**NO**

**NO**

**NO**

**YES**

**YES**

**YES**

**NO**

**YES**

Meet with the family and CYP to discuss their medical needs and how school can support them

* Consider a referral to the School Nursing Team in order to create an Individual Health Care Plan
* Implement any reasonable adjustments that the CYP may require to ensure they have full access to the curriculum and extra-curricular opportunities
* Involve the CYP in the decision-making to ensure their voice and preferences are heard

Hold a meeting with family to ask about the CYP’s development at home, what languages are spoken, what is their understanding like in their home language.

* Use a range of High Quality Teaching strategies to support EAL learners
* Visuals to support language
* Pre-tutoring of key / subject specific vocabulary
* Adaptive teaching to ensure full access to curriculum
* Use of **EAL-SEND Guidance and Filter Questions**
* Consider engaging the services of the [Citizenship, Language and Learning Service](https://www.wves.wolverhampton.gov.uk/Services/4330)

Consider what provision you can put in place to support the CYP and family.

* Daily check-ins with the CYP
* Whole school Emotional Well Being approach
* CPD for staff e.g. Trauma Informed Awareness Training
* Offer of support from school-based family support worker
* Signposting to outside agencies where relevant (e.g. Bereavement support etc)
* Offer of counselling or short-term intervention as appropriate (linking with Reflexions as appropriate)
* Access to an online mental wellbeing community e.g. Kooth
* Consider opening an [Early Help Assessment](https://www.wolverhamptonsafeguarding.org.uk/safeguarding-children-and-young-people/i-work-with-children-young-people-families/early-help)

Consider how you can support the family to improve the CYP’s attendance.

* Meet with family to identify barriers
* Support from school-based family support worker
* Follow guidance in the Attendance Pathway
* Consider engaging the services of the [Education Welfare Traded Service](https://www.wves.wolverhampton.gov.uk/Services/4128)
* Consider opening an [Early Help Assessment](https://www.wolverhamptonsafeguarding.org.uk/safeguarding-children-and-young-people/i-work-with-children-young-people-families/early-help)

It is now assumed that all other factors have been ruled out and/or the appropriate support has been put in place.

School MUST BE confident that the CYP has experienced High Quality Teaching in an inclusive learning environment, with reasonable adjustments as required, but they continue not to make expected progress so further assessment is likely to be required to identify need. (See Initial Concerns Screening Tool)

Have possible medical needs been explored? e.g. Is the CYP up to date with hearing and vision checks?

Is English an Additional Language for the CYP?

Might the CYP’s home life be having an impact or have there been any significant changes that may affect the CYP’s capacity to make progress? (E.g. Bereavement, parental separation, taken into care, domestic violence, house/school move)

Is the CYP’s **attendance** and/or **punctuality** a cause for concern (I.e. below 95%)

Questions to consider:

* Is there a group of pupils in this class/year group who are experiencing this difficulty?
* Have teachers had the continued professional development (CPD) they need to teach this cohort of pupils?
* Does the pupil need improved High Quality Teaching or is an intervention at Wave 2/3 required?
* Are there other factors that might be causing underachievement, and have they been addressed (see below)?

Initial Concerns Flow chart

Initial concern is raised by the family or teacher (or CYP) due to:

1. a significantly slower rate of progress than that of their peers starting from the same baseline
2. a decline in a child/young person’s (CYP’s) own previous rate of progress
3. an attainment gap between the CYP and their peers which is not closing or is growing over time

This gap can be in areas other than academic attainment, in areas that are necessary for a child to make a successful transition to adult life, for example related to a child or young person’s language and communication skills.