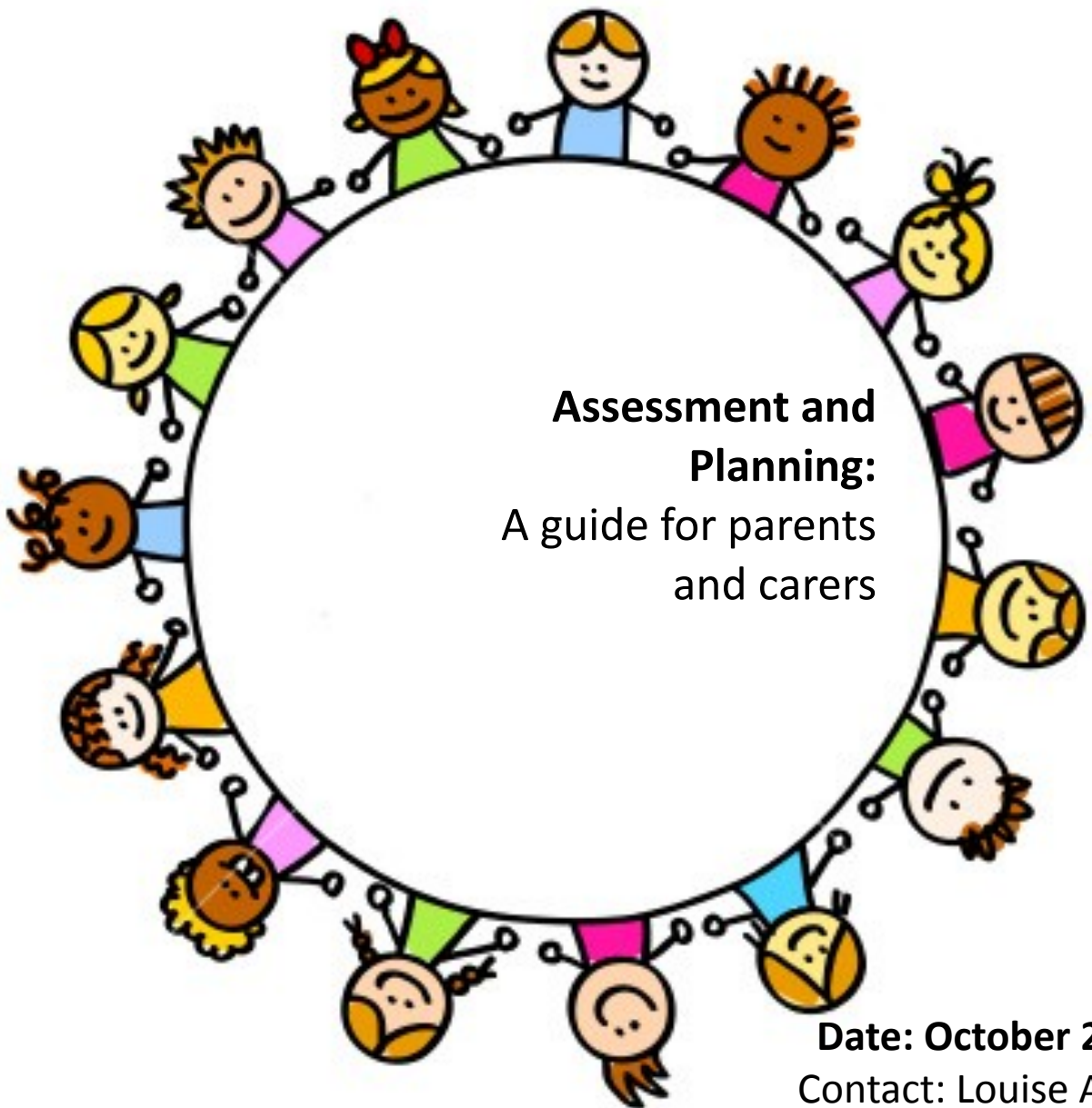




Hartlepool SEND

Special Educational Needs and Disabilities



**Assessment and
Planning:**
A guide for parents
and carers

Date: October 2015

Contact: Louise Allen

Tel: 01429 523209

Contents

- » Introduction Page 1
 - » Basic principles Page 1
 - » Special educational needs—what does it mean? Page 2 & 3
 - » What can you do if you are worried about your child? Page 3 & 4
 - » Support for special educational needs Page 5
 - » The graduated approach Page 5 & 6
 - » What is a EHC Needs Assessment? Page 7
 - » How long will you have to wait for the LA to decide if your child should be assessed? Page 8
 - » The Statutory Assessment Process Page 9 & 10
 - » Timetable for assessment Page 11
 - » What is the difference between a ONE Plan and a Co-ordinated Support Plan? Page 12
 - » What happens with your child’s school? Page 12 & 13
 - » What happens if you disagree with the ONE Plan? Page 14
-

Contents

- » [Reviewing your child's ONE Plan](#) [Page 15](#)
 - » [How long does a ONE Plan last?](#) [Page 16](#)
 - » [What happens if you move to another area?](#) [Page 17](#)
 - » [What is Information, Advice and Support Services](#) [Page 17 & 18](#)
 - » [Useful Numbers](#) [Page 19](#)
-

Introduction

This guide aims to help you understand:

- >> what special educational needs are;
- >> how special educational needs are identified and assessed;
- >> how the support your child needs is decided;
- >> your rights and your child's rights

Basic principles

As you read this guide, the basic things to keep in mind are:

- >> all children with special educational needs should have their needs met;
- >> the special educational needs of children are normally met by mainstream education settings or other education providers;
- >> you and your child should be placed at the centre of all processes, and your views and wishes should be listened to;
- >> you have a vital role to play in supporting your child's education; and
- >> children and young people which special educational needs should get a broad, well-balanced and relevant education at all ages

Special Educational Needs—what does it mean?

The term 'special educational needs' has a legal definition. Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. They may need extra or different help from that given to other children of the same age.

Children with special educational needs may require extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties with their speech and language or how they relate to and behave with other people.

Many children will have special educational needs of some kind at some time during their education. Education settings and other organisations can help most children overcome the barriers their difficulties present quickly and easily. However, a small number of children will need extra help for some or all of their time in education.

