

Where there is a Concern school process flowchart (Primary)

Pupil/Parent/Teacher has concern about the progress/performance of a pupil
(Identify)

Actions by Teacher

- Gather information from additional observations and discuss with the child as appropriate
- Discuss with parent to establish any underlying reason for the difficulty. For example, medical issues such as vision or hearing
- Liaise with relevant school staff/health professionals/other settings as appropriate
- Decide on and implement steps to address the child's difficulty in learning and keep a record of all actions

Actions by School

- Facilitate consultation between teacher and other relevant school staff
- Ensure appropriate **whole school educational provision** is being implemented
- Ensure that the teacher has been provided with the appropriate advice and training and that it has been implemented

(Identify, Plan, Action)

Monitoring

Allow a suitable time-period to ensure that all appropriate **whole school educational provision** has been implemented

(Monitor)

Evaluation and Review of Actions by Teacher

- Teacher and other relevant staff evaluate the impact of the actions taken to assess if the child has made progress
- As a result of the evaluation, consider one of the following outcomes and actions:

(Evaluate, Review)

No longer a concern or child making progress

Child's lack of progress is not related to SEN, for example; pastoral/medical/child protection/newcomer. In these circumstances appropriate action including record keeping is taken by relevant school staff in line with school policy and associated guidance

Lack of progress relates to SEN. Teacher and LSC complete the **Where there is a Concern Checklist and** decide next steps if moving the child to stage 1

ACTIONS TO BE TAKEN

- Move to SEN Register stage 1 and special educational provision
- Category/ies of SEN determined
- Parents kept informed and updated on any changes

Where there is a Concern checklist (Primary)

When deciding whether to move a child from whole school educational provision to school delivered special educational provision (stage 1) the following should be considered:		Tick if in place	Comments on progress to date
1.	The child's attendance at school (provide % attendance)		
2.	Possible contributory factors to the child's difficulties, e.g. medical condition, home circumstances, peer relationships, newcomer child, safe-guarding issues		
3.	Information available to the school or parents from Child Health Services or Social Services		
4.	Record of all actions taken to address the child's difficulty in learning (Example: Record of Concern)		
5.	Collaboration between the class teacher and relevant school staff plus additional class records and observations from all those who are involved with the child in school		
6.	School based evidence/data, e.g. baseline/ongoing assessments, standardised test results or profiles		
7.	The implementation of appropriate whole school educational provision and subsequent evaluation of this to assess whether the child has made progress		
8.	The implementation of advice and training from Health Professionals/EA's arrangements for provision/other settings to address the child's needs		
9.	Views of parents in relation to the child's health and development and their perceptions of the child's performance, progress, and behaviour at school and at home		
10.	The child's perception of their strengths, what they struggle or have difficulty with and their views on how these might be addressed		
Following consideration of each of the points above, the school should decide upon one of the following 4 courses of action:			
A.	Child has made progress through the implementation of whole school educational provision and is no longer a concern Teacher to continue to monitor child's progress within the classroom		
B.	Child has not made progress, but concerns relate to reasons outside the SEN and Inclusion Framework, e.g. pastoral care/medical/child protection/newcomer/other. Relevant school staff with responsibility for these areas to take appropriate action in line with school policy		
C.	Whole school educational provision has not been fully implemented but concerns continue to persist. Teacher to implement further whole school provision and continue to monitor as outlined above		
D.	Whole school educational provision has been fully implemented as detailed above. The child is continuing to experience significant difficulties and is not making progress. LSC to move child to SEN register stage 1 and implement special educational provision		
Completed and signed by class teacher in collaboration with the LSC:		Date:	

Stage 1 School Process Flowchart (Primary)

Child placed on SEN Register (stage 1)

- Ensure correct SEN category/ies
- Update SMS

(Identify)



Teacher liaises with LSC

- Develop and implement a PLP to support the child
- Outline stage 1 provision being used to support child
- Meet with parents to discuss the provision being made for the child through the PLP
- If required, ask parent to contact health for medical information
- Assess advice and/or training available from EA's plan of arrangements and health - implement and monitor
- Implement the PLP and share with relevant school staff/professionals where necessary

(Plan, Action, Monitor)



Monitoring

A suitable time is required to ensure stage one provision has been implemented drawing from the school's special educational provision map

(Monitor)



Evaluation and Review of Actions by Teacher and LSC

- Teachers and LSC evaluates PLP to decide if progress have been made or if the child is developing well towards meeting their expected outcomes
- Teacher in consultation with child, parents and LSC, review PLP to consider any new needs and agree next steps

(Evaluate, Review)

As a result of the review, consider one of the following options:



Stage 1 no longer required

The child has made progress and can now move off the SEN register and continue to be monitored at whole school level.



