

Southend SEND: Early Identification and Support toolkit



**A working document for
families and professionals**

Southend-on-Sea City Council • December 2022

SEND Support Advisory Team



Southend-on-Sea
City Council

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About this guide

You will find information about **assessment tools that are ‘tried and tested’** by SENCos, specialist teachers and **support services and that can support the early and accurate identification** of additional or Special Educational Needs and Disabilities (SEND).

This information can be used to inform any support and intervention that may be needed, both in the setting and home. It gives examples of questions that may be considered within and outside the school, and through conversations with families, around the use of assessments. It can be used to support the review process for SEND in schools.

It is not meant to be an all-encompassing guide but is a working document so can be updated over time. Here are some important definitions:

Assessment is described as:

“The systematic process of assessing the needs, circumstances, or progress of a child against an established scale or standardised benchmarks, with the intention of understanding needs so that decisions can be made about appropriate support (or to confirm that no additional help is required).”

Southend SEND:
Review and Self Evaluation guide

Intervention is described as:

There are many examples of support that can be given across the Graduated Response which are:

- **Universal Support (‘wave 1’)** – this is described as ‘inclusive quality first teaching’ for all learners and considers the learning needs of all pupils in the classroom.
- **Targeted Support (‘wave 2’)** – this is for some children and is Universal plus support that is ‘additional to and different from’ others (Targeted).
- **Specialist Support (‘wave 3’)** – this is for a few children and is Universal and Targeted support plus ‘personalised support, based on independent evidence of what works’ (Specialist). This may include one-to-one, or specialist interventions, advice and guidance may come from professionals outside the school.

Southend SEND:
Review and Self Evaluation guide

Southend SEND:
A Graduated Response

What happens next?

For Early and Accurate identification by the setting:

- The **teacher will meet with the pupil and their family**. Difficulties seen in the setting and at home are considered as these experiences may differ. Strategies that are already put in place in the classroom are shared.
- This information is used to review the support and decide **what adaptations may be needed** in the classroom ('Universal Support') and how this may apply to the home. Adaptations are monitored to decide if they make a difference, and the family is involved.
- The **SENCO or other professionals in the setting may be asked to carry out an assessment**.

If it is decided that an assessment is not needed, the reasons why are discussed with the family. Everyone will continue to gather evidence and communicate about progress because of the support in place. Support continues.

If it is decided to carry out an assessment, the SENCO may use a particular tool to identify needs and support. They will also consider other information that the teacher, child, and their family provide. This will help to find if there is SEND and if any support that is additional to or different from ('Targeted Support') the Universal offer.

- This 'Assess' part of the 'Assess, Plan, Do and Review' cycle will **allow staff to gain a better understanding about the pupil's needs to inform targets, support and what happens next**.
- **Support Services** may be asked for their advice, such as specialist teachers, educational psychologists, speech and language or occupational therapists. **Southend's Local Offer** gives sources of reliable support.



What happens next?

For Early and Accurate identification outside of the setting:

- **Families may also get advice from professionals outside of the setting**, such as health visitor, GP, Early Help Family Support Worker, Family Centre Worker or Emotional Wellbeing and Mental Health Service. They do not have the ability to diagnose conditions but can refer the child or young person to a paediatrician, clinician, or service, such as audiology or occupational therapy, who is qualified to undertake a formal assessment.
- The professional will **ask the family to share the difficulties and they will consider other information, such as reports and observations**. They may talk to the child or young person and carry out activities to observe their responses.

The professional may say that a formal diagnosis is not needed or that further observation is needed before moving to a formal assessment. However, **a lack of diagnosis does not mean that the child's needs, whatever they may be, are not supported by the setting**. Needs continue to be considered and support put in place.

The professional may say that a formal diagnosis is needed. **There are many diagnostic tools that can be used**, depending on the specific condition, where the family live and which specialist is seen.

- Parents are signposted to local groups or psycho-education sessions for families at the setting for support.

"Families are not expected to pay for costly diagnoses; settings are expected to meet pupil needs. An assessment through a qualified provider can support decision making around accurate identification, support, and review, as well as give evidence for examination access arrangements, funded support at university and information for employers."

