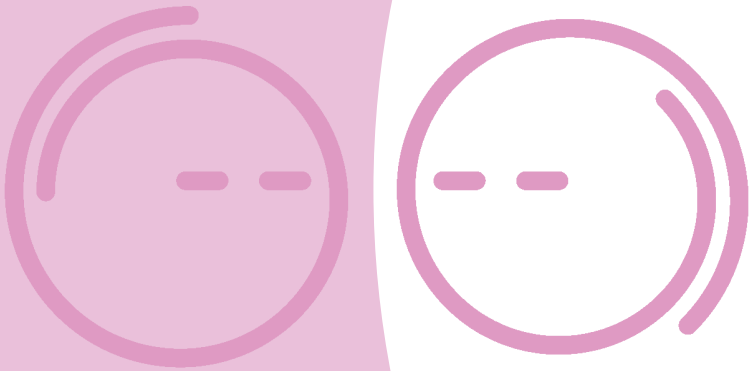


parent partnership

Special Educational Needs

A parents and carers guide to
Statutory Assessment and Statements

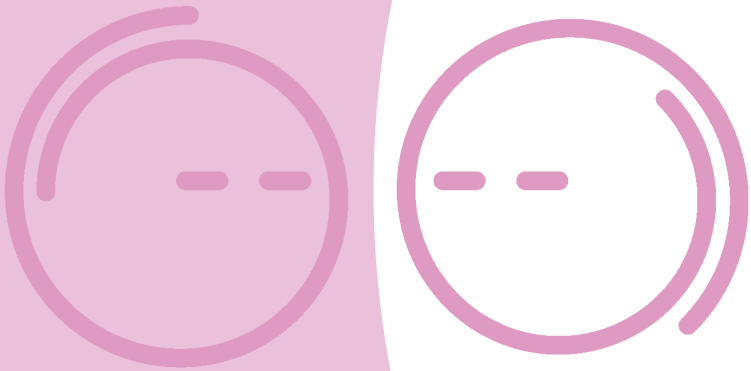




working with parents

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Introduction

This booklet is a brief guide for parents whose child has special educational needs and may need a statutory assessment.

A child is considered to have learning difficulties (special educational needs) if he/she finds it more difficult to learn than most other children. A child may have difficulties in one area, such as reading, or in several areas.

This booklet describes the procedure of how your child will normally be helped if requiring Statutory Assessment.

We aim to help you

- To understand what school and other professionals can do to help your child.
- To know what help is available for your child
- To be involved in your child's education and work together with your child's school

It can be very difficult for parents when they realise their child has a learning difficulty and is struggling at school. As a parent, you have the right to be involved in decisions about your child's education at all stages, and it is important that you and the school or early education setting, work together for your child.

This booklet is only a guide. If it does not answer your questions, or you would like further information or support, please ring:



01296 383754 **Parent Partnership**

Help at School

About 1 in 5 children will need extra help at school at some time in their education. Some children will have extra help throughout all the years they are at school, while other children will only need help for a short time.

The government have produced guidance to enable staff in early education settings and schools to provide the best possible help for children with Special Educational Needs. This guidance is known as “*The Special Educational Needs Code of Practice.*”

The Code of Practice divides a child’s educational career into three phases:


- Early education settings (3-5 years)
- Primary phase (5-11 years)
- Secondary phase (11-19 years)

All early education settings in receipt of government funding and all schools are expected to have a Special Educational Needs Policy; which describes how help is given to children with learning difficulties. You can ask for a copy of their policy.

All early education settings in receipt of government funding and schools have a SENCO (Special Educational Needs Co-ordinator), a teacher with particular responsibility for special educational needs. You can ask to meet with the SENCO to discuss your child’s learning difficulties.

In both early education settings and schools, careful monitoring of children’s progress, using a graduated approach, ensures that any special educational needs are identified as early as possible.

Children whose learning difficulties need the Local Education Authority to decide the additional help they need in school, may need a Statutory Assessment and a Statement of Special Educational Needs. This booklet describes this procedure.



