

Parent Information

**A Guide for Parents
and Carers**



**Special educational needs
and disabilities**



Special educational needs

All children are individuals. They have their own strengths and weaknesses. All children have particular interests and activities that they enjoy. Some children find learning easy and some find it hard. With the right help all children develop at their own pace.

The law says that a child has special educational needs if he/she finds learning significantly harder than most children of the same age, or has a disability, which makes it difficult for him/her to take a full part in school life. The majority of children who have special educational needs (including learning difficulties, medical conditions and/or disabilities) can be educated successfully within their local mainstream school.

If you think that your child may have special educational needs it is important for you to discuss your concerns with the school and any other appropriate professionals.

If your child is under school age you could talk to your child's:

- health visitor
- doctor
- pre-school (nursery or playgroup).

If your child is of school age you should talk to your child's:

- class teacher/tutor or Headteacher
- the school's Special Educational Needs Co-ordinator (SENCO) or equivalent

If these professionals identify that your child does have special educational needs he/she should receive the appropriate level of help.



You should always talk to your child's school to find out what support the school is able to offer your child.

Schools provide extra support to children as appropriate within the graduated response identified by the SEN Code of Practice recommended by the Government.

Early Years/School Action: - The child's Teacher/s in liaison with the SENCO or equivalent:

- consults parents
- gathers information
- arranges for appropriate help within class
- sets targets, and monitors progress

If, after a period of time, a child does not make expected progress the school will move on to ...

Early Years/School Action Plus:

- The SENCO or equivalent, with the assistance of the child's Teacher/s:

- consults parents
- continues to gather information
- consults outside professionals
- involves external support services
- arranges for appropriate help within class
- sets targets which may be in the form of an Individual Education Plan (IEP) and monitors progress

IEP's – these planning documents should only record that which is **additional to** or **different from** the differentiated curriculum plan. They should include information about: -**Targets set; Teaching strategies to be used; Success criteria; Review date; and Outcome (which should be recorded at the review)**

A very small percentage of children have significant difficulty in accessing the National Curriculum at an age appropriate level.

These children may require a statement of special educational needs.

Statutory Assessment: -

The Local Authority (LA) carries out a thorough process of investigation in order to find out exactly what your child's needs are. Consultation with parents is an important part of this process, this is because the LA recognises that parents have valuable information about their children.

If the evidence collected in the Statutory Assessment process suggests that the child's needs should continue to be addressed and monitored at 'Action Plus', the LA will issue a 'Note in lieu' explaining the reason that they have not decided to issue a statement. However, if the evidence collected confirms that the child has extraordinary needs, then ...

