



**West Park  
Church of England  
Primary School**

**SEN (Special Educational Needs) Information Report**

‘Let your light shine’ Matthew 5

|                     |                     |
|---------------------|---------------------|
| Date of approval    | Autumn 2026         |
| Date of next review | Autumn term 2027    |
| Approved by         | Full Governing Body |

The aim of this information report is to explain how we implement SEND provision at West Park. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please refer to our Inclusion policy and our Disability Equality Scheme Policy. You can find these on our school website.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

| AREA OF NEED                               |                                                                              |
|--------------------------------------------|------------------------------------------------------------------------------|
| <b>Communication and interaction</b>       | Autism spectrum disorder (ASD)                                               |
|                                            | Speech and language difficulties                                             |
| <b>Cognition and learning</b>              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia   |
|                                            | Moderate learning difficulties                                               |
|                                            | Severe learning difficulties                                                 |
| <b>Social, emotional and mental health</b> | Attention deficit hyperactivity disorder (ADHD)                              |
|                                            | Attention deficit disorder (ADD)                                             |
|                                            | Mental Health difficulties such as anxiety, depression or an eating disorder |
|                                            | Adverse Childhood Experiences                                                |
| <b>Sensory and/or physical</b>             | Hearing impairments                                                          |
|                                            | Visual impairment                                                            |
|                                            | Multi-sensory impairment                                                     |
|                                            | Physical impairment                                                          |

### Special Support Centres

West Park has 2 resourced SEN provisions (Special Support Centres – SSCs) for children with Education, Health and Care (EHC) Plan's. Admission to these centres is managed by the Local Authority SENAT team.

The provisions are designated for children with the following SEN needs:

- Communication and interaction (16 places)
- Physical disabilities (6 places)

Pupils who access our SSC provision are fully integrated within the main school, although withdrawal sessions are used for physiotherapy/speech and language support and social skills, in order to target particular learning and social/emotional needs.

### Inclusion Base

Planning is underway for the recently announced DFE Mainstream Inclusion Funding to be used to develop an Inclusion Base at the school. Further details will be shared in the near future.

## 2. Which staff will support my child, and what training have they had?

### The West Park Inclusion Team:

| Role                                                   | Responsibility                                                                                                                      | Name       | Contact details                                                                          |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------|
| Inclusion Leader                                       | Member of the Senior Leadership Team with overarching strategic responsibility for Inclusion (SEND, Pastoral provision, Attendance) | Mrs Ellis  | <a href="mailto:hellis@westparksch.co.uk">hellis@westparksch.co.uk</a><br>01903 243099   |
| SENCO (Special Educational Needs Coordinator)          | Operational leadership of SEN provision for pupils on the role of the mainstream school.                                            | Mrs Mayler | <a href="mailto:tmayler@westparksch.co.uk">tmayler@westparksch.co.uk</a><br>01903 243099 |
| TIC (Teacher in Charge of the Special Support Centres) | Operational leadership of SEN provision for pupils on the role of the SSC                                                           | Mrs Clarke | <a href="mailto:tclarke@westparksch.co.uk">tclarke@westparksch.co.uk</a><br>01903 243099 |
| Pastoral Manager                                       | Member of the Senior Leadership Team with overall responsibility for pastoral provision and operational attendance practice.        | Mrs Yates  | <a href="mailto:eyates@westparksch.co.uk">eyates@westparksch.co.uk</a><br>01903 243099   |

\*In addition, Mrs Craig Deputy Head Teacher oversees progress and support for children who are Pupil Premium or who are looked after children.

### Class teachers

All of our teachers receive in-house SEN training, and are supported by the Inclusion Team to meet the needs of pupils who have SEN.

### Support staff

All of our support staff receive in-house SEN training, and are supported by the Inclusion Team to meet the needs of pupils who have SEN.

- Every class benefits from the support of an **LSA** (Learning Support Assistant) for at least part of the day.
- Targeted children can benefit from the support of a **Learning Mentor**. There is 1 learning mentor per year group in year 1 – 6 who works afternoons to provide this targeted support.
- Some children with EHCP's will access enhanced support from an **SSA** (Special Support Assistant).
- Targeted children will access support from specifically skilled staff
  - **Speech and Language Assistants**
  - **Special Support Centre staff** (specialising in communication and interaction and physical disabilities)

## Training

Staff receive training in a range of supportive strategies and approaches each year. Recent SEND training has included -

- Whole school training
  - Emotional regulation
  - Supporting sensory needs
  - Supporting language needs
  - PACE (play, acceptance, curiosity, empathy)
  - Quality First Teaching
  - The SEND graduated approach (assess, plan, do, review)
  - Specific Learning Difficulties (SPLDs) Literacy including Dyslexia
  - Specific Learning Difficulties (SPLDs) Numeracy including Dyscalculia
  - ADHD
  - Emotion Coaching
- Targeted training
  - Team Teach
  - NPQ SEND
  - NPQ leading behaviour in schools
  - Autism
  - Specialist provision for children with communication and interaction difficulties
  - Mental Health First Aid
  - Emotionally Based School Avoidance
- Identified staff have been trained in delivering key interventions / areas of need including –
  - Phonics (Read Write Inc)
  - Speech and Language (NELI, Language Link, NHS SALT plans)
  - Sensory Circuits
  - Precision teaching
  - Moving and Handling
  - Communication and Interaction
  - Autism
  - Zones of Regulation (interpreted via the schools Feelings Rainbow)
  - Emotional Based School Avoidance (EBSA)
  - Pupil voice

In addition to training, professional networking provides opportunities for further development:

- The SENCO attends the WSCC SENCO Development Programme and local network meetings (Whole of Worthing - WOW).
- The TIC attends the WSCC SSC network meetings.

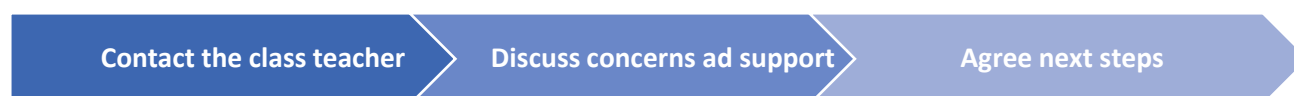
## External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and Language Therapists
- Educational Psychology Service
- Occupational Therapy Service
- Learning and Inclusion Advisory Team (LBAT)
- Autism and Social Communication Team (ASCT)
- NHS Speech and Language Team (SALT)
- Physiotherapy Service

- Sensory Needs Team
- School Health Team
- Child Development Centre
- CAMHS
- Single Point of Access
- Thought-full
- Ethnic Minority and Traveler Service (EMTAS)
- Early Help and the Designated Schools Team
- Specialist Education and Advice Outreach Service (SEAOS)
- as well as close links with Social Services and Community Police Liaison

### 3. What should I do if I think my child has SEN?



We are committed to working in partnership with parents, carers and children to ensure that all children achieve their best.

If you think your child might have SEN, the first person you should tell is your child's **class teacher**.

In the first instance Class Dojo is the easiest way to communicate. Parents' evenings also provide a good opportunity for discussions.

The class teacher will discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together you will decide what outcomes to seek for your child and agree on next steps.

The class teacher will make a note of what's been discussed and add this to your child's record.

### 4. How will the school know if my child needs SEN support?



#### What is SEND?

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools

**Special educational provision** is provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools (SEND Code of Practice 2014).

## Early Identification

We assess each pupil's skills and attainment on entry, building on information from previous settings. We consider any evidence that the pupil may have a disability and what reasonable adjustments we may need to make.