Remain at stage 1

Concerns continue to persist. The child has made some progress but continue to have SEN that needs further stage one provision. Update PLP and continue to monitor, evaluate and review



Consider stage 2

The child has not made progress despite stage 1 provision being made. LSC and teacher to complete **stage 1 to stage 2 Checklist** before taking the following actions:



- Discuss with parent that the child may benefit from external provision and seek consent
- Refer to the CoP and EA Plan of Arrangements for seeking external provision
- Submit the referral to EA external special educational provision and/or other external provision as appropriate
- Update PLP at stage one including details of referral to EA

Stage 1 to Stage 2 Checklist (Primary)

When deciding whether a child needs external Stage 2 special educational provision, the following should be considered:		Tick if in place	Comments on progress to date
1.	The child's attendance at school (provide % attendance)		
2.	Up to date PLPs which have been implemented, monitored , and reviewed to address the identified needs of the child		
3.	Has the school provided appropriate stage 1 support drawing from their provision map and evaluated this to assess if the child has made progress?		
4.	School based evidence/data, e.g. attainments in relation to the Northern Ireland Curriculum and standardised test results or profiles		
5.	Has the school implemented and monitored the advice/training offered by EA/Health to support the child's needs?		
6.	The views of parents in relation to their child's progress has been sought and they agree external provision may be required moving forward		
7.	The views of the child have been sought, including personal perception of their strengths/difficulties. These have been discussed and recorded.		
8.	Consultation and agreement between the class teacher, LSC and relevant EA SEN Service to determine whether school delivered special educational provision to date has been appropriate and if external special educational provision may be required		
If moving to external special educational provision at stage two the following actions should be taken:			
A.	Seek parental consent for further investigation of the child's educational needs		
B.	Refer to the EA's plan of arrangements for seeking stage 2 special educational provision		
C.	Submit the referral to EA for external special educational provision and/or other external provision as appropriate		
D.	Update the child's stage 1 PLP and keep an appropriate record of all actions taken, including details of the referral for stage 2 provision		
Completed and signed by class teacher in collaboration with the LSC:		Date:	

Stage 2 School Process Flowchart (Primary)

Actions of LSC

- Update the SEN register and SEN category/ies as appropriate
- Facilitate any necessary training/advice for teacher/staff
- Meet teacher/parents to ensure PLP is appropriate, and stage 2 external provision is included

Actions of Teacher

- Update PLP outlining provision at stage 2. Liaise with and agree input from EA/Health services
- Discuss PLP with child and parents outlining stage 2 provision.
- Share with other relevant school staff/professionals
- Implement relevant advice and training as appropriate

(Identify, Plan, Action)



Monitoring

A suitable time is required to ensure stage 2 provision has been implemented. If during a PLP phase the strategies and outcomes put in place by the school are not having the desired effect the necessary changes should be made.

(Monitor)



Evaluation and Review of Actions by the LSC and Teacher

- Teacher evaluates PLP with other relevant staff/external service
- Teacher in consultation with LSC, child and parent reviews PLP to consider and agree future actions
- Consider any new needs/additional information for the child
- Consider if the provision needs to continue or whether a different form of provision at stage 2 would be more relevant to address the needs of the child

(Evaluate, Review)



No Longer requires stage 2 provision

Child has made progress - move to stage 1 or off SEN Register



Remain at Stage 2 provision

The child has made some progress. Stage 2 provision is still required. LSC/Teacher to collaborate with external services to decide on appropriate stage 2 provision.



Consider Requesting Statutory Assessment

LSC and teacher to complete **stage 2 to stage 3 Check list** before taking action to make a statutory assessment



Actions to be taken

- Refer to the Code of Practice for requesting a Statutory Assessment and any EA relevant guidance
- Consult with EA Educational Psychology Service to decide if a request for Statutory Assessment is appropriate
- Discuss with the parent that the child may benefit from further assessment of their educational needs and continue to liaise with parents throughout the process
- Submit PLP and additional information required in SAR1
- Maintain appropriate special educational provision and update the child's PLP
- Keep an appropriate record of all actions taken, including details for the request for statutory assessment
- In the event that the Statutory Assessment is declined or a Record of Assessment is issued the school should follow the EA recommendations to determine future school or external provision

Key Point: If a Statement is to be made, stage 2 provision continues and the child remains at stage 2 until the completed statement is issued

Stage 2 to Stage 3 School Checklist (Primary)

