

Do children need a diagnosis of their need to access help in schools and settings?

They do not. Support should be provided by a school or setting according to their **assessment** of a child's **need** and gathering of information from those people that know the child the best.

All schools and settings will be following the **graduated response** to special educational needs. This means that once a need has been identified, the school or setting will plan and implement appropriate interventions or approaches to meet the child's needs. If these do not have an impact on the child's progress and access to education then a higher level of response will be needed. The following documents give more information about this approach.

<https://www.cornwall.gov.uk/media/5v1dovf1/a-guide-for-parents-about-special-educational-needs-and-disability-send-a-graduated-response.pdf>

<https://www.cornwall.gov.uk/media/ionl50iw/supporting-children-and-young-people-with-special-educational-needs-the-graduated-response-in-mainstream-schools.pdf>

The graduated response is part of the SEND code of practice 2015 that schools and settings will be following.

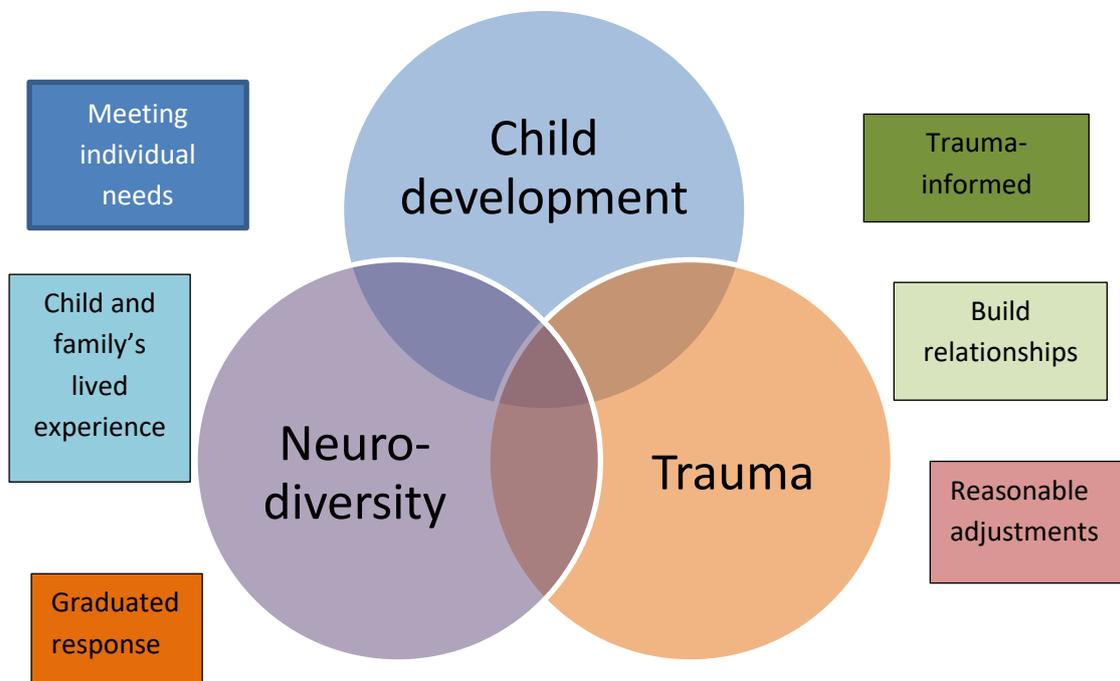
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special educational needs and disabilities guide for parents and carers.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

Children may have individual needs for a range of reasons; they may not be following the usual child development path, they may have experienced trauma, they may have some individual differences in the way they are developing due to neuro-diversity, e.g. autism, ADHD, Developmental coordination disorder, developmental language disorder. This can look different for each child and may have an impact on a child's learning, ability to speak or understand and use language effectively, their emotional development, their physical development. A child's needs may be complex because there could be overlapping needs, e.g. a child with a learning difficulty who has also experienced trauma. Children don't fit in to neat boxes that can be labelled easily. The key to a child succeeding at school is to be

included despite their individual needs. An inclusive school will better meet the needs of all the children in their community and to achieve this schools need to do the following

- Build a relationship with the child and family
- Assess, plan, do and review a child's needs (graduated response)
- Make reasonable adjustments to the provision on offer where needed
- Provide appropriate SEND training/support for all staff
- Look at a child's needs through a variety of lenses; trauma informed, neuro diversity, child development....
- Consider the lived experience of the child and their family



A school or setting may seek advice from a range of professionals if they need support to meet an individual child's needs. This could be someone within a school or setting or an external professional.

A teacher may seek support and advice from the following in school (not all schools will have people in all these roles)

- The autism champion
- The school SENCo
- A specialist teacher
- A wellbeing practitioner
- A trauma-informed schools (TIS) practitioner

- A pastoral lead
- A bereavement champion
- A school counsellor
- The designated safeguarding lead
- An inclusion lead member of staff
- Higher level teaching assistants with more specialist training in areas such as speech and language

Schools may access advice, guidance, training and support from a range of providers; the Local Offer, the Autism and wellbeing wheel, Cornwall Learning Online, Headstart Hub, or other training providers.

<https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/cornwall-send-local-offer/>

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/autismwheel.page>

<https://www.cornwalllearningonline.co.uk/cpd/default.asp>

<https://www.headstartkernow.org.uk/book-training/>

Schools may seek support and advice from external support teams and parents and carers will be asked for consent to do this. These services are accessed in a variety of different ways; some will be through the Cornwall Council Early Help Hub and others directly from the services.

<https://www.cornwall.gov.uk/earlyhelp>

<https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/>

Some examples of services that can support children with individual needs are

- Educational Psychologists
- Speech and language therapists
- Cognition and Learning Service
- Sensory Support Service
- Child and adolescent mental health services (CAMHs)
- Dreadnought
- Physiotherapists
- Occupational therapists
- Paediatricians
- Orthoptists/optometrists

Some children's individual needs may fit the criteria for a diagnosis and some children, families and schools find this helpful in understanding how best to support and understand a child. However a diagnosis or lack of one should not be a barrier to children receiving the support they need, e.g. a child with a diagnosis of autism may also have difficulty learning to read and the school could ask for the support from the Cognition and Learning Service.

There are a few specialist services that specify a particular need or diagnosis as part of their service criteria.

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