

# SEN Flow Chart

## Stage One

A potential SEN is identified by a parent, teacher or outside agency.

### Monitoring:

A concern is raised by the child's parent or class teacher. The class teacher is responsible for informing the SENCo. The Class teacher completes a Concerns Sheet for the child outlining:

- \*what support has been in place
- \*what support has been planned

The class teacher also liaises with the child's parents.

### Monitoring:

A concern is raised by an outside agency. If appropriate, the SENCo chairs a meeting involving all stakeholders (including parents and Class teacher) to discuss the concern. The Class teacher completes a Concerns Sheet for the child outlining:

- what support has been in place
- what support has been planned

### Ongoing Monitoring:

Ongoing monitoring (by class teacher) of the provision outlined on the Concerns Sheet. The child's progress is monitored closely by class teacher for 6 weeks. The date for the review is noted on the Concerns Sheet. The Class teacher will discuss progress with SENCO after 6 weeks.

## Stage Two

The child's needs are met. Progress is referenced on the Concerns Sheet. The child may continue to need intervention to support their progress. The class teacher is responsible for passing information onto SENCO and continuing to monitor progress.

Concerns remain. The teacher uses the Baseline Assessment tool/school assessments to identify the child's needs. The SENCO may do further assessments. A timescale for review set within 3 weeks.

The Teacher and SENCO discuss findings from assessments and decide whether the child is SEN and at what Range of need (using Range Descriptors). The SENCO will contact parents/carers to discuss and seek permission to place the child on the SEND Register. The teacher and SENCO create a pen-portrait of the child on a GAP and state need and provision/interventions are put in place.

### Range 1

The GAP is reviewed through the existing pupil progress review schedule within school involving the Class teacher and SLT.

### Range 2 and 3

The GAP is reviewed through termly SENCO chaired review meetings involving parents and, if applicable, outside agencies.

### Stage Three

### Range 4: EHCP

The GAP is reviewed through termly SENCO chaired review meetings involving parents and outside agencies and through Annual EHCP/Statement Reviews

The GAP is reviewed, assessments of progress made and evaluated, new targets are planned with appropriate provision detailed. The stakeholders' views are recorded. The review date for the new GAP targets is set. GAP information is circulated to all stakeholders.

No SEN concern

