

Chalton Lower School – Identification of SEND Flowchart

A potential area of concern is identified by a parent, teacher or outside agency. Concerns can also be identified from the school's progress data or from assessments.

Class teacher to consider what the barriers to learning are and the pupils needs i.e. cognition and learning, communication, sensory/physical, behaviour, social, emotional or mental health.

Through Quality First Teaching the teacher will:

- Plan and implement adaptations and additional support i.e. involvement in intervention groups, introduce Widgit cards, use a pencil grip etc.
- Inform parents/carers about the adaptations being made informally.
 - Record adaptations on planning.
 - Monitor for 6-8 weeks.

If progress is made continue with steps above and monitor. If little or no progress is made in 6-8 weeks inform SENCO and complete Initial Concerns Form with parents/carers. On Initial Concerns Form SMART targets should be identified. Teacher to monitor and feedback to SENCO. Review Initial Concerns Form in 6-8 weeks.

Some progress made after 6-8 weeks
- write new targets if needed on Initial Concerns Form and continue with adaptations.

If little or no progress made - child is moved to SEND Support (registered as SEND on Arbor) and parents/carers informed. Start Individual Education Plan (IEP) and add child to SEND register.

Assess

Assessments completed by the teacher, SENCO and/or external agencies including: Educational Psychologist, Speech and Language, School Nursing Team etc to identify barriers to learning and targets.

Assess, Plan, Do, Review Continuous Cycle Starts

Plan/Do

Individual IEPs are written on a termly basis with SMART targets. IEPs are working documents which are adapted throughout the term and shared with all members of staff working with the child and the child's parents/carers. Interventions are focused and appropriate for the child. Intervention is consistent and evaluated against the intended outcome.

Review

Individual IEPs are reviewed termly with parents/carers. Provision is adapted according to the progress made by the child. New IEP targets are written and the cycle continues.

Education, Health and Care Plan (EHCP)

Where several Assess, Plan, Do, Review cycles have taken place over a period of at least three terms and limited progress has been observed, the SENCO will review the criteria for an EHC Needs Assessment and a request may be made.