

Internal Support System

From Identification to potential SEND Support

Initial Concern

Concerns about progress, behavior, attention, communication or regulation



Quality First Teaching (6-8 weeks) →

Adapt teaching, try strategies, monitor impact

Parents evening/
feedback from teachers



Internal/ Additional Support

Monitoring register: Intervention groups for learning, well-being/ ELSA, MHST, Advanced Solutions,

Early Help



SENDCo Review

SENDCo collates evidence: concerns form, data check, observations, discussion with teacher and a decision is made whether an Individual Learning Plan/ child going on to the SEND register is needed



Individual Learning Plan in Place →

Feedback from teacher
at ILP termly meetings

SMART targets are set, alongside provision, for the child to work towards their targets.

These are reviewed each term



SENDCo Review

SENDCo reviews evidence: usually, at least two cycles of Individual Learning Plans, but can be more if needed



SENDCo Parents/Guardians Meeting

SENDCo meets with parents to agree next steps. If a referral is needed begin gathering evidence



Referral Made →

Feedback from SENDCo
to parents