When deciding whether a request for statutory assessment (stage 2) of a child's needs should be made, the following should be considered:		Tick if in place	Comments on progress to date
1.	The child's attendance at school (provide % attendance)		
2.	Up to date PLPs which have been implemented, monitored , and reviewed to address the identified needs of the child		
3.	Has the school implemented, all appropriate internal and external - working with EA/Health, stage 2 special educational provision and evaluated these to assess if the child has made progress?		
4.	School based evidence/data (qualitative, quantitative) e.g. observation, tests, checklists, diagnostic and standardised test results		
5.	Has the school implemented and monitored the advice/training offered by EA/Health to support the child's needs?		
6.	The views of parents in relation to their child's progress have been sought.		
7.	The views of the child have been sought, including personal perception of their strengths/difficulties. These have been discussed and recorded		
8.	School based evidence that the child's difficulties and/or disabilities are significant and complex, and that the child has not made progress over time despite accessing stage 2 special educational provision		
9.	Consultation and agreement between all those involved with the child/young person to determine whether special educational provision to date has been appropriate and if a request for statutory assessment is now required		
If requesting statutory assessment for the child/young person, the following actions should be taken:			
A.	Seek parental consent for a request for statutory assessment of the child/young person's needs		
B.	Refer to EA guidance for requesting statutory assessment, consulting with EA Educational Psychology Service as appropriate		
C.	Submit PLP and any additional information required for the online request for statutory assessment		
D.	Update stage 2 PLP and keep an appropriate record of all actions taken, including details of the request for statutory assessment		
Completed and signed by class teacher in collaboration with the LSC:		Date:	

Stage 3 School Process Flowchart (Primary)

Action by Principal and Board of Governors

- Ensure that recommendations as outlined on the statement are completed, e.g. recruitment and training of SEN classroom assistance, sourcing of specialist equipment, assistive technology, etc.
- Facilitate time for the LSC and teacher to meet with parents and appropriate external services
- Notify the EA if the school becomes aware of any immediate or planned changes involving the child or if the child is likely to be absent from school for more than 4 weeks
- Ensure that parents are aware of the process to follow with DARS in the event of a disagreement which cannot be resolved and their right to appeal to SENDIST
- Instigate and lead Annual Review procedures within the school in line with CoP and in conjunction with external professionals

(Plan, Action)



Actions by LSC

- Update the SEN register (SMS) with the correct SEN category/ies and new stage of provision as detailed in Part 2 of the statement. Update school personnel to amend medical register if required (SMS). Liaise with class teacher re. PLP update including external provision
- Discuss provision outlined in the statement and professional advice in appendices with principal, class teacher and parent. Liaise with EA and HSCT where appropriate, regarding the delivery of provision e.g. facilities, equipment, SEN CA support, curriculum, assistive technology, therapies etc. Agree actions to be taken and by whom
- Share relevant elements of the statement with those who are involved with the child and where it is in the child's best interests. Reinforce the need for confidentiality
- Consider capacity building and training needs of staff based on the statement content including induction of SEN classroom assistance

(Identify, Plan, Action)



Actions by Teacher

- Update the PLP to ensure that actions address the objectives of the statement and develop PLP expected outcomes, ensuring any EA special educational provision is detailed. Expected outcomes should be specific, measurable, achievable, realistic, time-bound and evidence based
- Share PLP expected outcomes with relevant support staff and parents
- Implement additional strategies as a result of professional advice/training for staff
- Oversee effective use of additional provision within the classroom as defined in the statement
- Continue to collate evidence in relation to the child's progress to inform the Annual Review

(Plan, Action, Monitor, Evaluate and Review)



Monitoring

- A suitable time is required to ensure that all provision as detailed in the statement and PLP has been implemented. If, during a PLP phase, the strategies and expected outcomes put in place by the school are not having the desired effect, the necessary changes should be made by the teacher
- The school may call an Annual Review at any time if the child's needs change significantly, if the school feels that provision is not effective or if it is felt that the statement content is no longer appropriate

(Monitor)



Evaluation and Review of Actions by the school

- Teacher evaluates PLP with other relevant staff/external services to decide if progress has been made towards meeting the objectives of the statement
- Teacher and LSC review PLP to consider and agree proposed future actions
- Teacher meets with parent and child to review PLP and discuss proposed future actions, consider their views and input to the PLP and any additional information/needs
- Teacher, LSC and principal review special educational provision and consider the appropriateness of the statement and its objectives and any additional needs in preparation for the Annual Review

(Evaluate, Review)



Annual Review

- Complete Annual Review process using the Code of Practice and EA Annual Review guidance ([link to AR portal](#))
- Inform the EA of any child for whom updated health advice is required
- Seek and collate advice and information and hold a meeting as appropriate
- Submit AR report to EA by the date specified