

A powerful say for parents, carers
and their children with special
educational needs and disabilities

hackney
parent
partnership
service

extra help for your child

School Action/Action Plus
for children with special
educational needs



www.learningtrust.co.uk

Different schools and early education (pre-school) settings help children with special educational needs (SEN) in different ways. They have an SEN policy based on the guidelines in the Code of Practice, which is a guide for early education settings, schools and local education authorities about how to help children with special educational needs.

This leaflet gives some information about getting extra help for your child.

We are here for you

You may also find it useful to talk to someone from Hackney Parent Partnership Service.

Hackney Parent Partnership Service

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You have a right to see the school's SEN policy and to receive a copy of the school's annual report on that policy.

Once it has been decided that your child has special educational needs, your child's school or early education setting (pre-school) should take action. This is called **School Action** or **Early Years Action** and means giving your child extra or different help.

School Action might include any or all of the following:

- Teaching some things in a different way.
- Some help from an extra adult, perhaps in a small group.
- Using particular equipment, such as a computer.
- Using different teaching materials.

The school must tell you when they first start giving extra or different help for your child because he or she has special educational needs.

Early Years / School Action is the first stage in helping a child who is having difficulties. The Special Educational Needs Co-ordinator (SENCO) will collect information about your child, including your own views, and decide on the action needed to help your child to make progress.

Your child may need help through School Action for only a short time, or for longer, perhaps for the rest of their time at school.

If your child has special educational needs, you should be consulted at each step. The school will also consider your child's own views.

Your child's teacher is responsible for working with your child on a day-to-day basis, and he or she may decide to write down the actions or help for your child in an **Individual Education Plan (IEP)**. Your child's teacher should involve you and your child in writing the IEP if possible.

The IEP should say:

- What special help is being given to your child.
- How often the help is being given.
- Who will provide the help.
- What your child's targets are.
- How and when your child's targets will be checked.
- What you can do to help your child at home.

The IEP will usually be linked to these main areas:

- Language
- Mathematics
- Social Skills
- Literacy
- Behaviour

If the school has written an IEP for your child, ask for a copy

Sometimes schools will not write an IEP but will record how they are meeting your child's needs in a different way, but they should still be able to tell you how they are helping your child and what progress he or she is making, and to explain why they have not written an IEP.

What should I do if I am not happy with anything the school does for my child?

- Talk to your child's class teacher, form tutor, subject teacher or SENCO. You could also talk to the headteacher.
- To make sure you have enough time to say everything you want to, it is probably best to ask for a meeting.
- You may find it useful to write down what your worries are before the meeting and, if you want to, you can take along a friend or relative with you. (See HPPS Leaflet "Making the Most of School Meetings").

If previous steps failed

If you still disagree with your child's school after you have talked to them, you can:

- Get more help and advice from Hackney Parent Partnership Service.

School Action Plus

If your child does not make enough progress with **School Action**, the **SENCO** should then talk to you about taking advice from other people outside the school, for example a specialist teacher, educational psychologist, speech and language therapist, occupational therapist or physiotherapist. This advice should be used to draw up a new **IEP** for your child. This is called **School Action Plus**.

Statutory Assessment

The school should try to include you in any discussions and consider your views in making any decisions about how to help your child.

They should keep you informed about your child's progress.

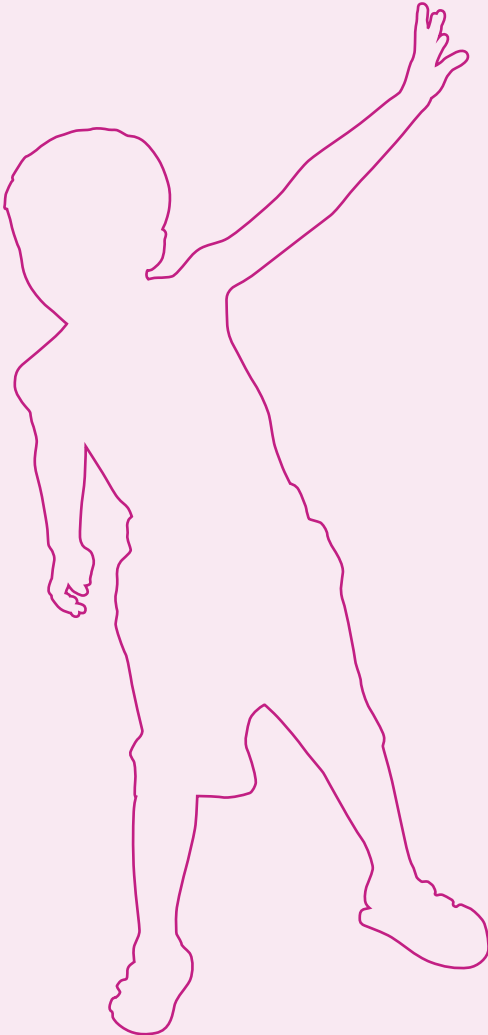
If your child still does not seem to be making enough progress or needs a lot of extra help, The Learning Trust may decide to carry out a more detailed assessment of your child's needs. This is called a **Statutory Assessment**. You or the school can request The Learning Trust to consider making a statutory assessment. (See HPPS Statutory Assessment leaflet)



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