

## SEND Identification Flowchart

Parent / 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 child's strengths, interests and areas for development with parents.

Teacher will use the Quality First Teaching document to adjust provision for the child in the first instance. This includes lots of strategies that may support children to make progress with their learning, social skills, behaviour or emotional wellbeing.

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

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 SEN Support Plan by their teacher. This is reviewed termly with parents. Teachers will then follow the Graduated Approach document to guide them on next steps and the SENCo may decide that the child needs some additional support from our Provision Map.