

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, garsajuostėje ar kita kalba.

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

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

آڈیو کیسٹ پر یا کسی مختلف زبان میں درکار ہو تو برائے کرم ہم سے درخواست کریں۔

اگر آپ کو اس کتابچے کی نقل بریل یعنی نابینا لوگوں کی الفاظ کو چھو کر پڑھنے کی زبان میں

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.



Statutory Assessment Information for parents and carers

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

Training, newsletters and website:
Phone: ☎ 01223 699211
E-mail: ✉ ppsadmin@cambridgeshire.gov.uk
Website: 🌐 www.cambridgeshire.gov.uk/pps

Statutory assessment

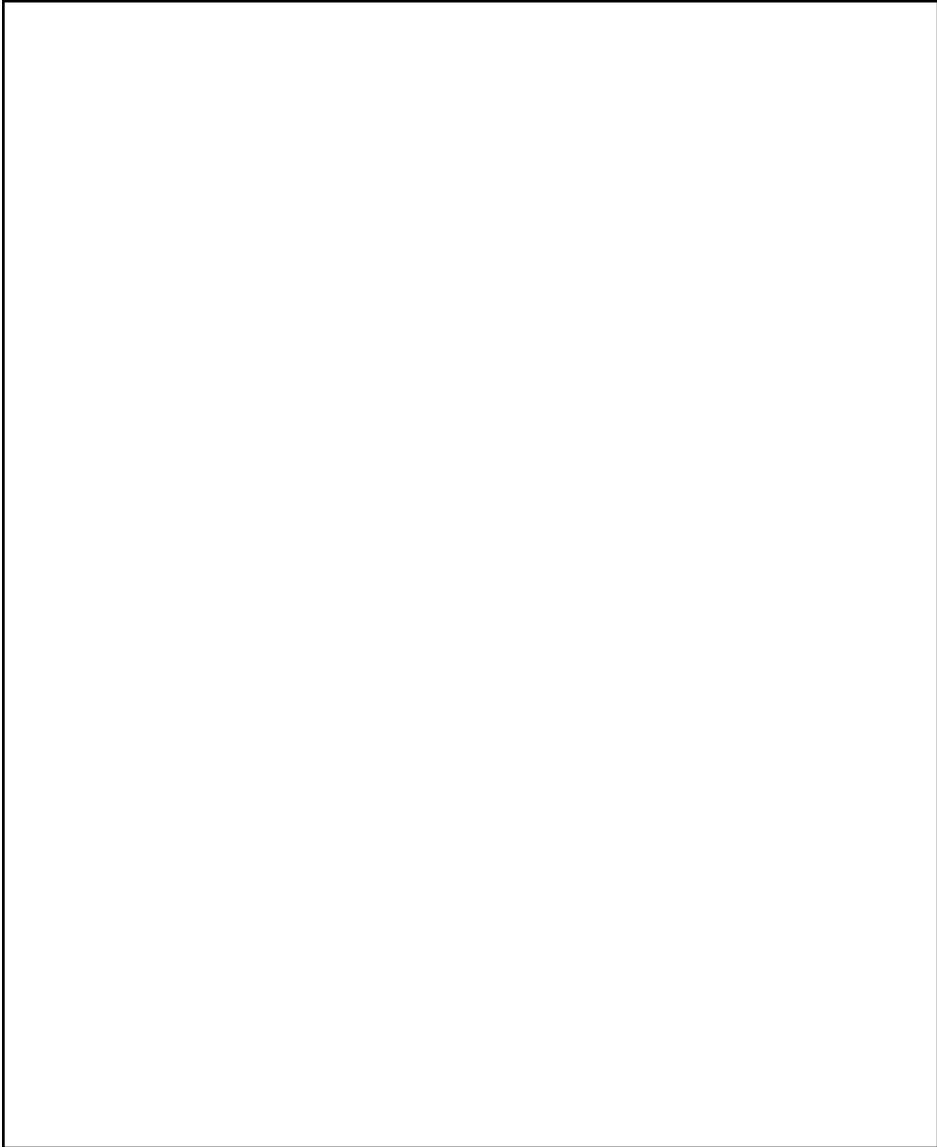
“The special educational needs of the great majority of children should be met effectively within mainstream settings without the local authority needing to make a statutory assessment. In a very small number of cases the local authority will need to make a statutory assessment of special educational needs and then consider whether or not to issue a statement.”

