SEND Identification Flowchart



Parent/Carer or Teacher concerns

Teacher to meet with parents/carers.

Discuss the strengths and interests of the child alongside concerns

HQT adaptations

Targeted high quality teaching focusing on area of difficulty Adapt classroom practice Implement short term intervention Review with parents

If difficulties persist or limited progress is made

Class teacher to speak to parents/carers and seek additional advice from the SENDCo

Strategies and interventions

New strategies and interventions to be implemented and reviewed at an agreed date. Parents/Carers and the child to be continually involved

If child is still not making progress

Move to **Assess** of Assess, Plan, Do, Review cycle Class teacher and SENDCo to assess potential SEN needs and involve parents in discussions around their child's needs Child registered as SEN Support as receiving support 'additional to and different from' their peers

Assess

Class teacher (with support from the SENDCo) to gather information and undertake assessments to gain a thorough picture of the child's needs. Identify the strengths and interests of the child.

Plan

Class teacher liaises with SENDCo to determine strategies and interventions needed to meet the child's needs.

Differentiation and adapted planning.

Decide upon SMART outcomes that address the child's needs and put appropriate support into place.

Parents/carers and child are consulted

Review

Class teacher monitors and records the progress of the child and discusses this with parents. SENDCo to monitor and review ISPs Class teacher liaises with SENDCo to establish if any additional support needs to be put into place

For those children not making expected progress after 1 cycle of APDR, further assessments and alternative strategies to be explored (including referrals to external agencies)

Do

Class teacher implements strategies within the classroom and advises parents how they can support at home

Class teacher ensures all adults working with the child are aware of their needs and the strategies in place to address these

EHC Needs Assessment

Where, despite having at least 2 cycles of APDR and following a SEND Support Review, the child is not making progress a request for an Education Health Care Plan assessment may be requested