Pevensey and Westham CE Primary School
SEND Information Report
Reviewed September 2025

Our Vision

"At PaWS we have an ambitious vision to work in partnerships with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life."

(John 10:10)

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk.

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also our SEN policy. This report is also the information we provide to the East Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in East Sussex - www.eastsussex.gov.uk/localoffer.

We will review this report every year and will involve pupils and parents. If you want to give us your views about the report, please contact the school office.

2. Who do I contact?

If you are thinking of applying for a place, contact the school office. School phone number: 01323 762269.

If your child is already at the school, you should talk to the child's class teacher, in the first instance. School phone number 01323 762269.

The Special Educational Needs Coordinator (SENCO) is responsible for managing and coordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

The person responsible for leading provision for children with Special Educational Needs in our school in our Inclusion Manager, Jodie Westcott. She is a member of the Senior Leadership Team and her role includes the responsibilities of SENCO (Special Educational Needs Co-Ordinator).

How to Contact: telephone number 01323 762269.

Best time to contact is term-time, during school hours (avoiding peak drop-off and pick-up times).

3. Which children does the school provide for?

We are a Primary School. We admit pupils from age 4 to 11. We are a voluntary controlled, maintained school.

We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who an Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

- Pevensey & Westham CE Primary School admissions policy – see school website.
- School admissions – www.eastsussex.gov.uk
- Contact Information for Families for admissions advice 0345 60 80 192

4. Summary of how the school meets the needs of children with SEN and disabilities.

We at Pevensey and Westham CE Primary School are committed to providing all our children with a high-quality education. We provide equal opportunities for all and ensure that any differences that exist due to race, language, social background, gender, ability and special educational needs or disabilities are valued.

We aim to ensure that:

- We meet the needs of every child and ensure that they are given full and equal access to a broad and balanced curriculum.
- We adopt a whole school approach to identify and assess children with SEND as early as possible.
- We find ways to overcome barriers to learning so that every child can fulfil his or her potential.
- Children with SEND are involved in decisions affecting their future learning and targets, with their views sought and considered.
- We work in partnership with parents and carers, recognising the vital role they play in supporting their child's wellbeing and education.
- We liaise closely with outside agencies to enable every child and all involved in delivering personalised learning needs, to have access to specialist support and expertise.

The graduated approach is at the heart of whole-school practice as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. Provision for children with SEN starts with good quality first teaching for all children and we understand that it is teachers' responsibility to adapt teaching to respond to the strengths and needs of all pupils, as described in the SEND Code of Practice.

Underpinning ALL our provision in school is the graduated approach cycle of:

All teachers are responsible for every child in their care, including those with special educational needs.

Assess

Assessment of need starts with a whole-school approach to quickly identify where a child is not making adequate progress, despite high-quality teaching. Teachers use a range of sources of information that can draw on to establish areas of pupils' need.

Plan

Teachers differentiate their planning and make necessary adjustments to teaching, support and use of resources that would be most effective based on pupils' need.

All children who have an Education, Health and Care Plan (EHCP) have their provision outlined on an APDR document (Assess, Plan, Do, Review Document). A small number of children with more complex needs but without an EHCP have an Additional Needs Support Plan, which is a more detailed APDR. It is the responsibility of the class teacher to plan for interventions and inclusion techniques that any child may require within the class. Advice on planning can be sought from the SENCO. Progress of all pupils is discussed at Pupil Progress Meetings.

Do

It is recognised that Quality First Teaching enables all children with SEND to make the best progress. Teachers plan for individual children as part of the whole class planning process using specific techniques and strategies to include individual pupils.

Review

Children's progress is regularly reviewed as part of our ongoing assessment processes. We will use data and feedback from teachers, Teaching Assistants and pupils to track the effectiveness of strategies and interventions that have been used. In addition, review meetings are held three times a year and include parents/carers, staff and external agencies, as appropriate. If a strategy or intervention is not proving to be effective, we discuss alternative provision and/or involve external agencies in providing advice.

We are committed to making reasonable adjustments to ensure participation for all, as part of our responsibilities under the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

We work within the framework of The Children and Families Act 2014, which places duties on schools to use their best endeavours to meet the special educational needs of children and young people whom they educate. The SEN and disability Code of Practice gives details of how schools should fulfil this duty.

If the child is looked after by the local authority, they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and foster carers or social workers in discussions.

More information about this process may be found on the East Sussex website and underpins good practice in all schools.

The revised East Sussex SEND matrix, published in July 2018, provides guidance for schools for provision to meet specific needs.

