

Supporting parents and carers of children with special educational needs



Norfolk Parent
Partnership

Helping children in school



Illustrations by Jim Kavanagh

How can school help my child?

Schools can help by:

- ◆ Identifying children's needs early
- ◆ Adapting teaching to meet individual needs.

Most children will benefit from these different approaches and will make progress, but some may need more support.

Schools:

- ◆ Have a duty to tell parents if their child is considered to have special educational needs and of the special provision being made
- ◆ Should follow the Special Educational Needs (SEN) Code of Practice, which gives them guidance about how best to provide for children who need extra help
- ◆ Must have a written SEN policy saying how they will support children with SEN
- ◆ Will have a member of staff appointed as the SENCO (Special Educational Needs Co-ordinator).

What can the SENCO do to help?

The SENCO will usually:

- ◆ Take the lead in further assessment of your child
- ◆ Plan future support for your child - this is called School Action or School Action Plus
- ◆ Ensure that records are kept of your child's progress
- ◆ Ensure they talk with you and other professionals involved with your child
- ◆ Advise and support other members of staff in the school around special needs issues.



What is School Action?

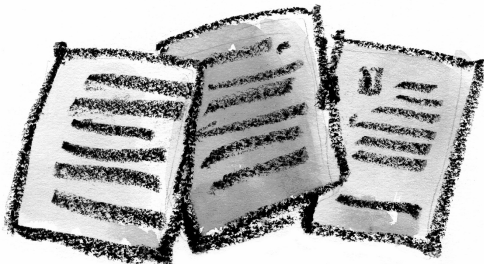
Your child may need extra or different help to make progress. This is called **School Action**. The teacher will talk with you and the SENCO about what action is needed.

The SENCO will collect information from you and other people working with your child. This will help you and the school plan the action needed.

An **Individual Education Plan (IEP)** may then be written.

The **IEP** will include information about:

- ◆ 3 or 4 short term targets
- ◆ How these will be taught
- ◆ Any additional support or equipment
- ◆ When the plan is to be reviewed.



The IEP should be reviewed with you at least twice a year and ideally each term. Wherever possible your child should be involved in setting targets and in the review process. Their views should always be considered.



Pupils who have made a lot of progress may no longer need support at **School Action**.

What is School Action Plus?

If there is concern about the progress your child is making with support through School Action, he or she may need extra help at School Action Plus. This should be discussed with you, and you can bring it up with the school.

At School Action Plus, the SENCO will ask for advice from external support services. For example, someone from the Norfolk Psychological Service or the Health Service. If your child is referred for or receiving support around any issues which may be related to a special educational need, it is important to inform the school.

A new IEP may be written for your child, taking into account this extra advice or support. New targets will be set and your child's progress will continue to be monitored and reviewed.

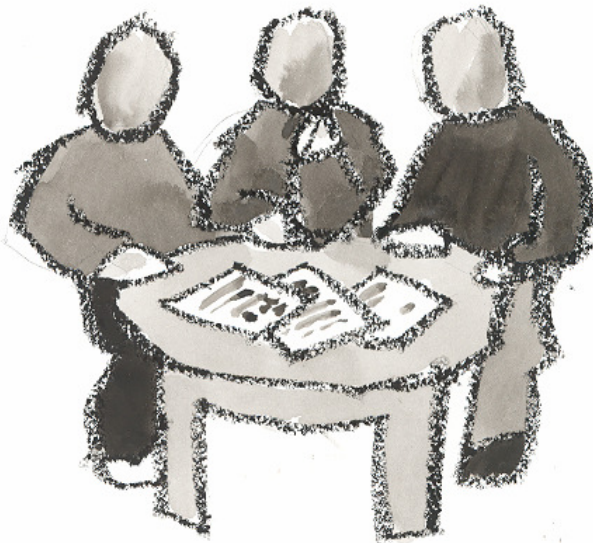
At a later review your child's achievements may enable support to be offered through School Action.

You should be kept fully informed about what is happening and your permission will be asked if any additional information is to be obtained from outside specialists.

What if there is still concern about my child's progress?

A very small number of children will not make sufficient progress with the help given at School Action Plus. The SENCO will then discuss with parents and others already involved whether a statutory assessment of special educational needs is required. Parents and/or schools can make a request to the Local Authority for a Statutory Assessment (see our leaflet on Statutory Assessment and Statements).

Other leaflets which you might find useful are "Working together to help your child" or "What if we cannot agree?"



Booklets available for parents and carers of children with special educational needs

- ◆ Norfolk Parent Partnership
- ◆ Information and support for parents and carers
- ◆ The Independent Parental Supporter
- ◆ Helping Children in Early Years Settings
- ◆ Finding out about a school
- ◆ Helping children in school
- ◆ Statutory Assessment and Statements
- ◆ Working together to help your child
- ◆ Annual Reviews
- ◆ What if we cannot agree?
- ◆ Jargon Buster
- ◆ Useful Contacts
- ◆ Funding in mainstream school
- ◆ Exclusions from School
- ◆ Volunteers Needed

If you would like this booklet in large print, audio, Braille, alternative format or in a different language, please contact us at Parent Partnership and we will do our best to help you.

For more information about anything in this booklet, or copies of any of the above titles please contact:

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