Class teachers regularly assess all pupils' progress and identify any whose progress:

- Is significantly slower than their peers from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap, or widens it

This includes progress in areas beyond attainment, such as wider development or social needs

## Important considerations

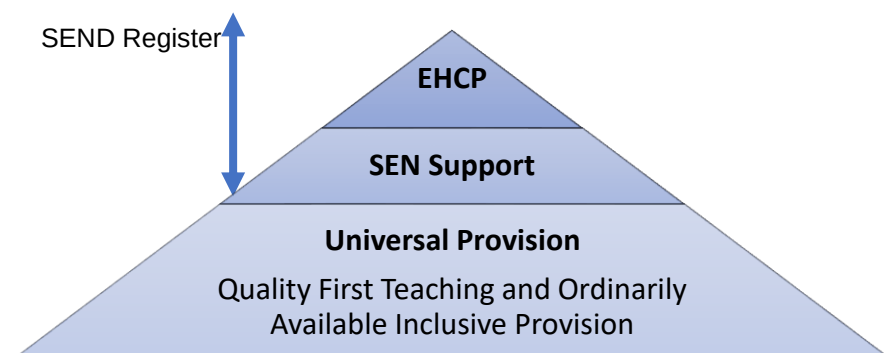
Slow progress and low attainment do not automatically mean a pupil has SEN. Examples of this could include:

- bullying or bereavement could potentially have short-term impact on behaviour or performance.
- children whose first language is not English
- children who are not attending school regularly or punctually
- children facing barriers due to disadvantage or trauma

We will always take care in identifying and assessing SEN for pupils and ensure we consider the whole child.

## Determining the need for special educational provision

When deciding if a pupil needs special educational provision, we consider the child's starting point and the desired outcomes, including expected progress and attainment. We will use this to determine whether we can provide support by adapting our core offer, or whether something additional or different is needed.



## Universal Provision

This involves high-quality, inclusive teaching and learning practices as part of standard school provision. By adapting our core offer, implementing everyday practices and approaches we are able to support diverse learners. If your child is still struggling to make the expected progress, the class teacher may contact you to discuss the possibility that your child has SEN and complete a Nature of Concern (Appendix 1) form to engage advice and guidance from the SENCO.

This may result in your child being placed on the SEND register. Pupils are added to the SEN register when, despite quality-first teaching and targeted interventions, they:

- Make little or no progress in their identified area of weakness
- Show difficulty developing literacy or mathematics skills resulting in poor attainment
- Present persistent emotional or behavioural difficulties not improved by usual behaviour management
- Have sensory or physical difficulties and make little progress despite specialist equipment
- Have communication/interaction difficulties that widen the attainment gap

The SEND register is the mechanism by which the SENCO tracks the progress of these pupils and the impact of support.

## **SEN support**

Pupils receiving SEN support are placed on our SEND register (census code K). These children have needs that can be met by the school through the graduated approach, funded through our notional SEND budget. Where our in-house expertise is insufficient, we involve external specialists.

## **Education, Health and Care Plans (EHCP)**

An EHCP is a legal document describing a child's needs, provision, and outcomes sought. This provision is funded from our notional SEND budget and potentially from the LA's high-level needs funding (census code E).

For pupils with EHCPs, we hold three keeping-in-touch meetings per year, including the statutory Annual Review. When this coincides with transfer to secondary school, the SENCO from the new school is invited to participate in the review meeting. The child's views are always sought and taken into account, as are those of the parents/carers, whose support is vital if progress is to be achieved and maintained.

## **Requesting an EHCP**

We request an EHC needs assessment when a child demonstrates significant cause for concern despite high levels of school-based support. The evidence we provide includes:

- Pupil Passports and intervention records
- Records of the graduated approach including regular reviews and outcomes (A minimum of 3 cycles of the graduated approach)
- Health and medical history where appropriate
- Attainment levels across curriculum areas
- Educational/specialist assessments
- Views of parents/carers and pupils
- Outside agency reports
- Reviews of support impact

Parents/carers are kept fully informed throughout the assessment process. A suggested timeline for the process is below but this is dependent on the capacity of the SENCO and the LA assessment teams -

- 4-8 weeks: SENCO preparation
- 20 weeks: Statutory LA process
- Plus potential delays if the LA requests additional evidence or if there are disagreements

## **Graduation from the SEND register**

The Special Educational Needs Code of Practice states that a child should be on the SEN register if they receive interventions for a sustained period of time (at least 6 weeks). The SEND register is the mechanism by which the SENCO tracks the impact of support.

Where the intervention and support provided for a child has been sufficiently impactful that they are no longer required, the child will no longer need to be on the SEND register. Graduation from the SEND register is something to celebrate and parent/carers can be reassured that the class teacher will continue to support and monitor the child via Universal Provision.

Should concerns resurface in the future, the graduated approach can be applied to review whether additional support is again needed, and if appropriate the child would be reinstated on the SEND register.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to enable identification of needs, appropriate provision and progress measurements. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



### Assess

The pupil's class teacher, supported by the SENCO, will gather further information and carry out a clear analysis of the pupil's needs. This may include:

- Review of existing data (teacher assessments, attendance, standardised tests, comparative data)
- Inclusion Team observations in class/ social times
- Discussions with classroom staff (teachers and support staff; current and historical if appropriate)
- Discussions with parents/carers
- Pupil voice activities
- Targeted assessments include –
  - Speech and language pathway screening and assessments (See Appendix 2)
  - SPLD Literacy (Dyslexia) identification & planning tool (See Appendix 3)
  - SPLD Numeracy (Dyscalculia) identification pathway and planning Tool (See Appendix 4)
  - Neurodiversity identification checklists (see Appendix 5)
  - Tests including Salford reading, SPAR spelling, British Picture Vocabulary Scale, Ravens Matrices, Strengths and Difficulties Questionnaire, Talk About Social Communication Assessment, Sensory Profiling and the Boxall Profile.
- Discussions with external experts.

The assessment phase of the graduated approach cycle will be revisited regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

Teachers will ensure effective record keeping to evidence the graduated approach:

- Pupil Passports will outline pupils needs along with recommended strategies and interventions in place.
- Some pupils may have a Risk Assessment, Health Care Plan or a Pastoral Support Plan. Decisions to implement these are based on needs rather than whether the child is on the SEND register.
- The School Provision Map will track all interventions and progress.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

## Do

The pupil's class teacher retains overall responsibility for pupil progress.

Where the plan involves group or 1-to-1 teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## Review

SEN interventions are monitored half-termly and recorded on the provision map by the teacher.

SEN support is reviewed termly and recorded on the Pupil Passport.

Reviews we be informed by:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

As we continue the cycle of Assess, Plan, Do, Review; we will implement next steps which may include:

| Graduate                                                                                                                                                                                        | Continue                                                                                                                                                             | Enhance                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• If pupils make expected progress, they may be eligible to graduate from SEN support . This is always the aim and is something to celebrate.</li> </ul> | <ul style="list-style-type: none"> <li>• If the pupil is showing signs of improvement but requires ongoing support, we may continue implementing support.</li> </ul> | <ul style="list-style-type: none"> <li>• If pupils are not making expected progress <ul style="list-style-type: none"> <li>• class teachers may complete a Nature of Concern form to engage further support from the Inclusion Team.</li> <li>• the Inclusion Team may decide to consult with outside agencies for advice. These referrals are discussed with parents/carers.</li> </ul> </li> </ul> |

A visual depiction of the graduated approach can be found in Appendix 6

## **6. How will I be involved in decisions made about my child's education?**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential.

Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be treated as partners, and given support to play an active and valued role in their child's education.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

- We will provide termly reports on your child's progress.
- Your child's class teacher/a member of the Inclusion Team will meet you 3 times a year (at parents evenings x2 per year plus one additional meeting to be arranged at a mutually convenient time)
- The SENCO/TIC will meet with you termly if your child has an EHCP.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please contact your child's class teacher so we can keep our provision as relevant as possible.

