

SEND Identification Flow Chart



Early Identification of Need
An adult around the child identifies that a child requires additional or different provision to that of Quality First Teaching (QFT) and beyond '1-Universal' of Levels of Intervention (LoI) Guidance

Discussion with SENCO regarding needs and additional provision required. Decide on possible additional class based or external interventions. **Add child to Vulnerable Learners register.**

Check all Quality First Teaching is in place. Classroom based strategies and differentiated curriculum

Put QFT in place. Check classroom based strategies are being used to reduce barriers and differentiate.

Review progress after 6-8 weeks. Is there still a barrier to learning?

YES

NO

Continue with QFT within class. Monitor closely.

Teacher to complete 'Initial Concern Form'. SENCO will decide action required (observation, additional resources, intervention groups, , screenings).
SEN register -My Plan, LoI – 2 Additional
Teacher to notify parents and share My Plan and supporting My Plan letter.

SENCO to make appropriate referrals to outside agencies; School Nurse, SALT, OT, SCAAS, CAMHS, EP, ATS, Paediatrician. **SEN register -My Plan+, LoI –3 Intensive.** SENCO to meet with parents, complete My Assessment

SENCO adds pupil to SEN Register and onto SIMS/SONAR. Parents informed. Class teacher and SENCO implement the Graduated Approach. In depth assessment of pupils needs, **plan** support and interventions to be put in place, **do** and **review** effectiveness and impact on progress.

Teacher and SENCO to monitor progress, adapt provision, review provision map and adapt targets as felt necessary. Parents and pupils to be consulted.

Outside agencies to report and add to the provision.

Is there still a barrier to learning? Does the child still require additional or different provision?

NO

Continue with provision as necessary. Remove from SEN register when additional or different provision is no longer needed but continue to monitor within class . If the child begins to show additional or the same difficulties the process needs to be repeated.

YES

Discussion with Teacher, SENCO, Parents and Outside Agencies with regard to the benefit and appropriateness of request for an EHCP is required. **Is there enough evidence that school is providing above £6,000 of different and additional provision?** SENCO to complete application in consultation Teacher, Parents and Pupil. SENCO to ensure all paperwork is completed and sent to Gloucestershire SEN Team.
SEN register –EHCP request, LoI –4 Specialist

NO

YES

If an EHCP is agreed additional provision continues to put into place. Top Up Funding may be applied for provision if provision given is above £6,000 and necessary to meet the needs of the child.

School should continue support as required; regularly monitoring and reviewing provision using **EHCP My Plan linking to outcomes.** Annual reviews will be managed by the SENCO.

Is there still a barrier to learning? Does the child still require additional or different provision?

NO

YES

