



## 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.

*Universal 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 –  
SENDCo 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 SENDCo



### **Next steps**

Specific support to target need identified and recorded on a pupil passport. (Class teacher responsibility with SENDCo 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;"><b>Assess</b></p> <p>In school assessment – informal/termly/PIVATs</p>	<p style="text-align: center;"><b>Plan</b></p> <p>Pupil passports Written by class teacher monitored by SENDCo</p>
<p style="text-align: center;"><b>Do</b></p> <p>Teacher delivers support – in class and intervention as needed.</p>	<p style="text-align: center;"><b>Review</b></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 SENDCO.

SENDCo 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.

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

