

## When is a child considered SEND?

If there are concerns, the following steps are taken:

**Step 1** – Teacher discusses child's needs with SENDCO (This may be as part of termly Pupil Progress meetings) and provision will be planned in the form of adjustments being made and interventions put in place.



**Step 2** – On review of the impact of provision, if adequate progress has not been made, a referral may be made to an external agency.



**Step 3** – Following advice from external agencies, an IEP will be written and child will be placed on the Special Needs Register. IEP's are reviewed at termly meetings with parents/carers, following the SEN Code of Practice format of Assess, Plan, Do, Review. If more detailed support is needed a 'My Support Plan' may be put in place.



**Step 4** – Where children have very complex needs and/or despite the school having taken relevant and purposeful action to support the SEN of the child, the child does not make progress, the school or parents may request a statutory assessment for an Educational Health Care Plan.

It is likely that children will remain on Step 3 for a significant period of time as this stage continues to meet their needs. The SEN Register is a fluid document where children will move on and off the register dependent on their needs.

All steps will take place in consultation with parents/carers.