

## SEND Identification Flow Chart

### Early Identification of Need

Teacher, Parent, TA, SLT or SENDCO identify that a child requires additional or different provision to that of Quality First Teaching (QFT).

**Check QFT is in place.**  
Classroom based strategies and differentiated curriculum is implemented for pupil.

No

Review progress after 6-8 weeks.  
Is there still a barrier to learning?

Consult Key Stage Leader or SENDCO for guidance.

Hold discussions with SENDCO regarding additional provision that may be necessary  
Consult Provision Map to decide on additional class based interventions.

**Class teacher to create One-Page Profile and share with parents.**

YES

No

Continue with QFT, monitor closely.

### **Teacher to complete 'Initial Concern Form'**

SENDCo to decide the next action required (observations, additional resources, participation in intervention groups).

**SENDCO adds child to SEN to Early Intervention Register.**

Review Child's progress at agreed date.  
Is there still a significant barrier to learning and the child is making little to no progress?

**SENDCO adds child to SEN Register as SEN Support and APDR cycle is started**

SENDCO to refer to SEN Hub and any other additional service that may be required: S+L. OT. EPs. Paediatrician.

YES

No

Continue with additional provision, QFT. Monitor closely and remove from Early Intervention register

Outside agencies to assess, observe, report and add to provision.

Review Assess, Plan, Do, Review at agreed date.  
Is there still a significant barrier to learning and the child is making little to no progress?

Discussion with Head Teacher, SENDCO, Parents and outside agencies with regard to the benefit and appropriateness to request an Educational Health care Plan (EHCP).

**Child to have 3 cycles of Plan, Do, Review (PLD). Application for EHCP as required.**

YES

No

Continue with additional provision, QFT. Monitor closely for any changes or additional difficulties.