By working in partnership, we will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We encourage parent/carers to make an active contribution to their child's education

- Parent/carers have access to parent information booklets on the school website that include half-termly curriculum outlines, information about trips, key vocabulary and information about homework and how parents/carers can support children at home.
- Parent/carers are actively encouraged to work with school staff and support any extra interventions that children may undertake. Some interventions require extra reading at home whilst others may have maths games etc. During the year we offer parent/carer workshops/forums to help parents/carers to support their child's learning.

We will formally notify parents/carers if it is decided that:

- A pupil is added to or removed from the SEND register
- A pupil will receive special educational provision.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil voice activity e.g. Landscape of Fear, Photo Elicitation, Lego Classroom
- Complete a survey

## 8. How will the school adapt its teaching for my child?

We provide support at different levels depending on pupils' needs:

| Universal                                                                                                                                       | Targeted                                                                                                                                                                                                                                                                                                                                          | Targeted Plus                                                                                                                                                                                                                                               | Specialist                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Classroom LSA</li> <li>• Small group Phonics (year R – 2)</li> </ul> | <ul style="list-style-type: none"> <li>• Enhanced adult support (identified EHCP pupils)</li> <li>• Outcome based Interventions:               <ul style="list-style-type: none"> <li>◦ Learning Mentor</li> <li>◦ Speech and Language</li> <li>◦ PP tutoring</li> <li>◦ Sensory circuits</li> </ul> </li> <li>• Sensory interventions</li> </ul> | <ul style="list-style-type: none"> <li>• Sensory room: Sensory interventions (EHCP pupils' priority)</li> <li>• Physio room: OT interventions</li> <li>• BEST support (reactive, needs based)</li> <li>• Inclusion Base (proactive, needs based)</li> </ul> | <ul style="list-style-type: none"> <li>• SSC personalised provision</li> <li>• Willows Complex needs classroom (SSC pupils)</li> </ul> |

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt (or differentiate) how we teach to remove barriers to learning and support pupil progress. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- **Teaching approaches:** • Breaking down learning into small steps • Mixed ability teaching and flexible grouping • Co-operative group work, paired working, and small group adult-supported tasks • Multi-sensory teaching strategies • Pre-teaching of key vocabulary • Adapting the teaching style or content of the lesson
- **Time and processing:** • Extending time to reach attainment levels where needed • Provision of longer processing times
- **Visual supports:** • Visual timetables and now/next boards • Use of visuals to support understanding • Task lists
- **Environmental adaptations:** • Quiet workstations for pupils needing reduced sensory input
- **Reading support:** • Coloured overlays and specific fonts for pupils with reading difficulties • Reading instructions aloud
- **Writing support:** • Writing frames and scaffolds • Writing tools (e.g. high frequency word lists, sentence openers, storyboards)

- **Mathematics support:** • Concrete resources in mathematics • Pictorial and concrete resources
- **Technology:** • Access to technology including Chromebooks, voice-activated software, and specialist software • Recommended aids such as laptops and larger fonts
- **Staffing:** • Enhanced support from LSAs/SSAs • Adapting staffing arrangements
- **Other adaptations:** • Modified homework expectations where appropriate • Implementation of adaptations advised by external experts

Interventions will be made available for children where appropriate. These include –

- Phonics
- Reading support
- Times tables support
- Jump Ahead
- Precision Teaching
- Sensory Circuits
- Hand Skills etc.
- Pre-teaching of key skills and vocabulary
- Zones of Regulation
- Social skills
- Language link (Infant Link, Junior Link, Speech Link)
- NELI
- NHS speech and language programme delivery
- Touch typing
- Friendship Groups

### Provision for Neurodiversity

We recognise the strengths and complexities of neurodiverse profiles (whether diagnosed or not) and aim to reduce barriers for children through the following approaches –

- Whole school Dyslexia Friendly Approach (under development with a view to full compliance in 2027)
  - pale-yellow background (gold accent 4) for information presented on an interactive white board
  - Navy blue text
  - Consistent Font
    - Reception - Letter-join Print Plus 6
    - Y1 - 6 - Letter-join No-Lead 16
  - Paper resources printed on pastel coloured paper for children who have dyslexia or who are showing traits
  - Books available with pastel coloured pages if required.
- Whole school Communication Friendly Approach:
  - Consistent use of dual coding using Widgeit
  - Social Stories
  - Comic Strip Conversations
  - Decompression activities
  - Sensory adaptations based on the outcomes of sensory profiling tools e.g. ear defenders, calm spaces, movement breaks, physical contact
  - Neurodiversity groups

## 9. How will the school evaluate whether the support in place is helping my child?

We evaluate the effectiveness of provision for pupils with SEN by:

- **Tracking pupils' progress**, including by using pupil passport\* and provision maps\*
- **Carrying out the review stage** of the graduated approach in every cycle of SEN support
- **Using pupil questionnaires** to gather pupil voice\*
- **Monitoring** SEND provision at multiple levels by inclusion leaders, middle leaders and senior leaders through drop-in sessions, book scrutinies, and lesson observations.
- **Holding annual reviews** for pupils with EHC plans
- **Getting feedback** from pupils and their parents/carers at termly reviews
- **Analysing data** on progress and attainment of pupils with SEND compared to their peers
- **Half-termly intervention monitoring** to assess impact
- **Pupil progress meetings (keeping in touch meetings)** to review individual pupils' progress

\*See Appendix 7 for a schedule of class teacher SEND Recording and Reporting.

## 10. How will the school resources be secured for my child?

Within our school's general budget there are funds to ensure inclusion and make provision for Special Educational Needs and Disability (SEND). An Additional level of funding is also allocated for our Special Support Centres.

All schools receive a notional SEND budget as part of the overall school budget. Our school's notional SEND budget is used to provide Learning Support Assistant (LSA) support within classes. This enables us to provide additional support for pupils with SEND who do not have an EHCP, ensuring they can access the curriculum and make progress alongside their peers.

Where children have an EHCP, and additional funding is allocated to the school this is deployed to support the specific needs outlined in Section B (Special Educational Needs) and Section F (Provision) of their EHCP. This may include specialist resources, interventions tailored to the individual child's needs and in some instances enhanced adult support.

Where possible we aim to develop pupil independence and skill development by using a model of 'Enhanced Adult Support' as opposed to 1:1 support from one designated special support assistant. The rationale for this is as follows:

- Research recommends moving away from assigning 1:1 adults to specific pupils for long periods as this can unintentionally hinder high-quality teaching and can impact on the pupils independence and skill development.
- The teacher should remain central to supporting children with SEND, rather than delegating this responsibility entirely to support staff.

We therefore aim to allocate 2 Special Support Assistants who will be timetabled to share the targeted support for an individual child. Most children will therefore have access to a 'team' of 4 adults across the course of the week. (Class Teacher, class Learning Support Assistant, 2 Special Support Assistants)

Resources and any specialist equipment are budgeted for and alternative grants are applied for if available.

Pupil's individual needs are mapped out using meetings and provision maps and the funding is matched appropriately.

Pupil premium funding is used to support eligible pupils to ensure they make the best progress they can.

Planning is underway for the recently announced DFE Mainstream Inclusion Funding to be used to develop an Inclusion Base at the school. Further details will be shared in the near future.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More support assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?**

Support for SEND pupils is offered in a structured way which respects the needs of pupils as full members of age appropriate classes whatever their needs or disabilities.

