

SEND Identification Flow Chart

Early Identification of Need

Teacher, Parent, TA, SLT or SENCO identify that a child requires additional or different provision to that of Quality First Teaching (QFT).

Check QFT is in place.

Classroom based strategies and differentiated curriculum is implemented for pupil.

No

Review progress after 6-8 weeks.
Is there still a barrier to learning?

Consult Key Stage Leader or SENCO for guidance.

YES

No

Continue with QFT, monitor closely.

Hold discussions with SENCO or Head Teacher regarding additional provision that may be necessary
Consult Provision Map to decide on additional class based interventions.
Class teacher to create IEP and share with parents.

Teacher to complete 'Initial Concern Form'

SENCO to decide the next action required (observations, additional resources, participation in intervention groups).
SENCO adds child to SEN Register as Monitoring and informs parents.

Review IEP at agreed date.

Is there still a significant barrier to learning and the child is making little to no progress?

YES

No

Continue with additional provision, QFT. Monitor closely with IEP and remove from Cause for Concern.

SENCO adds child to SEN Register as SEN Support.
SENCO informs parents.

SENCO to refer to SEN Hub and any other additional service that may be required: S+L, OT, EPs, Paediatrician.

Outside agencies to assess, observe, report and add to provision.

Review IEP at agreed date.

Is there still a significant barrier to learning and the child is making little to no progress?

YES

No

Continue with additional provision, QFT. Monitor closely for any changes or additional difficulties.

Discussion with Head Teacher, SENCO, Parents and outside agencies with regard to the benefit and appropriateness to request an Educational Health care Plan (EHCP).
Child to have 3 cycles of Plan, Do, Review (PLD).
Application for EHCP as required.