School is committed to inclusive education of children identified with SEN/D, through the progressive removal of barriers to learning and participation in mainstream education. The admission of pupils identified with SEN/D are agreed with due regard to the Schools responsibilities under the Special Educational Needs and Disabilities Code of Practice 0-25 Years (2015) and the Children and Families Act (2014) which secures the general presumption in law of mainstream and the Equality Act 2010 which provides protection from discrimination for disabled people.

Where a child holds an EHC plan and a parental request for a school placement is made for the in the mainstream school or SSC, the Headteacher, SENCos and Governors, will review the information about the child's needs and provision as stated in the EHC plan. The SENCos may arrange a visit to observe a pupil in their current setting. A 'Governors Consultation Form' will then be completed to indicate if the child's special educational needs can be met within the requested setting.

In line with the current Local Authority admissions policy the following will be considered:

- The parent's wish the child to attend the school
- The child's special educational needs can be met by the school
- Other pupils will not be disadvantaged
- Resources will be used efficiently

Places in the SSC are decided through a Local Authority led considerations meeting which is held once a year, typically in the spring term for September admissions.

Where a child is identified as having SEN/D but does not have an EHC plan, they must be educated in a mainstream setting.

### **Age Phase Transfer**

If a pupil identified with SEN/D finds it difficult to move from one phase of education to another or when they transfer to a new school, we develop a transition plan to specify the support to be provided. This support plan can include a timetable of visits, social stories, a photographic record, social skills, group work and at times, a planned phased induction starting on a reduced timetable. The specific content of each plan will be different according to the individual needs of the pupil.

## **Section 14: Accessibility**

Parklands Community Primary School is fully accessible for wheelchairs with a lift to enable pupils in wheelchairs to access the first floor. There are accessible changing facilities comprising of a disabled toilet on the ground floor, two hygiene rooms, one with a hoist system, and a disabled toilet on the first floor. Specialist equipment, e.g. standing frames and height adjustable tables are available to pupils in their own classrooms. Two disabled parking bays are available outside the main school entrance. Information technology is used to support any pupils for whom this is deemed appropriate.

Parklands works in collaboration with Health professionals, the West Sussex Sensory Support Service and Social Communication Team to ensure the most appropriate equipment is available to meet a pupil's individual needs.

## **Section 15: Equality and Diversity**

Parklands School is committed to ensuring equal treatment of all its pupils, employees, and any others involved in the school community. The school will not tolerate harassment of disabled people with any form of impairment. The potential of each pupil, regardless of ability and background, will be achieved within the framework of the following stated aims:

- To provide quality first teaching and learning experiences that build upon the individual strengths of each pupil while addressing or taking into account any identified learning needs
- To provide effective learning opportunities and resources in an environment that will enable each pupil to fulfil his/her potential
- To support pupils facing barriers to their learning
- To encourage in the pupils a sense of self responsibility and also a sense of responsibility to the school and outside community
- To give all pupils an awareness of their own worth, a sense of achievement and enjoyment in their own development
- To provide a caring atmosphere in the school in which stable relationships can be formed
- To encourage in the pupils a sense of tolerance, justice and respect for others and a respect for the environment in which we live

#### **Section 16: Storing and managing information**

Information in school is managed in accordance with the freedom of information and data protection policy. The school will ensure records are retained in line with guidance from West Sussex County Council and are up to date and easily accessible.

All staff will be aware that third parties may have a right to access the information we hold and create records with an eye to other people seeing them. They will also be aware that it is a criminal offence to alter, deface, block, erase, destroy or conceal information to prevent disclosure. (Information may be masked out, but comments must be made in the margin as to why it has been removed, to protect the identity of a child for example)

#### **Section 17: Complaints procedures**

If parents believe that their child has a Special Educational Need which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child identified with SEN, they should talk first to the child's teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCo/Assistant Head Inclusion and or the Head Teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may raise their concerns with the school's governor responsible for SEN.

If you do not think your issues or concerns have been dealt with fairly or efficiently and wish to complain, you can write to the Head Teacher of the school to see if they are able to resolve the matter, but a complaint may also be made in person or by telephone. It is preferable if this is attempted informally at first. If after communication with the Head Teacher, you are still not happy with the way your complaint has been dealt with, you would need to contact the Governing Body which has responsibility to address your complaint. The school will be able to provide you with the contact details of the person you would need to write to about your concerns (usually the Chair c/o the school). If you felt you needed help in putting this letter together SENDIAS will be able to help you with this.