Pupils who access our SSC provision are fully integrated within the main school, although withdrawal sessions are used for physiotherapy/speech and language support and social skills, in order to target particular learning and social/emotional needs.

Pupils who access the Willows complex needs provision are assessed and supported to access wider school events where appropriate.

PE sessions and sports days are planned carefully to be as inclusive as possible and children are given the chance to take part in alternative activities when this is not possible.

Parent/carers are contacted prior to trips that require specialist provision and the access arrangements are discussed.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

West Park School welcomes all children as full members of the school and values them for the contribution they make. All pupils actively belong to, are welcomed by, and participate in the school and community. Their diversity of interests, abilities and attainment are welcomed and are seen to enrich the life of the school.

Admission arrangements for vulnerable pupils follow the same criteria as for all pupils and are consistent with WSCC policy and non-discriminatory.

### **Pupils with EHCPs:**

Applications must be made through the Special Education Needs Team at West Sussex County Council.

Applications for children who have an EHCP or are undergoing statutory assessment are offered based on individual needs and available places.

### **Special Support Centre:**

All children within the SSC must have an EHCP. Admission is determined by Special Education Needs Team at West Sussex County Council in consultation with the Headteacher and Teacher-in-Charge of the SSCs.

### **Pupils joining us with identified needs:**

If a pupil joins us with already-identified SEN, an EHC plan, or known to external agencies, we work in a multi-agency way to gather relevant information before they start, so that where possible support can be in place as early as possible

## **13. How does the school support pupils with disabilities?**

West Park School is fully accessible for wheelchairs with level access and automatic doors.

- There are accessible changing facilities comprising of two hygiene rooms.
- In addition, there are two disabled toilets and a team of trained Special Support Assistants (SSAs).
- We have a fully equipped physiotherapy room. Specialist equipment, e.g. standing frames and height adjustable tables are available to pupils in their own classrooms.
- Three disabled parking bays are available outside the main school entrance with two additional spaces in Clive Avenue outside the First School entrance.
- Information technology is used to support these pupils in the classroom. The school possesses I-Pads, lap-tops and a range of specialist computer software.

The schools Accessibility plan is embedded into the Disability Equality Scheme Policy which you can find on our school website

## **14. How will the school support my child's mental health, and emotional and social development?**

A clear structured Care and Management Policy as well as an Anti-Bullying Policy is adhered to by the whole school to ensure a safe caring environment. In addition, we have clear safeguarding procedures and policies and all staff have regular training for safeguarding.

We have a full-time Pastoral Manager and a team of 'Learning Mentors' within our support staff. They provide parents, staff and children with a range of well-being information.

We believe that the development and support of the whole child, including their social and emotional development, is vital to successful learning and progress.

Enhanced provision to support identified social, emotional and mental health difficulties includes:

- Nurture approaches
- Friendship groups
- Meet and greet
- Playtime support
- Learning mentor interventions such as resilience, bereavement, emotional regulation.
- Roles of responsibility eg recycling leaders, school council, worship leaders, year 6 ambassadors

External expert support and advice can also be sought if appropriate. Discussions with parents and carers will take place prior to this.

We have a First Aid Team who are able to support with children's medical needs. They administer medicine and monitor daily medical needs.

Children's views are taken into account in an age-appropriate way through class discussions and the school council.

## **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

We recognise that transitions can be particularly challenging for vulnerable pupils, including those with SEND. Our transition arrangements include:

### **Transition into Reception**

#### **For all pupils:**

- Information sharing with Early Years providers including the SENCO where appropriate
- Relevant school staff visit Early Years settings where possible
- Pupil-friendly transition booklets to support familiarisation
- Meet the teacher classroom event for all parents/carers
- A range of opportunities for children to visit and familiarise themselves with the school (e.g. stay and play events and story time with their class teacher and peers)

#### **Enhanced transition for vulnerable pupils (especially those with identified SEND): •**

- Additional visits to school
- Individual information-sharing meetings between parents/carers and class teacher
- Where appropriate, gradual entry and settling-in period

### **Transition between year groups**

#### **For all pupils:**

- All pupils are reviewed and given transition books
- Handover meetings between teachers
- Familiarity activities with new teacher and new classroom
- Transfer day event in their new classroom with new teacher
- A transition register is compiled, providing a centralised overview of all pupils and highlighting vulnerable pupils

#### **For vulnerable pupils:**

- Sharing of key information including Provision Maps, Education Health Care Plans (EHCPs), Pupil Passports, Risk Assessments, Attendance Plans, Personal Education Plans (PEPs), Health Care Plans (HCPs)
- For pupils with EHCPs, review of provision for the new year
- Personalised transition support for children who may find transition difficult, which may include:
  - Additional activities and enhanced transition support
  - Where appropriate, social stories or personalised transition books
  - Parent/teacher information-sharing meetings
  - Inclusion Team involvement

### **Transition to secondary school**

#### **For all pupils:**

- A transition register is compiled, providing a centralised overview of all pupils and highlighting vulnerable pupils
- We work closely with local secondary schools to ensure smooth transitions
- Pupils are prepared for transition through:
  - Flexible grouping across the year group so they spend more time with children going to the same secondary school
  - Increased opportunities to build independence and resilience
  - Plugging any gaps in knowledge

#### **For pupils with SEND:**

- For pupils with EHCPs, the receiving school's SENCO is invited to the final Annual Review
- For all pupils with SEND, we share Pupil Profiles and arrange additional visits where needed
- A member of the Inclusion Team meets with the SENCO/Inclusion staff from the secondary school to discuss the needs of all children receiving SEN support

#### **For pupils with significant needs:**

- A transition meeting is arranged with parents/carers and relevant staff from the new school
- Transition booklets with photographs of the new school and key staff may be created
- Additional visits to ensure children are feeling familiar and confident about the move

#### **Transition from other schools**

- Liaison with previous settings
- Gathering of information about vulnerable pupils including SEND provision and safeguarding history
- Meetings with parents/carers before the pupil starts
- Where possible, visits to the previous setting
- Multi-agency meetings where the pupil is known to external agencies

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

Mrs Craig (Deputy Head) will work with the Senco to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

### **Informal Resolution**

If parents/carers have concerns about their child's provision, we encourage them to:

1. **First, speak to their child's class teacher**
2. **If concerns remain, arrange a meeting with a senior leader**
  - Concerns regarding SEND provision – Senco
  - Concerns regarding SSC provision – TIC
  - Concerns regarding pastoral care – Pastoral Manager
  - Concerns regarding provision for looked after children – Deputy Head Teacher

- Concerns regarding provision for pupil premium pupils – Deputy Head
  - Concerns regarding inclusion – Inclusion Leader
  - Concerns regarding safeguarding – one of the DSLs
- Please see page 4 for contact details*

### 3. If still unresolved, contact the Headteacher

We will try to resolve concerns informally through discussion and, where appropriate, a review of the child's needs to identify areas of concern.

### Formal Resolution

If concerns cannot be resolved informally, parents/carers may make a formal written complaint to:

- To the Headteacher (stage 1) which will result in an investigation followed by a formal written response within 15 school days
- To the Governing body (stage 2) which will result in a panel being convened within 15 school days of receipt of the complaint (complaints must be received within 20 days of stage 1). A formal written explanation of the outcome will be provided within 10 school days of the panel meeting.