Southend SEND: Graduated Response guide

Examples of questions if an assessment is considered

- What are the difficulties?
- Are the difficulties experienced in the school or at home or both?
- What strategies are already in place, and do they work?
- Do we need other staff involved and do they have the required training?
- What adaptations are needed and can be put in place in the classroom?
- What strategies can we try at home?
- Do the adaptations make a difference over time?
- What do others say – family, friends, peers, support groups, professionals?
- Are there other factors or risk that may contribute to or ‘mask’ any difficulties, such as age, maturity, communication, attendance, health, wellbeing, behaviours, working memory, language, or academic progress?
- What support services may help, including the School Nursing Team, family support groups, Early Help Family Support, outreach and specialist services?
- Why assess?
- What is being assessed?
- Are we considering one area or skill or more?
- What gaps may be found, and will the assessment provide immediate, easy to use support, strategies or interventions?
- What difference will an assessment make?
- What else do we need to know and where can we get more information?



Examples of questions when an assessment is agreed

- Who will assess?
- When will the assessment take place?
- Where will the assessment take place?
- How will the school staff, the pupil and their family contribute and be actively involved?
- What will the assessment compare with? Will we get a recognised score?
- Will we get a detailed report that gives strategies to consider at school or home or both?
- When, how and with whom will the findings be shared with?
- Is there any pre-assessment preparation?
- If school staff assess, what tool is used and is this recognised to be reliable?
- If a provider from outside the school assess, are they accredited to a professional body and what recent training have they undertaken?
- Are there any costs and what is the outcome?
- Is the assessment carried out one-to-one, in a group, face to face or virtually?
- Will observation take place at school and in the home or both?
- Will specific developmental progress and family history be considered?
- Are a range of indicators considered, such as communication, health and wellbeing, as well as attainment and progress?
- Is there post-assessment support?
- Does this lead to a grade and what is this judgement made against – is it other pupils in the class, school or similar children or young people across the country?
- Are there any questions that we should have asked but haven't?

Examples of tools for early and accurate identification and support

One tool is not endorsed over another and they are in no order of importance; they are examples that professionals use and believe to be reliable at the time of publication.

“Southend SEND: Provision Guidance” may be used as a reference tool for examples of support that can be put in place across the Graduated Response. This guide can be found here:

[Southend SEND: Provision Guidance for Schools | Livewell Southend](#)

Vision: ‘Special Educational Needs and Disability Code of Practice: 0-25 years 6.34 Visual Impairment (VI)’

Assessment Tool	Weblink	At a glance	Publisher
Vision Test – Standard Eye Test, Imaging OCT Scan, Glasses, Contact lenses	There are many examples. Below are examples given by the outreach service including Boots Opticians, Marina King Optometrists (Westcliff) , Rose Opticians (Westcliff), Specsavers, Templeman Opticians (Shoeburyness)	For: All ages	n/a
Visual Test – Stress	There are many examples. Below are examples given by the outreach service including New Web (cmt-Optometrists (Brentwood), Belson & Sons (Essex)	For: All ages	n/a

Signposting	Weblink	At a glance
Ophthalmology Department	Ophthalmology services Mid and South Essex NHS Foundation Trust (mse.nhs.uk)	For: All ages How: Through the G.P.
School Nursing Team	School Nurses – Southend-on-Sea City Council	For: All ages How: Text and phone (self or school) referral service
Visual Impairment Outreach Service	Visual Impairment (VI) Outreach Service Livewell Southend	For: All ages How: Schools request support or by the health caseload

Hearing: 'Special Educational Needs and Disability Code of Practice: 0-25 years 6.34 Hearing Impairment (HI)'

Assessment Tool	Weblink	At a glance	Publisher
National Deaf Children's Society	Recognising the signs of hearing loss National Deaf Children's Society (ndcs.org.uk)	For: All ages	n/a
Signposting	Weblink	At a glance	
Audiology	Audiology services Mid and South Essex NHS Foundation Trust (mse.nhs.uk)	For: All ages How: Through the G.P.	
Hearing Impairment Outreach Service	Hearing Impairment (HI) Outreach Service Livewell Southend	For: All ages How: Referral from Audiology	
School Nursing Team	School Nurses – Southend-on-Sea City Council	For: All ages How: Text and phone (self or school) referral service	

Physical: 'Special Educational Needs and Disability Code of Practice: 0-25 years 6.34/6.35 Physical Difficulties (PD)'

