

SEND - IDENTIFYING NEEDS & FORMAL DIAGNOSIS



SCHOOL ASSESSING NEEDS VS FORMAL DIAGNOSIS

IS A FORMAL DIAGNOSIS THE RIGHT APPROACH FOR MY CHILD?

In the UK, a formal diagnosis is not required for children to access support in schools.

The legal framework under the Children and Families Act 2014 and the Equality Act 2010 ensures that children with SEND are entitled to educational support without needing a medical diagnosis. However, if your child is still not achieving their potential, a formal diagnosis could provide access to additional specialist support and resources. A formal diagnosis may also provide clarity and understanding for the student, their parents/carers and school staff, enabling everyone to work together more effectively to meet the student's needs.

“Our SEND team will support any family/carer who wish to further explore a formal diagnosis for their children. We will be with you every step of the way, adjusting our support to the needs of the child.” - St John's SEND team

CAN SCHOOL DIAGNOSE A SPECIFIC SEND?

In short, no. We can recognise signs of special educational needs and identify and implement strategies to best support your child. However, any formal diagnosis for a specific SEND would need to come from a specialist such as:

- Community Paediatrician
- Child and Adolescent Psychiatrist
- Clinical Psychologist
- Educational Psychologist (EP)
- Occupational Therapist (OT)
- Physiotherapist
- Specialist Assessor
- Speech and Language Therapist (SaLT)

At St John's, we use a range of information to monitor student's progress and wellbeing in school. This includes attendance, behaviour logs, academic progress, pupil voice, parent/guardian voice, teacher feedback, etc. This may highlight 'traits' or 'signs of a specific SEND' and we will contact you to share our findings, outlining the best way forward.

SPECIFIC SENDS & HOW TO LOOK INTO A FORMAL DIAGNOSIS

Click the link to find out more:

COMMUNICATION AND INTERACTION

- [Autistic spectrum disorder \(ASD\)](#)



COGNITION AND LEARNING

- [Dyslexia](#)
- [Dyscalculia](#)

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)

- [Attention deficit hyperactivity disorder \(ADHD\)](#)

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AUTISM SPECTRUM DISORDER (ASD)

WHAT IS AUTISM?

Autism influences how people experience and interact with the world. It is a lifelong neurodivergence and disability. People with autism are different from each other, but for a diagnosis they must share differences from neurotypical people in how they think, feel and communicate.

Being autistic means they may feel things and react to them differently. They may find socialising confusing or tiring, and they may become overwhelmed in loud or busy places. They may have intense interests, prefer order and routine, and use repeated movements or actions to calm themselves or express joy. They might mask their discomfort to fit in.

CLICK HERE TO FIND OUT MORE



HOW DO I APPLY FOR A FORMAL DIAGNOSIS FOR MY CHILD?

THERE ARE VARIOUS PATHWAYS AVAILABLE:

Through School

All schools in Wiltshire can make a referral for the neurodevelopmental pathway through the: [HCRG- NEEDS LED APPROACH](#)

It can take up to 4 years and is free of charge.

Through the NHS

Your GP can make a referral for you through the 'Right to Choose' pathway. [Right to choose your provider](#)

Waiting lists depend on your choice of provider: approx. 9-12 months.
It is free of charge.

Through Private Assessment

For the details of private providers please email SEND@stjohns.excalibur.org.uk



Please note: There are many companies online offering diagnoses. When exploring alternative companies, ensure that the diagnosis offered is from a qualified professional.

Update us by emailing SEND@stjohns.excalibur.org.uk.

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ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

WHAT IS ADHD?

ADHD is a disorder that is defined through analysis of behaviour. People with ADHD show a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with day-to-day functioning and/or development.

How do you define 'Inattention'? When there are six or more symptoms of inattention for children up to age 16 years, or five or more for adolescents age 17 years and older; symptoms of inattention have been present for at least 6 months and they are inappropriate for developmental level.

How do you define 'Hyperactivity and Impulsivity'? When there are six or more symptoms of hyperactivity-impulsivity for children up to age 16 years, or five or more for adolescents age 17 years and older; symptoms of hyperactivity-impulsivity have been present for at least 6 months to an extent that is disruptive and inappropriate for the person's developmental level.

CLICK HERE TO FIND OUT MORE



HOW DO I GET APPLY FOR A FORMAL DIAGNOSIS FOR MY CHILD?

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DYSLEXIA & DYSCALCULIA

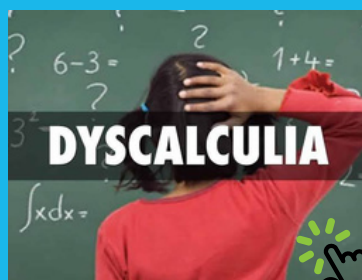
WHAT IS DYSLEXIA & DYSCALCULIA?

Dyslexia is a common learning difficulty that mainly causes problems with reading, writing and spelling. It's estimated up to 1 in every 10 people in the UK has some degree of dyslexia.

Dyscalculia is often used to describe someone who unexpectedly struggles to understand and achieve in Maths. An estimated 25% of people have maths learning difficulties, but only about 6% of people will have dyscalculia.

Dyslexia & Dyscalculia are specific learning difficulties, which means it causes problems with certain abilities used for learning, such as reading, writing and numeracy. Unlike a learning disability, intelligence isn't affected.

CLICK HERE TO FIND OUT MORE



HOW DO I GET APPLY FOR A FORMAL DIAGNOSIS FOR MY CHILD?

School

We do not assess students for dyslexia or dyscalculia. Whilst we can't provide a formal diagnosis we can share supportive strategies with teachers, observe traits or signs that can be shared with assessors.

Private Assessment

If you wish to pursue a private diagnosis: email us at SEND@stjohns.excalibur.org.uk for provider recommendations and to keep us updated.



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EDUCATION HEALTH CARE PLANS - EHCPs

WHAT IS AN EHCP?

An Education, Health and Care Plan (EHCP) sets out clearly the parent, child or young person's views and aspirations for the future. It includes information and advice from professionals from education, health or social care, who know or are working with the child or young person. It describes the child or young person's special educational needs and their strengths. It states the outcomes that the EHC plan will support them to achieve. It also sets out the support to be given to the child to achieve the outcomes that are written in the EHCP. It is a legal document that the education setting must follow. It is also important that the plan prepares the child or young person for adulthood. A child qualifies for an EHCP if they have significant long-term special educational needs and the school cannot provide the necessary level of support through standard SEN funding and resources. Most children and young people have their needs met by the universal provision available in school.

HOW DO I APPLY FOR AN EHCP?

First, an Education Health and Care Needs Assessment (EHCNA) needs to take place. In this assessment, it will need to be clear that following a series of Assess, Plan, Do and Review (APDR) cycles, that the needs of the student are not being sufficiently met with the provision ordinarily available in school. Pupil Support Plans in school are an example of ADPR cycles.

The following people can ask the local authority to conduct an EHCNA:

- The child's parent or carer
- A young person over the age of 16 but under 25
- A professional acting on behalf of the school

ADDITIONAL INFORMATION YOU MAY FIND USEFUL

- [Wiltshire Council - EHCNAs](#)
- [Wiltshire Parent Carer Council \(WPCC\)](#)
- [Independent Provider of Special Education Advice \(IPSEA\) - EHCNAs](#)

