



Myth Busting



We have to label from day one

This is untrue. We shouldn't rush to put a label on a child. We should give them time to settle in, put in appropriate interventions/differentiation and monitor progress of the child. How we support a child to develop is more crucial.

We know their need/diagnosis from an early age and this will be accurate for many years.

This is not necessarily true. A child may seem to present with a specific need/diagnosis initially, but over time with appropriate support, it may become clear that this is not a prevalent need anymore. This is why assessment over time and reviewing, as part of graduated approach, is so important.

2 Key Stages behind is MLD/3 Key Stages behind is SLD.

This is too rigid and not always correct. This blanket approach is not specific enough for an individual child's needs and is not reflective of the steps and needs of the individual. Progress can be due to a range of factors – e.g., missed education.

They need a cognitive/psychometric assessment to be labelled with a learning need.

This is not the case. In fact, this is only a snapshot for the individual on that given day and more thoughts and observations are needed to gain the bigger picture for the individual. A diagnosis of a learning DISABILITY requires a holistic approach to the child.

Different types of needs do not interact.

A child may have many strengths and barriers to learning, these may not always be recognised in one category, it is important to understand the child holistically

EPs are here to diagnose

Doncaster EPS does not 'diagnose'. We may suggest an explanation using our psychological knowledge in terms of what we think could be going on/what the underlying needs may be, but we do not formally diagnose learning difficulties.

Without a label we won't get support!

A label/formal diagnosis is not needed for a CYP to get the support they need. If there is a learning need, but this has not been explicitly labelled, support/intervention can still be put into place following the graduated approach.

All children with SEND need an EHCP.

This is untrue. All children with SEND should have support in place at school but not necessarily an EHCP. An EHCP is only typically needed where the child needs the highest level of support and provision, long term.

This child has MLD so they need an MLD school.

Most CYP with MLD can access mainstream school if provided with effective support, intervention, and differentiation. All education settings have an obligation to educate all children, including children with SEND, there is a 'presumption of mainstream' (SEND CoP).