Further reading:

- Special Educational Needs: A guide for parents, available from the DFES on **0845 6022260**
- Code of Practice on the Identification and Assessment of Special Educational Needs, available from the DFES
- School Special Educational Needs Policy
- Getting Extra Help: Advisory Centre for Education (ACE) on **020 7354 8321**

Statutory Assessment

Statutory Assessment is when the Local Education Authority (LEA) looks very carefully at what your child's learning difficulties are. They ask you, teachers and other professionals to produce reports about your child.

The statutory assessment will find out exactly what your child's special educational needs are and what help he or she will need.

In most cases your child's school or early education setting will ask the LEA to consider making an assessment. The LEA will then decide whether an assessment is necessary. They will consider the help the school or early years setting has already given, and your child's progress.

If the LEA decides that your child needs a statutory assessment it must let you know in writing, tell you about the procedures and inform you of your right to submit evidence about your child, that will help the LEA obtain a clear picture of your child's needs.

For the purpose of making an assessment, the LEA must ask for written:

- Parental advice
- Educational advice
- Medical advice
- Psychological advice
- Social Services advice (Social Services will only write a report if they are already supporting you and your child).
- Advice from any other professionals involved with your child, such as Speech Therapist, Learning Support Teachers etc.

Where possible and dependent on the age and ability of your child, the code of practice suggests that your child's views should also be taken into account. This is because research shows that including children and young people in the processes that affect them, can help to ensure their success.

The LEA will also inform you of the time limits they will work to and the name of your **Named Officer** (an officer of the LEA who will deal with your child's case). This name normally appears at the top right hand corner of letters. This letter also gives information about the role of Independent Parent Supporters. Further information on Independent Parent Supporters can be found in the 'Working in Partnership' section.

The statutory assessment should not usually take more than *ten weeks*.

If the LEA feels that your child's needs can be met by the school and that it is not necessary for the LEA to decide the help your child needs, they will write and inform both you and the school or early education setting, of their decision.

Parent Request For Assessment

You the parent can ask the LEA to carry out an assessment by making a request in writing. It is important to talk to your child's school before requesting assessment, so that you work together to provide the LEA with all the relevant information about your child. Occasionally other agencies involved with your child may also make a request.

The LEA should make their decision about assessing your child within six weeks of your request. If the LEA decides that your child needs a statutory assessment it must let you know in writing, tell you about the procedure and of your right to submit evidence about your child. (Often called the 'Parents' Contribution') The statutory assessment then continues as already described.

