

# Special Educational Needs

## Starting the statutory assessment (statementing) process

>> A guide for  
parents and carers



*Working together to make a difference*



## Dear Parents

*Everychild has a right to the best education we can provide. In Brighton & Hove we are working with all our schools to make this aim a reality. Many children have special educational needs of some kind, and we want to make sure that they have the best possible support. This booklet explains what we do to provide that support. It explains the system, tells you who you can talk to for help and advice, and describes the steps we follow to assess and meet your child's needs.*

*This booklet has been written by a team of staff from the Children, Families & Schools Directorate and schools as well as parents. I would like to say a big thank you to everyone who contributed to it, many of whom gave very freely of their time. I hope you will agree that their efforts have been worthwhile. Please let us know of any way you think the booklet could be improved in the future.*

*Finally, may I reassure you that we always have your child's best interests at heart. We will work with you to obtain the best education that we, as a local authority, can provide.*



*Yours sincerely,*

*David Hawker*

David Hawker  
Director of Children,  
Families and Schools

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## 1 Introduction

This booklet is aimed at parents and carers whose child is about to have an assessment of their special educational needs. It gives information about the processes and procedures which are set out in the government's Special Educational Needs Code of Practice.

If you would like to speak to someone who can explain the statutory assessment process to you, you can ring aMAZE on **01273 772289**. (See Section 2 for more information about aMAZE.)

A leaflet called 'Is your child having difficulty learning in school?' explains the help available for children before the Children, Families & Schools Directorate (CFS) decides that they will need a statutory assessment. You can get a copy from your child's school.

### What are special educational needs?

If your child has special educational needs, it means something is affecting their ability to make progress with their learning. It does not necessarily mean that your child has a disability or that the problem is long term.

Special educational needs can arise for a number of reasons. In some cases this may be a temporary difficulty that can be overcome with the assistance of you, the school and other support agencies. For others, there may be long-term special educational needs.

### What is the Code of Practice?

The Code of Practice gives guidance to local education authorities (LEA), schools and other settings who work with children on how to identify, assess and make provision for children's special educational needs (SEN). It helps everyone understand how to put the law about education into practice.

All local authority maintained educational settings must follow the Code of Practice. This includes early years' settings that receive money from the government.

You can get free copies of the SEN Code of Practice from the Department for Education and Skills at [www.dfes.gov.gsi.uk/sen](http://www.dfes.gov.gsi.uk/sen) or call their publications centre on **0845 602 2260**.

### The Children, Families & Schools Directorate

In Brighton & Hove, the local education authority (LEA) is within the Children, Families & Schools Directorate (CFS). The term CFS is used throughout this booklet.

## 2 Who can help me?

### Who should I speak to if I am concerned about my child's progress?

There are three main places to contact:

#### 1. In School/Pre-school:

If your child is at an early years' setting, infant or junior school, or primary school, you should speak to their class teacher. If your child is at secondary school, then speak to their form tutor or subject teacher (if they have a difficulty with a specific subject).

In an infant, junior, primary or secondary school, it is likely that the Special Educational Needs Co-ordinator (SENCO) will become involved once special educational needs have been identified.

All schools have a Governor with particular responsibility for SEN. You can find out who this person is by contacting the school office.

#### *What does a SENCO do?*

The Special Educational Needs Co-ordinator is the teacher who is responsible for co-ordinating SEN support within the school. The SENCO will keep a record of the children with SEN and will monitor their progress.

If your child goes to an early years' setting, there may not be a SENCO. However Brighton & Hove does have area SENCOs who visit a number of settings to give advice.

#### 2. Outside School:

##### *Parent Partnership Service*

You can contact the Parent Partnership Service which provides information to parents whose children have SEN. In Brighton & Hove this service is provided by aMAZE.

aMAZE is a voluntary organisation that works separately from the Children, Families & Schools Directorate (CFS) to offer independent information, support and advice on all aspects of the SEN process. They provide a range of support and may be able to offer you help from one of their team of trained volunteers called Independent Parental Supporters (IPS) who can

work with you to help you get the type of support your child needs.

aMAZE publishes two handbooks called 'Through the Maze' which provides information and 'sign posting' for parents of children with special needs and 'Through the Next Maze' which focuses on transition issues for young people over the age of 14 years. They also produce a regular newsletter and factsheets about a range of issues.

