

What parents can expect from their child's school:

A school must: -

- ❖ Provide the name of the teacher responsible for children with SEN (usually called the SENCO);
- ❖ Explain its arrangements for deciding which children need help and how it will be given;
- ❖ Describe how it will work closely with parents

What parents should expect from their Local Authority (LA):

A LA must:

- ❖ Inform parents of relevant advice, information and services in the area;
- ❖ Make arrangements for Parent Partnership and Dispute Resolution Services and make these known to parents;
- ❖ Make assessments and statements within the proper time (see leaflet Statutory Assessment and Statementing)
- ❖ Write clear and thorough statements which set out a child's needs, the objectives to be achieved, the provision to be made and arrangements for monitoring and review;
- ❖ Ensure that there is an annual review and that educational targets are monitored;
- ❖ At all stages, inform parents of their rights of appeal and the fact that these rights are not affected if parents choose to use dispute resolution procedures (see leaflet on Disagreement Resolution)

This leaflet is from a range of information produced by Children & Young People's Services and Wigan Parent Partnership Service. Topics include - Statutory Assessment, Statementing: Disagreement Resolution Service, Tribunals: Annual Review & Transition, etc.

If you would like to access more information, please contact:

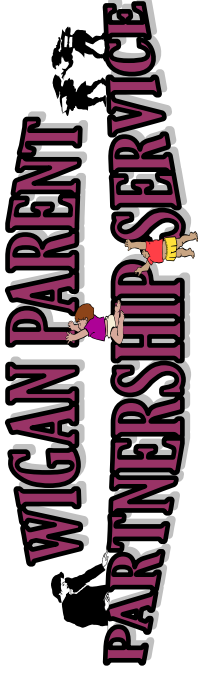
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Further information may also be available from the Access & Inclusion Team -Tel: 01942 486132



If you need information in another format eg larger print, Braille, audio, or in a language other than English, please contact us on:
Tel: 01942 486131

Children and Young People's Service in conjunction with



*Local Authorities are under a statutory duty to provide a Parent Partnership Service.
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Children & Young People's Services*

**FOR PARENTS/CARERS OF CHILDREN WHO HAVE
OR MAY HAVE SPECIAL EDUCATIONAL NEEDS**

General Questions & Concerns



If you have a child who has, or may have, special, or additional, educational needs (SEN) and have any concerns about the steps that are taken to support them, then you may find the information in this leaflet helpful. It contains suggestions and guidance on how you can express your concerns and hopefully achieve a satisfactory outcome.

Key Phrases: SEN – Special Educational Needs LA - Local Authority
IEP – Individual Education Plan PPO – Parent Partnership Officer
EP – Educational Psychologist SENCO -Special Educational Needs Co ordinator

FIRST CONCERNS

Parents/carers would always have the opportunity to raise any concerns about their child's progress at parent's evenings. However, depending on the level of concern, you may feel it necessary to speak to your child's class teacher at the time of your concern rather than wait for the next planned meeting. Indeed, should parents have any concerns about their child in school, they would always be well advised to make an appointment at their child's school and voice their concerns.



Parents are encouraged to voice their concerns with staff at school and discuss possible ways their child can be supported in school

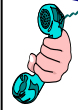
Parents should inform school of the reason for their request for a meeting, not only as a matter of courtesy, but also to assist the school in arranging the most appropriate people to attend.

Staff at school may similarly ask to speak with you, and the nature of their concern can likewise then be shared with you. Hopefully, such meetings or conversations will prove to be not only productive, but also re-assuring for parents and school alike, as both can then share in any plan of support for the child.

At this point of **IDENTIFICATION**, it may be that parents are introduced to a key member of staff with specific responsibility for special needs, known as the **SENCO**. All schools have a special needs co-ordinator, (SENCO), The SENCO has an advisory role and is also responsible for making sure that the school's SEN policy is followed. The SEN policy will have regard to:

THE CODE OF PRACTICE:-

This document gives detailed practical guidance to schools and LA's on how to assess, record, meet and review special educational needs. It recommends that schools and LA's should provide a graduated response to children with SEN. If increased or additional support is required, this is then referred to as School Action and School Action Plus. Parents and pupils are entitled and indeed, should be encouraged to be fully involved and consulted throughout the process.



Meetings to discuss issues can be very useful and parents can take someone with them, but it's courtesy to let school know, if only to ensure there's enough chairs!

WHAT CAN I EXPECT TO HAPPEN?

In practical terms, once your child is identified as experiencing some difficulties, the school should adopt a **graduated approach** to meeting those needs. Initially, it may be that differentiation; (i.e. changes) are made in the way that lessons are delivered to your child. This may be at a different speed or in a different way, but in any event it hopefully enables your child to 'learn' more effectively.

If this method works, all well and good, however, some children may continue to experience difficulties. At this stage, more intervention may be required, and the SENCO, along with others, including yourselves, may draw up an IEP (Individual Education Plan) This, known as '**School Action**', identifies school based interventions which again are devised to address your child's needs.

If difficulties persist, then school may then request support from outside agencies to advise the school on further changes which could be made within school to meet your child's needs. This is then known as 'School Action Plus'

The early stages of assessing and meeting SEN should be based within the school setting. The final procedures involve statutory requirements with responsibility shared between school and LA.

It would be expected that school and parents would have had several opportunities to discuss progress, and hopefully would have a shared understanding of the situation. Therefore, nothing should be totally unexpected for either school or parent as they should both be aware of the current situation and also the next steps in following the graduated approach.

Schools are well placed to not only identify any difficulties your child may have but also to monitor the effectiveness of any help and supportive interventions. It is widely accepted that as many as 1 in 5 children will experience some difficulties in their school life and although this does not intend to make light of those difficulties, it may sometimes help to put them into perspective.

The primary concern for all involved will be to address your child's needs and everyone will be working towards achieving the best outcome.

Depending on your child's needs, the school may consider using additional funding through **SIS**, (School Based Identification System) or, if there's evidence that despite additional support, the difficulties persist and are considered to be long standing, the LA may be requested to consider making a **Statutory Assessment**.

This process allows for the collection of information and advice from schools, psychologists, any other relevant agencies, and just as importantly, parents. All the information is then carefully considered by a panel made up of LA Officers, Educational Psychologists, Learning Support staff, Headteachers and SENCO's. Parents are then informed of the outcome of the panel meeting **and of the next steps**.