



## SEND Flow Chart



Below is a flow chart showing you the steps we take to support children in our school with SEND. We only move from one step to another if your child still needs more support and is not making good progress. If your child makes excellent progress, we may decide to move back a step. You will be involved every step of the way so please feel free to ask us any questions.

\*Sometimes we may seek TADSS support earlier in the process than step 6. This is because the TADSS outreach service can provide us with an action plan of strategies that will help to inform the support your child is receiving.

### **Step 1 - Initial concerns**

You and / or teachers raise concerns about your child. Concerns are discussed between parent or carers and the class teacher. The SENCo will be made aware of these early concerns via our in school 'concerns form'. Concerns surrounding a child's speech will be addressed by referring them to SALT using the new 'balanced system'.

### **Step 2 - Teacher adapts**

The class teacher will make adaptations to learning and make reasonable adjustments to the environment to support your child. This may include changes in seating positions, access to fidget tools, access to the sensory room, Brainworks, pre and post teach strategies etc.

### **Step 3 - Additional support One page profile**

The class teacher will organise additional support for your child. This may include small group interventions, 1:1 interventions and other school-based support such as Hamish and Milo wellbeing interventions, Forest school groups, nurture groups etc.

Your child's class teacher will create a One-page profile for your child. One-page profiles are used to provide a summary of your child's needs. This will include what is important to them and how they are best supported in class or on the playground. This information is shared with all adults that work with your child to ensure everyone knows what works well for them. **TADSS may also be requested at stage 3 or 4.**

### **Step 4 - Additional support Provision Map**

If, after reviewing your child's one page profile we feel that your child would benefit from more tailored support we will complete a provision map for your child. The provision map will target specific areas that your child needs support and will clearly show what provision is being put in place to support their progress, your child will still receive relevant interventions, and these will be tracked and monitored.

### **Step 5 - Progress plan**

Your child's needs are assessed in further detail and a progress plan is developed with the SENCo to support your child. School based expertise and / or outside expertise may be assigned to support your child further. Progress plans will be written and reviewed termly.

### **Step 6 - Early Help Assessment / outside agency support**

The SENCo may arrange a TAC (Team around the Child) meeting and invite you and other specialists to come along and help support you and your child. We will gather lots of information about your child from both you and school staff at this stage to help us fully understand your child and their needs. We will use this information to help us to plan to support and meet the needs of your child. Plans made at this stage will be reviewed at a subsequent TAC meeting.

The SENCo may suggest contacting outside agency support to help support both you and your child. This can include TADSS outreach, specialist teacher input, CAMHS, occupational therapy referral etc.

**Your child may be added to the SEND register at this stage. This will depend on your child's progress and the outcome of any outside agency assessments.**

### **Step 7 - EHC Plan Needs Assessment Request**

If it has been agreed by everyone at step 5, we will apply for a EHC plan Needs Assessment Request from the local authority. The local authority will assess your child's needs and provides the school with additional resources to help us support your child's learning and development.

An EHC Plan will ensure your child's needs are met no matter where they go to school.

This process can be long and involved, but don't worry! We will talk you through every step.

### **Step 8 - EHCP is in place**

Once your child's EHCP has been agreed, copies will be sent to both you and the school. We will follow the EHCP to ensure your child is receiving all the necessary support to help them progress. EHCPs are reviewed once a school year and you and other professionals will be involved in the review to ensure it is working well.

If further concerns arise before the annual review date, you or school can request an early review.