Flowchart of Concern 2026-27

Concern from teacher/parent/carer/Class conference discussion

Concerns Form

R2i Assessments (Teaching staff)

R2i assessments (SENDCo/HLTA)

Observation

Quality First Teaching

Classroom intervention

School intervention

External Referral

Knowledge-rich curriculum supporting needs of all children/*PSHE*
High ceiling, low threshold approach
'Take Care' ethos and values embedded.
Adaptations documents
Differentiated and challenging pedagogy, tasks and outcomes appropriate to need
Engaging lessons taking interest into account where possible
Clear communication strategies
Classroom resources supported with signs and symbols visuals
Concrete – pictorial – abstract approach to teaching
In class focus support
Language rich environment
Accessible environment
Reasonable adjustment on the behaviour policy understood by staff and child
Positive behaviour reinforcement
Personalised rewards/movement breaks/mindfulness

Meet & greet
Seating
Personalised visuals
Dyslexia resources
Class-based intervention groups
1:1 reading support
Precision teaching
Alternative recording methods
Positive jar
Timers
Work-reward incentive
Early Talk boost
Specialised resources (talking tins/whiteboards; keyboards; speech to text)
Physiotherapy

Individualised communication strategies, including Makaton supported language
1:1 support
High cost resources (chairs; changing table; toilet support; radio aids)
Personalised curriculum
Personalised timetable
Personalised resources
Intensive interaction
Sensory circuits/proprioception
Attention autism
Musical interaction
Life skills, communication & interaction nurture group
Active literacy (dyslexia support)
SALT
DCD
Proprioception
ELSA
Special Play
Circle of Friends
Learning mentor
Chatterbox
'Time out' intervention – e.g. EYFS, ICT time
TAC meetings

Referral to nursing service
GP referral - via family
NPST referral - paediatrician
MHST/CAMHs
SALT referral
Autism Team
Learning Support Team
Complex Needs Team
Educational Psychologist
Trust Enhanced Provision Panel

Pupil progress/Intervention Analysis – plan-do-review cycle

Class and individual Provision Maps detail interventions and progress

Report guidance