

Inclusion Support Flow Chart – June 2025

If the Teacher has concerns, they should first meet with parents to talk these concerns through.

Teacher will complete relevant paperwork to collect evidence which may include –
Speech, language and communication descriptors, Social communication descriptors, Dyslexia checklist completed - All paperwork should be saved in the child's folder and the Inclusion Team should be informed.

Teacher to ensure child is on the class Provision Map and Learning Support Mentors are aware of interventions for the child and that concerns have been raised with parents and the Inclusion Team. Teacher will create a LSP (either front page or full LSP depending on need).

After gathering evidence for half a term and meeting with parents, Teachers should arrange a meeting with the Inclusion Team and parents to discuss progress after interventions have been in place.

Meeting will discuss –

What has been the impact of the interventions – bring Provision Map and reviewed LSPs

What are the views of the parents?

What does the Teacher propose as the next steps?

Can the next steps be actioned by the Teacher?

If the next steps need more specialist involvement – What would that look like?