Tool	Weblink	At a glance	Publisher
Movement for Learning and life	Home – MOVE Europe	By: Trained staff (and gives guides)	MOVE Europe
Intervention Tool	Weblink	At a glance	Publisher
Gym Trail	School based	For: All ages By: School staff How: Circuit of motor co-ordination activities carried out on a regular basis	n/a
Halliwick – Swimming and rehabilitation	Halliwick – Promoting the Halliwick Concept of Swimming & Rehabilitation in Water	For: All ages By: Trained staff	International Halliwick Association
Jabadao – Developmental Movement Play	Physical development and wellbeing Welcome to Jabadao	For: Early Years By: Trained staff (a framework)	Jabadao
Rebound therapy – Trampolines	Rebound Therapy – Founded 1972 in the UK	For: All ages By: Trained staff	Rebound Therapy
Sherborne – Developmental Movement	Sherborne Developmental Movement – The Home of Sherborne Developmental Movement in the UK (sherbornemovementuk.org)	For: All ages By: Trained staff	Sherborne

Signposting	Weblink	At a glance
Occupational Therapy (OT) Service	Children's Service – Independent living and Occupational Therapy (OT) – Southend-on-Sea City Council	For: All ages How: G.P. and health professionals
School Nursing Team	School Nurses – Southend-on-Sea City Council	For: All age How: Text and phone (self or school) referral service

Speech, Language and Communication: 'Special Educational Needs and Disability Code of Practice: 0-25 years 6.28/6.29 Speech, Language and Communication (SLCN) Difficulties'

Assessment Tool	Weblink	At a glance	Publisher
BPVS 3 – Vocabulary assessment British Picture Vocabulary. Understanding of vocabulary and language.	British Picture Vocabulary Scale – GL Assessment (gl-assessment.co.uk)	For: 3–16 years How: 10–15 minutes test, by paper By: School staff, Specialist Teacher	GL Assessment
Derbyshire Language Scheme – Comprehension	https://www.derbyshire-language-scheme.co.uk/	For: 4–11 years How: 5-minute rapid test or detailed in 30 minutes By: Specialist Teacher	Medoc
I-can assessment	I CAN Assessments	For: 4–19 years How: 10–15 minutes test, by paper By: School Staff, Specialist Teacher	I-Can
Infant Language Link – Language	Infant Language Link SLCN support. (speechandlanguage.info)	For: 4–7 years How: 15 minutes test, online By: School staff, Specialist Teacher	Speech Link
Junior Language Link – Language	Junior Language Link SLCN support. (speechandlanguage.info)	For: 7–11 years How: 20 minutes test, online By: School Staff, Specialist Teacher	Speech Link
Receptive One-Word Picture Vocabulary Test – 4 (ROWPVT-4) – Vocabulary	ATP: Receptive One-Word Picture Vocabulary Test-4 (ROWPVT-4) (academictherapy.com)	For: All ages How: 20 minutes test, one to one By: School Staff, Specialist Teacher	Nancy A. Martin, PhD / Rick Brownell

Assessment Tool	Weblink	At a glance	Publisher
Renfrew Language Scales – Spoken language (grammar structure, sentence linking)	The Renfrew Language Scales - Book Series - Routledge & CRC Press	For: 3–8 years By: School Staff, Specialist Teacher, Speech Therapist (SALT)	Routledge Taylor and Francis Group
Salford – Sentence Reading and Comprehension	SSRCT Pack (Fifth Edition) (Salford Sentence Reading and Comprehension Test): Hodder Education	For: 6–14 years. How: 4 minutes test By: Teachers	Salford
Secondary Language Link – Core Language and Social Understanding	Secondary Language Link SLCN support. (speechandlanguage.info)	For: 11-14 years How: 45 minutes test, online and audio By: School Staff, Specialist Teacher	Speech Link
Sight Test	Refer to VI section	For: All ages How: Self-referral By: Trained professionals	n/a
Southend's checklist for SLCN	Assessment and Identification Southend Learning Network	For: All ages How: with the pupil and their family By: SENCos	SEN Support Team
Speech Link – Developmental speech sound difficulties	Speech Link SLCN support (speechandlanguage.info)	For: 4–8 years How: 15 minutes, online By: Specialist Teacher, Speech Therapist (SALT)	Speech Link
Wellcomm – Language skills	WellComm – GL Assessment (gl-assessment.co.uk)	For: 6 months–6 years (Early Years) and 6–11 years (Primary) How: 20 minutes test, by paper By: Health Visitor, School Staff, Specialist Teacher	GL Assessment