5. How does the school identify children's special educational needs?

We aim to identify children's special educational needs (SEN) as early as possible, so that every child achieves the best possible outcomes. We achieve this by:

- Liaising closely with nursery schools prior to children joining the school;
- Listening to and investigating concerns from parents/carers;
- Close tracking of children's progress and attainment;
- Ongoing professional dialogue within the school community.

For most children, their needs will be met in the class by the class teacher through quality first teaching and, where needed, a range of interventions.

A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- Communication and interaction – including speech and language difficulties and autism
- Cognition and learning – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- Sensory and/or physical needs- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

Full use is made of information passed to us when a child joins our school and we use assessments during the Foundation Stage to identify any difficulties pupils may have. We do this through observations and baseline assessments on entry and ongoing teacher assessment and observation of progress against the Early Learning Goals. Every child in Foundation is screened using Infant Language Link during their second term of school, so we can quickly put any necessary support into place. Where a teacher has concerns about a child's speech articulation, they will also screen the child using Speech Link by the end of the second term.

We recognise that difficulties related solely to limitations in English as an additional language (EAL) are not SEN. Where there are concerns about lack of progress for a child who speaks English as an additional language, the class teacher and Inclusion Manager will work together to determine whether this is due to limitations in the child's command of English, or if it arises from SEN or a disability. Further support, if required, is sought from the EAL Service.

We have two dyslexia specialist teaching assistants which enables us to offer pupils a diagnostic screening test. We would discuss this with parents/carers should there

be evidence of this possibly being the underlying cause of difficulties with progress and attainment.

We have a teaching assistant who specialises in support for Speech and Language needs. We use Language Link to screen pupils and identify any speech and language needs. A programme of support will be implemented for pupils who are identified as needing additional support.

For some children, SEN can be identified at an early age. However, for other children and young people, difficulties become evident only as they develop. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs.

Other methods used by teachers to identify older pupils with SEN may include:

- Information from parents and carers
- Information from the child
- Ongoing teacher assessment and observation
- Regular meetings between class teachers and Senior Leadership Team to review pupils' progress
- Screening assessments (e.g. Language Link or Boxall Profile)
- End of key stage or other school-based test results
- Information from previous schools

The Inclusion Manager is actively involved in target setting and pupil progress meetings, to ensure that children who need additional support are identified and support put into place as soon as possible.

We recognise that parents and carers play an active and valued role in their children's education and that they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and how they are being met. We listen when parents and carers raise concerns and use this information when identifying if a child has a special educational need. We also listen to and address any concerns raised by children themselves and use different ways to give pupils a voice, depending on their age and understanding.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. We implement a whole school approach to pupil wellbeing which is detailed in our Mental health and Wellbeing Policy. The aim of this policy is to outline the school's approach to promoting positive mental health and wellbeing. This policy outlines a 3-stage approach to supporting pupils who may be identified as needing additional support with their emotional wellbeing. See Appendix A for details of this staged approach. Adopting a whole school approach to mental health

and wellbeing enables us to support all children to feel safe and happy in order to learn effectively, fulfil their potential and take pride in their achievements. If initial assessment, support and targeted intervention does not show improvement, additional assessment and advice may be sought from an outside agency such as Education Support Behaviour Attendance Service.

6. How does the school teach and support children with SEN?

At Paws, we have adopted an inclusive and adaptive teaching approach which is central to the school Teaching and Learning policy.

All children's needs are best met by high-quality teaching which is based on children's prior knowledge and promotes independence, taking account of the needs of each child, with in-built support and challenge. This quality teaching is informed by regular assessment and feedback. It includes the provision of an inclusive learning environment, specific interventions, support from trained teaching assistants and a range of specific resources to target individual needs. Children make the most progress when they are working with their teacher and peer group within the classroom setting and our aim is to make children independent and successful learners, relying less and less on adult support as they progress through the school.

Where pupils are identified as needing additional support or having special educational needs, the school provides for these additional needs in a variety of ways.

The range of provision currently available includes:

- In class focussed support from teacher.
- In class support for individuals or small groups from support staff, Teaching Assistants (TA) or Individual Needs Assistant (INA).
- Small group intervention with class TA away from class
- Targeted Individual support for specific programmes.
- Provision of alternative learning materials/ special equipment.
- Attendance of supervised lunch time club.
- Access to Specialist Support Services e.g., Parent Support Advisor; Children and Adolescent Mental Health Service (CAMHS); Occupational Therapy Services; Physiotherapy support; Service for Children with Sensory Needs and East Sussex Team Around the School and Setting (TASS).

7. How will the curriculum and learning environment be matched to the child's needs?

All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils. We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level and make progress.

