



SEND Provision

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SEN Flowchart

Initial concerns.

Potential SEN identified by parent,
teacher or outside agency.

Logged on CPOMS and tagged SEN

Initial concerns.

Parents: Speak to child's class
teacher.

Teachers: speak to parents to outline
needs.



Initial support

Class teacher to put support in place
in class and monitor progress.

Wave 1 provision.

Monitor progress on Intervention
logs.



Progress review

Progress reviewed by class
teacher and shared with
parents.

Information logged on CPOMS –
tagged SEN

On track/no further concerns



Support needs to continue



Continue to monitor
through in class tracking

Higher level concern –
SENCo involvement –
observations/advice given to
class teacher



Assessing and Identifying need

Clear analysis of child's need. This could be through teacher assessment and experience of pupil, views of child and parent, standardised tests, criterion referenced assessment checklists, observations, questionnaires, screening assessments.

Teacher and SENCo



Next steps

Specific support to target need identified and recorded on a pupil passport. (Class teacher responsibility with SENCo support)

Child placed on the Special Educational Need's Register.

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

Assess Plan Do Review Cycle

<p style="text-align: center;">Assess</p> <p>In school assessment – informal/termly/PIVATs</p>	<p style="text-align: center;">Plan</p> <p>Pupil passports Written by class teacher monitored by SENCo</p>
<p style="text-align: center;">Do</p> <p>Teacher delivers support – in class and intervention as needed.</p>	<p style="text-align: center;">Review</p> <p>Review of targets and plan next cycle (evaluation on pupil passports)</p>



Review outcome

If review identifies external help is needed – support requested from outside agencies for advice and assessment.

Parents agree to request for involvement of additional professionals and are informed of the outcome.



Outcome from external support

If additional and different support exceeds the funding delegated to the school budget for SEN an application for high level funding requested from LA by SENCO.

SENCo prepares request for statutory assessment with input from class teacher.



Request refused from LA



Request accepted.

LA assessment process. LA to make decision on whether a child needs an EHCP.

‘Listen, learn, love and laugh
as part of God’s family’

