

## 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