

HOLY TRINITY CATHOLIC ACADEMY

SEND IDENTIFICATION PROCESS FLOWCHART - A GRADUATED RESPONSE

START

QUALITY FIRST TEACHING



Area of need observed in pupil by the class teacher:

- Communication and Interaction (C&I)
- Cognition & Learning (C&L)
- Social, Emotional & Mental Health (SEMH)
- Sensory and Physical (S&P)



Class Teacher discussion with parent
Alert SENCO, implement QFT strategies



Is the child making satisfactory progress?
Yes, **return to QFT**



No – **Go to Stage 1**

STAGE 1 – CLASS AWARE

Class Teacher raises concern with SENCO

Completion of 'Class Aware' form

Quality First Teaching - adaptations made to curriculum area/s where needed

Meeting with parents to discuss concerns and support available at home

Progress monitored over a half term / term

Is the child making satisfactory progress?

Yes



No – **Go to Stage 2**

Remain in this stage, reviewing progress half termly/termly

Termly decision to remain within stage or remove from stage if sufficient progress made

If removed, inform parents and note on Class Aware form with date.

Return to Stage 1 Quality First Teaching



STAGE 2 – SEND REGISTER

Teacher discusses with SENCO

Agrees adaptations required – 'additional to or different from'

Child placed on SEND Register

Pupil Passport written, consult with child and parents

Progress is monitored for half term/term as required

May seek advice from external agencies as required...

Is the child making satisfactory progress?

Yes



No



Continue with Pupil Passport and Review Process x3 annually, shared with parents

Following series of reviews, return to 'Class Aware' or removal from SEND register or may be applicable

STAGE 4 – EHCP PROCESS

SENCO/Class Teacher / SLT/Parent completes EHCP request
If successful, continue EHCP review process

SENCO /SLT to decide if HLN funding is required – prepare bid

SENCO to decide with parents/class teacher if EHCP process is required



No – **Go to Stage 4**

Is the child making progress?

Yes – continue Review Process



STAGE 3 – FUNDING FOR SUPPORT

SENCO to observe, Class Teacher to provide SENCO with detailed notes, uploaded to CPOMS;

SENCO to take to 'Springboard' (Hub of SENCOS, SFSS and Ed Psych Rep (or SBAP for SEMH))

Follow advice/ strategies for 1/2 term/term

External agency may visit school to make observations

SENCO/SLT to decide whether funding bid is required – March – June deadline

SENCO and Class Teacher collate evidence- AFN

(HLN bids only after high AFN granted and there remains a higher need)



No – **Go to Stage 3**

Is the child making satisfactory progress?

Yes – continue Review Process

Class Teacher implements strategies discussed for half a term to a term; inform parents; SENCO may make classroom observations; notes/strategies etc recorded on CPOMS; Class Teacher updates Passport as needed



Discussion with SENCO to agree appropriate next steps which could be:

- GTKY Form completed in dialogue with parents, implementing appropriate actions and review as required
- Sensory Checklists
- Dyslexia screening
- SBAP Referral
- Behaviour Regulation Plan
- Surgery /anonymous or otherwise with EY Team (FI to Y2) or C&I Team (Y3 to Y6)
- Other Assessments as appropriate
- Deployment/re-deployment of adult support for intervention

Teacher to bring detailed notes to meeting with SENCO to enable the full picture to be understood. Notes to be uploaded to CPOMS