

Chadsmead Primary Academy





1.Class teacher identifies pupil's needs from observation, parental discussion, pupil file, gap analysis, checklists from SENCO / Online Resources

2.Class teacher completes Initial Concern Proforma and arranges a meeting with the SENCO to share findings and evidence

3. Next steps are established in the meeting using the Staffordshire Graduated Response and a time scale and next meeting scheduled. 4. Class teacher puts in agreed strategies to support the identified need in QFT and completes next steps identified within the agreed time scale. 5. Class teacher meets with SENCO on scheduled meeting date and shares the outcomes. 6a. Parental 6b. Parental 6c. Parental 6d. Identify 6e. Pupil is further next agreed to be meeting is meeting is Meeting is arranged arranged with the arranged steps for QFT discussed at with the SENCO and the with SENCO **Pupil Progress** SENCO and class teacher to to get SEND meeting with head teacher class teacher obtain referral registration to discuss permission permission Registration Repeat from Agree Follow **Pupil Progress** Windscreen as SEND Step 3 Plan in place outcomes and agree model of support SEND Cycle Review next steps: Tier 1 **Assess** outcomes 6b, 6c, 6d, Universal Plan with Head PFS creation 6e services teacher GP Do **Community Paeds Review** SALT ref (Termly with SENCO) Well Being ref Tier 2 Class teacher Single Agency responsibility **Family Support** Service for PFS Tier 3 SENCO may First Response discuss pupil Early Help at SEND HUB Assessment Tier 4 Social Services **EHCP** application

Class teacher /
SENCo / Head teacher to
attend mtgs, share
outcomes & action

EHCP application if limited or no progress made in 2 cycles of review and LA criteria met