

# GETTING SEN RECOGNISED & ASSESSED

## SPECIAL EDUCATIONAL NEEDS

### CHILDREN & FAMILIES ACT 2014 (statute)

20.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

20.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she—  
(a) has a significantly greater difficulty in learning than the majority of others of the same age, or  
(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### SEN CODE OF PRACTICE 2015 (regulation)

5.32 Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support – see Chapter 6, paragraph 6.28 onwards, for a fuller explanation:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

## COMMUNICATING WITH SCHOOL

Capture your observations and any concerns. Having these organised in a structured format is helpful. Focus, where possible, on the 4 areas of need as per SEN Code of Practice.

Use our templates and resources under the Group Guide 2. SEN DIAGNOSIS & UNDERSTANDING as evidence for discussions.

Follow these steps to get your child's SEN recognised in school:

1. Discuss with SENCO and request entered onto SEN register. Follow up in writing using our [SEN register request letter](#), attaching any evidence you have collated.
2. If SENCO does not start assess, plan, do, review, follow up with our [Letter to SENCO ref ADPR & prior to stage 1 complaint](#).
3. If SEN is still not being recognised, issue a stage 1 complaint. See our [complaints procedure](#) template.

**TRUST YOUR INSTINCTS. YOU KNOW YOUR CHILD BEST!**

## ASSESSMENT & DIAGNOSIS

Autism and ADHD assessments can be initiated by SENCO, school nurse or GP (See NHS England Right to Choose guidance in group). ADHD assessment may not be accepted before age 7 as symptoms prior to this can be seen as potentially age / development related.

Specific Learning Difficulties (SpLD) – Dyslexia, Dyspraxia, Dyscalculia pre-screening can be done by SENCO / teacher in school. Parental screening can be done using our resources in group guide 2 SEN DIAGNOSIS & UNDERSTANDING. For diagnosis, this requires a trained Educational Psychologist.

For mental health and anxiety, a referral to CAMHS can be requested by SENCO, school nurse or GP.

For support with speech, language, communication and interaction, request a referral to Speech & Language Therapy (SALT).

For sensory processing difficulties and physical disability assessments, request a referral to Occupational Therapy (OT).

**It is not uncommon to be passed around unfortunately, don't give up!**