

Special Educational Needs

If you think that your child has a SEND you should talk to your child's teacher or the SENCO (Special Educational Needs Coordinator).

You could ask if:

- the school thinks your child has difficulties
- they think your child has special educational needs
- your child is able to work at the same level as other children
- your child is already getting some extra help and
- you can help your child



The Graduated Approach

This recognises that children learn in different ways and can have different kinds of levels of special educational needs. So increasingly, step-by-step, specialist expertise can be brought in to help the school with the difficulties a child may have.

The school must tell you when they first start giving extra or different help to your child because your child has special educational needs. This help is called **School Action (soon to be called SEND Support)**.

Individual Education Plan (IEP)

Your child's teacher is responsible for working with your child on a day-to-day basis and should write down the help for your child in an IEP.

The IEP should cover:

- what special help is being given
- how often your child will receive this help
- who will provide the help
- what their targets are
- how and when your child's progress will be checked and
- what help you can give at home



If these steps aren't enough for your child, because of their special educational needs then the local authority will need to make an assessment of your child. This is called a **Statement of Special Educational Needs. This is changing to be called An Educational Care Plan.**

The LA will look at the request and will write to you to say:

- that they are considering whether to carry out a statutory assessment
- tell you how it will be carried out if one is done
- explain the timescales involved
- give you the name of the person who will be your point of contact (the Named Officer)

In their view, very few children need a statutory assessment. If they carry one out they will ask a number of professionals to give their views on your child such as

- the school
- an educational psychologist
- a doctor
- social services (if they know your child)
- anyone else they consider appropriate

You will be asked for your views and you may also send the LA any private advice or opinions you have collected about your child and they should take these into account as part of their assessment.

If the LA refuses to carry out an assessment or give your child a statement of special educational needs then you have two months from the date they confirm this in writing to appeal.



The Common Assessment Framework (CAF)

A CAF is a standardised approach to conducting an assessment of a child's additional needs and is used to decide how those needs should be met. It is a general holistic assessment.

It is used by practitioners across children's services in England, such as schools, children's centres, youth workers, private nurseries, and anybody within the children's workforce who has received CAF training.

The CAF will promote more effective, earlier identification of additional needs, particularly in universal services. It is intended to provide a simple process for a holistic assessment of a child's needs and strengths, taking into account the role of parents, carers, and environmental factors on their development.

The holistic approach adopted by the common assessment focuses on three main areas.

- Development of the child or young person - how well they are developing, including their health, emotional and social development, and progress in learning.
- Parents and carers - how well they are able to support their child or the young person's development, and their ability to respond appropriately to their needs.
- Family and environment - the impact of wider family and environmental elements on the child or young person's development and on the capacity of their parents or carers.

A CAF can be done anytime there is concern about a child or young person's progress towards the five Every Child Matters priority outcomes without additional services.