For example, special educational needs could mean that a child has difficulties with:

- >> all of the work;
- >> reading, writing, number work or understanding information;
- >> expressing themselves, or understanding what others are saying;
- >> making friends or relating to adults;
- >> behaving appropriately;
- >> organising themselves; or
- >> some kind of sensory or physical needs which may affect them in education.

Special Educational Needs—what does it mean? (cont.)

Help for children with special educational needs will usually be able to be organised in their local mainstream education provider, sometimes with the help of other organisations.

The Government has set out in the Early Learning Goals of the foundation stage the things that most children should be able to do by the end of their Reception year. The National Curriculum for children from 5 to 16 years also sets out what most children will learn at each stage of their education.

Children make progress at different rates and some have different ways in which they learn best. Teachers are expected to take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. So all teachers will consider a number of options and choose from the most appropriate ways to help each child learn from a range of activities. This is often described as ‘differentiating the curriculum’.

Children making slower progress or having particular difficulties in one area may be given extra help of different lessons to help them succeed but this does not necessarily mean that they have special educational needs.

What can you do if you are worried about your child?

Your child’s early years are a very important time for their physical, emotional, intellectual and social development. When your health visitor or doctor makes a routine check, they might suggest that there could be a problem. If you have any worries of your own, you should get advice straightaway.

If your child is not yet at school or nursery, you can talk to your doctor or health visitor who will be able to give you advice about the next steps to take.

What can you do if you are worried about your child? (cont.)

If you think your child may have a special educational need that has not been identified by their school or nursery, you should talk to your child's teacher, or ask to see the SENDCO (this is the person in the school who has a particular responsibility for co-ordinating help for children with special educational needs) or Headteacher. You will be able to talk about your concerns and find out what the school thinks.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with them, the more successful any help for your child can be.

