

Parent Partnership Service

A service for parents and carers of children and young people with special educational needs

Confidential Advice Line Link (CALL)

Phone: ☎ 01223 699214

10am – 12noon and 2pm – 4pm

Monday to Friday, Term Time only

E-mail: ✉ pps@cambridgeshire.gov.uk

Newsletters, Training and Website

Phone: ☎ 01223 699211

E-mail: ✉ ppsadmin@cambridgeshire.gov.uk

PPS Website 🌐

www.cambridgeshire.gov.uk/pps

Parent Partnership Service,
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CB3 0AP

We provide an answerphone if a member of staff is not available to take your call.

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Please ask us for copies of this leaflet in Braille, on audio cassette or in a different language.

Prosimy pytać u nas o kopie niniejszej ulotki w języku Braille'a, w wersji audio lub w innym języku.

Prašome mūsų teirautis šio informacinio lapelio kopijų Brailio raštu, garsajuosteje ar kita kalba.

Caso necessite, peça-nos cópias deste folheto em Braille, cassete áudio ou numa língua diferente.

এই প্রচারণাটির কপি ব্রেইল, অডিও ক্যাসেট বা অন্য কোন ভাষায় পেতে চাইলে দয়া করে আমাদের নিকট অনুরোধ জানান।

مختلف زبان میں درکار ہو تو برائے کرم ہم سے درخواست کریں۔

الفاظ کو سمجھ کر پڑھنے کی زبان میں، آڈیو کیسٹ پر یا کسی اگر آپ کو اس کتابچے کی نقل بریل یعنی نابینا لوگوں کی

请向我们索取本小册的其他版本，包括盲文、录音带或另一种语言的译本。

Mangyaring hingin kami para sa mga kopya ng polyetong ito sa Braille, sa audio cassette o sa ibang wika.



School-based action



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www.cambridgeshire.gov.uk/pps

School-based action

'The school has a duty to inform the child's parents that special educational provision is being made for the child because the child has SEN.'

Section 317A, Education Act 1996

School Action

Your child's school may be concerned that he or she has special educational needs.

This is likely to be because your child:

- makes little or no progress even when teaching has been targeted at their weaknesses;
- has difficulty with literacy or maths;
- has emotional or behavioural difficulties;
- has communication difficulties; or
- has sensory or physical problems and does not make progress even when using specialist equipment.

The school will discuss with you the best ways in which to support your child to make progress. The class teacher should be involved in these discussions, along with the school's Special Educational Needs Co-ordinator (SENCo). They will collect as much information as possible about your child from you. Sometimes they will want to contact health or social care professionals but they will only do so if you agree.

The SENCo will assess your child's strengths and weaknesses, plan future support and arrange regular reviews to check what progress has been made. He or she will also draw up an individual education plan (IEP), or something similar, for your child. You should also be invited to be part of this process.

The SENCo and your child's teacher will decide what sort of support will help your child to make progress. For example:

- different learning materials;
- special equipment;
- group work;
- individual support;
- training for staff on how best to support your child; and
- one-off or occasional support from the local authority.

A child's IEP should meet their individual needs. As no child's needs are exactly the same as any others, each child's plan will be different.

School Action Plus

Your child's progress will be reviewed regularly. It may be that their special educational needs continue to cause concern. If so, it is likely that, at a meeting when the IEP is reviewed, you, the SENCo and the teacher will decide that more support is needed.

The SENCo will ask for advice from outside specialists, such as an educational psychologist or teachers from the support

services. These specialists will look at your child's records to get a full picture of their progress, the strategies already used by the school and targets that have been set and achieved.

Together with the SENCo and teachers, the specialists will develop a plan for your child. This may include:

- regular advice to teachers on working with your child;
- teaching support;
- equipment and teaching materials;
- information technology; or
- specialist assessment.

The plan will be recorded in a new IEP, which will be monitored and reviewed regularly. Your child's teacher will be responsible for making sure the plan is put into action in the classroom.

Reviews

The SENCo normally arranges the review. You should always be told when these reviews are to take place. You should be asked for your views on your child's progress and be told after the meeting about any decisions reached.

The review should, ideally, be held at least every term and focus on:

- the help given by the school and you;
- progress made by the child;
- how effective the individual education plan (IEP) has been;
- updated information and advice; and
- future action.