

What to do if you have concerns about your child

Speak to the class teacher

Share your concerns with the person who spends most time in school with your child and is able to make adaptations within the classroom. Teachers may approach the SENCo for advice.

Allow time for interventions/support to have impact

Any interventions or adaptations that are in place to support your child need time to have an impact. Teachers will review the support in place and make adjustments as necessary. The teacher may seek support from the SENCo.

Have a review meeting with the class teacher

This is an opportunity to discuss the support in place with the teacher and agree next steps. The teacher may consult the SENCo at this point. If, following your discussion with the class teacher, you still have concerns around the rate of progress or any underlying needs that your child might have, then it is at this point that we encourage parents to speak to the SENCo or FLO depending on the nature of the difficulties.

Speak to the SENCo and/or FLO (Miss Marsh)

Further in-school support may be identified, support from other agencies may be suggested, signposting to support or training opportunities or referrals may be submitted (e.g. ADHD assessments, ASC assessments, Occupational Therapist, Speech Therapist or School Health). At this point, your child may be placed on the school SEN Register.