Remember—you know your child better than anyone

You might like to ask if:

- >> the school thinks your child has difficulties;
- >> the school thinks your child has special educational needs;
- >> your child is able to work at the same level as other children of a similar age;
- >> your child is already getting some extra help; and
- >> you can help your child.

Other organisations you can get help from are:

- >> information, advice and support service (IASS)
- >> child health services;
- >> social care services; and
- >> local voluntary organisations, mainly charities.

Support for Special Educational needs

The New Special Educational Needs and disability Code of Practice 0-25 years gives guidance to all of the people that help to identify, assess and provide support for children with special educational needs.

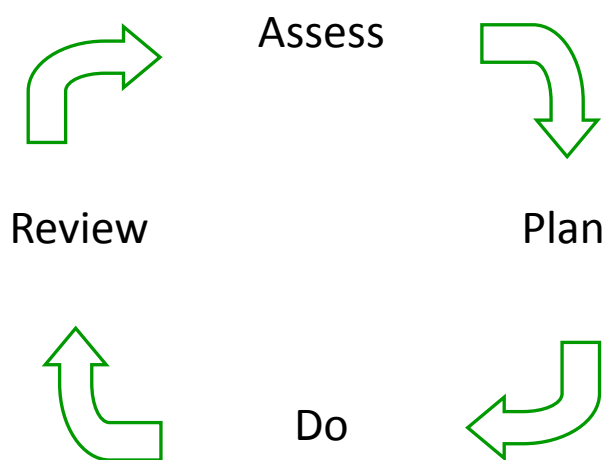
All early years settings, schools, academies and colleges are responsible for meeting special educational needs through teaching that is adapted and personalised for individual children. Some children will need support that is **additional to** or **different from** what is provided for most of their peers. This kind of help is called **special educational provision** and education settings must make every effort to ensure that this is in place for children who need it.

You can download a free copy of the Code of Practice from the Department for Education website or Hartlepool's Local Offer

- <https://www.gov.uk/government/organisations/department-for-education>
- <https://www.hartlepool.fsd.org/send>

The graduated approach

When a special educational need has been identified, the education setting should start a cycle of actions to make sure they put effective support in place. This cycle is called the Graduated Approach and involves these stages:



The graduated approach (cont.)

The graduated approach recognises that children learn in different ways and can have different kinds and levels of special educational needs. Using the action cycle ensures that specialist expertise is brought in step by step to help the school or college with the difficulties a pupil is having.

Children might need help through the graduated approach for only a short time, or for many years, perhaps even for the whole of their education. Different education settings will use the action cycle in different ways. However, no matter how they choose to take account of this guidance, if your child has SEN, you should be consulted at each stage.

There are lots of professionals that can help education providers to support children and they should be involved through the graduated approach, depending on your child's needs. For example, they might ask for help from a specialist teacher, an educational psychologist, a speech and language therapist or other health professionals.

What if you disagree?

If you disagree with what your child's education setting are saying, you can get in touch with the IASS (Information, Advice and Support Service). They can help you to express your views and offer support whenever you need it.

What is a Education, Health and Care Needs Assessment?

A EHC Needs Assessment is a detailed exploration to find out exactly what your child's special educational needs, look at outcomes for them to achieve and decide on the support they will receive to help them to do this. A statutory assessment is only necessary if your child's education setting cannot provide all of the help that they need and will usually only happen after the graduated approach has been followed.

In Hartlepool, a statutory assessment is also known as a Co-ordinated Assessment and covers a child's Education, Health and Care needs (if they have needs in these areas). In all cases, children must be identified as having a special educational need and the assessment will be co-ordinated by the Local Authority's special educational needs team.

Any professional working to support your child can request that the Local Authority (LA) carries out a statutory assessment. Requests are most often made by the SENCo or Headteacher of your child's education setting, but can be made at any time from birth to the age of 25. You can talk to any of the people support your child about a statutory assessment and, if they agree that an assessment is needed, they should sit down with you to complete the request form.

