SEND flowchart

Class teacher, TA, parent or SENCO identify apparent needs/ difficulties in a specific area or across a range of areas

Teacher uses SEND range document to identify need and areas of concern.

Teacher meets with parents to share initial concerns.

Teacher completes the SEND initial concerns form, identifying needs, support that has already been in place and the support that the child will require.

SENDCo meets with class teacher to discuss concerns, SENDCo may complete observation/ work with the child as an outcome of the discussion

Next steps are jointly agreed, this may include monitoring for one half term with a focus on specific areas of need and progress made or the child may be placed onto the SEND register.

If child is added to SEND register a one-page profile and a SEND support plan is written for the child. Support plan will have smart, measurable targets linked to the area of need.

Monitoring for one term maximum with key focus on specific difficulties that have been identified/ areas of need to address. Progress is discussed at the end of each half term.

Termly review meetings take place, parents and relevant professionals are invited to attend. Targets are reviewed and new targets are set. One-page profile is reviewed and updated. Review meeting can take place half termly if needed.

A greater level of support/ further provision required.

Need for external advice/ support/ referral.

If an EHCNA should be considered.

If child can be removed from SEN register

Monitoring in place for up to 2 terms to ensure child continues to make progress and does not require SEND support.