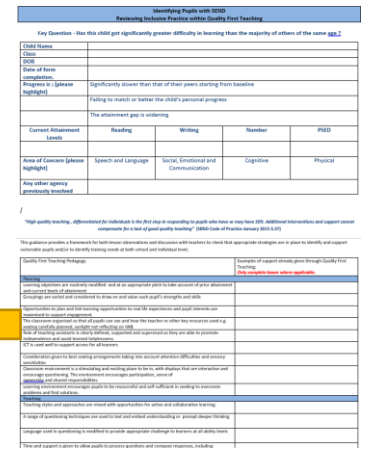
# The SEND process

Parents / carers | SENDCO | Teacher / TA

As a result of ongoing, daily assessment parents, carers, teacher and/or TA identify that child is significantly struggling with some area of learning or wider development

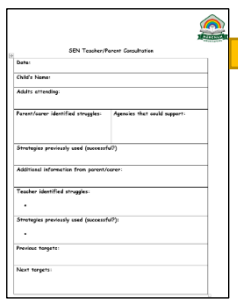


Teacher fills in SEND identification form and gives it to SENDCO

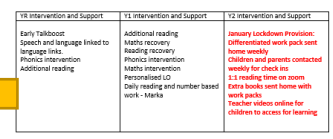
SENDCO does initial assessment of child, conducts observation and fills in child voice form

SENDCO sends letter to invite parents/carers to initial meeting

Parents/carers, teacher and SENDCO attend initial meeting to discuss child's needs and targets

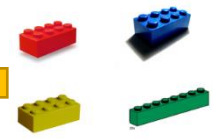


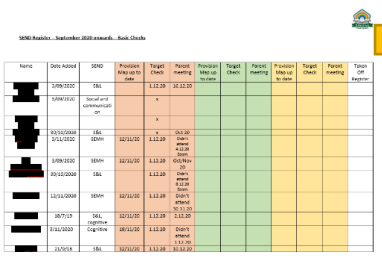
Teacher and SENDCO complete SEND overview for child, detailing past and current attainment and provision



SENDCO adds child to SEND register

Teacher & TA discuss and agree targets with child. Within school, targets are made visible to child using 'target bricks'.

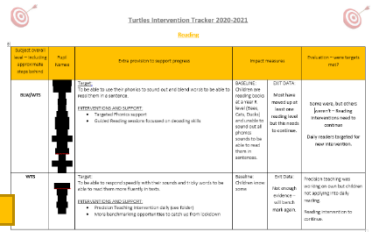


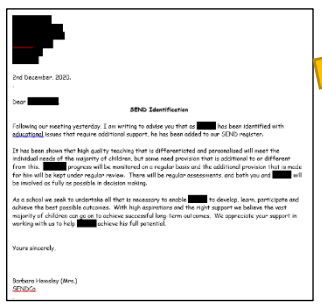


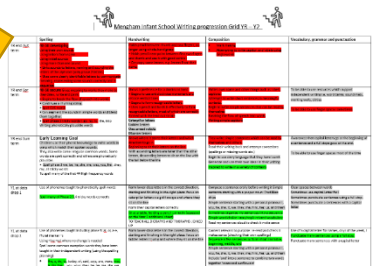
Parents work on targets with child at home

SENDCO sends letter home to confirm SEND status

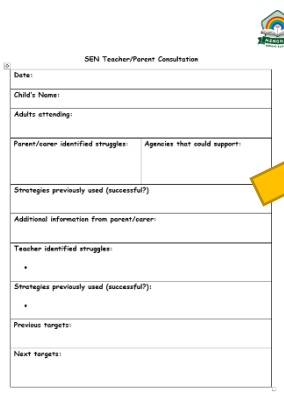
Teacher/TA helps child work towards targets in class. Interventions are recorded on intervention tracker and child's progress on individual progression tracker (see assessment systems flowchart).







SENDCO reviews child's progress, using data and own observations



Parents/carers, teacher and SENDCO attend review meeting to discuss child's progress, needs and targets

Parents work on targets with child at home

Teacher/TA helps child work towards targets in class, recording interventions and progress as before.

SENDCO reviews child's progress, using data and own observations