The school regularly monitors the progress and attainment of every child. We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will talk with children and parents as part of the SEN support cycle and graduated approach.

8. How are parents and carers involved in reviewing children's progress and planning support?

As a school we believe that parents and carers should be at the heart of the SEN process and we value the contribution of parents and carers who know their child best. We are committed to building positive relationships with parents and carers, seeking their views about their child's development and keeping them updated with progress.

The school aims to work in partnership with parents and carers. We do so by:

- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Encourage communication by ensuring accessible information.
- Encouraging parents and carers to communicate with school, sharing relevant information and concerns.
- Focusing on the child's strengths as well as areas of additional need.

Twice a year, class teachers provide a written progress report which highlights areas of progress and strength together with next steps. This takes the form of a one-page brief summary mid-year and a longer report at the end of year.

Parents are invited to make an appointment with class teachers to discuss their children's progress. Where a pupil is receiving SEN support, teachers will meet with parents and carers at parents' evening to set clear outcomes and review progress towards them, discuss the support in place to help achieve them, and identify the responsibilities of the parent, the pupil and the school. Support is planned in order to help pupils reach the agreed outcomes and reviews will have a focus on pupil's progress towards these outcomes. Class teachers will record the review of progress, outcomes and provision in a SEN support plan using the Assess, Plan, Do, Review Proforma, a copy of which will be given to parents and carers of children receiving SEN support.

Some children may have more complex needs which may require an additional review meeting up to three times a year. This meeting will usually involve parents and carers, class teacher and Inclusion Manager.

The pupils of parents on an Education Health Care Plan are invited to a more formal Annual Review of the plan once a year, which is one of the three meetings described above. Other professionals involved with the pupil may also be invited.

Furthermore, teachers and the SENCO are available throughout the year to discuss any concerns parents or carers may have about their child. An appointment can be booked through the school office or by emailing the relevant person.

9. How are children involved in reviewing their progress and planning support?

The school recognises that all pupils need to be included in, and as appropriate consulted on, decisions about their support in school. The table below shows the types of opportunity a pupil will have to do this, to ensure an active involvement in decisions about their targets and support.

	Who's involved?	**How often?**
Self-assessment	Pupil, Class teacher.	Ongoing
RHSE/ Life Skills Curriculum	Pupil, Class teacher.	Weekly
Worry Box	Pupil, Class teacher	Ongoing as needed
Pupil Voice	Pupil, Class teacher, SENCO, Leadership.	Ongoing according to individual
SEN support review meetings	Pupil, Class Teacher, Parents/Carers, supported as needed by SENCO.	
Annual reviews (EHC plans only)	Pupil, Parents/Carers, Class Teacher, SENCO, Support Services, Local Authority	Annually
Pupil reflection of the school year in their school report	Pupil, Class Teacher	Twice a year

10. How does the school prepare and support children to transfer to a new school/college or the next stage of education and life?

We recognise that moving on and dealing with changes can be difficult for all children, but particularly for those with additional needs. While all children benefit from positive experiences of transition, some may require additional support; children with special educational needs and disabilities often find transition more challenging than their peers. We are committed to supporting children when transitioning between schools in order to make the experience as positive as possible and to promote good outcomes for them.

Effective transition between early years settings and school:

- Home visits for children joining the Reception class.
- Pupils coming into Early Years foundation stage (Reception class) have several opportunities to visit in small groups, attend whole class story sessions and have the option of a home visit in order to get to know the children and pass on information.
- Additional visits for children and parents/carers prior to joining according to need.
- Phased entry towards full time.
- Additional 1:1 Meetings with parents, SENCO and class teacher as appropriate.
- Contact and transition meetings with any professionals if involved.

Effective transition between year groups in school:

- Handover meetings between teachers to pass on information, including specific targets, before transition. SENCO attends the relevant parts of handover meetings
- For children with more complex needs there will be a planning meeting, or more focussed training organised by the SENCO for the new year group team.
- There is a transfer session in term 6 for the children to spend time in their new classrooms.
- Transition groups may be set up for specific children who are anxious about change and additional opportunities to become familiar with the new classroom and adults will be available.

Effective transition into secondary school:

- Links are actively maintained with the main receiving secondary schools. The SENCOs of all schools liaise regularly and information is passed both ways to ensure successful transition.
- The Year 6 Teachers and SENCO work closely together to gather information about pupils and plan additional transition visits and meetings as needed. We are flexible in our approach according the needs of individual pupils.
- Records regarding SEND and attainment are shared with the new school.
- Additional visits for vulnerable children are arranged as needed.

