**Flow chart for teaching staff re SEND**

Referrals may be advised for TASC -autism pathway, TCAS – ADHD pathway, OT- occupational therapy or Trafford’s SEN consultants. Discussion with parents

(Note, for TCAS and OT, IEP evidence is required as part of the referral.

Discuss with EP, parents and SENDCO whether a referral for an Education and Health Needs Assessment needs to take place.

No or limited progress made following a number of Assess Plan Do Review cycles

Limited /No progress made.

Meet with SENDCO

Move to SEN in School Support and create an IEP. Update parents and discuss IEP targets. Child will go on the SEN register. SENDCO to consider relevant assessments or engage with external agencies such as Special Educational Needs Advisory Service or Speech and Language Therapy. (Informal Educational Psychology can also be sought by SENCO prior to formal referral where needed). Continue to Assess, Plan, Do and Review. Meet and update parents on a termly basis (parents should receive a copy of the IEP.) Following clear evidence of the above, Educational Psychology consultation can then be sought.

Progress is made

No more teacher/parent concern

Return to routine teacher assessment

Teacher to ensure relevant QFT strategies are implemented for the specific area of need.

See Trafford Graduated Approach for details

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=mymanrB0gBo>

Monitor progress

Class teacher /Parental concern