Leigh
Stationers' Academy

Parental Guidance: SEND Referrals Process

Every young person develops and learns at their own pace. At Leigh Stationers' Academy, we aim to identify and support students who may benefit from additional help as early as possible. Sometimes a student may experience challenges with learning, communication, attention, emotional regulation or sensory needs that require further support within the school environment.

This guide explains how the Academy identifies emerging needs, what a school-based SEND referral involves, and how families and school can work together to ensure students receive the support they need.

How the Academy identifies emerging needs

Additional needs are often identified gradually through a range of information gathered across school life. This may include:

- Classroom observations from teachers
- Assessment information and progress data
- Pastoral or wellbeing information
- Feedback from parents and carers

When patterns of difficulty are noticed, staff may begin to explore whether additional support would benefit the student.

What a school-based SEND referral involves

A SEND referral allows the school to review information about a student more closely and consider whether additional strategies or support may be helpful.

It is important to understand that:

- A referral does not automatically mean a student will receive a diagnosis
- It allows the school to consider how best to support learning and wellbeing
- Parents and carers will normally be involved in discussions as part of the process

The aim is to understand the student's needs and identify practical ways to support them.

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Educational support and medical diagnosis

Support provided within school is separate from medical diagnosis pathways. Schools can introduce educational strategies and adjustments to support learning, but medical assessments or diagnoses are typically carried out through healthcare services.

Families who wish to explore diagnostic pathways may choose to speak with their GP, who can advise on appropriate referral routes.

Steps families may take

Parents who have concerns about their child's development or learning may wish to:

- Speak with the Academy about their observations
- Contact their GP to discuss possible assessment or advice
- Share any relevant reports or information with the school

Working collaboratively helps ensure that the most appropriate support is considered.

The graduated approach to support

Support for students with additional needs is often introduced gradually through a structured process sometimes referred to as a graduated approach. This typically involves:

- Identifying areas of need
- Introducing targeted strategies or interventions
- Monitoring progress over time
- Reviewing and adjusting support where necessary

This process helps ensure that support remains responsive to the student's development.

Working in partnership with the Academy

Strong collaboration between families and school is an important part of supporting students with additional needs. Regular communication allows both school and home to share observations, review progress and adapt strategies where necessary.

If you have concerns about your child's learning or development, families are encouraged to contact the Academy so that staff can discuss appropriate next steps and available support.