Intervention Tool	Weblink	At a glance	Publisher
Black Sheep	BSP, speech & language resources for schools, therapists & parents (blacksheepress.co.uk/)	For: Early Years, Key Stages 1–3 How: Intervention activities and resources By: Schools, families, SALT	Black Sheep Press
Derbyshire Language Scheme	www.derbyshire-language-scheme.co.uk/	For: 4–11 years How: Manual with lesson plans. One to one or small groups By: Trained teachers	Medco
Nuffield Early Language Intervention (NELI) – Spoken language skills	What is NELI? Nuffield Early Language Intervention (NELI) (teachneli.org)	For: Early Years How: Lesson plans, group and one to one By: Trained staff	Nuffield Foundation
Sound Builders – Unclear speech	Sound Builders, from Elklan	For: Any age How: Individualised, four-stage online programme for parents and school staff to use with children By: SALT	Elklan
Speech link	Speech Link SLCN support (speechandlanguage.info)	For: Key Stages 1 - 3 How: Lesson plans with resources	Speech Link
Talk Boost	Talk Boost speech and language interventions (ican.org.uk)	For: 3–4 years, 4–7 years and 7–10 years How: Group sessions with resources By: Trained staff	I-can
Wellcomm – The Big Book of Ideas	WellComm – GL Assessment (gl-assessment.co.uk)	For: 6 months–6 years (Early Years), 6–11 years (Primary) How: Focused teaching and intervention activities	GL Assessment

Signposting	Weblink	At a glance
Autism Outreach Service (for schools)	Outreach and enhanced provision Southend Learning Network	For: All ages How: Schools request
Early Help Family Support	Early Help Support Service Livewell Southend	For: All ages How: Access to the correct services to meet needs. Parenting advice and guidance
Elklan – Professionals	www.elklan.co.uk	For: Training opportunities for staff How: National leaders in training for staff and parents to help children and young people develop the skills
Elklan – Parents	Training for Parents and Carers Elklan Training Ltd	For: Families with children under 5 to 14 years How: Range of practical “Let’s Talk” and specific courses e.g., Profound and Multiple Learning Difficulties, Social Communication difficulties and autism
Speech & Language Therapists (SALT)	Speech, language and communication support Livewell Southend	For: All ages How: Assessment, advice, direct and indirect interventions for children and young people with speech, language and communication disorders

Social Communication: ‘Special Educational Needs and Disability Code of Practice: 0-25 years 6.28/6.29 Social Communication (SC) Difficulties’

Assessment Tool	Weblink	At a glance	Publisher
Aston Index – Language – Specific learning patterns	ADMT00362 – Aston Index test LDA Resources (ldalearning.com)	For: 5 years plus How: 17 sub-tests	LDA
Occupational Therapy (OT) checklist	Children’s Service – Independent living and Occupational Therapy (OT) – Southend-on-Sea City Council	For: All ages By: Specialist Teacher	
VB-MAPP – Language	VB-MAPP App Training (vbmappp.com)	By: Trained staff How: Kits for verbal behaviour milestones	Data Makes a Difference

Signposting	Weblink	At a glance
Outreach services	Outreach and enhanced provision Southend Learning Network	For: All ages How: Schools request

Cognition and Learning: ‘Special Educational Needs and Disability Code of Practice: 0-25 years’ ref. 6.30/6.31 Cognition and Learning difficulties (C&L): English and Math or Specific Learning Difficulties

Literacy

Assessment Tool	Weblink	At a glance	Publisher
Detailed Assessment of the Speed of Handwriting (DASH)	Detailed Assessment of Speed of Handwriting (pearsonclinical.co.uk)	For: 9 years to 16 years 11 months How: One to one or group	Pearson
GL: Dyslexia Screener and Guidance – Basic and advanced	Dyslexia Screener and Dyslexia Guidance - GL Assessment (gl-assessment.co.uk)	For: 5–16+ years How: 40–60 minutes test, digital. The Dyslexia Guidance Handbook is a hard copy.	GL Assessment
GL: Exact – Access arrangements	Exact – GL assessment	For: 11–24 years How: 30–40 minute test, online	GL Assessment
IDL – Literacy screener (dyslexia or English difficulties)	Literacy Screener Effective Online Screening Tool IDL IDL (idlsgroup.com)	For: 8 years and over How: 30 minutes test	IDLs Group
Lexia – Literacy (RAPID will no longer be commercially available after June 30, 2023)	Lexia RAPID Assessment K-12 Adaptive Universal Screener (lexialearning.com)	For: All ages By: School staff	Lexia UK
New Group Spelling Test (NGST)	New Group Spelling Test – GL Assessment (gl-assessment.co.uk)	For: 7–14+ years How: 20–30 minutes test, digital (tablet)	GL Assessment
New Salford Sentence Reading	Salford Sentence Reading Test Reading assessments (ndcs.org.uk)	For: 6–14 years. How: 4 minutes test By: Teachers	Salford
PhAB and PhAB 2 Primary – Phonological	Phonological Assessment Battery GL Assessment - GL Assessment (gl-assessment.co.uk)	For: 5–14 years How: 20–25 minutes test, by paper	GL Assessment
Rapid – Dyslexia	Rapid – GL Assessment (gl-assessment.co.uk)	For: 4–15 years How: 15–20 test, online	GL Assessment
Single Word Reading Test (SWRT)	Single word reading test (SWRT) – York Assessment of Reading for Comprehension-Primary (YARC) (weebly.com)	For: 4–6 years By: Teachers	YARC

