

SEND Flow Chart

Stage One

A concern is raised by the child's parent or class teacher. The class teacher is responsible for informing the SENDCO. The Class teacher completes a Concerns Sheet for the child outlining:

- *what support has been in place
- *what support has been planned

The class teacher also liaises with the child's parents

A concern is raised by an outside agency. If appropriate, the SENDCO chairs a meeting involving all stakeholders (including parents and Class teacher) to discuss the concern. The Class teacher completes a Cause for Concern referral for the child outlining:

- what support has been in place
- what support has been planned

Stage Two

Observation by the SENDCO.
Further discussions between the SENDCO and Class Teacher regarding provision or additional intervention.
Parents informed/consulted regarding decision to place the pupil on the SEND register.

Stage Three

School Support Plan

The Pupil is placed on an Individual Support Plan, which identified outcomes and school-based provision that can support the pupil to make progress towards meeting the outcomes.
This is monitored over 3 terms as part of Pupil Progress and/or SEND reviews.
Parents informed/consulted as part of the assess, plan, do, review cycle by class teacher.

Stage Four

IAPDR

Where pupil progress is monitored and it is found to be limited despite the
It is decided an Individual Assess, Plan, Do, Review Plan (IAPDR) should be put into place.
Targets are reviewed by the class teacher half termly and formally on a termly basis (or sooner as required) termly led by the SENDCO with parents and external agencies.

Stage Five

EHCP

Where the IAPDR is reviewed and there is significant evidence to show no progress despite all interventions and external support actioned. A request for a statutory needs assessment is made to the Local Authority.
Following implementation of an EHCP, SENDCO to lead review meetings involving parents and external agencies and through Annual EHCP Reviews

NO SEND
Concern