The helpline also offers other kinds of support to do with social services and health, claiming benefits, finding out about leisure options and support groups, and lots more. Call **01273 772289** (9.30–12.00am Mon–Thurs).

#### 3. In the Children, Families & Schools Directorate:

##### *Casework Officer*

The Casework Officer is your named contact in the Special Educational Needs Team within Children, Families and Schools. They will be involved in collecting the information that is used for the Statutory Assessment (see Section 3).

If you have any questions about what is happening or need additional information they will be happy to help you.

#### How can I help?

- Support and encourage your child
- Return any information that you are asked for as soon as possible
- Talk to your child's school to see how you can help to support your child
- Decide with the SENCO/class teacher how often you need to meet to discuss your child
- Meet with staff from the support services involved with your child if you feel it would help you or your child

## 3 Statutory Assessment process

A Statutory Assessment is a formal process that includes a multi-agency assessment. This means that a number of people (such as your child's school and an educational psychologist) will be asked to tell the CFS what they know about your child so that they have more detailed information about your child's needs.

Usually an assessment is started if it is felt that the support put in place at the Early Years Action Plus/School Action Plus stage is not helping your child to make enough progress.

At the end of the statutory process we will decide whether or not to issue your child with a statement of special educational needs.

### At what age can my child be considered for a statutory assessment?

Your child can be considered for a statutory assessment at any age up to 19 years. However statements of SEN are rare for children under the age of 2 years.

### Who may request statutory assessment?

- Your child's current school or early years' setting
- You as parents and carers

Other agencies, such as Social Services and Health Services, can make a referral to CFS but cannot request a statutory assessment.

### Who else is told that the CFS is thinking about making a statutory assessment?

- Social Services
- Health Authority
- Educational Psychology Service
- Education Welfare Service
- Other agencies as appropriate

We do this for every child so that people who may know your child are aware that we might contact them for information in the future.

### How long does the statutory assessment process take?

Once we get a request, the statutory assessment process can take up to 26 weeks (6 months) to complete.

CFS decides whether a statutory assessment is necessary	6 weeks
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Makes the assessment	10 weeks
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Drafts the proposed statement or note in lieu	2 weeks
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Finalises the statement	8 weeks
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There may be reasons why your child's assessment takes longer than 26 weeks. These are known as *exceptions*.

### How is it decided whether or not to proceed with a statutory assessment?

CFS looks at the information collected and pays particular attention to:

- information from you, your child's school, and other professionals
- action already taken by your child's school
- any progress your child has made
- Brighton & Hove policy 'threshold' documents for children with SEN

### Who decides about whether to go ahead with a statutory assessment?

The SEN Moderation Panel at CFS looks at requests for statutory assessment and decides whether or not to go ahead. The Panel usually includes the Principal Educational Psychologist and two Assessment Managers (in future the Panel may include representatives from schools and the SEN support services).

The Panel will look at the information that has been collected about the difficulties your child is having and the support that has been put in place for them.

### What happens if CFS decides not to proceed with a statutory assessment?

CFS will write to you and your child's school explaining the reasons for this decision.

If you are not satisfied with CFS's decision you can ask them to reconsider (details in Section 6).

### What happens if CFS decides to proceed with a statutory assessment?

CFS will collect information, called 'advices', from all those people who are working with your child.

#### Who is asked to give advice?

The following people will be asked to complete an advice:

- You
- Your child (if appropriate)
- School or early years' setting
- Educational Psychology Service
- Other educational support services
- Medical/Health Services
- Social Services
- Other agencies working with your child

#### Why do I have to complete an advice?

You know your child best. The knowledge you have about your child's development and current needs is very valuable to us. It is important that you take part in the assessment as fully as possible. You will be asked to give your views on a parental advice form because we want you to be involved and value your views.

#### Why do you ask for my child's views?

It is important for us to try to find out your child's views about their school life and special educational needs. They will be asked to complete a 'Child Advice Form', either on their own or with help.

We will send the child advice form to you with guidance about how to fill in the form.

In most cases the educational psychologist will discuss the questions on the form with you and your child. We send you the forms before this meeting so that you and your child have time to think about them. CFS thinks it is important that all children and young people have the opportunity to make their views known.

### What happens when all the information has been gathered?

The SEN Moderation Panel will look at all the information and make a decision about whether your child's needs can continue to be met at School Action or School Action Plus.