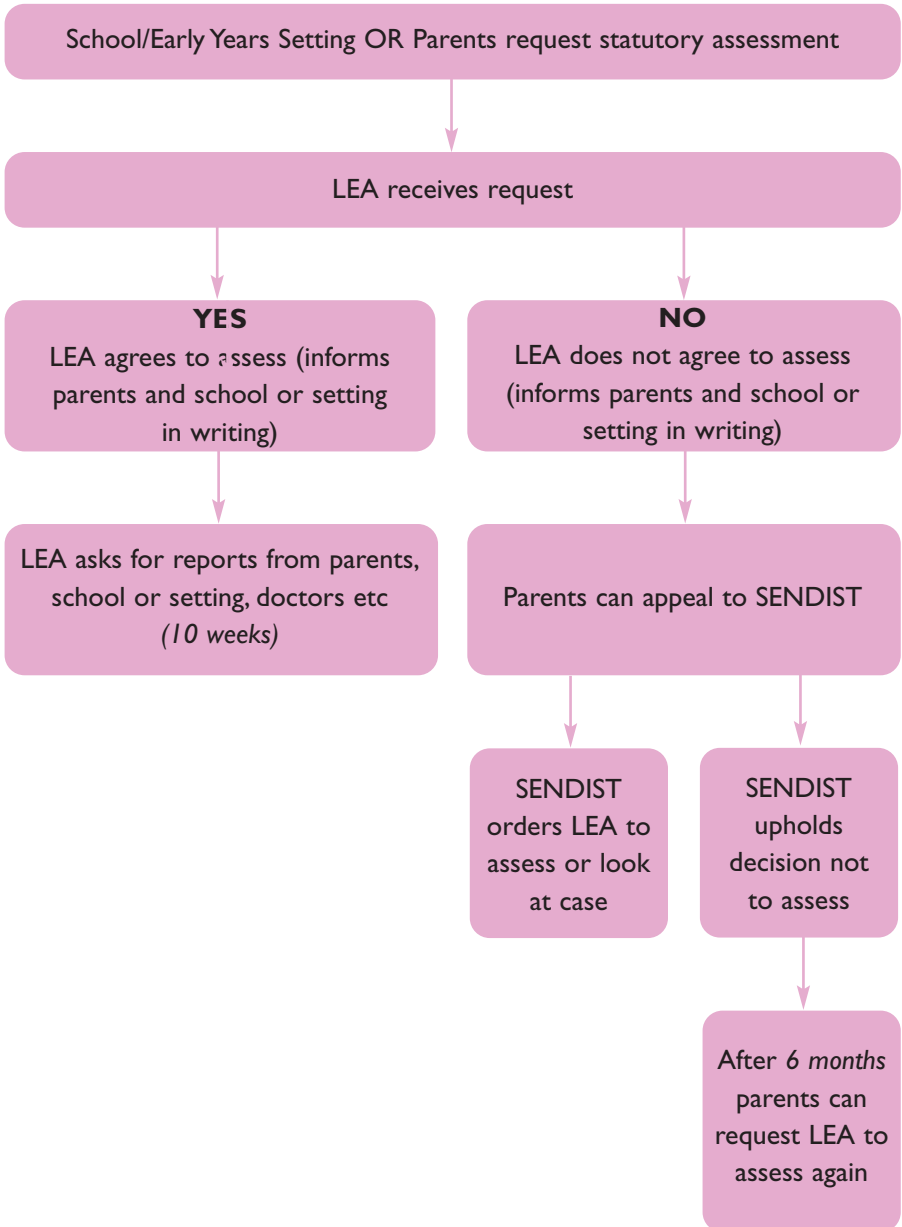
If the LEA feels that your child's needs can be met by school or early education setting and that it is not necessary for the LEA to decide the help your child needs, they must write to say they will not assess. They must also inform you that you have the right to appeal to the Special Educational Needs and Disability Tribunal. (SENDIST) If you decide to appeal to the Tribunal and they agree with you they can order the LEA to assess your child or look at your child's case.

The Tribunal process is described later on in this booklet.

Statutory Assessment of children under two

Statutory Assessment of children under two can sometimes be a little different. Often health services and parents have identified a special need in a child at this age, and it can be necessary to help provide for children with the most complex needs. Please contact Parent Partnership if you would like to further information.

Statutory Assessment



Statement

The LEA may decide to write a detailed report (statement), after the statutory assessment, which describes your child's special educational needs and the extra help that must be given in a school or early education setting (mainstream or special), including any additional help from the LEA.

At the end of the assessment, if the LEA thinks it is necessary to decide what help your child needs, they will decide to write a **Statement of Special Educational Needs**. Within the next 2 weeks the LEA must send you a **Proposed Statement** for your child, together with all the reports submitted. The statement sets out your child's needs, what kind of help and the amount of help he or she will receive.

However, if, after the assessment process, the LEA does not think it is necessary to decide what help your child needs and that your child's needs can be met by the school or early education setting, it will not write a statement. The LEA must inform both you and the school or early education setting in writing (normally within 2 weeks) of its decision (**Note in Lieu**), giving its reasons and providing you with copies of the reports submitted. The LEA must also inform you of your right to appeal to the Special Educational Needs and Disability Tribunal. (SENDIST) The Tribunal process is described later in this booklet

The statement is in 6 parts:

Part 1: Introduction

Child's name, address, date of birth, parent's names, address(es), child's home language and religion.

Part 2: Special Educational Needs

Details of your child's learning difficulties.

Part 3: Special Educational Provision

The help that is needed for your child and which must be provided.

Part 4: Placement

The type and name of the school where your child is to be educated.

(Left blank on the proposed statement, for you to name your preference)

Part 5: Non-educational Needs

Any non-educational needs, such as transport, speech therapy, physiotherapy.

Part 6: Non-educational Provision

Details how your child will get the help described in part 5.