### Further Information

- West Park Complaints Policy [Model complaints procedure](#)
- SEND
  - Pages 246 and 247 of the [SEND Code of Practice](#).
  - For independent advice and support, parents can contact **West Sussex SEND Information, Advice and Support Service (SENDIASS)**  
[send.ias@westsussex.gov.uk](mailto:send.ias@westsussex.gov.uk)  
**Tel - 0330 222 8555**
  - Disabilities: <https://www.gov.uk/complain-about-school/disability-discrimination>
- Looked after children
- Disadvantaged
- Safeguarding
  - Local Authority Designated Officers: Donna Tomlinson Tel: 0330 222 7381 Email: [donna.tomlinson@westsussex.gov.uk](mailto:donna.tomlinson@westsussex.gov.uk) and Miriam Williams Tel: 0330 222 8663 Email: [miriam.williams@westsussex.gov.uk](mailto:miriam.williams@westsussex.gov.uk)
  - Integrated Front Door – formerly MASH: Telephone: 01403 229 900  
[WSChildrenservices@westsussex.gov.uk](mailto:WSChildrenservices@westsussex.gov.uk)

Parent/carers have the right to complain to the Local Authority if they wish to continue to pursue the matter.

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the West Sussex Local Offer.  
[Local Offer - West Sussex County Council](#)

Information about our local special educational needs and disabilities information, advice and support (SENDIAS) services can be found here:

[West Sussex SENDIAS Service](#)

Further local sources of SEND information and support include:

- [Reaching Families](#)
- [West Sussex children and young people's service | ASPENS CHARITIES](#)
- [West Sussex Parent Carer Forum | Information | Training](#)

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Links with Other Policies and Documents

### Links with Other Policies and Documents

This policy links to the following documents:

- Inclusion Policy\*
- Disability Equality Scheme and Accessibility Plan\*
- Attendance Policy\*
- Care and Management Policy\*
- Equalities Statement\*
- Medicines Policy\*
- Safeguarding/Child Protection Policy\*
- Complaints Policy\*
- Pupil Premium Strategy\*
- The Local Offer [Local Offer - West Sussex County Council](#)
- WSCC Ordinarily Available Inclusion Provision [West Sussex Ordinarily Available Inclusive Practice](#)  
Parent Friendly version - <https://www.westsussex.gov.uk/media/thffpxh3/oaip.pdf>

\* available on our school website.

## Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHCP.
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – Child and Adolescent Mental Health Services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHCP. The local authority will do an assessment to decide whether a child needs an EHCP
- **EHCP** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **LSA** – Learning Support Assistant
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **SSA** – Special Support Assistant
- **SSC** – Special Support Centre
- **TIC** – Teacher in Charge
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

## Appendix 1 – Nature of Concern



### 25-26 Inclusion Nature of Concern

Once completed, upload to Cpoms (ensure document is named as follows – NOC 'pupil name' 'date')

Tag Cpoms as Send and Inclusion Internal support / Nature of Concern

Alert Helen Ellis, Emma Yates, Trish Mayler, Tyler Clarke

|                                                                          |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |  |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Pupil Name</b>                                                        |                                                                                                                                                                                                                                                                                                                         | <b>Year/ Class</b>                                                                                                                                                                                                                    |  |
| <b>Staff name</b>                                                        |                                                                                                                                                                                                                                                                                                                         | <b>Date</b>                                                                                                                                                                                                                           |  |
| <b>Working at</b>                                                        | WTS / on track                                                                                                                                                                                                                                                                                                          | <b>Attendance %</b>                                                                                                                                                                                                                   |  |
| <b>Which year group objectives is this child consistently achieving?</b> |                                                                                                                                                                                                                                                                                                                         | <b>Maths:</b> Pre-key stage 0-3, 3-4, 4-5.....year 1, 2, 3, 4, 5<br><b>Reading:</b> Pre-key stage 0-3, 3-4, 4-5.....year 1, 2, 3, 4, 5<br><b>Phonics Group:</b><br><b>English:</b> Pre-key stage 0-3, 3-4, 4-5.....year 1, 2, 3, 4, 5 |  |
| <b>A<br/>S<br/>S<br/>E<br/>S<br/>S</b>                                   | <b>What is working well for this child? (relative strengths, interests, successes)</b>                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                       |  |
|                                                                          |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |  |
|                                                                          | <b>What are you concerned about? (see page 2 for common areas of concern)</b>                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |  |
|                                                                          | <b>Cognition and Learning</b>                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |  |
|                                                                          | <b>Communication and Interaction</b>                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                       |  |
|                                                                          | <b>Social, Emotional, Mental Health</b>                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                       |  |
|                                                                          | <b>Physical and Sensory</b>                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                       |  |
|                                                                          | <b>Environmental</b>                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                       |  |
| <b>P<br/>L<br/>A<br/>N</b>                                               | <b>What have you done to overcome the concerns? (If you cannot add any adaptations/support strategies here then you are not ready to complete a NOC. If this is the case please refer to OAIP for lots of ideas of strategies and provisions that you could implement as part of QFT <a href="#">OAIP 2025.pdf</a>)</b> |                                                                                                                                                                                                                                       |  |
|                                                                          | <b>Classroom Strategies</b>                                                                                                                                                                                                                                                                                             | <b>Interventions</b>                                                                                                                                                                                                                  |  |
| <b>D<br/>O</b>                                                           |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |  |
|                                                                          |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |  |
|                                                                          |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |  |
| <b>R<br/>E<br/>V<br/>I<br/>E<br/>W</b>                                   | <b>What was the impact of the strategies/interventions?</b>                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                       |  |
|                                                                          |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |  |
|                                                                          | <b>Outline your discussion with pupils, parents/ carers:</b>                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                       |  |
| <b>T<br/>A<br/>R<br/>G<br/>E<br/>T<br/>S</b>                             | <b>What pupil outcome you would like?</b>                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                       |  |
|                                                                          |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |  |