If it is felt that they can, then a Note in Lieu (see below) will be issued.

If they do not think your child's needs can be met, then CFS will issue a proposed statement of special educational needs (see Section 4) within two weeks of completing the assessment.

### What happens if a statement is not issued?

Sometimes the information available shows ways that your child's school could help your child without a statement of special educational needs. In such cases, you will be given a Note in Lieu of Statement.

The purpose of a note in lieu is to give a picture of your child's needs and how they can be met to help your child's school write an individual education plan.

You will also be told about your right to appeal to the SEN Tribunal (see Section 6) and about disagreement resolution.

## 4 Statement of special educational needs

### What is a Statement of Special Educational Needs?

A statement is a document produced from the advices collected. It will state what your child's special educational needs are and how they can be supported in school, as well as other arrangements to support your child.

### What is a proposed statement?

If CFS decides to issue your child with a statement, it will issue a 'proposed statement' setting out your child's SEN and how it thinks these can be supported.

We will send you a copy of the proposed statement together with information about how you can let us know what you think about the statement. We will also send you information about the Special Educational Needs Tribunal (SENDIST) and disagreement resolution.

You will also be sent a school preference form. You can complete this to let us know whether you would like your child to go to a different school or if you would like him/her to stay at their current school.

### What happens when a proposed statement has been issued?

You will have 15 days to think about the statement and reply to CFS. If you agree with the proposed statement, you should show this on the form sent to you and return it to CFS. If you are not happy with the proposed statement you can write your concerns on the form sent to you. You can also ask for a meeting with someone from CFS (see Section 6) to talk about it.

### What are the different sections in a statement?

**Part 1:** Introductory section giving personal details of your child and parents and carers.

**Part 2:** Special Educational Needs – sets out your child's SEN as assessed by the CFS.

**Part 3:** Special Educational Provision –

*Objectives:* what the CFS believes are the important areas for your child to develop in.

*Educational provision to meet needs*

*and objectives:* what CFS expect the school to provide (sometimes with additional support) to help your child achieve the objectives.

*Monitoring:* how your child's progress will be checked e.g.: IEP, meetings with you, annual review.

**Part 4:** Placement – the type of school the authority considers appropriate for your child. (The name of the school your child will attend will only be in the final statement – in the proposed statement this section is blank).

**Part 5:** Non-educational needs – the needs of your child which are not educational but which it is essential for schools to know about.

**Part 6:** Non-educational provision – how these essential non-educational needs will be met by other agencies.

### Main types of need

These terms may be used to describe your child's needs in Part 2 of the statement.

- communication and interaction – including speech and language (S&L), Autistic Spectrum Disorder (ASD)
- cognition and learning – includes general learning difficulties (GLD) and specific learning difficulties (SpLD). General learning difficulties includes Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), Profound & Multiple Learning Difficulty (PMLD)
- emotional, behavioural and social difficulties (EBSO)
- sensory and/or physical – hearing impairment (HI), visual impairment (VI), physical and neurological impairment (PNI), medical needs

### What is a final statement?

A final statement is usually issued eight weeks after CFS has received your comments. You will then be sent a copy of the signed final statement together with information about how to appeal if you disagree with it.

## 5 Choosing a school

In Brighton & Hove there are 32 mainstream primary schools, 12 mainstream infant schools and 12 mainstream junior schools, 10 mainstream secondary schools and 7 special schools.

### In addition, there are special facilities attached to some of the schools in Brighton & Hove:

- specific learning difficulty facilities - one primary, two secondary (Hove Park and Longhill Schools)
- language units – one key stage 1, one key stage 2 (Carden School)
- ASD Units – all phases and all ability ranges (Downs View School), (Downs Park School) and mainstream (West Blatchington Infants and Juniors, Rudyard Kipling)
- A secondary phase communication facility in mainstream (Swan Centre at Falmer High School) for ASD and Speech and Language pupils
- Bevendean Primary School (hearing impairment)

### How do I decide which school I would like my child to go to?

You can visit the school and/or speak to the Headteacher. aMAZE can provide you with information and support in this respect.

### How can I say where I want my child to go to school?

When your child is issued with a proposed statement, CFS will send you a preference form and information about where your child might go to school. You should return the completed preference form to CFS.