After receiving the Proposed Statement, you have 15 days to:

- tell the LEA what you think of the statement, points you agree or disagree with, changes you would like made
- name the school or early education setting you would like your child to attend

You have the right to say which school or early education setting you would prefer your child to go to. This may be a school or setting that is not maintained by the LEA, the place your child currently attends or sometimes a different LEA school. If you ask for a school or early education setting that is not maintained by the LEA and the LEA disagree, the LEA will explain their decision and ask you to say which education provision you prefer. If you ask for an LEA school or early education setting to be named, then the LEA must agree as long as:

- the school or early years setting you choose is suitable for your child's age, ability and special educational needs
- your child's presence there will not affect the efficient education of other children already in the school; and
- placing your child in the school or early years setting will be an efficient use of the LEA's resources.

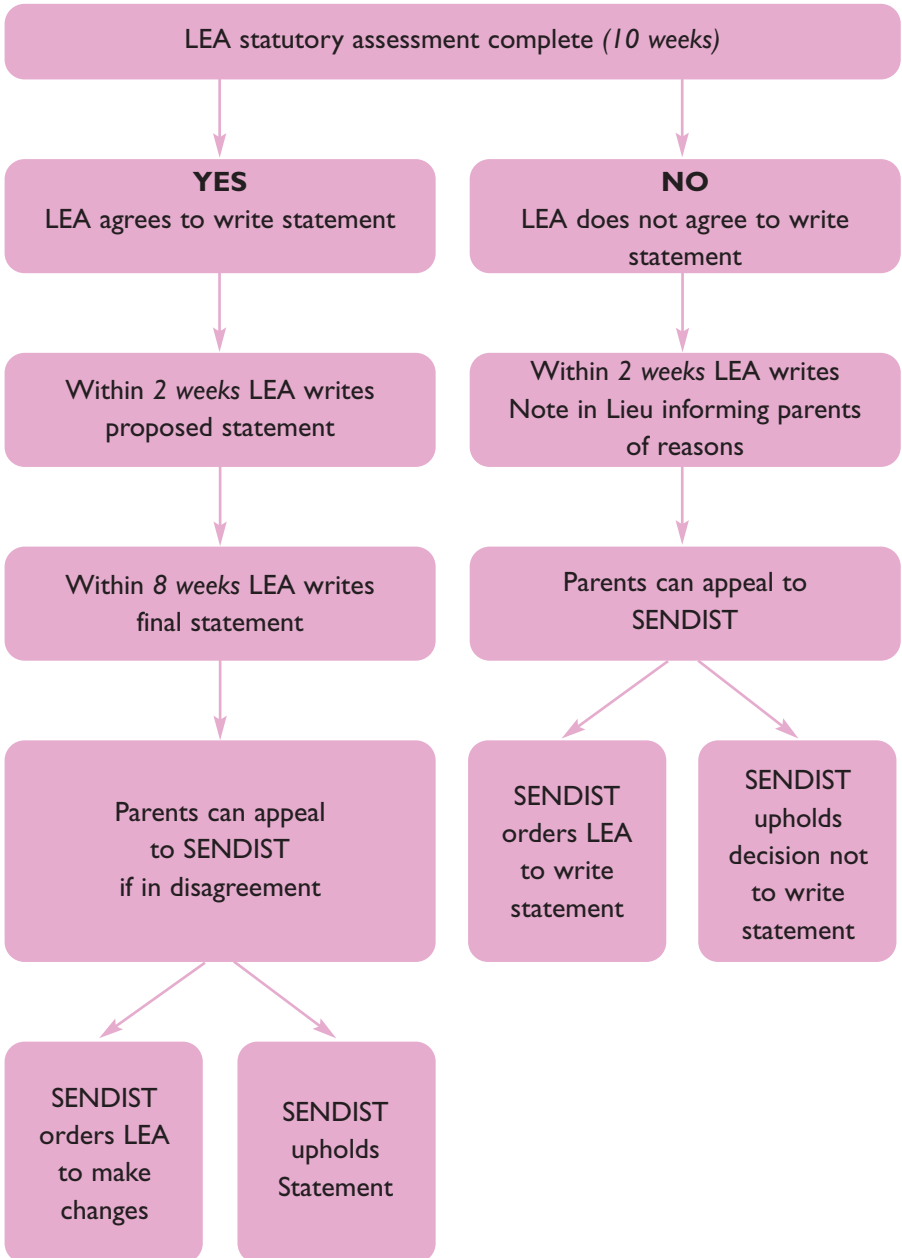
If the LEA decide not to name your preferred school or early years setting, they will discuss this with you.

