Be the Best You Can, Guided by God

Bolney CEP SEND Flow Chart

Key:
Teacher
SENDCO
Teacher and SENDCO

START: Area of need observed in pupil by the class teacher

Adjustments are made to in-class provision using the **Ordinarily Available Inclusive Practice (OAIP).**

Pupil's progress is monitored and reviewed by class teacher and SENDCO

Is the pupil making progress?

Yes

No

Individual Learning Plan (ILP) created with parents/carers, teaching team and SENDCO. Pupil moved to SEND register.

Meeting with parents/carers to discuss the possible need to refer to external agencies.

Pupil's progress is monitored by class teacher, SENDCO and SLT through Pupil Progress Meetings and shared with parent/carers.

Is the pupil making progress?

Yes

Pupil will continue to be on the SEND register with clear SMART targets until sufficient progress is seen.

No

Is the pupil making progress?

Yes

Pupil's progress is monitored termly through assessments, external agency visits and Pupil Progress Meetings.

No

If the school feel it is appropriate, evidence is gathered for at least two terms and an application for an Education & Health Care Plan (EHCP) is made. If agreed, the targets will be reviewed through the annual review process.

An EHCP is issued which aspirational End of Key Stage targets which are reviewed with the SENDCo, Parents and the Local Authority. Sometimes the LA will be present for these meetings in more complex cases.

At Bolney CEP, it is important to ensure that the support that a child is receiving is purposeful, appropriate and evaluated. This flow diagram demonstrates how this could look and where the different stages of review are.