

Fleecefield's Referral Process for SEND Pupils



Quality First Teaching ([OAP document](#))

A member of staff has a concern for a particular child regarding SEND

A parent shares a concern with teacher about their child possibly having SEND

Teacher discusses concern with parent(s) to gather parent views

Teacher gains pupil view (sensitively and if appropriate)

Teacher completes an [SEND concern form](#) and shares with SENCo

SENCo discusses with staff

SENCo meets/observes child and identifies appropriate next steps

Not enough evidence of SEN

Evidence of SEN

SENCo suggests strategies/resources to continue with high quality teaching

SENCo and classroom staff meet with parents to share observations. SENCo places child on SEN register.

Teacher implements suggested elements of high quality teaching

An IEP for the child is co-produced with parents, child and staff

Teacher notifies SENCo if concerns still evident despite the strategies put in place

IEP strategies are implemented by classroom staff so child can work towards the personalised targets

IEP is reviewed termly with parent and child input (where appropriate)

Child is making good progress towards targets but still needs additional support

After two IEP cycles...

Child is meeting all targets and no longer requires additional support

IEP continued with different targets or provision

Child is making minimal progress and not meeting IEP targets

Teacher discusses this with SENCo

Referral to external agency

Teacher discusses this with SENCo

SENCo, teacher and parents meet to discuss next steps

EHCP request

IEP discontinued and child removed from SEN register

Assess, Plan, Do, Review

A pupil-centred approach