SEN Flow Chart 2022/23

A potential SEN is identified by a parent, teacher or outside agency. Information passed to SENDCo.

Initial concern started by teacher. The emphasis must be on quality first teaching and how this can be adapted to meet individual needs. Parents informed about this. Ongoing monitoring (by class teacher) of targets and provision outlined on initial concern. Child's progress monitored closely by class teacher for approximately 6 weeks.

Child's needs met. Progress referenced on initial concern form. Child may continue to need intervention to support their progress. Class teacher responsible for passing information onto SENDCo and then continuing to monitor progress.

Concerns remain. Teacher completes the initial concerns review form (for learning needs) and then meets with SENDco to discuss whether to use a Baseline Assessment tool/ school assessment systems (depending on area of need) to identify child's needs. Timescale for review set within 6 weeks.

No SEN Identified

Teacher and SENDCo discuss findings from a range of assessments and observations. Decision as to whether child has SEND and if so, at what range agreed (using range descriptors). Teacher speaks to child's parents and gains consent for their child to be on the SEN register. If appropriate, SENDCo makes contact with parents to discuss their child's need and SEN procedures. Teacher uses range guidance criteria to inform target setting (SEN support plus a My Support Plan completed).

SEN Identified

SEN support
Progress reviewed through existing pupil
progress schedule within school, using
Learning Logs. Class teacher and SLT
responsibility.

SEN Support Plus

Move on from Learning Logs to My Support

Plans, reviewed as appropriate through class

Plans, reviewed as appropriate through class teacher and SENCo chaired meetings involving parents.

EHCP and above

EHCP reviewed through meetings involving parents -annual EHCP Reviews.