You can make a preference for a maintained school (one which is funded by the local education authority) you wish your child to attend or make a case for a placement in any other school.

If you want your child to stay at the school they are currently attending, you can put this on the

preference form. CFS will not move your child unless the assessment shows that their needs cannot be met at their current school.

### Who decides which school my child will attend?

CFS will take into account the views of you and your child about which school they will go to. However, the final decision is up to CFS. If you are not happy with the decision, you can appeal to the SEN Tribunal (see Section 6).

### How does the CFS decide where my child will go to school?

CFS normally has a duty to educate a child in a mainstream school. However, it might be that CFS feels that a mainstream school would not be the appropriate place to educate your child.

CFS must name your preferred choice of school unless:

- the school is unsuitable for their age, ability, aptitude or SEN
- or
- if their attendance at the school would be incompatible with the efficient education of other pupils or efficient use of resources

In all cases, CFS must consult the school's Governing Body before naming it in your child's statement and a copy of the proposed statement will be sent to them.

### What happens if I do not make a preference for a school?

If you do not send in a preference for a school CFS must name one. If you have said that you want your child to go to a special school but you do not express a preference for a particular school, CFS will take this into consideration.

### Naming a school in a statement of SEN

Once a school has been named in your child's statement, the school must admit your child.

## 6 What if I am not happy with my child's statement?

If you are not happy at any point during the statutory assessment process (before a final statement has been issued) you can discuss this with CFS. Contact your Casework Officer (CWO) and tell them your concerns. This can be done either in writing or over the phone.

### What happens next?

You will usually be invited to attend a meeting with your CWO and a more senior officer, usually the Assessment Manager (AM). They will discuss your concerns and try to resolve them.

### What if I am still not happy?

If you are still concerned after the meeting with the casework officer and senior officer, you can ask for a 'case review'.

The Principal Educational Psychologist (PEP) will arrange to meet you. This is a local disagreement resolution meeting. It's a voluntary and confidential service that you can use to sort out problems between schools, parents and carers or CFS. Using this service does not affect your right to appeal to the SEN Tribunal.

### What will happen at the local disagreement resolution meeting?

During the meeting you will look at areas where there is already agreement as well as trying to find ways to sort out the areas of disagreement.

### Who will be at the meeting?

The people who were at the first meeting you attended may be present. If the PEP thinks it would be helpful for other people to be there, he will talk to you and invite them if you agree. You can take someone with you for support or ask aMAZE for help.

### What happens if we cannot agree?

If agreement still cannot be reached, the PEP will talk to you about referring your case to the independent regional disagreement resolution service.

### What is regional disagreement resolution?

It is an independent and neutral service with the aim of helping schools/LEAs and parents and carers reach an agreement that is in the interests of your child. Brighton & Hove CFS uses an organisation called Global Mediation to provide this service.

If everyone agrees to try this, the mediator will contact those involved to explain the procedure and answer questions. They will then arrange a meeting at a neutral place. You can take a friend or representative to all meetings.

### How do I get regional disagreement resolution?

In most cases, you will be referred to this service by the PEP if you have not been able to sort out the disagreement locally.

You can contact Global Mediation direct although it is expected that you will have gone through the local disagreement resolution before they will take your case on. Contact details can be obtained from your casework officer.

You can ask for this service at any time during the statutory assessment process. It does not affect your right to appeal to the SEN Tribunal.

### Is there anything else I can do if I am still not happy?

If you are still unhappy, you may be able to appeal to the Special Educational Needs and Disability Tribunal (SENDIST). The tribunal is independent.

### What can I appeal to the Special Educational Needs and Disability Tribunal (SENDIST) about?

You can appeal to the SEN Tribunal if CFS has:

- refused to carry out a statutory assessment of your child's special educational needs, unless an assessment has been made within the previous 6 months

## Annual review and 7 Transition Planning

- refused to issue a statement after making a statutory assessment

If your child has a statement or amended statement of SEN, you can appeal against:

- the description in part 2 of your child's special educational needs
- the description in part 3 of the special educational help that CFS thinks your child should get
- the school named in part 4 of the statement or
- CFS not naming a school in part 4 of the statement

You can also appeal if CFS has:

- refused to change the school named in Part 4
- refused to reassess your child if they have not done so within the last 6 months
- decided not to maintain your child's statement
- decided not to change the statement after reassessing your child's SEN

You must appeal within 8 weeks of the date that you receive either the note in lieu or the final statement from the Local Education Authority.

