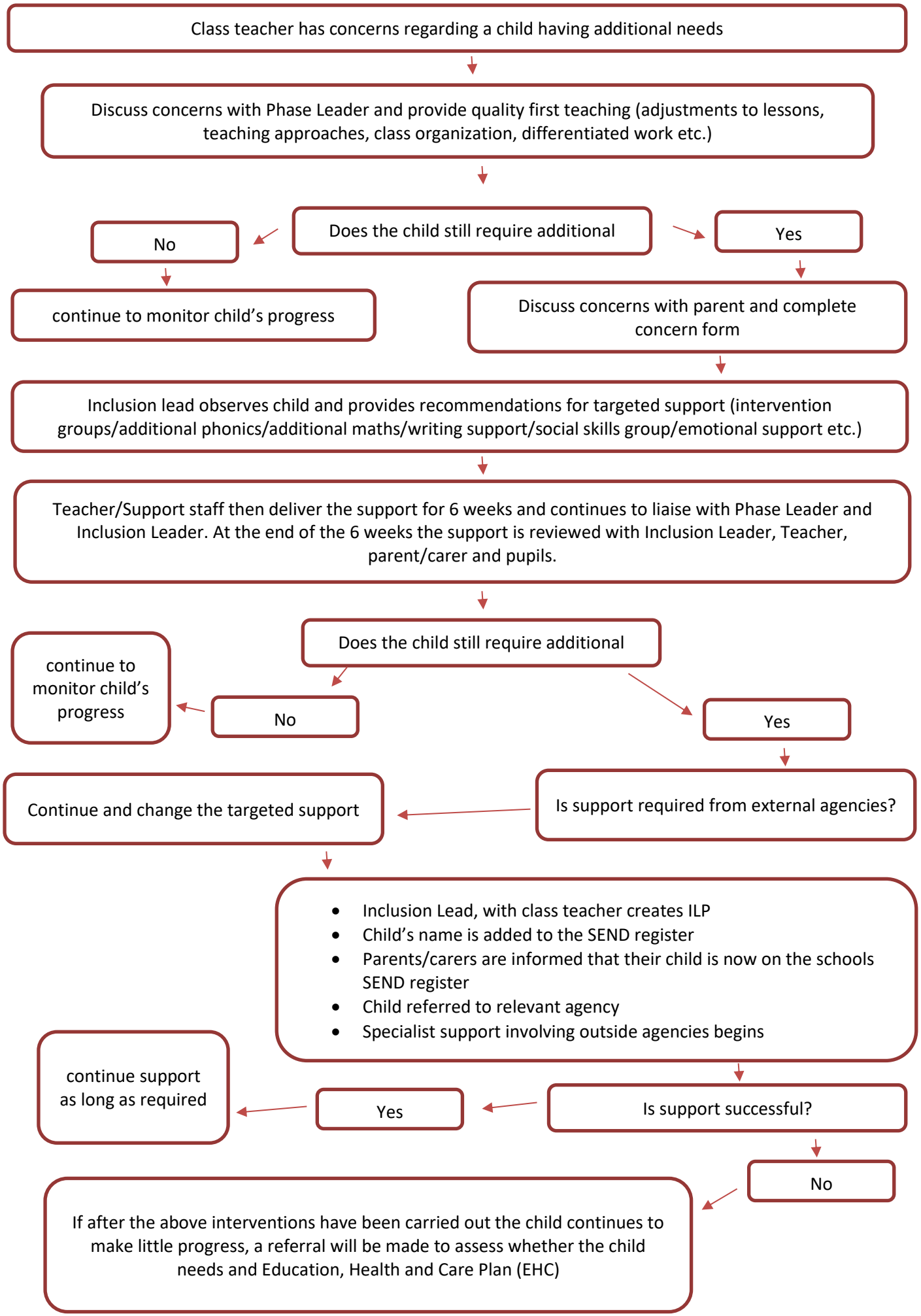
Class teacher has concerns regarding a child having additional needs
Discuss concerns with Phase Leader and provide quality first teaching (adjustments to lessons, teaching approaches, class organization, differentiated work etc.)
Does the child still require additional
No
Yes
continue to monitor child's progress
Discuss concerns with parent and complete concern form
Inclusion lead observes child and provides recommendations for targeted support (intervention groups/additional phonics/additional maths/writing support/social skills group/emotional support etc.)
Teacher/Support staff then deliver the support for 6 weeks and continues to liaise with Phase Leader and Inclusion Leader. At the end of the 6 weeks the support is reviewed with Inclusion Leader, Teacher, parent/carer and pupils.
Does the child still require additional
continue to monitor child's progress
No
Yes
Continue and change the targeted support
Is support required from external agencies?
Inclusion Lead, with class teacher creates ILP
Child's name is added to the SEND register
Parents/carers are informed that their child is now on the schools SEND register
Child referred to relevant agency
Specialist support involving outside agencies begins
continue support as long as required
Yes
Is support successful?
No
If after the above interventions have been carried out the child continues to make little progress, a referral will be made to assess whether the child needs and Education, Health and Care Plan (EHC)