You can also make a parental request for an assessment by writing to the SEND Team at the following address:

Centre of Excellence in Teaching and Learning (CETL)
Brierton Lane
Hartlepool
TS25 4BY

In your letter you should include your child's name, date of birth, which education setting they attend and your reasons why you feel that an Education, Health and Care Needs Assessment is required.

How long will you have to wait for the LA if your child should be assessed?

The LA has a SEND Panel which meets to consider requests for statutory assessment. This panel includes representatives from education, health and social care and meets every 4 weeks.

When the SEN team receives the request for statutory assessment they will send you a letter confirming this and letting you know the date of the next SEND Panel meeting. You will then have a maximum of 4 weeks to wait before you find out if the Panel has agreed that an assessment should be started or has recommended a lower level of educational support.

It is important that the request for an assessment contains as much information as possible so that the Panel can make the right decision about whether or not to start the assessment. The Panel might ask for more information if it is felt that there is not enough detail to make a decision.

After the Panel meeting, the SEN team will contact you to let you know what has been decided. If it is decided that your child does not need an assessment, and you disagree with this decision, you can talk to the Information, Advice and Support Service or ask for details of access to our mediation services.

If you are still unhappy, you have a right to appeal to the First-tier Tribunal (Special Educational Needs and Disability). We will provide details about how to do this.

Even if it is decided that your child doesn't need an assessment, they can still get extra help

If you are still worried about your child, you should talk to their education setting to find out what can be done to help them. They may consider different arrangements or asking for some extra support from outside.

The Statutory Assessment Process

Very few children need a statutory assessment. If the Panel decide that an assessment is needed, a member of the SEN team will contact you to make an appointment to meet with you. This meeting can take place in your home or at a venue of your choosing—it is important that you feel comfortable with where you meet. At this meeting there is also an option to receive support from the Information, Advice and Support Service to help you through the process.

During this meeting, you will be asked to sign a consent form that will give us permission to share information between the people who will be involved in the assessment. We will also explain how the assessment process will work, including how long each stage will take, and make a list of the people who are already involved in supporting your child. There will be lots of information given to you during this meeting and it is important that you ask about anything that you don't understand or any questions that you have.

The SEN team, in conjunction with your child's school (if they are attending school), will then organise a date for an Assessment Planning meeting. You know your child best and therefore you are a very important part of this meeting—this is your Opportunity to tell all of the people who support your child what your worries and concerns are.

The Assessment Planning meeting will think about these things for your child

- What people like and admire about them;
- What's important to and for them;
- What's working well?
- What are the issues and questions that need to be addressed?

A member of the SEND team will normally be responsible for overseeing this meeting and they will record what everyone says on pieces of flipchart paper for everyone to see. The information will then be written up into a Personal Profile for your child. Prior to the meeting you will also be provided with some resources to help you record your information.

There shouldn't be any repetition or duplication in the assessments for your child

The Statutory Assessment Process (cont.)

During the Assessment Planning meeting, everyone will decide together who will do what and a list will be made of the reports that will be produced during the rest of the assessment. Everyone who will be writing a report has 6 weeks to do so, but they should share it with you before anyone else.

After 6 weeks, a Support Planning meeting is held. Again, you and the professionals supporting your child will get together—this time to share the information that people have gathered during their assessment of your child. There will be someone from the SEN team at the meeting and you should let them know if there is anything that you don't understand.

