

We will write a summary of our involvement and make recommendations to you, the school and anyone else who may find the information useful in helping your child.

Supposing there's a long wait before a professional sees my child?

The school should continue as before, offering support to your child, reviewing their progress and setting targets.

What happens if my child still makes no progress?

Your child will only be moved to the next stage if there has been no progress despite regular and increasing levels of support over time through School Action and School Action Plus.

For a tiny proportion of children whose special needs are long-term and severe, The Learning Trust may need to assess the child's difficulties itself through a statutory assessment. This may result in a Statement of Special Educational Need which may recommend regular monitoring of progress or additional support.

Parents or schools may request a Statutory Assessment; carers may also ask their social workers to request one.

The Learning Trust has developed set criteria of need to decide whether to begin a statutory assessment. The Learning Trust will also want to see school records of the child's difficulties and evidence of the school's attempts to support the child through School Action and School Action Plus.

Statutory assessment is a lengthy procedure which follows set guidelines laid down by the government. More details about this process can be obtained from the Assessment and Monitoring Team in The Learning Trust (Tel: 020 8820 7550).

Do you need more advice?

The Educational Psychology Service runs a confidential advice service for parents on Wednesday afternoons during term time either 2-4pm or 4-6pm. Ring 020 8820 7518/9 for a 30 minute appointment.

If you want to know more about what educational psychologists do, then ring the above number or ask your child's school or nursery for an information leaflet.

Getting the right support for children at the right time

The SEN Code of Practice



School Action and School Action Plus Questions and answers for parents, carers and others

What is the SEN Code of Practice?

The Government published the first Code of Practice in 1994 because very large numbers of children with difficulties were not being identified in schools or receiving the extra support they needed. A revised Code was issued in January 2002.

The Code of Practice recommends how all children with special educational needs (SEN) should be 'identified and supported so that they reach their full potential and are fully included in their school communities'. The term SEN refers to both behaviour and learning.

The Code says that:

- children's needs must be identified as early as possible
- there should be a graduated approach to support
- parents must be involved at every stage
- children should be supported to take part in planning
- progress must be recorded and regularly reviewed

All maintained schools, nurseries and playgroups now follow the Code of Practice.

How is the Code of Practice applied in schools in Hackney?

In Hackney, **the SEN Profiling System** helps schools and nurseries follow the procedure. It offers a way of recording:

- information about children's needs
- how parents/carers have been involved
- children's progress and views about their progress
- the support that has been offered by the school, nursery or playgroup.

A 'graduated approach to support' – what does that mean?

It means that the level of support must match the child's need.

The greater their need, the more support they should get.

Every maintained school is given money by The Learning Trust to support children who need it.

The special needs coordinator, or SENCO, is a named teacher or key worker at your child's school/nursery, who has special responsibility for children with SEN.

Depending on their needs, children may need support at School Action and/or support at School Action Plus.

What is School Action?

If you or your child's teacher/key worker is concerned about their learning or their behaviour, a plan of action may be drawn up to support your child.

The SENCO will now be involved in planning with you, your child and your child's teacher / key worker, how the school can offer more support.

They may draw up an Individual Education Plan (IEP) for your child.

The IEP is a detailed plan of action which is recorded. It sets targets and outlines the ways in which the school and you as parents will support your child in achieving those targets. Your child should usually receive some additional support from their school / nursery.

Your views, and the views of your child, are important in helping set out targets – both for learning and behaviour – and in finding successful strategies. The IEP will be reviewed at least once, sometimes more, with you and your child.

Sometimes, with your permission, teachers may seek advice from the school's educational psychologist to help with their planning.

Most children will make progress with this support. However, if your child has still made no progress and you give your consent, your child may be offered support through School Action Plus.

What is School Action Plus?

At this stage, the school may ask an external professional such as an educational psychologist or speech and language therapist, to advise on how to support your child. An educational psychologist will not see your child without your written permission.

These professionals will want to meet you and may want to observe or assess the child themselves. Their recommendations will be used to develop new targets and recommend more ways in which the school can help.

At this stage, your child should receive more frequent, more intensive or more specialist additional support from their school / nursery.

The plan will be recorded and a date set for review.

What will an educational psychologist do?

To find out more about your child's needs we may do one or more of the following:

- observe your child
- work with your child individually or as part of a group
- meet with you
- speak to your child's SENCO and/ or class teacher