**SEND Flow Chart of Support -** Where should support come from?

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| **Universal Provision**  **(Quality First Teaching)** | When parents have concerns their first contact is with the teacher. Raise the concerns and have a conversation. |
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| Teacher will monitor for an agreed period of time and feedback. |
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| Teacher will ensure that all appropriate support has been put in place and make appropriate assessments |
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| Teacher and parents will then review this after an agreed amount of time. After reassessing; is there still a need? |
| **SEND Support - Targeted support (Learning Journal)** |  |
| Teachers gather evidence & speak to parents about their findings. |
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| Teacher to add pupil to Pupil Progress Provision Plan (PPPP). |
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| Pupil is added to the SEN register with parents’ consent.  (May receive some input from SENDCO or external professional at this stage) |
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| If needed; Teacher creates a Learning Journal for pupil. |
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| Parent may get an additional formal meeting a year (depending on level) and can be in regular contact with the class teacher. Parents can request extra informal meetings when needed. |
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| Teacher continues to monitor and regularly review outcomes. |
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| After further monitoring and reassessing is there still a need? |

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| **SEND Support – Targeted Support (My Support Plan)** |  |
| If there is a need which is still not being met SENDCO will start involvement and offer advice. Pupil may be referred to external professionals. |
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| A My Support Plan will be created with parents, class teacher and SENDCO. My Support Plan will set targets and include small and specific aims for steps of progress and support. |
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| My Support Plans are reviewed 3 times a year with parents, class teacher and SENDCO  Pupil’s views are also sought where appropriate and a one-page profile will be created. |
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| Once targets are met the My Support Plan will be closed and progress & support will be monitored through the PPPP or Learning Journal. |
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| However, if needs are still not being met then outside agencies will be involved. Referrals can be made to a range of specialists to support. |
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| Evidence may also be gathered to apply for an Education Health Care Plan (EHCP) Statutory Assessment. |
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| **High Needs (EHCP or Specialist support)** |  |
| Evidence will be gathered to apply for an Education Health Care Plan (EHCP) Statutory Assessment.  This includes reviewed My Support Plan, external professional reports, parents’ views and pupil’s views. |
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| Once the EHCP has been submitted it will be discussed at meeting called Discussions and Decisions 1 (DaD1) with Wiltshire LA. Wiltshire SEND Lead Workers support. |
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| If agreed at DaD1 then there will be a period of time to gather further evidence and an Educational Psychologist (EP) will visit the pupil in school. |
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| A Wiltshire SEND Lead Worker will write a draft EHCP and this along with all the evidence will be discussed at a meeting called Discussions and Decisions 2 (DaD2). At this meeting it will be decided whether to issue an EHCP, what type of provision and which band of funding. |
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| After Statutory Assessment has been carried out, whether an EHCP is issued or not parents, class teacher and SENDCO will work together to plan how the ‘outcomes’ on the plan can be supported. |
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| EHCPs are reviewed formally through an Annual Review meeting but there will also be several interim reviews to monitor progress and the effectiveness of support. |
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| Parents are encouraged to contact class teachers, SENDCO or SEND Lead Workers with any concerns or questions if they arise. |