

## **SEND Identification Flow Chart**

Parent or teacher has a concern

A parent meeting is organised by the teacher. How the child presents at home and at school will be discussed.

Teachers will review the childs strengths, interests and other areas for development with parents.

The teacher will use Quality First
Teaching strategies to adjust
provision for the child in the first
instance. This includes a range of
approaches that may support
children to make progress with their
learning, social skills, behaviour or
emotional well being.

The SENCo may decide that additional support or advice is required form other professionals/outside agencies. With parental permission, referrals may be made. (Eg Educational Psychologist, Occupational Therapy Service, Speech and Language Service,

If the child is not making progress after a cycle of intervention the child may be added to the SEND register. Children on the SEND register will be issued an Individual Learning Plan by their teacher. This is reviewed termly with parents. Teachers will then follow the graduated approach document to guide them on next steps.



If difficulties persist or limited progress is made, the class teacher will seeek additional advice from the SENCo and implement new strategies/interventions.