



## **My child is having difficulties in school. Does my child need a diagnosis or an Education, Health and Care Plan (EHCP) to get extra help?**

Most children and young people will not need an EHC Plan to have their needs met in school. EHC Plans are for children and young people who have special educational needs or a disability (SEND) and need support over and above that which can normally be provided in educational settings. Schools are expected to follow the Graduated Approach (see overleaf) to identify children with SEND, put in support for those who need it and review their progress regularly. This should be planned and reviewed together with you as parents and carers as well as your child or young person.

North Somerset council have drawn up a guide to help you to understand the different kinds of support that your child or young person can expect to receive from school if they need more support to reach their full potential. You can view this guide, known as the "Graduated Response" along with the associated "Profile of need" for your child's age group, to learn more here: [Education Health and Care Plans in North Somerset](#) | [North Somerset Online Directory](#) ([n-somerset.gov.uk](http://n-somerset.gov.uk))

There are no requirements in law that state a child needs a diagnosis to have their needs met in school. The SEN and Disability Code of Practice 2015\* promotes a needs led approach. This means your child's school should be led by your child's needs and put support in place to help them with the things they find difficult. School staff can also ask specialists to give them advice such as speech and language therapists, educational psychologists or occupational therapists.

All educational settings have a "best endeavours" duty, meaning they must do everything they reasonably can, or put in every effort to meet the child or young person's needs. In addition, where a child has a disability – "a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities"<sup>\*\*</sup> schools also have to make reasonable adjustments to make sure your child is not put at a significant disadvantage to other children in the school. Again, there is no need for a diagnosis to prove that your child has a disability although some evidence from a health professional, including GP, paediatrician, therapist or school nurse could support you with this if you are having difficulties at school.



If your child has SEN please read the Graduated Approach flowchart on the next page to help in explaining what this is. You could ask to speak to your school's SENCO about what additional support can be put in place for your child if they are not making progress in school or struggling with particular aspects of school life. You could discuss in conjunction with the North Somerset "profile of need" what additional support can be put in place for your child . There can be a conversation about the different areas that your child may have needs within and what these needs are.

If, after reading this information and reviewing our Frequently asked questions resource on EHCPs (scan the barcode below) you have further questions or would like more information, advice or support please contact SEND and You at [sendandyou.org.uk/contact-us/](https://sendandyou.org.uk/contact-us/) or call 0117 989 7725



**References:**

\*Special Education Needs and Disability Statutory Code of Practice 2015, Department for Education and Department for Health

\*\*Equality Act 2010



**SAY**  
SEND AND YOU  
SENDIAS

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This can be done by using a four-part ongoing cycle of "Assess, Plan, Do, Review". This aids understanding of a pupil's needs and what support may be required.

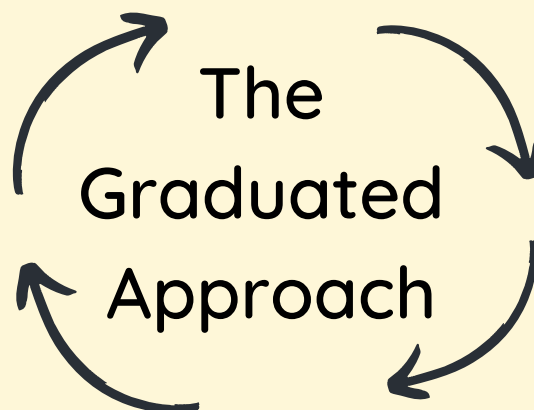
### REVIEW

The plan should be reviewed at least 3 times a year between the setting and yourself. The impact and effectiveness of the support and interventions, as well as progress made should be discussed and evidenced. Where progress has not been discuss next steps.

Clear information should be given so parent/ carers can be jointly involved with planning.

### ASSESS

Settings should gather information to help understand strengths and difficulties and what may help support progress and needs. Assessments will typically take place by teacher or subject teacher but they may include external professional guidance as well.



### DO

When the plan has been agreed the support should be put into place. The class or subject teacher remains responsible for the pupil's plan, even when interventions involve being away from the classroom.

### PLAN

Once your child's needs have been identified a plan, to outline support needed, should be made between the teacher and SENCo in consultation with yourself and your child. A plan will usually outline: SEN needs identified, outcomes, interventions, the expected impact, how often support will happen, who will provide this and when the plan will be reviewed.