Flowchart 1: Referral to Community Learning Disability Team and Specialist Learning Disability Services (reproduced from Protocol for the Assessment of Parents with Learning Disabilities)

**Initial questions which may assist practitioners in the identification of learning disability:**
1. Did they attend special school?
2. Did they need extra help at school if in mainstream?
3. What did they do after leaving school? Did they obtain an NVQ? Did they attend a day centre?
4. Are they in receipt of any benefits, e.g., DLA?
5. Do they get any support from family members or professionals from Learning Disability services?
6. Do they respond to written communication either in writing or by approaching the letter writer?
7. Do they seem to understand requests or comments and follow them through?
8. Are they aware of areas they need help with?

**Contact CLDT for discussion about possible referral if there are any queries**

**Direct Referral to CLDT – give background information on parents and initial screening information that lead to possibility of LD**

**Discussion in the Integrated Referrals Meeting whether service eligibility criteria met - includes CLDT’S and SLDS.**

**Referrer may be asked to complete further screening using Sanderson Tool**

**Signposting to other services – e.g. Mental Health, Drug & Alcohol, Support & Advice from Network**

**Referral appropriate**

**Yes**

**Yes**

**Assessment of Parent**

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*Children Schools and Families will always retain responsibility for completion of the Initial and Core Assessments. When a child is at risk of suffering significant harm, however when an appropriate request for support/ specialist assessment is made, other agencies need to be mindful of the timescales, and referrals given high priority in line with the Child Protection Procedures.*