

Identification of SEND Flowchart

If you are concerned about a child in your class (in terms of their progress/attainment), please use the flowchart below as a guide for our graduated approach to support. All stages should be re-assessed before moving onto the next and monitored and revisited to ensure that all support options have been explored. Quality first teaching and high levels of differentiation must be at the forefront of our practice, in the best interests of each individual child.

Stage 1 – Quality First Teaching
Assess whether the child is accessing the curriculum through high quality teaching and appropriate differentiation within the class group. Make adjustments to differentiation of tasks where necessary. Continue to monitor progress and identify any emerging concerns.
Stage 2 – Additional Support within the Classroom
<p>Assess the impact of high level of differentiation. If the child is still struggling to access the curriculum, consider how personalised differentiation could be applied (eg. key word banks, phonics flash cards, personalised maths resources). Talk to parents about concerns with eyesight/hearing (where necessary). Send personalised resources home to use – eg. maths resources/personalised spellings. If the lack of progress means that the child is not on track to meet age related expectations or making limited progress, discuss them with SENCO.</p> <p>Assess the impact of personalised differentiation. If the child is still a concern and/or not making progress, talk to the SENCO about additional interventions that the child could complete to accelerate progress.</p>
Stage 3 – Individual SEND Support (SEND Register)
<p>Assess the impact of additional interventions. If there is still a lack of progress or attainment is still significantly behind age related expectations, talk to the SENCO about adding the child to the SEND register and looking for support from outside agencies, if necessary. If/when outside agencies are involved, liaise with SENCO/outside agency to monitor progress and review targets. An Individual SEND Support Plan is drawn up in collaboration with parents, the child and the SENCO. Outcomes are set, provision is detailed, and responsibilities are clear. Plans are reviewed at least three times a year as part of the APDR cycle.</p>
Stage 4 – Request for Education, Health and Care Needs Assessment (EHCNA)
<p>If, despite significant and sustained SEND Support, the child is still not making adequate progress, the school, parents, or outside professionals may request an Education, Health and Care (EHC) needs assessment from the Local Authority. If the Local Authority agrees that the child requires support beyond what a school can ordinarily provide, an Education, Health and Care Plan (EHCP) will be issued. At all stages, we work in partnership with parents and pupils, review provision regularly, and draw on specialist advice when required.</p>