

What is the statutory assessment and statement process?

Statutory Assessment is a detailed assessment process under 1996 Education Act. Reports about your child will be provided by a number of people. This may include teachers, educational physiologists and others who work with or support your child. You will also be asked to contribute to this assessment process.

The assessment will identify your child's needs and any special help they may require. At the end of the assessment process the LA (Local Authority) will decide whether or not to issue a statement of Special Educational Needs for your child.

A statement of SEN will contain a detailed summary of the child's needs and guidance on the level and kind of support that a school should offer. The statutory assessment and statement process is only appropriate for a very small number of children.

If the LA (Local Authority) gives a child a statement of SEN then it will be reviewed once a year at an Annual Review Meeting. The purpose of the Annual Review meeting is to make sure that parents, children, school, other relevant professionals and the LA evaluate the effectiveness of the statement. The LA can adjust the statement or remove it if it is no longer needed. All children who have a statement of SEN also have an IEP which is reviewed regular.

If you have any concerns about your child, please do not hesitate to discuss them with your child's class teacher.

With your support we want to ensure that every child at Stocksbridge Nursery Infant School achieves their full potential

Contact details in School:

Headteacher

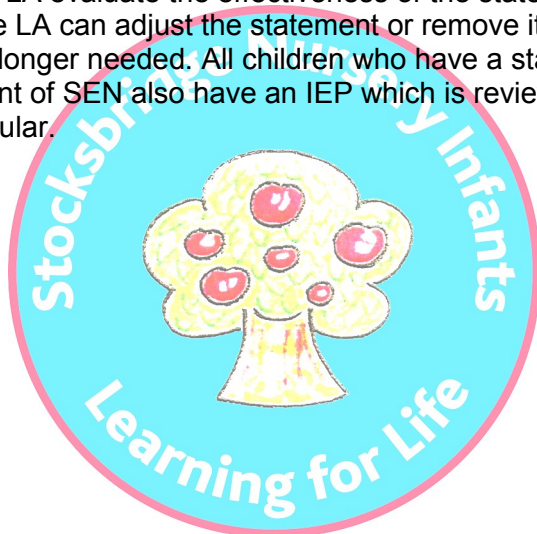
Jane Townsend

SENCO

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Governor with SEN Responsibility

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Stocksbridge Nursery Infants

SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Information Leaflet for
Parents & Carers





The purpose of this leaflet is to help you understand how provision is made in school for children with Special Education Needs and/or a Disability (SEND).

Each child is different and all children learn and develop at different rates. This means that we plan our curriculum to cater for all levels of development. Most children will make appropriate progress, whilst other children may require additional support. Some children experience difficulties for a short time, whilst others may need extra support in the long term.

What if my child needs more support?

If you or the school is concerned about the development and progress of your child, staff who work with your child will meet with you to discuss this. It is possible that he/she may have Special Education Needs. As a school we follow the SEN Code of Practice (DfES 2001). We do this by:

- Having a written SEN Policy and report annually on the SEN policy to governors.
- Have a member of staff appointed as the Special Education Needs Co-ordinator (SENCO)
- Meeting the needs of children with a Special Educational Need by working in partnership with parents and ensuring they have access to a broad, balanced and relevant curriculum.

How will the SENCO help my child?

The SENCO will:

- Advise and support staff in school to meet your child's needs
- Help plan future support for your child called School Action and School Action Plus
- Ensure that the appropriate records are kept of your child's progress.
- Take the lead in seeking advice from other professional and in further assessments of your child's strengths and weakness.

The Different Levels of SEN

The 'SEN Code of Practice' encourages schools to address SEN in the following way:

Initial concerns

Your child's teacher will speak with you if they have concerns about the progress your child is making. Your child's progress will be monitored at this stage.

What is School Action?

If after careful monitoring there are still concerns about your child's progress your child's teacher of the SENCO will discuss moving your child to the SEND Register and record support as School Action. Further information will be collected about your child and we will decide with you what extra or different help is needed. This is called School Action—the actions we can take as a school to support your child will be recorded in an IEP.

The Individual Education Plan (IEP)

At School Action an Individual Education Plan (IEP) will usually be written. The IEP will include information about:

- The three or four short-term targets for your child (small steps your child can achieve).
- What help will be given and by whom in school
- What help you can give your child at home.

We will review your child's IEP with you at least twice a year. The views of your child will be taken into account where appropriate.

School Action will continue until it is no longer needed or it is decided that your child needs additional support at School Action Plus.

What is School Action Plus?

If there are concerns about the progress your child is making with support at School Action, your child's teacher or the SENCO will ask your permission to seek further advice and support from external services. These services may include a Specialist Teacher, an Education Physiologist, a Speech Therapist or other Health Professional.

New strategies are put in place and a new IEP is developed using the advice from these agencies. You will continue to be involved. Your child's progress will be regularly recorded and reviewed at School Action Plus. School Action Plus will continue until it is no longer needed or your child has moved on towards Statutory Assessment.