SEN Referral Process - 2024-2025 - Flow Chart

Discuss concerns with the class teacher.

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.

Yes

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

<u>Child does not need to be added to SEN</u> <u>register</u>.

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

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 quidance.

Supportive observation by SLT.

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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? Eq. SS <80 - WellComm, Salford

Yes

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SENDCo - Meet with parent and agree next steps.

SENDCo may carry out internal assessments: ${\bf Dyslexia}$

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 Core Consultation 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.

Child's need can now be met by

whole school

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.

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.