

Drove Primary School

SEND- Flow Chart of Support- where should support come from?

Universal Provision (Quality First Teaching)	When parents have concerns, the first contact will be made with the teacher. Raise concerns and have a conversation.
	Teacher will monitor for an agreed period of time and feedback.
	Teacher will ensure that all appropriate support has been put in place and make appropriate assessments.
	Teacher and parents will then review this after an agreed amount of time. After reassessing; is there still a need?
SEND Support (targeted support)	Teachers gather evidence and speak to parents about their findings – SEN meeting is held with SENCo, parents and class teacher to discuss concerns and set SMART targets.
	Pupil is then added to the school’s SEN register with parents’ consent (if necessary, pupil may receive input from the SENCo or external agency at this stage).
	Teacher to create a Pupil Profile, outlining child’s needs, support in place for the child. Pupil’s views also are sought and a one

	Teacher continues to monitor and review outcomes every 6-8 weeks
	Teacher continues to monitor and regularly review outcomes; adjust as and when is needed.
	After further monitoring and reassessing- is there still a need?
SEND Support- Targeted Support (Pupil Passport)	If there is a need which is still not being met, SENCo will begin involvement and offer advice. Pupil may be referred to external professionals.
	A SEN progress plan will be created with parents, class teacher and SENCo. SEN progress plan will set targets and include small and specific aims for steps of progress and support.
	A SEN progress plan can be reviewed up to 4 times per year with parents, teacher and SENCo
	If and when targets are met through the SEN progress plan, it is then closed and progress will be monitored.

	<p>If needs are not being met, then outside agencies will be involved. Referrals can be made to different specialist for support.</p>
	<p>Different agencies will come in observe pupils and provide school with targeted support.</p>
	<p>Targets are reviewed and adjusted accordingly.</p>
	<p>At this stage, evidence may be gathered for an Education Health Care Plan (EHCP) Statutory Assessment.</p>
	<p>Evidence will be gathered to apply for an Education and Health Care Plan (EHCP) Statutory Assessment. This includes Pupil Profile, SEN progress plan, EHR, professional reports, parent and pupil's views.</p>
	<p>Once the EHCP has been submitted by school, this is referred to as phase 1, the local authority (LA) have up to 6 weeks to decided whether an assessment will go ahead.</p>
High Needs (EHCP or Specialist Support)	<p>If agreed at Phase 1 that an assessment will go ahead, there will then period to gather further evidence from external professionals (such as speech and language, educational psychologist, neurodevelopmental peads, family hub) as well as from the school and parents to gather their views.</p>

	<p>A draft EHCP will be written along with all the evidence and will be discussed at a panel, and it will be decided whether to issue an EHCP, type of provision and which band of funding.</p>
	<p>After Statutory Assessment has been carried out, the school is consulted as to whether they can meet the child's needs.</p>
	<p>EHCPs are reviewed formally through Annual Reviews but there may also be several interim reviews to monitor progress and the effectiveness of support.</p>