- Staff from the new school may visit your child's class.
- Continuation of outside agency involvement will usually be planned to continue through the transition period.
- In school we support transition for some children through a small group, working on their understanding of the changes ahead. External agencies e.g., CLASS support this intervention work.

11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. Evaluation of the needs of our children regularly takes place, with a focus on providing high quality teaching and learning to support the children. We plan training for staff members through staff meetings, individual CPD programmes and INSET training days. Training is based on priorities in the whole school development plan which is created in consultation with SLT and governors at the start of each academic year.

Our new SENCO is committed to completing the National Award in Special Educational Needs Co-ordination or equivalent qualifications within the next two years. She has undertaken new to SENCO training, …….

Our teaching assistants receive regular training on specialist areas based on the additional needs of the children they work with, for example running interventions such as Precision Teaching, Jump Ahead, Sensory Circuits or Language Link or supporting children with a specific need such as ASD. Our teaching assistants have a range of experience and expertise and include TAs with core specialisms areas of phonics, English and maths as well as speech and language needs, wellbeing and SEN.

A group of five TAs are currently in the process of completing a TA3 apprenticeship to further develop their skills.

All our staff have regular safeguarding training.

We have a wide range of training available to us:

East Sussex County Council training for schools – www.czone.eastsussex.gov.uk

Inclusion Development Programme – www.dponline.org.uk

Advanced training materials – www.advanced-training.org.uk

12. How does the school measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We do regular lesson observations and work scrutiny in order to look at whether our teaching and programmes of support have made a difference. We use data and information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We send home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the school improvement plan. We also invite parents to provide feedback at meetings, through responding to SEN Support Plans, parent surveys and through the Ofsted parent view website. https://parentview.ofsted.gov.uk/

13. How accessible is the school and how does the school arrange equipment or facilities children need?

We are committed to making school accessible. We are subject to the Equalities Act and will make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. We plan carefully which classrooms to place children in who have accessibility needs.

https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/theequalityduty.aspx

We will work closely with the child and their parents to provide access, support and learning experiences that maximise their potential.

14. How are children included in activities with other children, including school trip?

Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN and are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

We ensure that all children are included in all extra-curricular activities provided by the school. Where specific and different provision is required, this is done in consultation with parents/carers and any relevant outside services. The school will work with parents and carers to provide the necessary equipment and support needed to enable all children to enjoy full participation in all areas of the curriculum. There is an expectation that parents/carers will work with the school to allow their children's full participation. This may involve a number of reasonable adjustments, such as parents/carers accompanying their children on occasions, or agreeing to flexible arrangements, such as different transport or adjusted timings.

15. What support is there for children's overall well-being and their emotional, mental and social development?

We recognise the impact the Covid19 pandemic has had on our pupils. We have introduced a new whole school approach to mental health and emotional wellbeing this year to reflect this. Appendix A details our 3 stage approach to emotional

wellbeing. To ensure we can offer the best support to our pupils we have implemented a robust programme of staff CPD. This includes:

- 1 staff member trained as adults Mental Health Lead
- 4 staff trained as child mental health first aiders
- 1 staff member trained as Nurture Practitioners and the use of the Boxall Profile to assess need and implement programmes of provision.
- 1 staff member trained as Emotional and Literacy Support Assistants (ELSAs). This training is led by the Educational Psychology service team.
- 4 staff members trained in the use of the sensory circuit provision programme.
- All staff are trained in the use of the Zones of regulation programme as part of our whole school approach to mental health and wellbeing.

Our collective worships promote children's spiritual, moral, social and cultural development. Our school Christian values are embedded within pastoral support programmes external to and during class-based lessons.

The school provides support for all pupils through our RSHE Life Skills curriculum.

We offer 1:1 and group support to pupils who require additional support with their social, emotional and mental health needs.

Pupils who struggle with lunchtimes for physical/medical or sensory reasons will be invited to attend lunch club supported by an adult.

We develop close links with community agencies who can offer additional support as needed e.g., Open for Parents, Holding Space and Place 2 Be.

The school may work with other services to support children, e.g., East Sussex Team Around the School and Setting (TASS), Child and Adolescent Mental Health Services, Early Help services and School Health. We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the graduated SEN support planning cycle of assess, plan, do and review.

