

SEND Flow Chart

This flow chart shows you the steps we take to support children with SEND. This is part of the graduated approach called Assess, Plan, Do, Review. You will be involved every step of the way and please feel free to ask us if you have any questions!

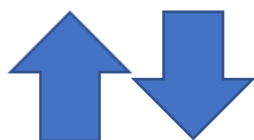
Step 1 – Initial Concern

Parent/carer and/or teachers raise concerns about pupil. Concerns are discussed between parents or carers and the class teacher. A reasonable adjustment may be put in place and then reviewed after 6 – 12 weeks. A referral may be made to the SENDCo/Pastoral Team.



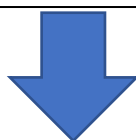
Step 2 – Universal Provision - Quality First Teaching

The class teacher adapts work and/or re-organises classroom support to help your child to make better progress. This is called a reasonable adjustment. This may also include some short-term, specific interventions in a small group. There may be a one-off assessment by the SENDCo or an external agency e.g Speech and Language Therapy.



Step 3 – Targeted Support

There is a decision between school and home that intervention is going to be required for longer. This may be through targeted interventions designed to support your child's specific needs in small groups or occasionally individual support. There may be referrals to external agencies such as SEND Supported, Educational Psychologist, Occupational Therapy or SEMH support. Interventions will be monitored by the class teacher and the SENDCo. At this stage a pupil profile will be established and your child will be placed on the SEND register. If the adjustments are successful then your child may be removed from the SEND register as their needs can be met by universal provision.



Step 4 – Education and Health Care Plan (EHCP)

If your child is not making progress at targeted support, and is requiring a high level of support in the classroom, then parents/ carers and school may gather the evidence required for an EHCP application. The evidence required is Educational Psychology involvement and three terms of evidence of support. School must be able to prove that the pupil has needs which are significantly greater than other learners the same age, and these will be long term and into adulthood, and that the pupil will require significant, continuing additional support to promote emotional well-being, social inclusion and develop life and independence skills. The pupil will have moderate to severe difficulties in all four areas of need, which have a significant, combined impact upon their ability to access, and make progress within, the curriculum. An EHC Plan is reviewed annually and needs and provision are reviewed.