- ask for a meeting with a LEA officer (usually the Named Officer) if necessary to discuss the Proposed Statement further.

Once the Proposed Statement has been agreed by you and the LEA, then the LEA will write the **Final Statement**. This should be done within 8 weeks of issuing the Proposed Statement.

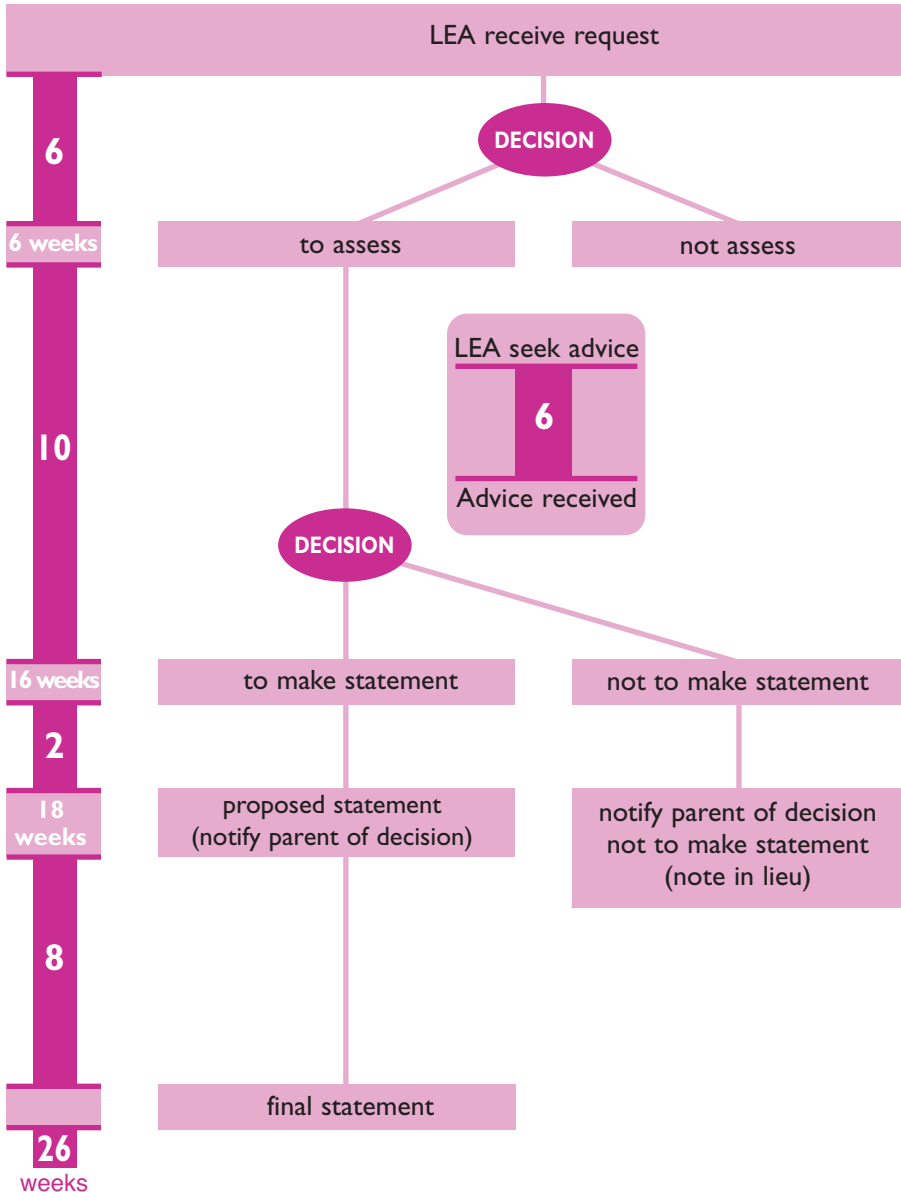
If you disagree with parts of the Final Statement, and cannot reach agreement with the LEA, you have the right to appeal to the Special Educational Needs and Disability Tribunal (SENDIST) The Tribunal process is described later in this booklet.

