

SEND Avenues of Contact and Identification

A GP referral can take place at any point and our school SENCO will work with the family, using their professional judgement, to support the process.



Parent/teacher has a concern and an informal discussion is held between the parent and teacher.

Class Teacher Level



Teacher will use **Quality First Teaching** to adjust provision for the child in the first instance. This includes strategies to support children's progression in learning, social skills, behaviour or emotional wellbeing.

Class Teacher Level



Teacher monitors learning or emotional need discussed with parents. When required, a One Page Profile (OPP), Individual Education Plan (IEP) or Thrive Action Plan is created, outlining targets for the child. Documentation is shared with parents.

Class Teacher Level



If limited progress is made towards agreed targets, a formal parent meeting is organised by the teacher. The child's habits at home and at school will be discussed. Teachers will review the child's strengths, interests and areas for development with parents.

Parent Partnership Level



If difficulties persist or limited progress is made, following the initial meeting, the teacher will seek additional advice from the SENCO or Inclusion Lead and implement new strategies/interventions.

SENCO Level



After two cycles of intervention with less than expected progress, parents and teacher will meet with the SENCO to discuss next steps. The child **may** be added to the SEND Register after liaising with external agencies. A new action plan will then be created and shared with the parents.

SENCO Level