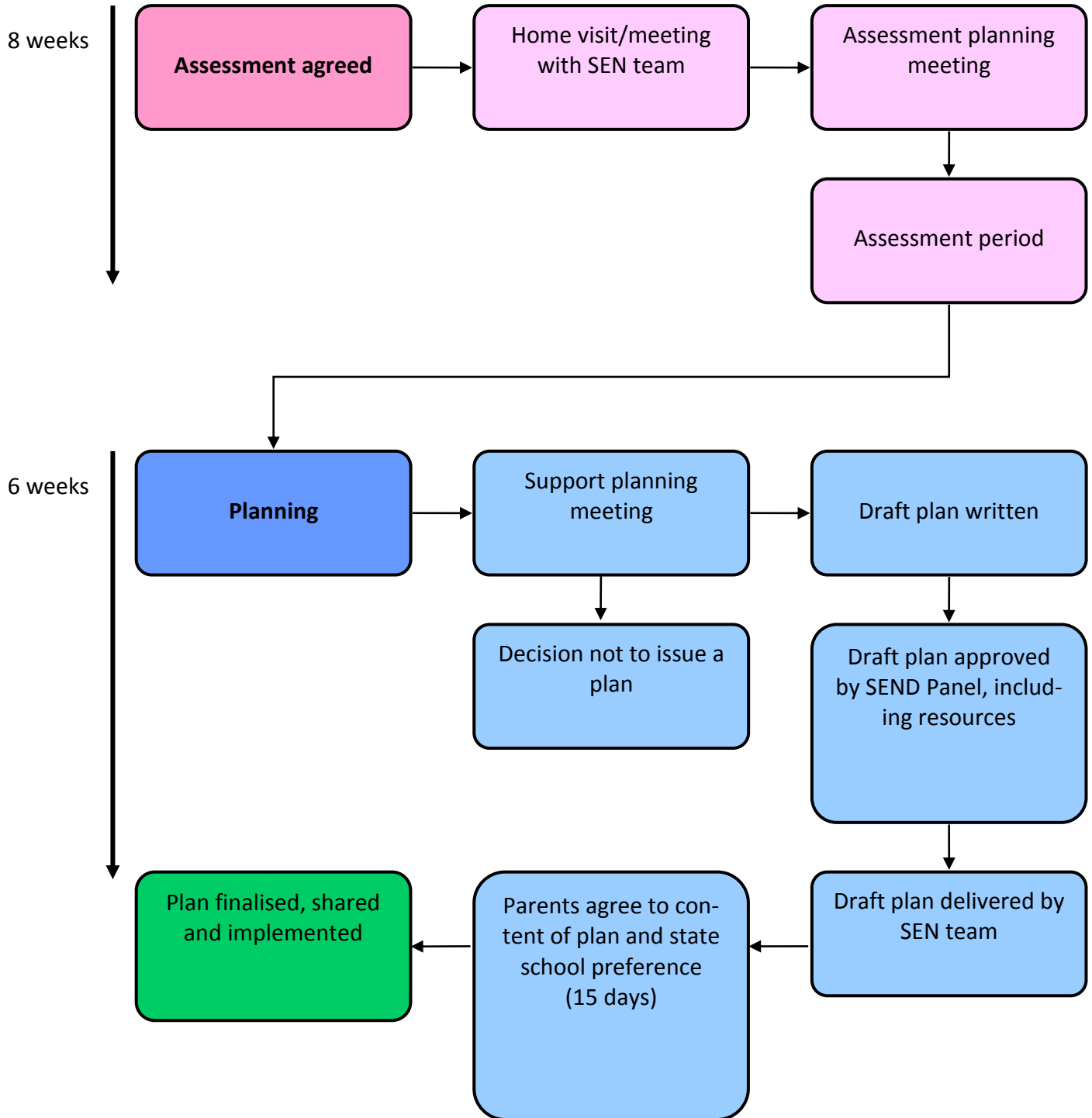
The Support Planning meeting will discuss the short and long term outcomes that your child will work towards—these will be suggested by the people who have completed assessments and recorded by the SEN team. For each outcome, a list of the support that your child will need to achieve it will be made—this might include individual support in school, a specific literacy programme or some sessions of Speech and Language Therapy.

