

Do you have concerns about a child?

THINK! Concerns may come from a child, a parent, and teaching assistant or a teacher.

What is your concern? Social and emotional, academic, behavioural, speech and language?

Yes

No

Priority

Monitoring needed

Continue regular assessment through in-class high quality provision.

Provision maps meet a group of children's similar needs.

Meet with parents.
Discuss with previous teacher.
Discuss with your school SENCO.
Use assessments to develop provision map detailing particular strategies, including home activities and support.
Closely monitor progress and gather evidence.

Continue in class provision and high quality assessments, collect any evidence of insufficient progress or relevant events (e.g. playground incidents in behavioural concern case).
Discuss with parents.

THINK! Could this be a medical concern (e.g. sight, hearing). Parents can be advised to take children to medical professionals.

Insufficient progress made

Progress made

Insufficient progress made

School SENCO supports teacher with application for multi-agency professional support.
Parental permission sought.

Continue small step smart targets.
Teachers maintain regular parent contact.
Monitor closely, assess regularly, gather evidence to show progress made.

Element 1 = provision map (without external involvement)
Element 2 = any involvement from an external multi agency professional.
Statement/EHC = additional funding received to meet child's extensive needs.

Multi-agency support through observations. Action plans developed through feedback and reports. Parents highly involved. Monitor closely, assess regularly, gather evidence to show any progress made.

Multi agency professionals may include educational psychologists, behaviour support workers, speech and language therapists, occupational therapists...

Catch-up progress made and national expectations achieved.
(PIRA & PUMA termly assessments)

