**Steps to take when you have a child of concern**

Initial concern is raised by **parent/carer, teacher** or **SENCo** and recorded.

**Teacher with support of SENCo** may raise concern with parent/carer.

**Outside agency** may raise concern with settings.

**Parent/carer**

may raise concern with setting.

**Teacher/SENCo** to gather information from the setting through observations on child’s can dos, interests, skills and areas of need/difficulties and share with whole staff team. Cause for Concern form to be filled in by Class T and SENCo.

**Teacher, SENCo and parent/carer** meet, share findings, problem solve and decide on a strategy that responds to concerns.

Differentiation of curriculum, interventions, environmental changes, additional resources, coping strategies, seek external advice, place child on an IEP/IBP/TIP if appropriate.

Review progress. Keep regular liaison with parent/carer. Raise concerns at termly Pupil Progress Meetings.

If your concerns continue, consider referral to outside agencies. With parents, complete and send copy of initial concerns form along with a signed consent form and any supporting evidence, for example observations or ABCC charts, to the appropriate agency who will contact you.