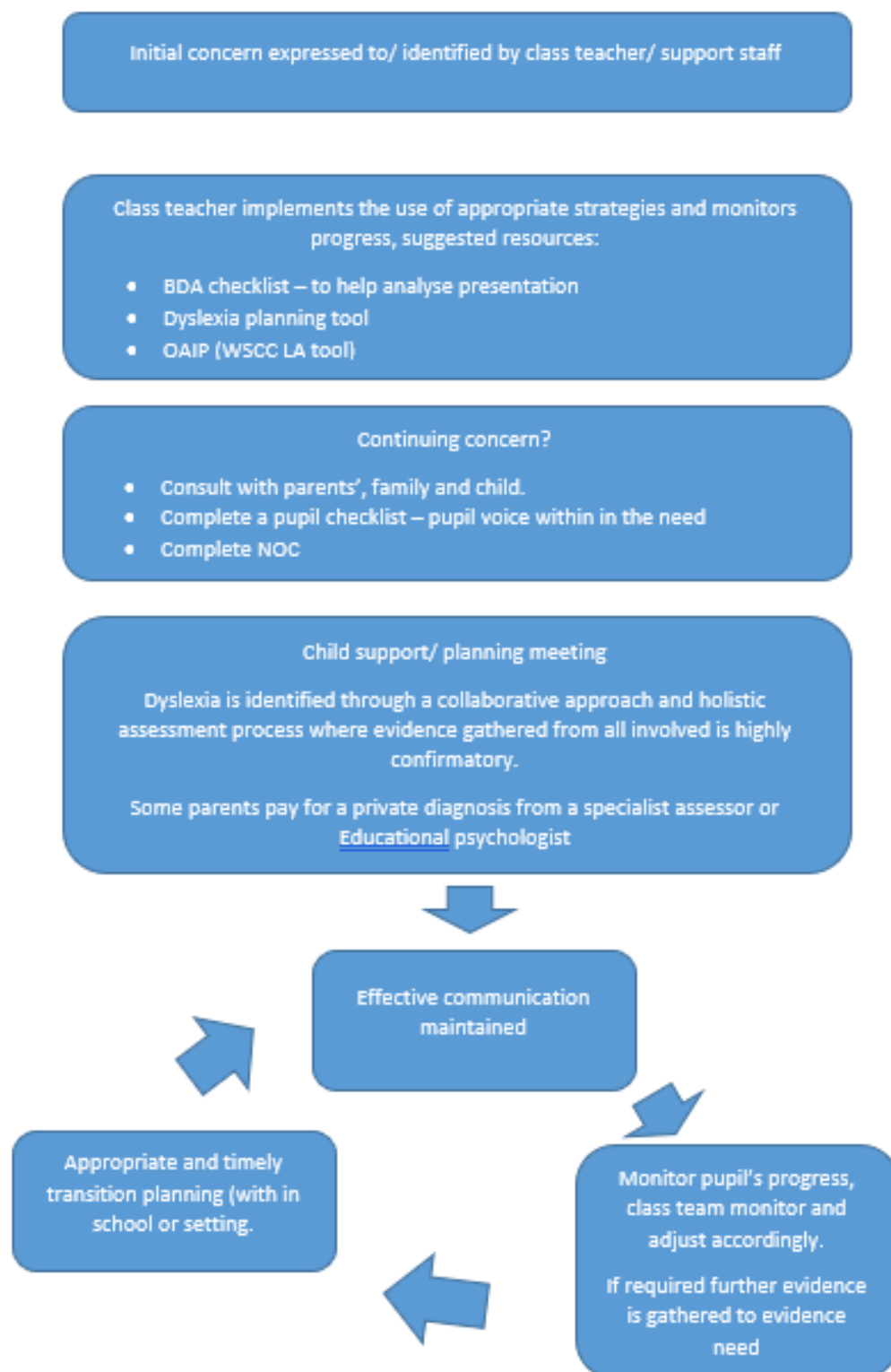
**Reference tool for concerns:**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication and Interaction:</b> <ul style="list-style-type: none"> <li>• e.g sound production</li> <li>• Attention and focus</li> <li>• Relationships with peers</li> <li>• Receptive language</li> <li>• Integration/ interaction with others</li> <li>• Poor cooperation skills (turn taking, sharing, compliance)</li> <li>• Expressive language</li> <li>• 1/2/3/4 step instructions or sequencing</li> <li>• Transitions</li> </ul> | <b>Cognition and Learning:</b> <ul style="list-style-type: none"> <li>• Processing/ working memory</li> <li>• Number manipulation</li> <li>• Decoding (reading)</li> <li>• Poor organisational skills</li> <li>• Encoding (writing spelling)</li> </ul> |
| <b>Social emotional and Mental Health:</b> <ul style="list-style-type: none"> <li>• Emotional resilience</li> <li>• Poor concentration</li> <li>• Difficulty settling into school/class</li> <li>• Self-regulation</li> <li>• Emotional based school avoidance</li> <li>• Anxiety/ worry management</li> <li>• Low self-esteem / confidence</li> </ul>                                                                                         | <b>Physical and Sensory:</b> <ul style="list-style-type: none"> <li>• Visual</li> <li>• Under sensory responsive</li> <li>• Hearing</li> <li>• Overly sensory responsive</li> <li>• Motor co-ordination</li> <li>• Muscle tone</li> </ul>               |
| <b>Environmental:</b> <ul style="list-style-type: none"> <li>• Experiencing bullying (victim or perpetrator)</li> <li>• Bereavement</li> <li>• Emotional trauma</li> <li>• Family difficulties</li> </ul>                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                         |

## Appendix 2 - Speech and Language pathway – Screening And Assessments

### Appendix 3 - SPLD Literacy (Dyslexia) Pathway & Planning Tool

#### Dyslexia Identification pathway.



**Dyslexia Planning Tool**

This planning tool provides opportunities to focus on the associated characteristics of dyslexia

Use this planning tool to record areas of strength, difficulties and next steps.

The information can be used within the identification pathway and to evaluate progress within an agreed time scale.

| Name                                                            | Class                                                                               | School                         | Date |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------|------|
| Auditory and/or visual processing of language-based information |                                                                                     | Sequencing and Directionality  |      |
| Phonological Awareness                                          |  | Motor Skills and Co-Ordination |      |
| Oral Language Skills and Reading Fluency                        |                                                                                     | Organisational Ability         |      |
| Short-term and Working Memory                                   |                                                                                     | Number Skills                  |      |
| Learning Environment:                                           |                                                                                     |                                |      |
| Next Steps:                                                     |                                                                                     |                                |      |

| Approaches/ strategies used and monitored.                                                                                                                                                                                                                                                                                            | Time Scale | Tick if successful ✓<br>Can use /10 | How successful were these?<br>Start /10<br>End /10 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------|----------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                       |            |                                     |                                                    |
|                                                                                                                                                                                                                                                                                                                                       |            |                                     |                                                    |
|                                                                                                                                                                                                                                                                                                                                       |            |                                     |                                                    |
|                                                                                                                                                                                                                                                                                                                                       |            |                                     |                                                    |
|                                                                                                                                                                                                                                                                                                                                       |            |                                     |                                                    |
| <b>Pupil Involvement</b> – if appropriate                                                                                                                                                                                                                                                                                             |            |                                     |                                                    |
| <b>Parental involvement</b> - if known                                                                                                                                                                                                                                                                                                |            |                                     |                                                    |
| <b>Other Personnel involvement</b> - if known                                                                                                                                                                                                                                                                                         |            |                                     |                                                    |
| <ul style="list-style-type: none"> <li>Further consultation with member of school staff with responsibility for Special Educational Needs (SENCO), Inclusion team or another member of staff. This may lead to the continuation of the holistic collaborative assessment process and completion of Nature of Concern form.</li> </ul> |            |                                     |                                                    |
| <b>Next steps if approaches/ strategies listed above were not successful or have limited progress</b>                                                                                                                                                                                                                                 |            |                                     |                                                    |
| <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                                                                                                                    |            |                                     |                                                    |

## Appendix 4 SPLD Numeracy (Dyscalculia) Identification & Planning Tool

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ASSESS | <p>A. Use of Steve Chin's book</p> <p>B. Hierarchy of skills (See printout)</p> <p>C. Hertfordshire baseline number assessment<br/>(<a href="https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-baseline-number-assessment.pdf">https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-baseline-number-assessment.pdf</a>)</p> <p>D. <a href="#">NeurodiverseSpLDchecklistcomputerbased (5).xlsx</a> foundation: age 4 - 6</p> <p>E. <a href="#">Neurodiverse SpLD checklist PB Prim.pdf</a> primary: age 6 - 11</p> <p>F. <a href="#">Dyscalculia Network Checklist</a></p> <p>G. <a href="https://www.sciencealert.com/this-mind-boggling-map-explains-how-everything-in-mathematics-is-connected-3">https://www.sciencealert.com/this-mind-boggling-map-explains-how-everything-in-mathematics-is-connected-3</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| PLAN   | <p>a. Readily available resources</p> <ul style="list-style-type: none"> <li>• Number line</li> <li>• 100 squares</li> <li>• Numicon</li> <li>• Rekenreks</li> <li>• Playing cards</li> <li>• Blank cards</li> <li>• Bead string</li> <li>• Cuisenaire rods</li> <li>• Base 10</li> <li>• Dienes</li> <li>• Counters</li> <li>• Place value charts</li> </ul> <p>b. Resources used to reduce the load on memory</p> <ul style="list-style-type: none"> <li>• Task Planners</li> <li>• Give questions one at a time</li> <li>• Visual supports</li> <li>• Talking tins</li> <li>• worked examples</li> <li>• Table top copies or streaming to a laptop – not required to copy from the board</li> </ul> <p>c. Maths language support e.g.</p> <ul style="list-style-type: none"> <li>• Use one word per concept, especially when introducing new concepts - be aware of language difficulties - e.g. add/together/sum/total/plus</li> <li>• Maths dictionary (personalised?)</li> </ul> <p>d. Use spacing between numbers to make place value easier to understand</p> <p>e. Make maths relevant by linking to everyday life and real experiences</p> <p>f. Follow the sequence of: language → concrete → pictorial → abstract</p> <p>g. Teach visualisation techniques (e.g. diagrams, barrier games, imagery strategies)</p> <p>h. Allow calculator use when mental arithmetic is not the focus</p> <p>i. Use text-to-speech to support access to word problems and reduce decoding demand</p> <p>j. Multisensory learning</p> <p>k. Precision teaching</p> <p>l. Pre-teaching</p> <p>m. Re-visiting</p> <p>n. Overlearning</p> <p>o. Numberless word problems</p> <p>p. Metacognitive approaches to encourage experimentation and investigation – move away from 'being right' and 'being wrong'</p> <p>q. Reduce time pressures</p> <p>r. Reinforcement that <a href="#">mistakes are powerful</a> and they enable learning</p> |