### Are there any reasons why I cannot appeal?

You cannot appeal to the Tribunal about:

- the way CFS have carried out the assessment, or the length of time it took
- the way CFS are making arrangements for the help set out in your child's statement
- the way the school is meeting your child's needs
- the description in the Statement of your child's non-educational needs or how they will be met (Parts 5 and 6)

A booklet explaining how the Special Educational Needs and Disability Tribunal works is available from CFS or directly from the Special Educational Needs and Disability Tribunal on **01325 392555**.

Contact aMAZE on **01273 772289** for information about how to appeal to SENDIST.

### What is an annual review?

Your child's statement of special educational needs is reviewed at least once every 12 months - this is called an Annual Review (AR).

The purpose of the review is to:

- assess your child's progress
- record current information to plan for future support
- assess progress towards the targets in the individual education plan
- review the special provision made for your child
- check the statement still meets your child's special educational needs
- set new targets for the coming year if the statement is to be maintained

### When will the annual review be held?

Usually:

- Within 12 months of making a statement
- Within 12 months of the previous review

Exceptionally:

Interim or early reviews may be called:

- if it is a recommendation from a previous annual review
- if a pupil is at serious risk of disaffection or exclusion
- if a child has needs that are known to change rapidly
- if there are disagreements between parents/professionals
- if you and your child's school are concerned about your child's progress

### Who is responsible for calling reviews?

- The Headteacher/SENCO at your child's school starts the review process
- LEAs have the power to call an AR at any time but should consult you and the school first
- You can request an annual review although CFS does not have to agree

### Who will be invited to the annual review?

- you
- your child
- a relevant teacher
- a representative from CFS
- anyone else CFS specifies, such as:
  - CFS Educational Psychologist
  - a teacher from the learning support service, or other specialist service
  - health or social services representative
  - representatives from the school your child is moving to (if appropriate)

### The annual review process is in four parts:

#### 1. Collection of information

The Headteacher must request information from:

- you
- your child
- anyone specified by CFS (such as an educational psychologist)
- anyone else the Headteacher thinks is appropriate (such as the SENCO)

All written reports must be circulated at least 2 weeks before the meeting. If this does not happen you should contact the SENCO. If you still do not receive the reports, contact your casework officer.

#### 2. The Annual Review meeting

The purpose of the meeting is to make recommendations and set targets for the year ahead. The recommendations from the meeting will be sent to CFS.

#### 3. Headteacher's report of the meeting

The recommendations from the annual review meeting are sent to CFS within 10 days of the meeting or before the end of the current term, whichever is soonest. The report will also be copied to you and anyone else the school considers appropriate. If you do not receive this report you should contact the SENCO or talk to the casework officer.

#### 4. CFS review

CFS reviews the statement in light of the Headteacher's report and decides whether or not to amend the statement. In some cases, it may decide to cease the statement. This means that your child will no longer have a statement of SEN but may continue to be supported at school action or school action plus.

CFS will write to you, the Headteacher and anyone else involved within one week of receiving the Headteacher's report giving their decision. If you are not happy with their decision, you can talk to your casework officer (see Section 6).

### What is a transition plan and when is it written?

A transition plan (TP) is a document that draws together information from a range of individuals in order to plan with the young person for their transition into adult life. The annual review in Year 9 will draw up the first plan. It will be updated at least annually.

### Who is responsible for writing the transition plan?

The Headteacher is responsible for the transition plan for a young person at a maintained school. This could be delegated to the SENCO, Inclusion Co-ordinator or Connexions Personal Adviser (PA). If the young person is not on the roll of a maintained school, CFS must agree with the educational provider who takes responsibility.

### What does the Connexions Personal Adviser do?

Connexions offers a range of guidance and support for 13-19 year olds to help make the move to adult life a smooth one. This service has a central role in your child's transition review. The Connexions Personal Adviser will be invited to attend the review in Yr 9 and any reviews that take place after that. Their role (as stated in the SEN Code of Practice) is to ensure the 'participation and progression of young people with SEN aged 13-19'.

