

# Schools' SEND Flowchart

You can still email/ring the EP/IP at any time of course, it's just that this shows what things look like if school systems are following the Code of Practice.

## What if we have concerns about a pupil's attainment, well-being or SEND?

### 1. Think about the following areas of development

- Literacy: word reading, reading comprehension, word spelling
- Maths
- Speech and Language
- Social Communication/Autism Spectrum Condition
- Social, emotional and mental health needs
- Physical/sensory needs
- Self-help/independence skills (toileting, eating etc)
- Any other needs

If a pupil has Hearing Impairment, Visual Impairment or Multi-Sensory Impairment, then refer to the Specialist Teacher Team for advice at this stage

### 2. School to carry out assessments of all these areas of needs, unless you are very sure they aren't relevant (see e.g. Essex Recommended SEND assessments, Provision Guidance Toolkit, other appropriate assessments).

### 3. School to use these assessment results to identify areas of development that need further intervention.

### 4. SENCO and school senior management to:

- Ensure High Quality Teaching is in place as per the Essex Provision Guidance.
- Refer to the school's Assessment and Intervention Pyramids (first tier) and ensure appropriate interventions are in place consistently (SENCO and senior leaders must monitor through class /group observation).
- Review the impact of these interventions.

### 5. If concerns remain, follow the next level up of the school's Assessment and Intervention Pyramids.

### 6. SENCO and other staff together decide if the pupil has additional needs, with reference to the Code of Practice, Essex Provision Guidance Toolkit, and assessment results.

### 7. If so, SENCO and other staff put a One Plan in place using assessment results, person-centred planning approaches, Provision Guidance Toolkit, Assessment and Intervention Pyramids (interventions), Essex One Planning Guidance etc. Make sure that the One Plan has a row for each identified area of need (check the list of areas of development above and use all which are appropriate), with information in Assess, Plan, Do, Review columns for each area of need.

### 8. Re-administer assessments before termly One Plan meetings (unless they are standardised and can only be used twice a year) for each area of need. Use these to draft the One Plan before the meeting. Carry out One Plan review and planning meeting.

### 9. If concerns about progress remain after at least one cycle of One Planning, SENCO to carry out further observation and consultation with teacher(s), and update One Plan.

### 10. If concerns about progress remain after two cycles of One Planning, (unless there are sudden significant concerns about a pupil), SENCO to consult with the Educational Psychologist and Inclusion Partner. Bring along: parent consent form, assessment and intervention information, One Plans, any other professionals reports etc. The Educational Psychologist and Inclusion Partner will then advise on appropriate next steps, which may involve, for example, recommending school to attend relevant training, further consultation/joint problem-solving, updates to One Plan, further school assessment and intervention, or:

EP/IP observation, EP/IP attendance at One Plan meetings, EP/IP assessment and intervention, staff training or systems development

Other action or referral

#### Also...

- Schools should always consult with the EP/IP before submitting a statutory assessment request and discuss the paperwork to be submitted.
- Parental requests for statutory assessment often indicate a need for increased parent confidence in how the school is identifying and meeting their child's needs. Effective assessment, intervention and One Planning can help.
- Schools must consult as early as possible with the EP/IP if a pupil is at risk of permanent exclusion.