16. What specialist services does the school use to support children and their families?

As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/searchfor-services/

https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/healthservices/

The school maintains positive and regular contact with support services in Children and Young People's Services. One or more of the following agencies might be asked to support in the work with a child:

- East Sussex Team Around the School and Setting (TASS): this service helps schools to develop effective behavioural and therapeutic support for vulnerable pupils.
- Speech and Language Therapy Service (SALT)
- Service for Children with Sensory Needs (SCSN)
- Child and Adolescent Mental Health Service (CAMHS): offers support to parents, carers, children's services professionals, and young people with severe mental health disorders. They can offer advice on appropriate support, diagnosis of mental disorders, therapeutic work with young people to treat their complex, severe or persistent mental health difficulties.
- Children's OT and Physiotherapy Service via the NHS
- The school health service
- Social worker and Family Support team: lead professionals in all cases where a child protection plan is required. The social work team intervene to support families where children are at risk of neglect or abuse of a physical, emotional or sexual nature. Referrals may be made for support or to investigate risk of harm.
- Communication, Learning and Autism Support Service (CLASS): this service offers support for children attending mainstream schools who need outreach support for autism spectrum disorder (ASD)
- The Early Years' Teaching and Support Service: support children aged 0-5 years with disabilities and complex needs. They can offer support at the child's home, pre-school and through the early days at school. They also have information on local parent and toddler sessions and training for parents and professionals working with young children.
- Educational Psychology Service: children and young people can sometimes face learning, social and emotional problems and educational psychologists are there to help. They can help children to overcome difficulties that may be preventing them from learning to the best of their ability.
- Traveller and English as an Additional Language Service (TEALS): provides language support for pupils whose first language is not English.

The above support is used to complement the existing support in school, where we have a range of highly skilled TAs ready to support children, teachers and parents by delivering high quality intervention/provision in areas such as speech and language, social skills, behaviour, sensory integration, fine and gross motor skills and dyslexia friendly teaching strategies and materials.

17. Where can I get information, advice and support?

School website: https://pevenseyschool.org.uk/

The 'local offer' on the internet:

www.eastsussex.gov.uk/localoffer

This has a section for advice and family support and is being updated to make it more accessible and useful.

Parent Information:

Contact Mrs Karen Richardson Contact 01323 762269/ krichardson@pevenseyschool.org.uk

SEND information, advice and support service.

They provide impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

0345 60 80 192

informationforfamilies@eastsussex.gov.uk

www.eastsussex.gov.uk/sendadvice

18. What do I do if I am not happy or if I want to complain?

We are always interested to know how you feel about your child's education, and there are regular occasions when we seek parents' and carers' opinions throughout the year.

If you have any concerns about your child's education or well-being at school, please speak to their class teacher as soon as possible. Teachers are available for informal discussion after school. For a longer discussion, an appointment can be made by speaking to the School Office. If the issue is not resolved at this stage, this can then be dealt with informally by our Inclusion Manager (if your child has SEN), our Deputy Headteachers or Headteacher.

It is in everyone's interest that complaints are resolved at the earliest possible stage. Where informal discussion has not been successful, a parent or carer may feel it necessary to make a formal complaint. The school complaints procedure is available on our website or from the school office.

Appendix A:
Supporting Mental Health and Wellbeing (Taken from the Mental Health and Wellbeing Policy)

Supporting Mental Health and Wellbeing

Where staff have concerns about a pupil, they should follow the steps below:

Wave:	Examples of good practice	Actions:
Wave 1: Quality-first teaching Staff check-in CPD	1. Mindfulness 2. RSHE Life Skills curriculum 3. Responding to well-being needs of the whole class e.g. watching Newsround and discussing a current issue that may impact on children's well-being, sensory breaks, zones of regulation. 4. Debates 5. Anti-bullying week 6. Mental health week 7. Learning behaviours 8. Positive praise 9. PE curriculum 10. Forest School 11. Creative curriculum- music, art, DT. 12. Leadership roles 13. Sociogram 14. Transition 15. School council	1. Teacher/TA to complete pupil voice with the child. 2. Teacher/TA to log MHEW concern onto My Concern and: EITHER identify a member of staff to complete check-in OR request a member of staff to complete check-in where it is not available within the year group. 3. Teacher/TA to access CPD (eg. MindEd) or request support.
Wave 2: Additional interventions	1. Look at class intervention tracker and identify appropriate intervention (e.g. Talkabout, mindfulness, sensory activities, sensory box, circle of friends, allocate a class buddy). 2. Ensure that parents are aware of concerns about the child's MHEW.	

Wave 3: Highly personalised interventions, pupil voice / Boxall profile completed by class teacher ELSA support	1. Complete SEND referral and share with inclusion team. 2. Inclusion team to co-plan a personalised intervention. 3. Inclusion team to co-ordinate referrals to external agencies. 4. If there are serious concerns about a child's safety, safeguarding procedures must be followed as per the safeguarding policy. An individual care plan may be created. Inclusion team to co-ordinate.