## 8 Transport

### If my child has a statement of special educational needs, will they get help with transport to school?

If your child has a statement of SEN they will automatically be entitled to help with transport if:

- your child is less than 8 years old and the school named on the statement is more than 2 miles from your home
- or
- your child is more than 8 years old and the school named on the statement is more than 3 miles from your home

If you think your child needs transport and the distance they have to travel does not meet the above criteria, then evidence will be needed in order for the Transport Team to consider your request. You will get a transport form to fill in when you get your child's statement and at each annual review.

### How do the arrangements differ for pre-school, school and college?

Transport is not available for pre-school children unless they have a statement of SEN or attend ICAN at Carden nursery (inclusive provision for children with speech and language difficulties). The same conditions as above about the distance from home to school apply for both of these.

The Jeanne Saunders Centre provide their own transport for children who have sessions there. Transport is only available to students with statements of special educational needs if they attend sixth forms or colleges connected to special schools such as Ash Cottage or Cherry Trees.

### Is transport provided on buses or taxis?

The type of transport provided for your child will depend on their need. Bus passes, minibuses and taxis are used.

### If I think my child may qualify for transport, what do I do?

If your child has a statement of SEN you should contact your Casework Officer at the SEN team who will start the application process.

For general information about transport you can write to the School Transport Team, PO Box 2503, Kings House, Grand Avenue, Hove BN3 2SU or phone **01273 293501**.

## 9 General information

### Who should I contact if I need a translation, large print or audio tape?

Contact your casework officer if you require any documents translated into another language or other special facilities during the process.

### Organisations providing further information and advice:

#### Advisory Centre for Education (ACE)

1C Aberdeen Studios  
22 Highbury Grove, London N5 2DQ  
Tel 0808 800 5793  
web [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

#### How they can help

- General information and advice on education

#### aMAZE

Community Base, 113 Queens Road  
Brighton, East Sussex BN1 3XG  
Tel 01273 772289  
e-mail [info@amazingbrighton.org.uk](mailto:info@amazingbrighton.org.uk)

#### How they can help

- Through the Maze
- Through the Next Maze
- Out of aMAZE Newsletter
- Let's have fun – leisure factsheets
- Helpline open Mon–Thurs 9.30am to 12 noon

#### Brighton & Hove City Council (BHCC)

Children, Families and Schools, PO Box 2503,  
Kings House, Grand Avenue, Hove BN3 2SU  
web [www.brighton-hove.gov.uk](http://www.brighton-hove.gov.uk)

#### How they can help

- Exclusion from School  
Guidance for parents and carers
- Is your child having difficulty learning in school? a leaflet for parents
- A guide for parents and carers on the work of the Educational Psychology Service

#### BHCC SEN Team

Tel 01273 293552  
Fax 01273 293547

#### BHCC Schools Transport Team

Tel 01273 293501  
Fax 01273 293656

#### DfES Publications

PO Box 5050, Sherwood Park, Annesley,  
Nottinghamshire NG15 0DJ  
Tel 0845 60 222 60  
Fax 0845 60 333 60  
e-mail [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)  
web [www.dfes.gov.uk](http://www.dfes.gov.uk)

#### How they can help

- Special Educational Needs Code of Practice
- SEN – A guide for parents and carers

#### Independent Panel for Special Education Advice (IPSEA)

6 Carlow Mews, Woodbridge, Ipswich, IP12 1EA  
Tel 0800 018016  
web [www.ipsea.org.uk](http://www.ipsea.org.uk)

#### How they can help

- Free independent advice for parents of children with special needs

#### Network 81

1–7 Woodfield Terrace, Chapel Hill  
Stansted, Essex CM24 8AJ  
Tel 0870 770 3306  
e-mail [network81@tesco.net](mailto:network81@tesco.net)  
web [www.network81.co.uk](http://www.network81.co.uk)

#### How they can help

- How to get support for your child with Special Educational Needs – A Parents' Guide

#### Special Educational Needs and Disability Tribunal (SENDIST)

Windsor House, 7th Floor  
50 Victoria Street, London SW1H 0NW  
Te 01325 392555  
e-mail [tribunalqueries@sent.gsi.gov.uk](mailto:tribunalqueries@sent.gsi.gov.uk)  
web [www.sendist.gov.uk](http://www.sendist.gov.uk)

#### How they can help

- How to Appeal

## 10 Glossary of terms

### Advices

Reports requested by CFS from people involved in your child's case to help them make a decision about whether to issue a statement of special educational needs.