Statement



In summary, the time limits for making an assessment and statement are:

(Taken from Code of Practice, Page 120)



Special Educational Needs and Disability Tribunal (SENDIST)

The SEN and Disability Tribunal is an independent panel which looks at appeals by parents against LEA decisions on their child's special educational needs and disability discrimination issues.

You can appeal to the SEN and Disability Tribunal for various different reasons after the statement has been issued, or if the LEA refuses to assess your child or write a statement. A form for appealing to the Tribunal is available in the back of the booklet issued by the Tribunal office.

Copies of the booklet are available from Parent Partnership. If you would like more information on appealing to the SEN and Disability Tribunal, please ask Parent Partnership for a booklet and any assistance you may want.

Mediation Service

An independent Mediation Service is available to parents who appeal to the SEN and Disability Tribunal to try to resolve differences between parents and the LEA. Parents are contacted once an appeal has been registered.



Annual Review

Your child's statement must be looked at every year to see if it is still appropriate. This is called the Annual Review. Changes to the statement can be recommended at the annual review.

You will be invited to attend this review meeting together with teachers and any other professionals involved in helping your child. You would normally be notified of the date of the review about 2 months in advance. Anyone invited to attend the Annual Review will be expected to write a report about your child's progress. You should receive copies of these reports 2 weeks before the date of the meeting.

At the meeting your child's progress will be discussed and goals set for the coming 12 months. This may result in changes being made to the statement. If you do not agree with the proposed changes, you have the right of appeal to the SEN and Disability Tribunal.

After your child's 14th birthday, each annual review will include a Transition Plan. The Transition Plan is normally drawn up with advice from the Connexions Service and/or Social Care. This plan sets out agreed arrangements to make sure that the young person receives the necessary specialist help to prepare for placements in the future as well as help after leaving school and during further education. A transition review leaflet is available from Parent Partnership.

An Annual Review leaflet is available from Parent Partnership which describes the Annual Review in more detail. Please contact us on 01296 383754.

Working in Partnership

The best results for your child will happen when you, the school, and the LEA are working in partnership. However, understanding what the school or early education setting and the LEA are doing for your child and meeting with the LEA, teachers and other professionals can be difficult for parents at times.

When you meet with the school, early education setting or the LEA it may help if you have some idea of the information you want. If you wish to ask questions it may be helpful to let the school, setting or LEA have the questions before the meeting so they can give you the answers when you meet. If anything is not clear at the meeting, ask for things to be explained again. Every profession has its own jargon with words that don't mean what you expect!

It may also be helpful to take someone with you to the meeting, who can provide you with support at the meeting. An **Independent Parent Supporter** can do this. An Independent Parent Supporter can be a friend or relative, or an independent volunteer who has been trained in the Special Educational Needs Code of Practice, and who understands what the school or setting and the LEA should be doing for your child.

Parent Partnership is in place to provide impartial advice, information and support to parents whose children have special educational needs. We can put parents in touch with a trained volunteer Independent Parent Supporter and we also hold information on local support groups and Voluntary Organisations that can be helpful to parents. Please ring if you would like an Independent Parent Supporter to help you or if we can be of assistance:

01296 383754 **Parent Partnership**

Definitions and Abbreviations

You may come across some of these definitions and abbreviations when dealing with your child's special needs.

Types of Learning Difficulty

The code of practice suggests that children 'will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs.

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical'
(code of practice p85)

The code of practice recognises that all children are unique and that fixed categories of special educational needs cannot reflect the diversity of need in many young people.

People You or Your Child Might Meet

Educational Psychologist (EP)

The Educational Psychologist is a psychologist with expertise in child development and working in the education field. They will consult about effective assessment and strategies to promote the emotional well-being of children in school to promote their learning, behaviour and development.

Education Welfare Officer (EWO):

Person employed by an LEA to help parents and LEAs meet their obligations in relation to school attendance.