(Revised Special Educational Needs Code of Practice 2001 Section 7:1)

A child’s school or parent can ask the local authority to make a statutory assessment. Other agencies as well as education (such as the health authority or social care) can also ask for an assessment.

If your child’s school believes your child needs a statutory assessment, they should discuss it with you before making the referral for assessment.

If you decide you would like to ask for an assessment, you should discuss this with the school before doing so. There is guidance on pages 10 –13 on the type of information you can provide about your child with this request.



We have left the next two pages blank so you can make any notes you think may be helpful.

Before deciding whether to assess a child, the local authority must:

- tell you, in writing, that they are considering an assessment;
- explain to you the procedures they will follow;
- tell you the name of an officer you can contact for more information (the Special Needs Officer);
- tell you about your right to put forward written or spoken evidence of why you believe your child should or should not be assessed (you must do this within 29 days of receiving the notice telling you about the proposed statutory assessment);
- give you information about us at the Parent Partnership Service (PPS); and
- tell social care and the health authority that if an assessment goes ahead, they will ask them to provide advice.

The local authority should also:

- explain the timescale for each stage of the assessment;
- encourage you to respond and put forward evidence, pointing out the importance of your contribution;
- ask whether you would like them to consult anyone else as well as those they must contact for advice if they decide to carry out an assessment;
- tell you that you may provide any private advice or opinions, which they will take into account; and
- tell the educational psychology service and any other relevant educational services that if an assessment goes ahead, they will ask them for advice.

Whoever asks for the assessment, the local authority must make a decision about whether to assess your child **within six weeks** of receiving the request.

5. What does *[child's name]* worry about? Is *[he/she]* aware of difficulties?
6. What are your worries or concerns?
7. Is there any other information you would like to give about the family – perhaps major events that you think might have affected *[child's name]*?
8. With whom would you like more contact?
9. How do you think your child's needs affect the needs of the family as a whole?

D – ADDITIONAL INFORMATION

1. Please attach any reports from other professionals that you would like us to consider.
2. Are there any professionals you would like us to write to for advice? If so please provide their names and addresses.

E – *[CHILD'S NAME('S)]* VIEWS

Does *[child's name]* realise that *[he/she]* has difficulties? If so, what are *[child's name ('s)]* views on how *[he/she]* would like to be helped in school? How has *[child's name]* told you?

From the SEN Toolkit Section 8 'Guidelines for Writing Advice'

Relationships – With parents, brothers and sisters; with friends; with relations; with other adults at home, ‘outside’ generally. Does *[child’s name]* mix well or stay on *[his/her]* own?

8. **Behaviour at Home** – Co-operates, shares, listens to and carries out requests, helps in the house, offers help, fits in with family routine and ‘rules’. Moods good and bad, sulking – temper tantrums, affectionate.

9. **At School** – Relationships with other children and teachers; progress with reading, writing, number, other subjects and activities at school.

10. How has the school helped? Have you been asked to help with schoolwork – with what result?

11. Does *[child’s name]* enjoy school? What does *[child’s name]* find easy or difficult?

C – YOUR GENERAL VIEWS

1. What do you think your child’s special educational needs are?

2. How do you think these can be best provided for?

3. How do you compare your child with others of the same age?

4. What is your child good at or what does *[child’s name]* enjoy doing?

What happens next?

If the local authority decides not to make a statutory assessment

If after looking at all the evidence the local authority decides not to assess your child, they will tell you in writing and explain the reasons for their decision. This may come as a disappointment to you. You may want to:

- arrange a meeting with the local authority to discuss the decision and
- talk to the school about how your child can continue to be supported.

You may also want to contact us at the PPS.

The local authority will also tell you about:

- the tribunal process if you want to appeal against their decision **and**
- the Independent Mediation Service.

If the local authority decides to make a statutory assessment

If after looking at all the evidence the local authority decides to make a statutory assessment, they will consult those who know the child and ask for a response within six weeks.

As a parent, the local authority must tell you:

- their decision;
- that as part of gathering evidence, your child may be observed and assessed;
- about your right to be with your child at any interview, test, medical or other assessment, and the time, place and reason for appointments;
- the name of your child's Special Needs Officer, who you can ask for more information;
- that you have the right to send them information.