Assessment Tool	Weblink	At a glance	Publisher
Southend's checklist for SpLD	Assessment and Identification Southend Learning Network	For: All ages How: with the pupil and their family By: SENCos	SEN Support Team
Symphony – Reading, Writing and Mathematics	The Symphony Assessment System – Symphony Assessment System; attainment milestones (weebly.com)	For: Primary (gives milestones) By: School staff	Symphony Learning Trust
Wide Range Intelligence Test (WRIT) – Cognition	WRIT Assessment – Wide Range Intelligence Test (dyslexiaactionshop.co.uk)	How: 30 minutes By: Trained staff	Dyslexia Action Shop
York Reading Test for Comprehension (YARC)	York Assessment of Reading for Comprehension (YARC) – GL Assessment (gl-assessment.co.uk)	For: 4–16 years How: 20–30 minutes test, by paper	GL Assessment

Intervention Tool	Weblink	At a glance	Publisher
IDL Literacy – Reading and spelling	IDL Literacy Programme Literacy Software IDL IDL (idlsgroup.com)	For: All ages How: Online programme	IDL
LEXIA – Reading, English	Products Lexia Learning	For: All ages	Lexia UK
Nessy – Phonics, reading, spelling, touch typing	Literacy support for dyslexia that follows the Science of Reading Nessy	For: All ages How: Online Programme, free resources online	Nessy Learning
Read, Write, Inc – Literacy	Read Write Inc. literacy programmes for 4-11 year-olds (oup.com)	For: 4–11 years How: Five programmes: Phonics, Fresh Start, Spelling, Comprehension, and Literacy and Language.	Oxford University Press
The Word Wasp & Hornet	Literacy Books The Word Wasp Hornet Literacy Primer	For: Hornet 5+ years Word Wasp 7 to adult. How: Little Blue Book (by co-author of Toe by Toe)	Wordwasp.com
Toe by Toe – Reading	What Is Toe By Toe? – Toe By Toe (toe-by-toe.co.uk)	For: All Ages (7+ recommended) How: Decoding Little Red Book	Toe by Toe

Maths

Assessment Tool	Weblink	At a glance	Publisher
Dyscalculia screener and guidance	Dyscalculia Screener and Dyscalculia Guidance - GL Assessment (gl-assessment.co.uk)	For: 6–14 years How: Untimed test, digital (online)	GL Assessment
IDL – Numeracy screener (possible dyscalculia or math SEN)	Dyscalculia Screener Online Screening Tool Numeracy IDL IDL (idlsgroup.com)	For: Up to 11 years (Year 6) How: Whole year group or individuals	IDL
Sandwell Early Numeracy Test – GL Assessment (gl-assessment.co.uk)	Sandwell Early Numeracy Test - GL Assessment (gl-assessment.co.uk)	For: 4–14 years How: 10–30 minutes test, by paper By: School staff	GL Assessment
Symphony – Reading, Writing and Mathematics	The Symphony Assessment System - Symphony Assessment System; attainment milestones (weebly.com)	For: Primary (gives milestones) By: School staff	Symphony Learning Trust

Intervention Tool	Weblink	At a glance	Publisher
IDL Numeracy – Reading and spelling	IDL Numeracy Programme Numeracy Software IDL IDL (idlsgroup.com)	For: All ages How: Online programme	IDL