Not all statutory assessments will result in a ONE Plan

At this point, the professionals supporting your child will discuss whether or not an Education, Health and Care plan needs to be written. If your child needs a statutory level of support for their special educational needs, this will be recorded in a ONE Plan (this is Hartlepool's name for the Education, Health and Care plan). However, not all statutory assessments will result in a ONE Plan. If your child's needs can be supported using the resources that are available to their education setting, an SEN Support Plan will be written instead.

Whether your child receives a ONE Plan or an SEN Support Plan, it will contain all of the information gathered during the assessment. A member of the SEN team will contact you when the plan has been drafted and you will have the final say about what is included.

Timetable for Assessment



What is the difference between a ONE Plan and an SEN Support Plan?

A ONE Plan is a legal document. This means that the LA must ensure that the support included in it is in place for your child and review it at least once per year. It also means that the people who support your child must provide the services in Section F of the plan. If these things do not happen you can make a complaint and appeal to the SEN Tribunal.

An SEN Support Plan is a non-statutory document. This means that the Support included in it is not legally enforceable. Whilst your child's education setting may choose to keep it up to date, they do not have to.

Both the ONE Plan and SEN Support Plan will include a Personal Profile of your child, a description of their needs, information about the support they need to succeed and achieve and a list of the people who support them.

What happens with your child's school?

To find out details about schools in your area and non-maintained special schools and independent schools (Sect 41 list) please check out the authorities Local Offer of services.

Link: <https://www.hartlepool.fsd.org.uk/SEND>

You have a right to say which education setting you would like your child to attend, either mainstream or special. This can be the setting they already go to. The LA must agree with your preference as long as:

- The school you choose is suitable for your child's age, ability, skills and SEN;
- Your child's presence will not impact the education of other children already at the school; and
- Placing your child in the school will be an efficient use of the LA's resources.

What happens with your child's school? (cont.)

You will have 15 days to tell us which school you would like your child to attend. If you need more time than this, or would like to discuss it, you can let us know and we will try to accommodate your request.

All of the mainstream schools in Hartlepool are able to support children with special educational needs and you can ask to see their policies or school Local Offer information so that you know what they can provide. Some schools also have additionally resourced provision catering for children with particular difficulties and there are two special schools that pupils with the most severe and complex special educational needs can attend.

Deciding which school you would like your child to go to is an important decision. If you need any help, information or advice about which schools will be able to meet your child's needs you can contact the SEND team or the Information, Advice and Support Service.

The LA have to consult the school before naming it in your child's ONE Plan, but the LA will make the final decision. You will be fully informed about this and we will explain our decisions to you.

You will receive a final copy of your child's ONE Plan, containing the name of the school, within 20 weeks of us receiving the assessment request.

What happens if you disagree with the ONE Plan?

There are different routes to make a complaint, or appeal, against the Education, Health and Social Care support detailed in your child's ONE Plan.

If you disagree with the Education support in the plan, you should first contact the SEN team to ask for an explanation. Speaking to the Information, Advice and Support Service should also be helpful. If you are still not happy, you have a right to appeal to the SEN Tribunal against the contents of:

- Section B: Description of your child's current needs;
- Section F: The help to be provided for your child;
- Section I: The name of the school.

There is also a list of independent providers who can offer mediation and disagreement resolution. To access this service contact: the Information, Advice and Support Service

Reviewing your child's ONE Plan

The LA must check your child's progress and make sure that the plan continues to meet their special educational needs. This must be done at least once per year, but there may be more frequent reviews depending on your child's needs.

You will be contacted with a date for the review meeting, usually by your child's education setting, inviting you to attend. Before the meeting, you should be asked for your views on your child's progress since the last review.

Remember—your views are very important

On some occasions the education setting may also ask for a report from any professionals who have been supporting your child since the last review. Before the meeting, you should receive copies of all the reports that have been written.

During the annual review meeting, your child's progress towards the outcomes set out in their ONE plan will be discussed. If they have achieved some, or all of their outcomes, new goals will be set. If they have not achieved, or are still working towards, their outcomes the support in place for them will be discussed. Any proposed changes to your child's ONE Plan will be recorded.

