

SEND Identification and Process Flow Chart

When a teacher, teaching assistant or parent is concerned about a child's learning or development we work through different levels of support.

Early identification is key, and getting the right support at the right time.

Concerns raised	When a parent/teacher has concerns about a child the concerns are recorded. The teacher raises these concerns during pupil progress meetings or discusses the concerns with the Inclusion lead/SENCO.
	If these concerns are urgent the school will seek Wave 3 professional advice ASAP.
Wave 1	Apply wave 1 strategies and closely monitor progress using the Assess Plan Do
	Review Model. Review after 4-6 weeks. Consult Parents/Carers and seek their views.
	Consult Farents/ Carers and seek their views.
Wave 2	If progress has not been made the class teacher and SENCO discuss a plan of
	support and monitor closely using the Assess Plan Do Review Model.
	These are discussed with the Parents/Carers.
	These are discussed with the Fareness carers.
	Review after 6 weeks. If appropriate add the child to the SEND register.
	Inform the parents/carers and discuss support and targets.
Wave 3	If required after a review, SENCO to make wave 3 referral to professional
	agencies for specialist support.
	Action wave 3 specialist advice and strategies.
	Review after 6 weeks and share with parents/carers.
	Continue with Wave 2/3 advice Seek further/additional specialist advice
	Gather Assess Plan Do Review Cycle evidence and consider Interim funding / EHCP / SENIF Funding