### Annual review

Each year your child's statement of special educational needs will be reviewed and a meeting arranged to discuss your child's progress. This is called an annual review.

### Casework Officer

The named person within CFS who will be dealing with your child's case.

### Code of Practice

Document issued by the Government to tell local education authorities and other statutory agencies what they should be doing for children and young people with special educational needs.

### Disagreement resolution

A service you can use at any time during the statutory assessment process if you are unhappy or have concerns.

### Infant School

A setting providing education for children at foundation stage and key stage 1 (pre 5 yrs–7 yrs).

### Junior School

A setting providing education for children at key stage 2 (7 yrs–11 yrs).

### Maintained school

A school which is funded by the local education authority.

### Note in Lieu of Statement

A document issued following the statutory assessment when it is decided that your child does not need a statement of special educational needs.

### Outreach support

Support given to your child by specialist workers who do not work for the school. In most cases these workers will go to the school to offer school staff advice and support and, in some cases, work directly with children.

### Pre-school setting

An education setting that your child can attend before going to primary school, for example, a nursery school.

### Primary school

A setting providing education for children at key stage 1-2 (4-11 years old).

### School Action

Your child will receive additional support in school, such as assistance from a learning support assistant.

### School Action Plus

Your child will receive support in addition to that received at school action. This will include outside agencies working with your child, such as ACE or CAMHS (see over).

### Secondary School

A setting providing education for children at key stage 3-4 (11-16 years old).

### Special Educational Needs and Disability Tribunal (SENDIST)

The independent organisation that you can appeal to if you are unhappy with your child's final statement. You may also appeal to them if the CFS decides not to proceed with a statutory assessment. See Section 7 for information about how to contact them.

### Statement of Special Educational Needs

A legal document that may be issued on completion of a statutory assessment.

It outlines the support and provision your child needs to help with their special educational needs in school.

### Statutory Assessment

A formal assessment where the CFS gathers information about your child's special educational needs and decides whether or not to issue a Statement of Special Educational Needs.

### Transition Plan

A document that draws together information in order to plan with the young person possible options once they leave school.

## Translations and large print

If you, or anyone you know, would like this information in large print, on tape, or in braille, please ring 293480

Need a translation? ☎ **01273 293480**

باجة إلى ترجمة؟ 你需要翻譯嗎？

অনুবাদের প্রয়োজন? به ترجمه نیاز دارید؟

શું તમને અનુવાદ જોઈએ છે? ژاناره بی غواړی؟

Precisa de tradução? Necesitas una traducción?

Вам нужен перевод? Çeviriye ihtiyacınız var mı?

Avez-vous besoin d'une traduction?

Benötigen Sie eine Übersetzung?

## General abbreviations

AR	Annual review
ASD	Autistic Spectrum Disorder
EBSL	Emotional, Behavioural and Social Difficulties
GLD	General Learning Difficulties
HI	Hearing Impairment
IEP	Individual Education Plan
LD	Learning Difficulties
MLD	Moderate Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties
PNI	Physical and Neurological Impairment
SA	Statutory Assessment
SEN	Special Educational Needs
SLD	Severe Learning Difficulties
Sp&L	Speech and Language
SpLD	Specific Learning Difficulties (eg: Dyslexia)
VI	Visual Impairment

## People who may be involved

CWO	Casework Officer
DMO	Designated Medical Officer
EP	Educational Psychologist
EWO	Education Welfare Officer
IPS	Independent Parental Supporter
LSA	Learning Support Assistant
LST	Learning Support Teacher
OT	Occupational Therapist
Physio	Physiotherapist
SENCO	Special Educational Needs Co-ordinator
SMO	School Medical Officer
SALT	Speech and Language Therapist

## Departments/Organisations

LEA	Local Education Authority (in Brighton & Hove, this department is called 'Children, Families & Schools')
DfES	Department for Education & Skills

## Brighton & Hove Children, Families & Schools Directorate

ACE	Alternative Centre for Education (Brighton & Hove)
ASDSS	Autistic Spectrum Disorder Support Service
CFS	Children, Families & Schools
EPS	Educational Psychological Service
EWS	Education Welfare Service
LSS	Learning Support Service
PRESENS	Pre-school Special Educational Needs Service
SLSS	Speech & Language Support Service
SNS	Sensory Needs Service

