SEN Flow Chart

🟪 Class Teacher role	🟦 SENCo role

Pupil Progress Meetings

Assessment data

Classroom observation

Social, Emotional, Mental Health concerns

Parental concerns discussed with Class Teacher

If concerns not evident in school

If concerns are shared

If parents are not satisfied

Insufficient progress / cause for concern

Class Teacher monitor

Extra support put in place and identified on the Class Provision Map.

ASSESS – PLAN – DO - REVIEW

Class Teacher review with parents

concern remains

SENCo monitor

Meet with SENCo

e.g.

*visual supports

*task management boards

*Precision teaching

*Power of Two

*Toe by Toe

 *Additional phonics

*Pre-teaching

*Wobble cushions

*Small group work

If inadequate progress despite high quality teaching and targeted intervention

Discussed with parents.

Further assessments / screenings to develop a clearer picture of barrier to learning.

Personalised plan developed to address needs.

Identified and put on SEN Register.

ASSESS – PLAN – DO - REVIEW

e.g.

*Speech Link, Infant Language Link, Junior Language Link, Lucid Rapid, Language for Learning, Lucid Recall, Boxall Profile, Accelerated Reader

*Refer to Local Inclusion Forum Team (LIFT)

*Referral to Nelft, SALT, CYPMHS, Occupational Therapy, Health, Community Paediatricians

*Apply for HNF

Following discussions between parents and school, a Statutory Assessment request may be submitted in order for a child to be issued with an EHCP by KCC.