



11 September 2026

Dear Parents/Carers,

Subject: Referrals process

In recent years we have experienced a sharp increase in the number of referral requests received directly from parents/carers for neurodiversity and/or specific learning difficulties' assessments. Examples of such conditions include, but are not limited to, Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia and Dyscalculia.

To help ensure that this increase in demand is managed in as fair and timely manner as possible, please be aware that we frequently need to triage ASC/ADHD requests to prioritise according to need. Whether requests are made through us or via the GP, there is still a significant lead time required for us to request and collate the necessary feedback from the staff who teach and support the student to help inform the detailed and lengthy questionnaires that we are required to complete. It takes a significant amount of time to provide a professional and full response to each referral/questionnaire, and as such it is frequently necessary for us to operate an agile waiting list to ensure that these cases are balanced with our other work in support of students, and to ensure that the most pressing cases are prioritised. In particular, timings around school holidays need to be carefully considered to ensure that response deadlines do not risk being missed during periods of school closure.

At this stage it is important to note that diagnoses are not required for students to be supported within school where there is need, and generally speaking, continuous targeted support is expected to have been in place within the setting prior to a referral being made. We would always encourage parents/carers to get in touch with us to discuss their concerns prior to approaching their GP or requesting a referral directly by the school.

In a similar vein, parents/carers with concerns regarding specific learning difficulties such as Dyslexia and Dyscalculia are encouraged to contact Learning Support. Whilst we are unable to test for these conditions within school, we may be able to offer help and advice as to whether private testing may be appropriate. Once again, a diagnosis is not required for necessary support to be put in place within school.

Kind regards,

Mrs Alexander SENCo / Inclusion Lead