

SEND Flow Chart

Step 1 – Initial Concern

Parents and/or teachers raise concerns about a child. Concerns are discussed between parents or carers and the class teacher. The SENCo will be made aware of these early concerns

Step 2 – Teacher Adapts

The class teacher adapts work and/or re-organises classroom support to help the child make better progress.

Step 3 – IEP

A child's needs are assessed in detail and a IEP (Individual Education Plan) is developed with the support of the SENCo. School resources and/or expertise may be assigned to deliver the IEP and from now onwards we will use a graduated approach (see next section) to meeting children's needs. There would usually be at least 4 cycles of the graduated approach before the next step.

Step 4 – Early Help Assessment

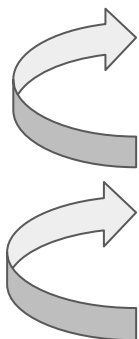
We need lots of information from parents at this stage to help us to fully understand the child. The information we collect helps us to plan very closely to meet the needs of children. A TAF (Team around the Family) may be called and a support plan will be written. This might include a range of external professionals.

Step 5 – Education and Health Care Plan

If it has been agreed by everyone at step 4, we will apply for an EHCP (Education and Health Care Plan) from the County. This is where the County assesses a child's needs and gives the school extra resources to help us to support that child's learning and development. This process takes around 20 weeks from start to finish.

Step 6 – EHCP is in place

Once we have the EHCP, parents will have a copy and have chance to come into school to discuss it so that they know exactly what is going to happen. The EHCP will be reviewed at least once a (school) year and everyone that supports the child (including the child and their parents/carers) will be involved in the review to make sure that the Plan is working



Graduated approach