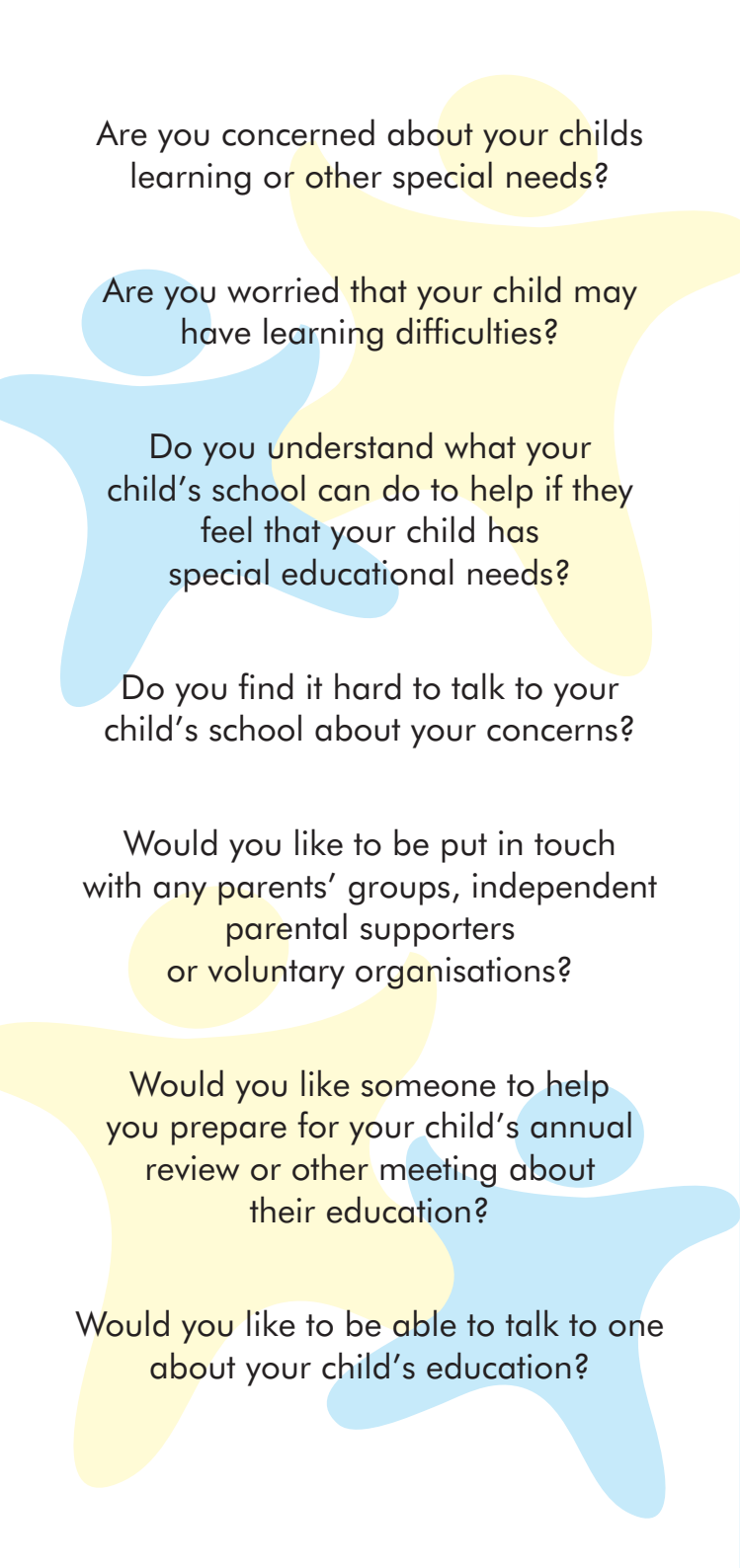
Statement of Special Educational Needs: -

Parents are issued a 'Statement of Special Educational Needs' in respect of their child. The child receives all the support identified as necessary for them to access the National Curriculum to the same extent as most other child of the same age.

The progress of all children who have special educational needs is monitored and reviewed at regular intervals, so that changes can be made to ensure that the level of help given to each child matches their level of need. Some children will require more help as they get older whereas others will require less.

If parents are not satisfied with this process there are systems in place for mediation, complaints and appeals.





Are you concerned about your child's learning or other special needs?

Are you worried that your child may have learning difficulties?

Do you understand what your child's school can do to help if they feel that your child has special educational needs?

Do you find it hard to talk to your child's school about your concerns?

Would you like to be put in touch with any parents' groups, independent parental supporters or voluntary organisations?

Would you like someone to help you prepare for your child's annual review or other meeting about their education?

Would you like to be able to talk to one about your child's education?

Useful telephone numbers & websites:

DfES ParentsCentre

www.parentscentre.gov.uk

South West Regional SEN Partnership

www.sw-special.co.uk

Torbay Children's Services

Tel: (01803) 208208

www.torbaychildren.org.uk

Torbay Grid 4 learning

<http://tgfl.torbay.gov.uk/Whats-New.htm>

Signposts for Carers

information helpline: (01803) 666620

Parentline Plus

www.parentlineplus.org.uk

helpline: 0808 800 2222

Disability Rights Commission

www.drc-gb.org/education/

Tel: 08457 622 633

If you require this in a different format or language, or want further information and support, please contact:

Maddalena Cawse

Torbay's Independent Parent

Partnership Service

(01803) 559765

or

Marianne Lewis

Pupil & Parent Liaison Officer

(01803) 208239

mobile/text: 07788684965