Sometimes, although you have the right to be there when your child is being assessed, it may be better for your child if you are not. This is because sometimes children behave differently in front of parents. If this situation arises, you may want to discuss with the school what is best for your child.

Once the local authority has decided to make a statutory assessment, they will ask everyone involved with your child to write a report. These reports are known as 'advice'.

General Health – Eating and sleeping habits; general fitness, absences from school, minor illnesses – coughs and colds. Serious illnesses/accidents – periods in hospital. Any medicine or special diet? General alertness – tiredness, signs of use of drugs – smoking, drinking, glue-sniffing.

Physical Skills – Walking, running, climbing – riding a bike, football or other games, drawing pictures, writing, doing jigsaws, using construction kits, household gadgets, tools, sewing.

Self-Help – Level of personal independence – dressing, etc; making bed, washing own clothes, keeping room tidy, coping with day-to-day routine; budgeting pocket money, general independence – getting out and about.

Communication – Level of speech – explains, describes events, people, conveys information (e.g. messages to and from school), joins in conversations; uses telephone.

Playing and Learning at Home – How does [*child's name*] spend time – watching TV, reading for pleasure and information, hobbies concentration, sharing.

Activities Outside – Belonging to clubs, sporting activities, happy to go alone.

A Guide for Parents in writing their submission in support of their child's request for Statutory Assessment

The following guidelines are to help you with your contribution to the Statutory Assessment of your child. **You do not have to use them if you do not want to.** You can change the order, leave bits out or add things that you feel are important, but it would be helpful if you used the four headings we have suggested. Your written contribution can be as long or as short as you would like.

A – THE EARLY YEARS

The following questions are a guide to help you remember about the early years.

1. What do you remember about the early years that might help?
2. What was *[child's name]* like as a young baby?
3. Were you happy about progress at the time?
4. When did you first feel things were not right?
5. What happened?
6. What advice or help did you receive - from whom?

B – WHAT IS YOUR CHILD LIKE NOW

The following 9 headings are a guide to help you give a detailed description of your child.

The written advice the local authority must ask for includes:

- advice from you;
- advice from the school;
- advice from your child's doctor;
- advice from an educational psychologist;
- advice from social care; and
- any other advice the local authority believes is necessary (for example, if your child has visual difficulties, the local authority must ask for advice from a teacher qualified to teach children with visual difficulties).

Your child's views

It is important that your child has a chance to have their say about themselves and their special educational needs.

Once the local authority has received all the advice, they will consider whether your child should have a statement. They must make the decision **within 10 weeks** of agreeing to assess your child.

Once the decision has been made, they will write to you with either a proposed (called a draft) statement or a 'note in lieu' explaining why they have decided not to make a statement.

If the local authority decides not to make a statement

You may feel disappointed if the local authority decides not to make a statement indicating that your child's needs can be supported from within schools own resources. The local authority will have received a lot of information about your child's special educational needs from everyone involved in the assessment. This information will be used to plan support for your child through the school.

You may want to meet an local authority officer and the Headteacher or Special Educational Needs Co-ordinator (SENCo) of your child's school to discuss the decision not to make a statement. You may also want to contact us at the Parent Partnership Service (PPS).

If an agreement cannot be reached about the decision not to make a statement, you can use the independent disagreement resolution service to try to reach an agreement informally. Or, you can appeal to the First-Tier Tribunal (Special Educational Needs and Disability). Please contact us for information about the disagreement resolution service and the First-Tier Tribunal.

Timetable for statutory assessment

6 weeks	The local authority considers the request to carry out a statutory assessment and decides whether to make a statutory assessment.
10 weeks	The local authority carries out an assessment and decides whether: <ul style="list-style-type: none">• to issue a statement; or• not to issue a statement.
2 weeks	The local authority: <ul style="list-style-type: none">• issues the proposed statement; or• explains their decision not to make a statement.
8 weeks	If the local authority has decided to issue a statement, it will send out the final statement.
Total	26 weeks

Sometimes there may be exceptions to the time allowed. These will always be sent out in letters from the local authority or, you can contact your Special Needs Officer (SNO).