The review meeting will usually be held in your child's education setting. You can take a family member, friend or an adviser to the meeting to support you if needed. Your child should also be invited to take part in the meeting. You could use the Information, Advice and Support Service to do this.

After the meeting, the plan will be amended by the SEND team who will then send you the plan and ask for your views.

After the meeting, if you have any questions about the plan, you have 15 days to contact the SEND team to discuss. If we do not hear from you, the plan will be finalised. However, you continue to have the same rights if you disagree and you also have the right to appeal to the SEN Tribunal.

How long does a ONE Plan last?

You child could have a ONE Plan for the whole of their education, or just for part of it. The reviews of your child's plan may indicate that they will continue to make good progress with the help that their education provider can put in place from their own resources. In these cases, your child will no longer be considered to need statutory support and the LA would cease to maintain their ONE Plan.

As long as a child or young person continues to access statutory special educational provision, the ONE Plan could last up to the age of 25.

After the age of 16, a ONE Plan could still apply in:

- Specialist schools or colleges;
- Mainstream further education and sixth form colleges;
- Training providers;
- Apprenticeships.

If a young person decides to move into employment or on to university, a ONE Plan does not apply because this is not special educational provision, although there should still be support available.

What happens if you move to another area?

If you are going to move, you should let us know by contacting the SEND team. You should also contact the SEN team in the area you are moving to, to talk to them about your child's needs and the best way of ensuring that they continue to be met. When you move, we will send a copy of your child's One plan to the SEND team in your new LA.

What is Information, Advice and Support Services?

Hartlepool Information, Advice and Support Service plays a key role in promoting positive relationships between parents, children and young people (0-25), schools, local authorities and others. This is important in enabling children with SEND to achieve their potential. Hartlepool IASS will provide support in order to ensure that parents of children and young people with SEND are fully informed and involved in their child's education.

The following information, advice and support is available for parents, carers' children and young people through Hartlepool's Information, Advice and Support Service.

- Local policy and practice
- Help to request a Education, Health and Care Plan (in Hartlepool now as the One Plan)
- Independent Support to support parents', carers, children and young people through the statutory assessment process and transfer of Statements/LDA's to a Education, Health and Care Plan
- Someone to talk to in complete confidence

What is Information, Advice and Support Services? (cont.)