## Section 18 – Appendices

- A: SEN terminology
- B: Example Personal Learning Plan
- C: Identification of need flow chart
- D: Pupil Cause for Concern Form
- E: SEN Assessment Measures

### Appendix A- SEN Terminology

**There are many SEN terms that are abbreviated and can be confusing. This is a list of the most commonly used abbreviations you may hear.**

#### **ASD**

Autistic Spectrum Disorder. Pupils who have a diagnosed social communication need and find it difficult to understand and use non-verbal and verbal communication

#### **CAMHS**

Child & Adolescent Mental Health Service

#### **CF**

Cystic Fibrosis

#### **DCD**

Development Co-ordination Difficulty. Also termed Dyspraxia

#### **Dyscalculia**

Pupils having difficulty in acquiring mathematical skills

#### **Dyslexia**

Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas

#### **Dyspraxia**

Pupils with impairment of gross and fine motor skills

#### **EAL**

English as an additional Language

#### **EHCP**

Education, Health and Care Plan. The replacement for a statement of special educational needs which details a pupil's individual needs and the outcome we are working together to fulfil

#### **EHCNA**

Education, Health and Care Plan Needs assessment. This can be completed by the school SENCo or parents and submitted to the local authority in application for an EHCP

#### **EMTAs**

Ethnic Minority and Traveller Achievement Service

#### **EPS**

Educational Psychology Service

#### **EWO**

Educational Welfare Officer

#### **HI**

Hearing Impaired

#### **HLTA**

Higher Level Teaching Assistant

#### **Inclusion**

School provides flexible curriculum and increased capacity to meet needs of all pupils

#### **Integration**

Where a child fits into existing school provision and curriculum

#### **LA**

Local Authority

#### **MLD**

Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum

**NASEN**

National Association for Special Educational Needs

**P Scales**

A previously used set of objectives for measuring the progress of pupils working up to level 1 in all subjects of the National Curriculum. These have now been abolished

**PD**

Physical Disability

**PRE KEY STAGE STANDARDS**

A set of objectives written by the government to measure and assess the progress of pupils working below year one in the National Curriculum

**PLP**

Personal Learning Plan. The details of a pupils individual needs, achievements and targets for the coming term and beyond. Developed in collaboration with parents, teachers and SENCo

**PSP**

Pastoral support plan. A plan written to support a pupil's social, emotional and mental health needs

**Portage**

Home-based pre-school education for children with development delay, disabilities or any other special educational needs

**Inclusion**

School provides flexible curriculum and increased capacity to meet needs of all pupils

**Integration**

Where a child fits into existing school provision and curriculum

**SALT**

Speech and Language Therapist

**SEN Code of Practice**

Practical guidance to LEAs and the governing bodies of all maintained schools

**SEN**

Special Educational Needs

**SEND**

Special Educational Needs and Disability

**SENCo**

Special Educational Needs Co-ordinator

**SEN Support**

The single category used to categorise pupils who have special educational needs and require a curriculum and support that is different from their mainstream peers

**SLCN**

Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language

**SpLD**

Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

**Statement of Special Educational Needs**

Legally enforceable document that describes the special educational needs of the child and how these needs will be met- Statements have now been replaced by Education Health and Care Plans

**Statutory Assessment**

Multi-disciplinary assessment by the LA of a child's educational need

**SSS**

Specialist Support Service

**STS**

Specialist Teaching Service

**TA/LSA**

Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff

**TES**

Traveller Educational Service

**VI**

Visually Impaired

**Wave 1**

Quality First Teaching provided for all pupils by the class teacher in all classes

**Wave 2**

Targeted, additional support delivered within the mainstream classroom to support pupils meet age related expectations  
**Wave 3**  
 Specific targeted provision for pupils identified with SEN- these pupils are identified as working at SEN Support and have a Personal Learning Plan  
**Wave 4**  
 Specialist, targeted support for pupils whom hold an EHCP

### Appendix B- Example Personal Learning Plan

**Parklands Personal Learning Plan (SEN Support) for** [Redacted]

Date of birth: [Redacted]  
 Teacher: Mrs [Redacted]

**Additional information for** [Redacted]

Admission Date: 8/9/2025 SEN Status: SEN Support SEN Status since: 8/9/2025

**Outside Agencies Involved with** [Redacted]

Educational Psychologist: N LBAT: N OT: N Other Agency: N Physiotherapy: N Sensory Support: N Social Comm: N Speech & Language: N

**All about me - Things I like**

**Things I like - What I say:**  
 I like working with my friends in small groups.  
 I like using pictures and colours to help me learn.  
 I like doing activities where I can make things or try things out.  
 I like when the teacher shows me what to do first.  
 I like getting a "well done" when I try hard.

