Identification of SEND pupils.

Concerns raised by class teacher or parents.

Class teacher to select specific targets to support the area of development.

SENCO to monitor the child's learning/wellbeing.

If the child achieves all the targets and has made expected progress then they can continue on IEP and teacher/SENCO to monitor.

If the child makes limited or no progress and concerns are still being raised, then the SENCO looks at getting outside services involved.

Outside services (SEMHL) to come and observe the child and give recommendations to support the child's learning or well-being. These recommendations can be implemented with the IEP and monitor the child's progress.

We can seek education psychologist support if there is severe global need.

If the child makes limited or no progress and concerns are still being raised, then the SENCO has a discussion with the Education Psychologist.

If the child makes progress and the services support has had a positive impact, they can continue with the recommendations and an IEP and monitor.

Education psychologist will observe and give school recommendations. There will be a parent consultation with the psychologist and targets will be shared with parents and the SENCO.

Education psychologist will review the child's target and see if they have met the targets.

If targets are not met and the progress is limited then the targets are revisited and more focused targets are set.

The child makes progress and achieves the set targets. Education Psychologist may give new targets. The child can continue with an IEP and to monitor.

After the review and focused targets set, the child still does not achieve the targets and makes limited or no progress. Education psychologist to recommend further support and an EHCP request could be the next steps.