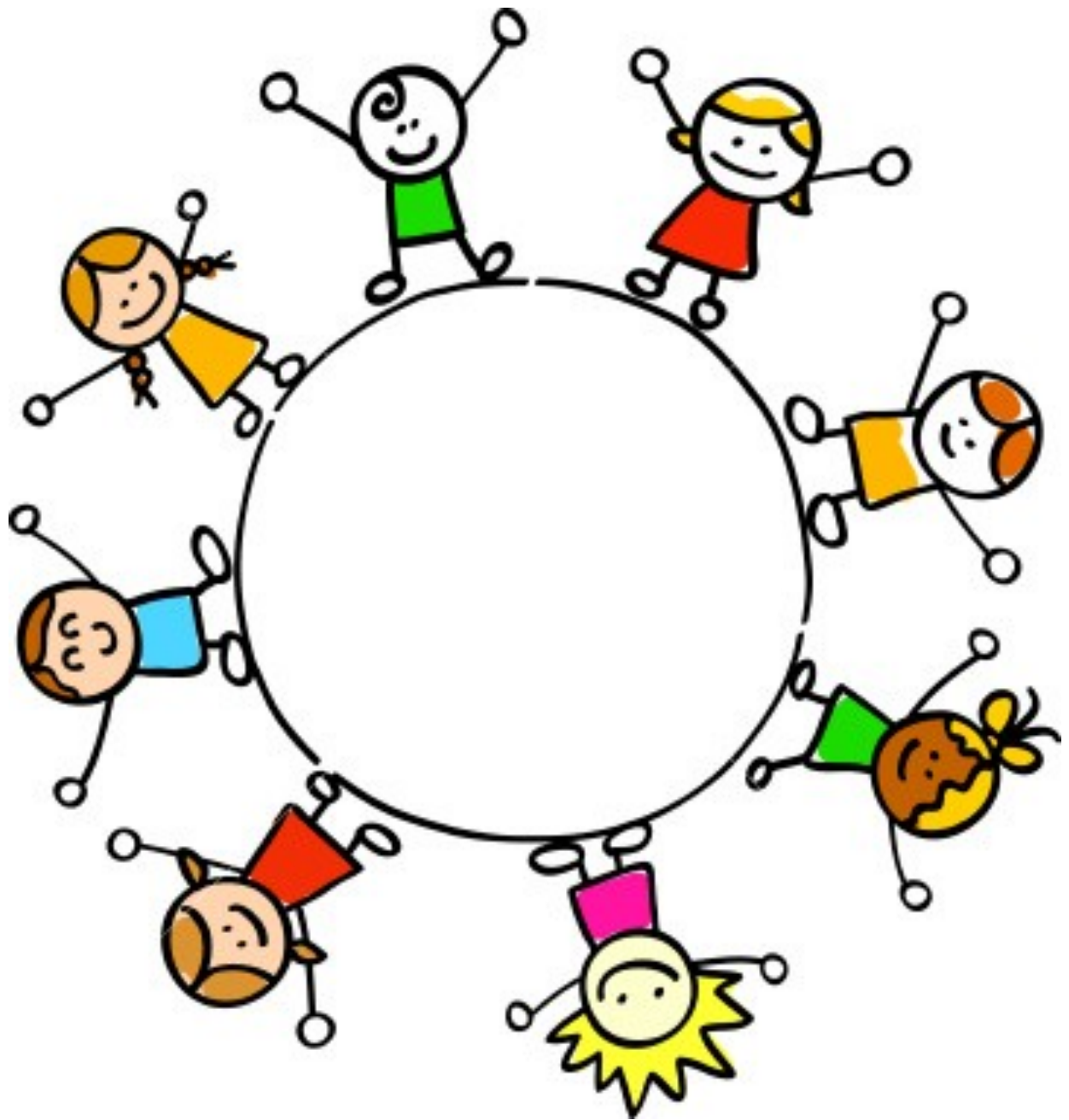
- An explanation of matters concerning SEND
- Help with filling in forms and expressing views
- Someone to attend meetings with
- Information on the Local Offer of Services
- Information Leaflets about special educational needs and or Disability
- Information around personalisation and Personal Budgets
- Law on SEN and disability, health and social care through suitably trained staff
- Advice for children, young people and parents on gathering, understanding and interpreting information, and applying it to their own situation
- Information on the local authority's processes for resolving disagreements, mediation, it's complaints procedure and means of address
- Information and Advice for young people

Useful Numbers

<u>Organisation Name</u>	<u>Contact Number/Website</u>
SEND Team	01429 284366
Information, Advice and Support Service	01429 284876 email: hartlepool/ASS@hartlepool.gov.uk
Webpage:	http://www.hartlepool.gov.uk/education
Independent Support:	
IASS	01429 284876
Core Assets	0800 028 8455
Hartlepool Carers (until March 2016)	email: ISreferrals@coreassets.com
Mediation of Disagreement resolution service	01429 284876 01439 284876 Email: Hartlepool/ass@hartlepool.gov.uk
Contact a family North East	www.cafamily.org.uk/northeast
Free helpline:	0800 8083555
FPSEA— Independent Parental Special Education Advice	http://www.ipsea.org.uk
Council for Disabled children	
Local offer of services	01429 284284 or 01429 284876
Parent Led Forum— 1 Hart 1 Mind 1 Future	Email: HartMindFuture@yahoo.co.uk Tel: 07896 054361
	Facebook: 1Hart,1Mind, 1 Future
First Contact and Support Hub	01429 284284

Notes

Notes



» For more information you can contact:

SEND Team



sen@hartlepool.gcsx.gov.uk



(01429) 284366



Published in November 2015