SEN Referral Process - 2026-2027 - Flow Chart

Parent, or child themselves, has a concern that a child has an area of need.

Class teacher is concerned that a child has an area of need.

Discuss concerns with the class teacher.

Review current provision within the classroom. Can the child access the curriculum without high level support, scaffolding and/or interventions? Implement additional high quality teaching strategies using the PEASS and EEF guidance. **Supportive observation by SLT.**

Yes

Class teacher keeps a record of interventions using **Trust Intervention Recording Sheet.** Share this with SENDCo half termly.

Child does not need to be added to SEN register.

No

Class teacher/support staff to complete relevant assessments after an initial conversation with SENDCo, sharing concerns.
For example: Salford, WellComm, NHS speech screen.
Parent and Pupil Voice

After relevant assessments have been completed, class teacher to complete school **SEN referral document**, identifying assessment results and strategies which have been trialed to support the child. **Parent and Pupil Voice**

Once referral document is complete, SENDCo and class teacher meet to discuss child's data and progress. Record of conversation kept. SENDCo to observe pupil.

Is assessment data a concern?
Eg. SS <80 - WellComm, Salford

Yes

SENDCo - Meet with parent and agree next steps.

No

Class teacher keeps a record of interventions using **Trust Intervention Recording Sheet.** Share this with SENDCo half termly.

Class teacher may use some of the SEND strategies for the pupil – this should be short term.

Child does not need to be added to SEN register.

No

SENDCo may carry out internal assessments: **Dyslexia Screening, BPVS, Sandwell, YARC.**
Parent and Pupil Voice
After assessments, SENDCo will offer suggestions to better support child in classroom. Signposting to relevant resources. Could also discuss child during termly Team Around The School meeting.

SENDCo - Meet with parent and agree next steps.

Identify if **'additional and/or different to'** provision is required. If yes, child will be added to the SEND Register and inform parents.

A SEND Support Plan will be created with SMART targets set and reviewed termly.

Diagnostic assessments or observations may also follow from external professionals – **CEPP, DOS, SALT, ASD Team etc.**

Headteacher and class teacher have termly meetings to discuss child, in which detailed notes are passed onto SENDCo.

Look at data, provision, progress etc.

Parents to discuss SEND provision at parent's evenings. In addition, end of year reports will include a comment regarding the child's SEND provision and progress.

Child's need can now be met by **whole school offer** and progress has been made (as seen in assessment data). Child no longer has an SEN need and so is removed from the SEN register.

Meet with parent.

The Assess, Plan, Do, Review cycle continues.

Where, despite having taken action to identify and meet the SEND of a child, the child is not able to access the curriculum provided by the school. The school and/or parents/carers can request an Education, Health and Care (EHC) needs assessment.