

## **SEND Flowchart at Peel Park Primary School**

*What we do if we have concerns about a child's attainment, progress, well-being or SEND?*

**Step 1:** Think about the areas of need:

- Cognition and Learning: working memory; processing; attention levels; core subject difficulties;
- Communication and Interaction: language comprehension; social communication; autism; speech sound difficulties; Developmental Language Disorder;
- Social, Emotional and Mental Health Difficulties: attachment needs and trauma; social interaction; ADHD; anxiety; withdrawn and challenging behaviours; mental health difficulties;
- Physical and/or Sensory Needs: gross motor skills; fine motor skills; toileting and self-care; eating; vision concerns; hearing concerns; sensory differences.

Think about:

- 1) What is working well for the pupil? What are the strengths of the pupil?
- 2) What are the barriers to learning?
- 3) What accessibility measures can be adapted, improved and enhanced to reduce the barriers?



**Step 2:**

- Review the support strategies which have been implemented;
- Speak to the SENDCos. The SENDCos to carry out further assessments and/or observations where necessary; discussions will ascertain the area of need as well as supporting interventions;
- Implement the supporting interventions consistently over half a term;
- Interventions recorded on year group cohort plan;
- Ensure parents are aware of concerns.



**Step 3:** SENDCos and SLT to ensure that:

- QFT is implemented and is effective;
- Interventions are consistent through observations and discussions with staff;



**Step 4:** Review:

- After half a term, review the interventions and support strategies that have been implemented by the class teacher/ LSA staff – evaluation of the impact;
- Where progress and attainment remain a concern, further assessments to be undertaken and/or observations along with possible referrals to outside agencies;
- Further interventions to be implemented to support the pupil's attainment, progress and access to the curriculum;
- Implementation of an Individual Learning Plan to be monitored half termly/ termly;
- Parents to be informed about progress and attainment against the outcomes.



**Step 5:** Continue the graduated approach:

- Class teachers, LSA staff and SENDCos continue to implement the graduated approach of assess – plan- do – review to support attainment and progress;
- Any advice from external agencies is written into the individual plans.