| Date | DO | Date | REVIEW |
|------|----|------|--------|
|      |    |      |        |

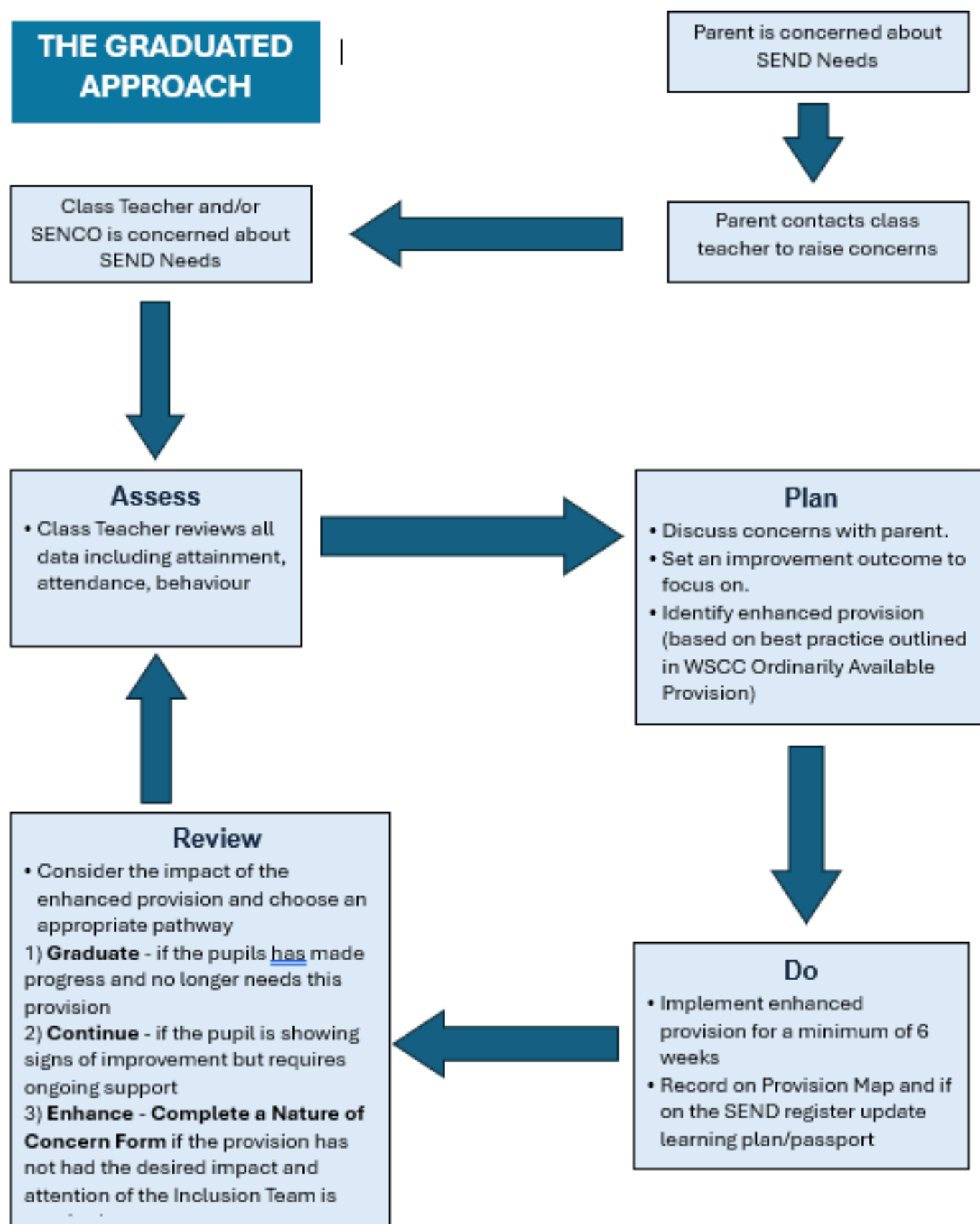
## Appendix 5 – Neurodiversity Identification Checklist

| For each behaviour, select not at all, sometimes, or often | Not at all | Sometimes | Often |
|------------------------------------------------------------|------------|-----------|-------|
| Other family members with similar difficulties             |            |           |       |
| Difficulty with phonological awareness                     |            |           |       |
| Difficulty following instructions                          |            |           |       |
| Lack of fluency in reading, affecting comprehension        |            |           |       |
| Inaccurate word decoding                                   |            |           |       |
| Persistent and marked difficulty with spelling             |            |           |       |
| Difficulty in finding the right word to describe things    |            |           |       |
| Mispronounces words                                        |            |           |       |
| Poor short term and/or working memory                      |            |           |       |
| Takes longer than average to complete written tasks        |            |           |       |
| Difficulty copying from the board                          |            |           |       |
| Has obvious good/bad days                                  |            |           |       |
| Low self esteem                                            |            |           |       |
| Written work doesn't reflect verbal ability                |            |           |       |
| Needs additional time to produce an oral response          |            |           |       |
| Lack of enjoyment of reading                               |            |           |       |
| Can be clumsy and lack coordination                        |            |           |       |
| Difficulty hopping/skipping                                |            |           |       |
| Other family members with similar difficulties             |            |           |       |
| Often late in reaching milestones; some do not crawl       |            |           |       |
| Persistent difficulties dressing                           |            |           |       |
| Bumps into things/people                                   |            |           |       |
| Difficulties running, hopping, jumping, riding a bicycle   |            |           |       |
| Handwriting difficulties                                   |            |           |       |

|                                                                                      |  |  |  |
|--------------------------------------------------------------------------------------|--|--|--|
| Difficulty using scissors, cutlery, etc                                              |  |  |  |
| Unaware of external dangers                                                          |  |  |  |
| Classwork rarely finished                                                            |  |  |  |
| Poor at ball skills and general co-ordination                                        |  |  |  |
| Difficulty following instructions                                                    |  |  |  |
| Poor posture/hypermobility                                                           |  |  |  |
| Poor stamina                                                                         |  |  |  |
| Inconsistent performance                                                             |  |  |  |
| Attention difficulties                                                               |  |  |  |
| Delayed acquisition of speech and language                                           |  |  |  |
| Sensory issues (e.g. problems with unexpected noise, some materials, textures, etc.) |  |  |  |
| Takes longer to process information                                                  |  |  |  |
| Other family members with similar difficulties                                       |  |  |  |
| Not seeming to listen when spoken to directly                                        |  |  |  |
| Not following through on instructions                                                |  |  |  |
| Difficulty in organising tasks or activities or knowing where to start               |  |  |  |
| Easily distracted by extraneous stimuli                                              |  |  |  |
| Forgetful in daily activities                                                        |  |  |  |
| Loses things and is disorganised                                                     |  |  |  |
| Cannot sit still when expected or required                                           |  |  |  |
| Blurts out answers before the question is finished                                   |  |  |  |
| Difficulty in engaging in activities quietly                                         |  |  |  |
| Inability to control emotions                                                        |  |  |  |
| “On the go” constantly                                                               |  |  |  |
| Talks at speed                                                                       |  |  |  |
| Interrupts or intrudes on others                                                     |  |  |  |

