

SEND Flowchart - Crossflatts Primary School

What if we have concerns about a pupil's attainment, well-being or SEND?

1. Think about the following areas of need:

- Cognition and Learning; English/Maths - What are the specific difficulties?
- Speech and Language
- Social Communication/Autistic Spectrum Condition
- Social, emotional and mental health needs
- Physical/sensory needs
- Self-help/independence skills (toileting, eating)



2. Speak to SENCO regarding concerns. SENCO to come in and observe, if relevant. Identify specific areas of needs and put tier 2/3 interventions in place to be conducted consistently over a half term. Ensure additional Action is in place and parents are aware of the need.



SENCO and SLT to:

- Ensure high quality teaching is in place
- QFT strategies are being used effectively
- Ensure appropriate interventions are in place consistently (observations, provision records and pupil conferencing).



3. After half a term, alongside the LSA/T who has delivered the intervention, review the impact this has had upon the child.



4. If concerns about progress remain after half a term, SENCO to carry out further observations and re-address interventions and discussions with teacher to update Additional Action. referral process for outside agency guidance.



5. If concerns about progress remain after a term of consistent, targeted interventions, SENCO to refer to external agencies.

6. Any external agency advice to then be written into Additional Action and carried out by class teacher.