SEND Timeline

Step 1

First steps

Arrange an appointment with your child's class teacher and discuss your initial concerns.

Step 2

Teacher & SENDCO Liaise

Your child's class teacher will liaise with the school SENDCO together they will decide the next course of action. This could be monitoring, the use of the quality first teach document or external agency referrals.

Step 3

Evidence Gathering

Both the class teacher and SENDCO will gather evidence to support your child. This could include

- classroom observations of your child
- the completion of forms for referrals
- The completion and implementation of the quality first teach document.

This can take up to 6 weeks.

Step 4

Meeting with teacher

After the evidence gathering stage, you will then be invited to come to school to meet again with the class teacher to discuss the findings and the strategies being implemented in the classroom. An IEP may be needed at this point. If external agencies are required the SENDCO will arrange a meeting with you.

Step 5

SENDCO meeting

The school SENDCO will arrange a meeting to complete any paperwork needed to support referrals for your child to outside agencies. The SENDCO will provide paper or electronic copies of the forms for your reading and completion prior to the meeting.

Step 6

Submission of paperwork

Paperwork will be completed accordingly depending on the documentation.
6 weeks for external professionals.
It can take up to 12 months for EHCP completion dependent on the evidence needed.

Step 7

Recommendations

Recommendations may be made by the external agencies, these will be discussed with the class teacher and implemented through interventions/classroom practice. If your child has an IEP this will be amended to reflect the recommendations.

step 8

Reviews

IEPS

IEPS are a working document and are reviewed often. Targets are amended when necessary however they are mostly updated at the start of each new term.

EHCPs

These are reviewed annually

Step 9

Plan, do, review

The process restarts from step 2 each term. The class teacher and SENDCO liaise to discuss target setting. Evidence is gathered and observations made by the class teacher and SENDCO (when appropriate). Parents are invited into school to diScuss the new targets.

Importance

Why?

Children with SEND need extra support, care and monitoring to ensure they reach their full potential. This plan is to ensure the children flourish and a collaborative approach is reached between the class teacher, SENDCO, parents and children.