Raising a concern. Procedures for Special Educational Needs support



Parent or staff member is concerned that Concerns from staff will be achild may have some kind of special discussed with parents, previous educational need. class teachers, SENCo SLT and /or other key members of the Write down concerns team to ensure a holistic picture and points to raise at meetings of the child is gathered. Class teacher/SLT/SENCo meet with parents to discuss concerns. Agree a plan using the Assess, Plan, Do, If after successive cycles, Review cycle, where school put support in expected progress is not made, the pupil will be place using successive cycles of action to placed on the SEN register remove barriers to learning and put effective provisions in place. After successive cycles of the graduated School and parents may decide together if advice from relevant external services is needed. approach, school and parents may decide together that more specialist expertise is needed. If progress is made, continue the cycle of Assess, Plan, Do, Review. If at any point you feel the interventions are not working, parents and school can consider applying for a Record of Need (RoN). Parents and staff may meet with professional after they have seen or worked with pupils so additional information can be given or feedback gained. There may come a point where school and parents agree the child has made sufficient progress and no further SEND support is required at present. Children will be monitored in case any further SEN support is needed in the When the report (s) have been received parents future. and a member of the school team will meet to revise any interventions from the reports recommendations and then agree a date for an initial review.

> On the review date, parent and school discuss how the interventions are working, any changes that need to be made and agree a further review date.

Any disagreements or further concerns can be escalated to the SENCo, Head teacher or Deputy Head.

Where, despite school having taken relevant and purposeful action to identify, assess and meet the needs of the child and they have not made expected progress, the school or parents may consider requesting an Exceptional Action Assessment. An Exceptional Action assessment will not always lead to a RoN.