



Inclusion Flowchart

When a teacher is concerned about a child's learning or behaviour, we follow the flowchart below. We also recognise that every child is unique, therefore, in some circumstances, we might use a bespoke approach as needed.

Universal	When a teacher initially has concerns about a child, they can either record their concern on CPOMS, raise concerns in a Pupil Progress Meeting or have a conversation with the Inclusion Lead. ↓ The class teacher ensures Ordinarily Available strategies are in place with support of the SENCo and/or Key Stage Lead.
Targeted	Following the Assess, Plan, Do, Review process, if progress has not been made, the SENCo and class teacher review the support in place. ↓ The SENCo and class teacher meets with the child's family to share concerns. ↓ Targeted actions are agreed – this will be recorded on the Data Dashboard. ↓ The child's progress will be reviewed. If continued support is needed, the child will be added to the SEN register.
Specialist	If needed after review, SENCo will make specialist referrals. ↓ Action specialist advice. ↓ Review after an agreed period and share with parents. ↙ Seek further specialist advice ↘ Consider EHCP/SENIF application.