Independent Parent Supporter

Someone independent to give you help, information and advice about the procedures involved in dealing with your child's special educational needs. An IPS can be a friend, relative, someone from a voluntary organisation or a trained volunteer.

Learning Support Assistant (LSA)

A non-teaching assistant who works under the direct supervision of the teacher to provide extra help to your child.

Learning Support Teacher

A teacher from the Specialist Teaching Service who is specially trained and offers advice to school on children with special educational needs.

Named Officer

An officer from the LEA who may deal with your child's case. This may be an Education Officer (EO) or an Assistant Education Officer (AEO).

Occupational Therapist (OT):

Occupational Therapists treat and advise on your child's co-ordination and manipulation skills.

Physiotherapist (PT):

Physiotherapists treat and advise on your child's motor functions.

Special Educational Needs Co-ordinator (SENCO)

A teacher at your child's school or early years setting with particular responsibility for special educational needs.

Speech and Language Therapist (SALT):

Speech and Language Therapists treat and advise on your child's speech and language skills.

Other Useful Terms:

Annual Review

A meeting held at least every year to review a child's progress, particularly with reference to a Statement of Special Educational Needs.

Code of Practice

A guide to schools and Local Education Authorities (LEAs) on the help they can give to children with special educational needs. Schools and LEAs must have regard to the Code when they provide for a child with special educational needs.

Individual Education Plan (IEP)

A document drawn up by the Special Educational Needs Co-ordinator and your child's teacher(s), detailing your child's' particular needs and how the school are going to help your child.

Learning Difficulties

A child has learning difficulties if he/she finds it much harder to learn than most children of the same age.

Local Education Authority (LEA)

Local government body responsible for providing education and for making statutory assessments and maintaining statements.

Mainstream School

An ordinary school

Maintained School

A state school

Non-maintained Special School

A non-profit making special school which charges fees. Charities or charitable trusts run most non-maintained special schools.

Note In Lieu of a statement

A note in lieu is issued when the LEA decides that it is not necessary to write a statement. It will describe the child's special educational needs and the reasons why it was not appropriate to write a statement.

Pupil Referral Unit (PRU)

A Pupil Referral Unit is a local education authority unit that offers pupils support in school, as well as education and help on a short-term basis, away from the mainstream school.

Review

Any review of a child's progress other than the annual review; is usually termly.

School with a Department

Mainstream schools with specialist departments for children with different kinds of learning difficulty who have Statements of Special Educational Needs.

Special Educational Needs (SEN)

A child has special educational needs if he/she has learning difficulties that need special help.

Special Educational Needs and Disability Tribunal (SENDIST)

An independent body that hears parent's appeals against decisions made by the LEA and disability discrimination issues.

Special School

A school to help children with special educational needs, normally organised in smaller classes etc.

Specialist Teaching Service (STS)

The Specialist Teaching Service offers assistance to schools through teachers who have qualifications and/or expertise in special educational needs.

Statement of Special Educational Needs

A document that sets out a child's needs and all the extra help he/she should get, issued after Statutory Assessment.

Statutory Assessment

A very detailed examination of a child's special educational needs. It may lead to a Statement.

Transition Plan

A plan drawn up at the first Annual Review of a statement after a child's 14th birthday, normally Year 9/10. It sets out the steps needed for a child to move from school to adult life.

Notes

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اس وقت ہماری فون ہیلپ لائن پر انگریزی میں جواب دیا جاتا ہے۔ اگر کوئی انگریزی بولنے والا آپ کی طرف سے ہمیں فون کرے تو ہم آپ کے لئے ترجمان کا انتظام کر سکتے ہیں جو آپ کی اور ہماری مدد کرے گا۔

حالا میں امانی ڈیولواڈن اوپر ماتر انڈرلڈ میں ج جواہر آاپواماں آاوه ڈه، جو تہہ انڈرلڈ ہولنار کوڈ وڈکٹنہ تہارا وتی ڈون کروانڈ کڈی شکو تو تہنہ ہڈڈ کری شکیڈہ تہ ماتہ اہہ ڈنڈرڈر (ڈولواڈیا)نی گوڈولڈ کری شکیڈہ.

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