Working Memory and Processing skills

Assessment Tool	Weblink	At a glance	Publisher
Memory Fix – Memory skills	Buy Memory Fix Games And Activity Kit TTS (tts-group.co.uk)	For: All ages How: Assessments and intervention/strategies	TTS
Memory Magic – Language and learning affected by processing or working memory	Resources for Therapists, Teachers, Parents and Carers Memory Magic Winslow (winslowresources.com)	For: Key Stages 1–3 How: Assessments (manual and CD-ROMs) and ‘magic tricks’ to improve memory By: Teachers and therapists	Janie Booth
PhAB and PhAB 2 Primary – Phonological differences	Phonological Assessment Battery GL Assessment - GL Assessment (gl-assessment.co.uk)	For: 5–14 years How: 20–25 minutes test, by paper	GL Assessment

Assessment Tool	Weblink	At a glance	Publisher
Test of Memory and Learning (TOMAL 2) – Coverage of memory	TOMAL2 - Test of Memory and Learning Product Range (dyslexiaactions.co.uk)	For: 5 years to adult By: School staff	Pro-Ed
Working Memory Rating Scale (WMRS) – Memory skills	Working Memory Rating Scale (WMRS) (pearsonclinical.co.uk)	For: 5 to 11 years How: Individual, untimed By: School staff	Pearson

Signposting	Weblink	At a glance
PATOSS	Patoss Tutor Index (patoss-dyslexia.org)	Index of specialist assessors for processing and exam access arrangements

Social, Emotional and Mental Health: 'Special Educational Needs and Disability Code of Practice: 0-25 years 6.32/6.33 Social, Emotional and Mental Health (SEMH) difficulties'

Assessment Tool	Weblink	At a glance	Publisher
Anna Freud assessment toolkit – Mental wellbeing	Anna Freud assessment toolkit	For: All ages By: School staff	Anna Freud
Boxall Profile – SEMH	Boxall (boxallprofile.org)	For: Nursery to secondary age How: Standardised literacy scores By: School staff	The Nurture Group Network Limited
The Strength and Difficulties Questionnaire (SDQ) – Mental health status	The strengths and difficulties questionnaire (SDQ) : Mentally Healthy Schools	For: 2–18 years How: 10 minutes test By: Family or teacher	Anna Freud
The Warwick-Edinburgh Mental Wellbeing Scales – WEMWBS	The Warwick-Edinburgh Mental Wellbeing Scales - WEMWBS	For: 13+ years How: Survey completed by young person	Warwick Medical School

Intervention Tool	Weblink	At a glance	Publisher
Thrive – Mental and emotional wellbeing	The Thrive Approach to social and emotional wellbeing The Thrive Approach	For: All ages By: School staff	Thrive

Signposting	Weblink	At a glance
CAMHS – Emotional wellbeing or mental health difficulties.	Southend, Essex and Thurrock (SET) CAMHS NELFT NHS Foundation Trust	For: All ages How: Self-referral, professional, family
Early Help Family Support	Early Help Support Service Livewell Southend	For: All ages How: Advice and information to ensure access to the correct services to meet for a child or young person’s needs. Parenting advice and guidance
Inclusion Outreach Team	Outreach and enhanced provision Southend Learning Network	For: All school ages How: Request by schools
Mental Health Support Teams (MHST) – Mild to moderate emotional wellbeing difficulties	Essex schools mental health support teams NELFT NHS Foundation Trust	For: All ages How: Self-referral, professional, family

English as an Additional Language

Whilst EAL is not recognised as a form of SEND itself, assessments may support the identification of additional needs in pupils with EAL.

Assessment Tool	Weblink	At a glance	Publisher
EAL Assessment Framework	EAL Assessment Framework - The Bell Foundation (bell-foundation.org.uk)	For: All ages	The Bell Foundation
EAL Screener – Reading, writing, listening, and speaking	Assessments - FlashAcademy	For: All ages How: Online	Flash Academy

Thank you



Thank you to everyone that contributed towards the production of this guide on behalf of Southend's Local Area, including:

- SENCOs and professionals from settings and Support Services.
- Health professionals from Public Health and the Integrated Care Partnership

The SEND Support Team, School Performance and Provision Services, Southend-on-Sea City Council.

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Published January 2023. Version 1

Read online: www.southend.gov.uk/esitoolkit

This document is published by Southend-on-Sea City Council. A summary can be provided in alternative formats such as Braille, audio-tape or in large print.

Translations of this document in alternative languages are also available upon request.

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