**SEN Flow Chart**A potential SEN is identified by parent, teacher or outside agency.

**Stage One**

**No   
SEN  
concern**

**Monitoring:**A concern is raised by outside agency.  
If appropriate, the SENCo chairs a meeting involving all stakeholders (including parents and class teacher) to discuss concern. The class teacher completes a Concerns Sheet for the child outlining:  
\*what support has been in place  
\*what support has been planned

**Monitoring:**A concern is raised by the child’s parent or class teacher.  
The class teacher is responsible for informing the SENCo.  
The class teacher completes a Cause for Concern Sheet for the child outlining:  
\*what support has been in place  
\*what support has been planned (put on IEP)  
The class teacher also liases with the child’s parent.

**Ongoing Monitoring:**Ongoing monitoring (by class teacher) of the provision outlined on the Cause for Concern Sheet. The child’s progress is monitored closely by class teacher for 6 weeks and 3 observations are completed. The date for the review is noted on Cause for Concerns Sheet and IEP. The class teacher will discuss progress with SENCo after 6 weeks.

**Stage Two**

Individual Education Plan

In school  
assessment

**Concerns remain.**

**The teacher continues   
cycle of assess, plan, do,   
review.**

The child’s needs are met. Progress is referenced on the Cause for Concern Sheet. The child may continue to need intervention to support their progress. The class teacher is responsible for passing information onto SENCo and continue monitoring progress.

Additional and different support  
in place

Review of targets and plan next cycle

**Stage Three**

**EHCP**If concern continues and additional and different support exceeds the funding delegated to the school budget for SEN an application for GRIP or an EHCP will be completed. Parents will be involved in the process.

**Review identifies external advice needed**Parents informed of further concerns and agree to the referral. Support is requested from outside agencies for advice and assessment. Parents are informed of outcome.  
Continue to assess progress and collect evidence.

**No further concern**  
If child is on track and there is no further concern they are removed from register after a period of time and the attainment is reviewed through existing pupil progress reviews within school involving class teacher and SLT.

learner change

Needs of the learner change

learner change

Needs of the learner change

learner change

Needs of the learner change