

Teacher or parent raises a concern.

Class Teacher: identify area of need and specific concern. Have an informal conversation with the child to help to understand their difficulty. Implement strategies within the class - try something different! Utilise in-school resources/ subject leaders/ informal conversation with the SENCo.



Yes

No

Continue strategies that have been successful and monitor.

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Support requested: observe in class. Teacher to ensure that the lesson being taught demonstrates the child's greatest area of need. SENCo to observe and advise on additional classroom strategies. Class Teacher to consistently implement strategies.

Class Teacher: complete a SENCo referral form, indicating the support you are requesting. Inform the parent of your concern.

Support requested: intervention. Class teacher to advise on the desired outcome. SENCo to advise on appropriate intervention and facilitate staffing and training as appropriate. SENCo to record intervention on class provision tracker following intervention planning meeting. Class teacher to inform parents of provision in place. Class teacher to liaise with intervention facilitator so that they are aware of what is being delivered and can support the child to make links to the classroom.

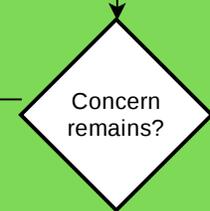


No

Yes

Support requested: referral to an external agency. If appropriate, SENCo to co-ordinate a referral, with parental consent. Class Teacher to complete paperwork as requested. Class Teacher to ensure that any planned lesson observations are appropriate to demonstrate the current support in place, and the child's area of need.

Intervention reviewed at meeting with SENCo, class teacher and intervention lead.



Yes

No

Continue successful classroom strategies and monitor.

Class Teacher to consistently implement strategies as recommended. Teacher to create a support plan, ensuring SMART targets and any specialist advice is included. The parent and pupil voice should be central when planning support. SENCo to place the child on the SEND register at either monitor or SEN Support, depending on level of support that is additional to and different to the child's peers, and the persistency of the need over time.

A continuous series of assess, plan, do, review is over-seen and planned by the class teacher, with ongoing support from the SENCo as requested. Support plans are reviewed formally three times per year through additional parent meetings. Class teachers use plans as working documents, and therefore can amend targets in-between reviews as appropriate. The SENCo monitors support plans three times yearly to ensure they remain purposeful.



No

Yes

The child will be removed from the support plan, and the SEND register, if no concerns remain. Their progress will be monitored.

If concerns are significant and persistent over time, a decision may be made, in conjunction with the child's parents, to apply for an EHCP (Education, Health and Care Plan). The school needs to demonstrate that the child's needs are significant enough that the school is spending in excess of the notional budget in order to meet their needs, so most children will not meet the requirements for this level of support. Where this is the case, the child's progress will continue to be tracked and their provision planned through a support plan.