Flowchart of actions following identification of SEND/ possible need

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

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

If not already completed teacher completes a cycle of additional to or different from support with respect to the identified area to monitor impact

Provision Map to track

If not already completed teacher completes indicator checklists across areas identified provided by the SENDco

Eg – SDQ, Dyslexia, ADHD, ASC

Teacher completes document to identify needs/ difficulties, strategies and impact of these to be monitored. Teacher meets with parents if this has not already been done to explain initial concerns

Voyage SEND referral form

Next steps jointly agreed – may include monitoring for one half term with key focus on specific areas/ progress or may include adding the child to the SEND register- SEND register request form to be completed – identifies provisions that have been used and impact. Consent from parent requested

If some progress is made -Monitoring for an additional term (maximum) with key focus on specific difficulties identified/ areas to address and progress

If adequate progress is made – return to quality first teaching

If added to SEND register-learning plan created, one page profile considered, child friendly versions of targets discussed with child , relevant resources shared with parents and staff team

If the child can be removed from the register, ensure monitoring is in place for up to 2 terms with key focus on specific difficulties identified/ areas to address and progress. Parents to be informed of progress made.

Half termly review of learning plan and provisions, meetings with parents each long term to look at progress towards current targets and outcomes, consider progress made academically

At each progress review consider - If an EHCNA should be made

At each progress review consider - If the child can be removed from SEN register

At each progress review consider – Is there a need for external advice/ support/ Make the referral

At each progress review consider - If a greater level of support/ further provision is required