

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:	