**Things I like - What adults say:**  
 X likes working with friends in small groups.  
 X likes using pictures and colours to help learn.  
 X likes having time to think through her answers.  
 X likes doing activities where X can make things or try things out.  
 X likes when the teacher shows what to do first.

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**All about me - Things I don't like**

**Things I don't like - What I say:**  
 I don't like reading big pieces of writing on my own.  
 I don't like feeling rushed to finish my work.  
 I don't like it when the classroom is too noisy.  
 Brussel sprouts!

**Things I don't like - What adults say:**  
 X doesn't like reading big pieces of writing alone.  
 X doesn't like feeling rushed to finish work.  
 X doesn't like it when the classroom is too noisy.  
 X doesn't like starting work without knowing what it should look like.  
 X doesn't like being asked questions in front of everyone.

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**All about me - Things that help me**

**Things that help me - What I say:**  
 It helps me when the teacher explains things step by step.  
 It helps me when I can see pictures or diagrams.  
 It helps me when I have extra time to finish my work.  
 It helps me when I can work somewhere quiet.  
 It helps me when an adult checks in to see if I'm okay.

**Things that help me - What adults say:**  
 It helps X when the teacher explains things step by step.  
 It helps X when there are pictures or diagrams.  
 It helps X when there is extra time to finish work.  
 It helps X when X can work somewhere quiet.  
 It helps X when an adult checks in to see if everything is okay.

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**All about me - I would like you to know**

**I would like you to know - What I say:**  
 I feel worried if I have to answer in front of the whole class.  
 I like knowing what "good work" looks like before I start.

**I would like you to know - What adults say:**  
 Big tasks feel easier for X when they are split into smaller steps.  
 X learns best when doing practical activities.  
 X feels worried if asked to answer in front of the whole class.  
 X likes knowing what "good work" looks like before starting.  
 X sometimes needs reminders to keep going if the work is long.

