

# Schools' SEND Flowchart



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

6.14  
6.15  
6.17  
6.18

1. SENCO and SLT to:

- ensure High Quality Teaching is in place, including as per the Essex Provision Guidance Toolkit;
- refer to the school's Assessment and Intervention Pyramids and ensure appropriate interventions are in place consistently;
- monitor and review impact of actions and interventions

6.52-  
6.58

2. If concerns remain, think about the following areas of development:

- Literacy
- Maths
- Speech and language
- Social communication/ ASD
- SEMH
- Physical/ Sensory
- Self help/ independence skills (toileting, eating etc)
- Any other needs

**Cause for Concern to SEN form to be completed**  
If sensory, refer to specialist team

6.14  
6.18  
6.27

3. School to carry out assessments of all these areas of needs, unless you are very sure they aren't relevant.

**(Essex Recommended SEND Assessment, Provision Guidance Toolkit, Observations) Cause for concern letter.**

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

6.19

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

**SEN letter to parents**

6.14-  
6.27  
6.44-  
6.55

6. If pupil has additional needs, SENCO and other staff put One Plan in place using assessment results, person-centred approaches, Provision Guidance Toolkit, Assessment and Intervention Pyramids.

**New to SEN One Planning Meeting with SENCO and teacher and first One Plan written together.**

6.46  
6.54

7. Re-administer assessments before termly One Plan meetings for each area of need. Use these to draft One plan before the meeting. Carry out one plan review and planning meeting.

**This can be phone call meeting, parents consultation meeting.**

**If child has is making progress and can be supported by HQT, remove from SEN letter and discussion with parents.**

6.44-  
6.55

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

**SENCO and teacher One Planning meeting**

6.58-  
6.62  
6.64-  
6.71

9. If concerns about progress remain after two cycles of One Planning, SENCOs can discuss with EP/ IP at SPM. Possibly discuss Needs Assessment Requests.

**CDF9, One Plans, Assessment and Intervention**