|                                                                 |  |  |  |
|-----------------------------------------------------------------|--|--|--|
| Appears inattentive/day dreamer                                 |  |  |  |
| Can't wait to take their turn                                   |  |  |  |
| Difficulty sustaining attention in tasks                        |  |  |  |
| Inability to perceive risk/danger                               |  |  |  |
| Other family members with similar difficulties                  |  |  |  |
| Responds to social interaction but does not initiate it         |  |  |  |
| Difficulty understanding jokes/figures of speech                |  |  |  |
| Difficulty reading social interactions                          |  |  |  |
| Lack of awareness of personal space                             |  |  |  |
| Makes honest but inappropriate observations                     |  |  |  |
| Socially inappropriate eye contact                              |  |  |  |
| Is hyperactive/uncooperative/oppositional                       |  |  |  |
| Difficulty maintaining friendships                              |  |  |  |
| Is over-sensitive to certain textures or sounds                 |  |  |  |
| Resistant to change                                             |  |  |  |
| Difficulty in transferring skills from one area to another      |  |  |  |
| Difficulty with reading comprehension                           |  |  |  |
| Abnormal use of tone/pitch in speech                            |  |  |  |
| Engages in the same task repeatedly and/or in ritual behaviours |  |  |  |
| Has unusual movement patterns                                   |  |  |  |
| Experiences anxiety and heightened behaviours in new situations |  |  |  |
| Inability to perceive risk/danger                               |  |  |  |
| Other family members with similar difficulties                  |  |  |  |
| Problems with counting                                          |  |  |  |
| Confusion with number direction, e.g. 92 or 29                  |  |  |  |
| Difficulty remembering how numbers are written                  |  |  |  |
| Difficulties understanding mathematical symbols                 |  |  |  |
| Difficulties with the concept of space and/or direction         |  |  |  |
| Takes a long time to complete mathematical tasks                |  |  |  |
| Problems with estimating                                        |  |  |  |

|                                                                              |  |  |  |
|------------------------------------------------------------------------------|--|--|--|
| Problems with the planning of activities                                     |  |  |  |
| Poor memory for basic maths facts                                            |  |  |  |
| High levels of debilitating anxiety related to maths                         |  |  |  |
| Problems with orientation/direction                                          |  |  |  |
| Mixes up similar looking numbers                                             |  |  |  |
| A poor understanding of place value and its use in calculations              |  |  |  |
| Problems remembering shapes                                                  |  |  |  |
| Problems counting backwards                                                  |  |  |  |
| Poor concept of time and reading analogue clocks/watches                     |  |  |  |
| Inability to subitise (instantly recognise number of items without counting) |  |  |  |
| Other family members with similar difficulties                               |  |  |  |
| Listens well but still seems unable to understand                            |  |  |  |
| Slow or struggles to respond when given an instruction or asked a question   |  |  |  |
| Understanding may be limited to the 'here and now'                           |  |  |  |
| Difficulties understanding idioms, metaphors, and multiple meanings          |  |  |  |
| Might respond to just part of an instruction, usually the beginning or end   |  |  |  |
| Difficulty learning and using new words                                      |  |  |  |
| Knows a word but can't remember it or says a word that's similar             |  |  |  |
| Difficulty making longer sentences                                           |  |  |  |
| Sentences sound muddled or confused                                          |  |  |  |
| Pauses a lot while talking or restarts sentences                             |  |  |  |
| Finds it hard to understand and make up stories                              |  |  |  |
| Difficulty joining in and following games                                    |  |  |  |
| Difficulty joining in and keeping up with conversations                      |  |  |  |
| Poor behaviour due to communication frustration                              |  |  |  |
| Difficulties with reading and writing                                        |  |  |  |
| Often good with practical tasks                                              |  |  |  |



## Appendix 7 – SEND Recording and Reporting Schedule for Staff

### Pupil Passports and Provision Map

|         |                    | Action                                                                                                                                                            | Who  | Deadline                        |
|---------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------|
| Cycle 1 | Assess / Plan / Do | Getting to know you - pupil voice activity                                                                                                                        | CT's | Thurs 10 <sup>th</sup> Sept     |
|         |                    | Interventions begin                                                                                                                                               | CT's | Thurs 17 <sup>th</sup> Sept     |
|         |                    | Provision map updated                                                                                                                                             |      |                                 |
|         |                    | Teachers create new pupil passport                                                                                                                                | CT's | Fri 25 <sup>th</sup> Sept       |
|         |                    | Inclusion team QA and email passports home                                                                                                                        | Inc  | Weds 30 <sup>th</sup> Sept      |
|         | Review / Assess    | Teachers seek/input pupil review                                                                                                                                  | CT's | Thurs 3 <sup>rd</sup> December  |
|         |                    | Teachers input review comment                                                                                                                                     | CT's | Thurs 3 <sup>rd</sup> December  |
|         |                    | Inclusion team QA and email passports home for parents to add review (class teachers to monitor and act on review comments)                                       | Inc  | Thurs 10 <sup>th</sup> December |
| Cycle 2 | Assess / Plan / Do | Interventions begin/continue                                                                                                                                      | CT's | Mon 4 <sup>th</sup> Jan         |
|         |                    | Provision map updated                                                                                                                                             |      |                                 |
|         |                    | Teachers create new pupil passports and upload previous passport to cpoms                                                                                         | CT's | Thurs 14 <sup>th</sup> January  |
|         |                    | Inclusion team QA and email passports home                                                                                                                        | Inc  | Thurs 21 <sup>st</sup> January  |
|         | Review / Assess    | Teachers seek/input pupil review                                                                                                                                  | CT's | Thurs 11 <sup>th</sup> March    |
|         |                    | Teachers input review comment                                                                                                                                     | CT's | Thurs 11 <sup>th</sup> March    |
|         |                    | Inclusion team QA and email passports home for parents to add review (class teachers to monitor and act on review comments)                                       | Inc  | Thurs 18 <sup>th</sup> March    |
|         |                    |                                                                                                                                                                   |      |                                 |
| Cycle 3 | Assess / Plan / Do | Interventions begin/continue                                                                                                                                      | CT's | Mon 12 <sup>th</sup> April      |
|         |                    | Provision map updated                                                                                                                                             |      |                                 |
|         |                    | Teachers create new pupil passports and upload previous passport to cpoms                                                                                         | CT's | Thurs 22 <sup>nd</sup> April    |
|         |                    | Inclusion team QA and email passports home                                                                                                                        | Inc  | Thurs 29 <sup>th</sup> April    |
|         | Review / Assess    | Teachers seek/input pupil review                                                                                                                                  | CT's | Thurs 1 <sup>st</sup> July      |
|         |                    | Teachers input review comment                                                                                                                                     | CT's | Thurs 1 <sup>st</sup> July      |
|         |                    | Inclusion team QA and email passports home for parents to add review (class teachers to monitor and act on review comments and upload previous passport to cpoms) | Inc  | Thurs 8 <sup>th</sup> July      |
|         |                    |                                                                                                                                                                   |      |                                 |