**All about me - My diagnoses**

I would like you to know:  
 X presents with specific learning differences

**SEN Area of Need - Cognition and Learning**  
 Priority: 1

**SEN Area of Need - Communication and Interaction**

**SEN Area of Need - Social, Emotional and Mental Health**  
 Priority: 2

**SEN Area of Need - Sensory and Physical**

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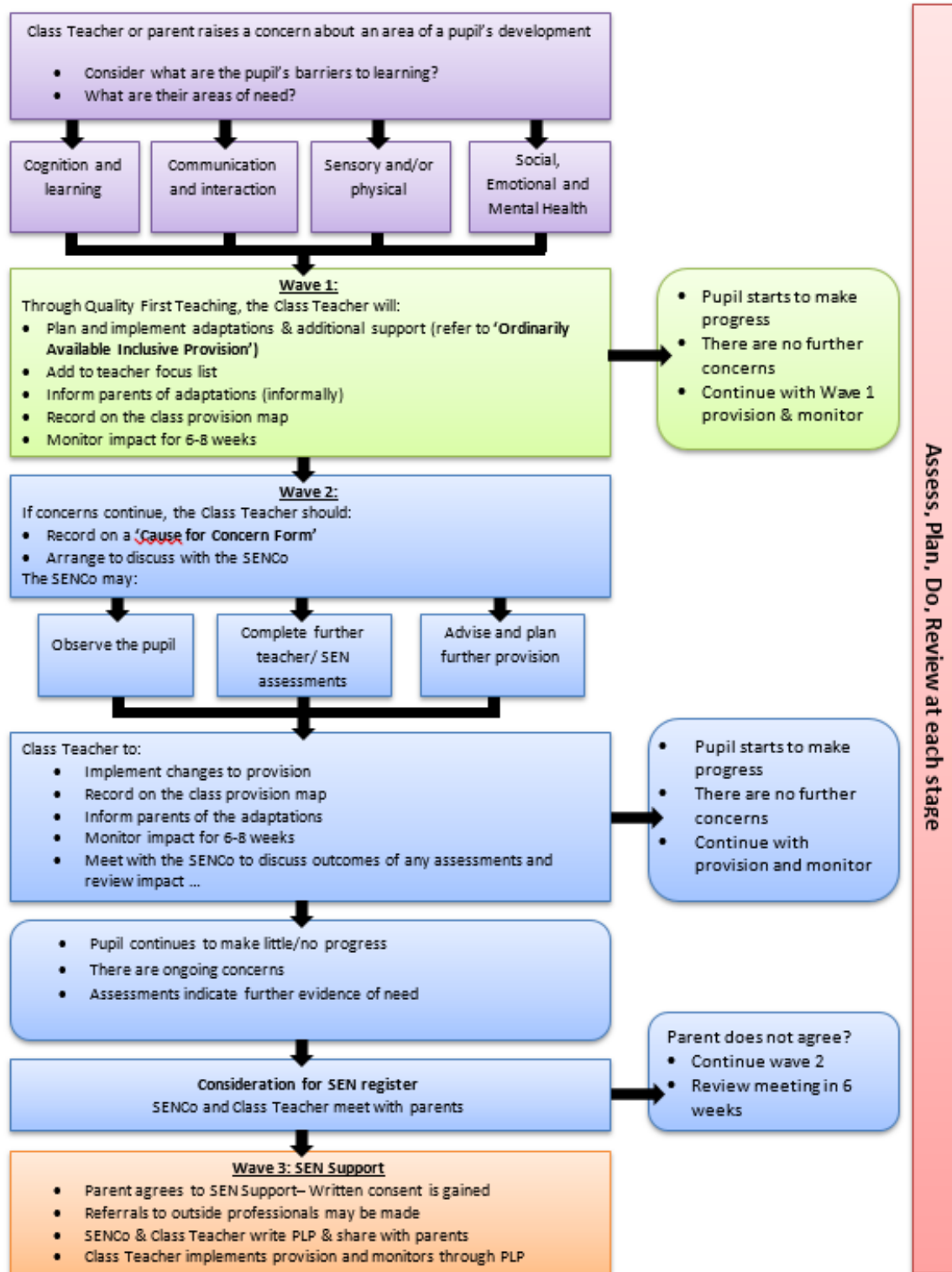
**Plan for** [Redacted]

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Cognition and Learning	To complete an adapted task in English	I can complete my adapted tasks in English	-High level of teacher modelling -Pre-teaching -Dual coded word banks -Provide clear, simple instructions and repeat if needed. -Chunked tasks -Use visual aids and a task checklist -Offer positive reinforcement for each completed step. -Brain Boost intervention	
Social and Emotional	To tell an adult how I am feeling using the Zones, and choose an appropriate strategy to support myself	I can tell my adults how I am feeling using the Zones of Regulation chart and choose a strategy to get me back into the green zone	-Daily check in using a visual feelings chart. -Model and role-play asking for help. -Praise and reassure X when they communicate feelings. -Zones intervention in small group -Individual Zones tool kit -Whole school brain best learning	

Each personal learning plan has a one-page profile and four targets with the provision detailed. These are evaluated and reviewed every term.

## Appendix C – Identification of Special Educational Needs

### Parklands Community Primary School Identification of Special Educational Needs



## Appendix D- Pupil Cause for Concern Form

### Pupil Cause for Concern Form –SEN

Please complete with as much information as possible, then copy and pass to the SENCo.

Name of pupil:	Class / Year group:	Length of time at Parklands:
Any Existing SEN: (Y/N) give details/areas of need:	Form completed by:	Date completed:

Assess: Describe your main concerns. (When did you first have concerns, any initial assessments done?)

Area of need:		No concerns	Some difficulty	Frequent difficulty	Not applicable
Cognition and learning	<b>Concentration:</b> Staying on task, ignoring distractions, focusing on the teacher, focusing on task.				
	<b>Organisational Skills:</b> Physical organisation of self and equipment, planning ahead with work, thinking about consequences before actions etc.				
	<b>Memory and processing:</b> holding information in head, carrying out instructions, acting on information				
	<b>Reading:</b> decoding and comprehension				
	<b>Spelling:</b> high frequency words, phonetic and unphonetic				
	<b>Extended Writing:</b> Ability to write a correctly punctuated paragraph or more with ease and fluency.				
English / Literacy	<b>Handwriting:</b> Ability to correctly form letters and write legibly within the lines.				
	<b>Numeracy/Maths:</b> Demonstrating a basic grasp of number, date, shape / space and measure etc.				
	<b>Social:</b> Forming and maintaining positive relationships, conforming to social norms etc.				
	<b>Emotional:</b> Showing awareness of own feelings and that of others, managing feelings, confidence etc.				
SEMH	<b>Mental Health:</b> Anxiety, readiness to learn, emotional regulation, OCD				
	<b>Speech and Language:</b> Understanding language, acquiring new vocabulary, ability to express themselves clearly in sentences etc.				
Use of tools / devices	<b>Social Communication:</b> ability to communicate with others, make eye contact, may include Autistic traits				
	<b>Physical/Hearing/Visual:</b> Ability to access all activities physical, hearing or visual difficulty etc.				
SENCo support	<b>Sensory:</b> Fidgets, need to move, sensory seeking /lethargic.				

### Pupil Cause for Concern Form –SEN

Plan: What steps have you taken to address these concerns? Have you informed the parent/carer of this plan?

Do: (Quality First Teaching) at a classroom level, what provision and adaptations have you already put in place to meet the pupil's needs? (refer to ordinary available provision document):

Do: actions taken	Date:	Review: Impact?

### Pupil Cause for Concern Form –SEN

SENCo actions:  
Date: \_\_\_\_\_

Plan: Further actions (to be completed by the SENCO and Class Teacher) Do we need to make any referrals? What outcomes do we want to achieve?

Impact/Actions and date

Actions taken	Date	Outcome/impact	Date

Communication and interaction	Social, Emotional and Mental Health	
Cognition and learning	Sensory and/ or Physical	

Appendix E- SEN Assessment Measures

Parklands School Assessment of SEND

All pupils	Broad areas of need from the SEND Code of Practice	Area of assessment	Assessment tools available for teachers	Assessments for use by SENCo/Trained TA	Specialists available for further assessment
<ul style="list-style-type: none"> <li>Parents' views</li> <li>Child's views</li> <li>Previous teachers' views</li> <li>Support staff views</li> <li>Reports from previous school/preschool</li> <li>Development matters</li> <li>Foundation Stage Profile</li> </ul>	<ul style="list-style-type: none"> <li>Communication and interaction</li> <li>Cognition and learning</li> <li>Social, emotional and mental health</li> <li>Sensory/physical needs</li> </ul>	<ul style="list-style-type: none"> <li>receptive language</li> <li>expressive language</li> <li>social/functional etc.</li> <li>Phonics, encode, decode</li> <li>HFW</li> <li>Maths</li> <li>Phonological awareness</li> <li>Processing speed</li> <li>Working memory</li> <li>Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questionnaire</li> <li>SALT</li> <li>Phonic assessment</li> <li>PIRA reading</li> <li>Maths assessment</li> <li>Handwriting assessment</li> <li>Otrack</li> <li>Combined SpLD checklist</li> <li>Bradford baseline assessment</li> </ul>	<ul style="list-style-type: none"> <li>Progression tools</li> <li>Speech sound assessment</li> <li>ASD profile</li> <li>Observation</li> <li>PHAB</li> <li>BPVS</li> <li>CVS</li> <li>CPM</li> <li>NEFER non verbal</li> <li>Memory Magic</li> <li>Sandwell maths assessment</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>SALT referrals</li> <li>CDC social comms under 8</li> <li>CAMHS over 8</li> <li>Socc Comm</li> <li>Boxall profile</li> <li>Strengths &amp; differences questionnaire</li> <li>Coventry grid</li> <li>Observation</li> <li>Tier 2 CAMHS</li> <li>LBAT</li> </ul>
<ul style="list-style-type: none"> <li>NC/P levels</li> <li>APP</li> <li>Phonics check</li> <li>QCA</li> <li>Behaviour policy</li> </ul>		<ul style="list-style-type: none"> <li>Sensory needs</li> <li>Hearing</li> <li>Vision</li> <li>Fine motor</li> <li>Gross Motor</li> </ul>	<ul style="list-style-type: none"> <li>ABC logs</li> <li>Jump Ahead pre-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Sensory profile</li> </ul>	<ul style="list-style-type: none"> <li>OT</li> <li>Sensory support</li> <li>Physiotherapy</li> </ul>